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교육학석사학위논문

Process-Oriented Writing Instruction
Integrated with Performance Assessment
for Korean High School EFL Learners

한국 고등학생 영어학습자를 위한
과정중심 쓰기 수업과 수행평가의 통합

2019년 8월

서울대학교 대학원
외국어교육과 영어전공
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Process-Oriented Writing Instruction
Integrated with Performance Assessment
for Korean High School EFL Learners

by
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ABSTRACT

Process-Oriented Writing Instruction Integrated with
Performance Assessment for Korean High School EFL Learners

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The importance of writing ability is highlighted, because among four language skills – listening, speaking, reading, and writing – writing skill is known to require higher order thinking. However, previous literatures have proved that L2 writing is different from L1 writing in many aspects, so it is essential for EFL learners to learn how to write in English in order to become proficient writers. Historically, product-oriented writing approach was the initial step to teach the way to write, moved to process-oriented writing approach, and then mixed them in some ways. With regard to the trend of writing approach, this exploratory study explored the influence of process-oriented writing instruction integrated with performance assessment on Korean high school EFL learners. Since performance

assessment evaluates students' writing ability, it should focus on not only writing process but also final writing product. Also, Korea is in the examination-driven education system, so it was expected that integrating process-oriented writing instruction with performance assessment would facilitate students involvement in writing, which results in development of writing ability.

Sixty two Korean high school EFL learners' writing products during 10 weeks writing classes, self-report pre- and post-questionnaire surveys, and instructor's observation notes were collected and analyzed quantitatively and qualitatively. Results revealed that students have developed their writing in terms of both writing process and writing product. In order to investigate development in the aspect of writing product, students final writing written in the last week was compared with the first writing written in the first week. Statistically, they wrote significantly longer, with more thorough and substantive content, and organized their ideas more effectively. Through qualitative analyses, it was also proved that they used a variety of expressions and vocabulary, and better managed language use through process-oriented writing instruction integrated with performance assessment. In the aspect of writing process, students planned more, completed the first draft based on planning, learned from others during peer feedback, and

built self-revising ability during repeated revising in the process-oriented writing instruction.

Writing process linked closely to writing product, and thus students could end up gaining better scores in the final performance assessment. However, there was discrepancy according to proficiency levels, high and low. Although statistical results proved development in writing product for low proficiency group only, qualitative analyses on writing products through process-oriented writing demonstrated writing development for both high and low proficiency groups. Moreover, especially high proficiency group students displayed outstanding self-revising ability with better writing fluency.

The present study suggests that process-oriented writing instruction be necessary for Korean high school EFL students to develop writing product during effective writing process. In order to encourage students involvement in the writing instruction, integrating instruction with performance assessment is essential in the examination-driven education system of Korea, and the integration of instruction and assessment corresponds to the contemporary educational policy. Consequently, this urges EFL writing practitioners to begin discussing various feasible methods to integrate writing instruction with writing assessment into educational practice.

Keywords: Process-oriented writing instruction, performance assessment, integrating instruction with assessment, Korean high school English writing, Writing process and writing product

Students number: 2016-21786

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CHAPTER 1.

INTRODUCTION

The present study attempted to investigate how Korean high school EFL learners' writing was developed by process-oriented writing instruction integrated with performance assessment. This chapter contains three sections which begin with the need and purpose of the study in section 1.1. The next section 1.2 introduces the research questions. Finally, the last section 1.3 outlines the overall organization of the thesis.

1.1. The Need and Purpose of the Study

According to Flower and Hayes (1981), "writing is a recursive process in which planning, evaluating, and revising interact with each other" (p. 366). However, in most cases, high school students in Korea are at the disadvantage of being evaluated by a timed single-draft writing test employing a product-oriented writing approach. Researchers, along with Lee (2006) and Cho (2001), have criticized timed single-draft essay tests since they offer only a one-dimensional indication of students' writing ability ignoring performance factors, as

well as denying focus on longer-term development. Moreover, such tests are said to sharply contrast with the real world, where people receive feedback from others during and after writing (Wiggins, 1994). As a result, a writing assessment design employing multiple-draft essay tests, which provides a multi-dimensional view with greater construct validity, has been argued as a better alternative.

However, it is true that English teachers in Korean high schools are apprehensive about writing assessment, not to mention process-oriented writing instruction in general. In-depth interviews conducted with 21 high school English teachers from across the country had revealed teachers' confession that essay writing tests were not properly implemented and the reasons were varied: the difficulty of maintaining reliability and validity within writing tests, disjunction between instruction and assessment, the negative washback effect from CSAT, and lack of teachers' ability to teach and assess writing in English (Park & Chang, 2016). It is also argued that process-oriented writing instruction and process-oriented writing assessment were necessary but had obstacles being utilized in the reality of Korean high schools (Song, 2002). As a result, current English classes rely on timed single-draft essay writing tests without sufficient pre-test writing instruction, and those tests were for the purpose of fulfilling the

educational policy, which requires all subjects in high school to conduct essay writing tests.

For EFL learners, writing an essay is a challenging domain, where step-by-step systematic process-oriented writing approach and scaffolding supports from peers and teachers are inevitable. Students tend to be very strategic and focus their time and efforts on what they believed would bring them good grades (Seviour, 2015). Because of this obvious tension between assessment and learning, it is crucial that teachers endeavor to help students attain writing ability in English and design an assessment which actually leads students to effective learning. Especially in an EFL context like Korea, the purpose of assessment needs to direct toward learning, rather than evaluating students by grading or ranking them in order, since the end goal is supposedly logical communication and expression, which is also clearly stated in the national English curriculum of Korea in 2009 and in the following 2015 curriculum reform.

In an effort to reflect this focus, innovative waves of essay writing assessment have been gradually adopted beginning from the 2009 national curriculum in Korea. The Ministry of Education started emphasizing assessment of productive skills such as speaking and writing in the form of classroom performance-based assessment. How

teachers assess students' performance is important since "assessment frames learning, creates learning activity and orients all aspects of learning" (Gibbs, 2006, p. 23). Gibbs and Simpson (2004) commented that "assessment has an overwhelming influence on what, how, and how much students study" (p. 3). With the significant impact of assessment on students, Boud (2000) underscored the belief that "assessment always has to do double duty" (p. 10), and thus teachers, as assessment designers, need to be cognizant of multiple purposes of assessment, trying to increase positive washback effect.

It might be possible that Korean education department tried to innovate teaching by changing how to assess students since Korea has an examination-driven education system. Although people lament the competitive examination-driven education system in Korea, this environment and the ills associated with it appear in classrooms worldwide. In many cases, what is assessed determines instructive materials and becomes a priority to teach and learn. English teachers, including professional writing instructors as well as test creators, play an important role in facilitating students' writing, fostering desirable learning and offering a fair and informative assessment process. Since scoring essay writings takes quite a long time, essay writing tests are mostly done in the form of performance assessment in Korean

secondary schools.

A performance-based test refers to a direct test which observes and measures the achievement in students' actual performance, and it is categorized in a process assessment (Choi, 2000). Educational policy plans in the office of education in Gyeonggi Province and 2015 national curriculum reform emphasize the necessity to assess process as well as product in students' classroom performance and seek the integration of instruction and assessment. Therefore, it is unavoidable to actualize the policy into practice and explore how Korean EFL learners develop writing process and writing product in English class. By designing essay writing assessment integrated with process-oriented writing instruction in which teachers emphasize the dynamic writing processes and provide enough time to practice composing, teachers can provide students more opportunities to develop their writing. At the same time, a performance assessment on writing process and writing product would validly measure students' writing ability, and be more appropriate for the purpose of classroom performance-based assessment.

With regard to the writing process, studies have demonstrated the effect of planning, feedback, and revising separately. Albeit partially, positive effects on planning prior to writing (Ellis & Yuan, 2004; Johnson, Mercado, & Acevedo, 2012; Manchon & Larios, 2007),

and on the practice of peer feedback and revising (Hattie & Timperley, 2007; Lundstrom & Baker, 2008; Miao, Badger, & Zhen, 2006; Min, 2006) are enunciated in numerous studies.

In addition, it is worth to note that Worden (2009) found that even in the case of conventional product-oriented writing tests, did about two-thirds of students plan their overall organization and writing structure in advance and engage in pre-writing, and did over 80% of students revise within the assessment time. This clarifies the significance of writing as a process. However, this attention to writing process during product-oriented assessment occurred mostly in skilled writers in many studies. If teachers provide students with time to plan, draft, and revise before an essay writing assessment, then, a greater number of students in various proficiency levels might be able to produce more refined and higher quality essays, ultimately becoming better writers. That is why the present study tried to see the proficiency effect in development of writing process and writing product.

Specifically, researchers have shown that writers display different writing process at different proficiency levels. Larios, Manchon, Murphy, and Marin (2008) studied how EFL writers allocate time while composing and found that unskilled writers tended to plan

and revise less than skilled writers. This corresponds with the findings from Raimes (1985), who examined the writing process of unskilled ESL students, and Manchon and Larios (2007), who showed the temporal nature of planning according to the level of L2 proficiency. Along with the effect of performance assessment following process-oriented writing instruction, examining writing development between different proficiency levels would be meaningful in the context of high school English classroom in Korea.

In trying to reflect the reality of English essay writing assessment in Korean high school, Song (2007) presented that only five out of 98 high schools in Korea conducted essay writing assessment in 2007. However, each subject teacher including English teachers is currently required to evaluate students' ability via performance-based assessment including an essay writing test throughout all high schools located in Gyeonggi province. From 2013, the Office of Education in Gyeonggi Province has requested English teachers to examine students' English ability using both descriptive and essay writing tests, which should account for more than 35% for one semester. Performance-based assessment measuring productive skills, such as writing or speaking, is likewise required. According to the Gyeonggi assessment policy, incorporating at least one essay writing test is mandatory. An essay

writing test here refers to “assessing various types of writing composed by students using their own ideas and claims after internalizing what they have learned” (Office of Education in Gyeonggi Province, 2017, 2018).

After 2015 national curriculum reform, it was investigated in 10 high schools located in Gyeonggi Province how the English writing assessment was implemented and how curriculum, instruction, and assessment were interrelated (Lee, 2019). What she found was that all 10 high schools conducted English writing assessment in various formats, but most English writing instruction was carried out to help students prepare for writing assessment rather than to improve general writing ability. She also conveyed English teachers’ claim for the necessity of process-oriented assessment. Unfortunately, other than Lee (2019), little is known about the current state of how English essay writing assessment is applied in Korean high schools after 2015 curriculum reform.

Therefore, in order to realize the type of essay writing assessment proposed by the government, it is essential to develop a new assessment procedure integrated with instruction. For Korean high school EFL learners, it is crucial to provide multidimensional support to develop writing product through the assistance from writing process.

Nevertheless, since Korean people are sensitive to assessment and there are various obstacles from English class realities, process-oriented writing instruction integrated with performance assessment might have been a challenging domain to research. In an attempt to make a breakthrough in teaching and assessing English writing in Korean high school, combining process-oriented writing instruction and performance assessment would be a possible way to focus on student learning, promote learner engagement, and exert powerful extrinsic and intrinsic motivation. Therefore, the integration might be a practical and plausible alternative in Korean high school EFL context.

1.2. Research Questions

The aim of this study is to explore students development in writing process and writing product by implementing process-oriented writing instruction integrated with performance assessment (PIPA hereafter). This study uses mixed methods approach and examines the proficiency effects as well. For the purpose of the study, the following research questions are addressed.

1. How does Korean high school EFL learners' writing product

develop through PIPA?

2. How does Korean high school EFL learners' writing process develop through PIPA?

3. How does Korean high school EFL learners' development in writing product and writing process vary according to their writing proficiency?

1.3. Organization of the Thesis

This thesis consists of five chapters. Following this introduction, Chapter 2 reviews extant literature and research that motivate and generate the research questions addressed in this thesis. Also, gaps in previous research are subsequently identified and the research questions are raised for investigation. Chapter 3 depicts the methodological approach adopted in the study. In order to enrich the data from different perspectives, a multi-method design was adopted. The major research instruments – writing products, writing scores, pre- and post-questionnaire surveys, and classroom observation notes are identified and the procedures followed in collecting and analyzing data are stated. Key findings from an analysis of the research data are presented in Chapter 4. It also includes a detailed account and

interpretation of the findings of the study, with reference to each of the research questions and in relation to previous relevant research findings. Chapter 5 summarizes the study findings, focuses on both pedagogical and research implications of the study, and indicates its limitations.

CHAPTER 2.

LITERATURE REVIEW

This chapter is dedicated to a review of relevant literature that can contribute to validating the efficacy of the present PIPA for Korean high school EFL learners' writing development. Section 2.1 provides an overview of two different approaches toward L2 writing – product-oriented and process-oriented writing approaches. Section 2.2 describes the rationale of combining process-oriented and product-oriented approach and section 2.3 then elaborates on how the integration of process-oriented writing and writing assessment can boost language learning according to the pervious empirical studies.

2.1. L2 Writing Approaches

This section includes the literature review on major L2 writing approaches. Product-oriented writing approach is described in 2.1.1, and process-oriented writing approach in 2.1.2.

2.1.1. Product-Oriented Writing Approach

Silva (1990) traced back the starting point of L2 writing teaching to about 1945 and described the history of L2 writing as “a succession of approaches or orientations to L2 writing, a cycle in which particular approaches achieve dominance and then fade, but never really disappear” (p. 11). The first mainstream L2 writing approach was product-oriented and as Brown (2001) pointed out, writing teachers had regarded the final writing product as a priority before 1960s. Based on the view of behaviorism and structural linguistics, writers were supposed to learn how to write by imitating good models, developing sentence-combining skills, and avoiding possible errors from negative L1 transfer (Pincas, 1962).

Supported by the research on contrastive rhetoric between languages, the importance of the final writing product was mainly elaborated within the L2 context, focusing on linguistic features and rhetorical conventions in a composition (Kamimura, 2000; Kaplan, 1967; Raimes, 1991). Ever since Kaplan (1966, 1967) broadened the product-oriented writing approach beyond the sentence level and proposed a culturally influenced contrastive rhetoric as the internal logic of each person to be a barrier for foreign language writers, it

has been essential to understand the difference between L1 writers and L2 writers and to implement a systematic approach to teach the discourse organization with traditional native writing models. In order to adopt contrastive rhetoric in teaching Korean EFL writers, Lee (2003) characterized Korean rhetorical patterns mainly as quasi-inductive and a reader-responsible. Subsequently, she suggested that English writing teachers in Korea need to be aware of the preferred writing rhetoric in English writing genres and provide students with appropriate sample models. It was thought that these would serve as a sufficient guideline for creating texts in the L2.

On a different perspective on product-oriented writing approach, Badger and White (2000) described it as building a house according to three writing stages: controlled, guided, and free writing. According to them, writers at the controlled writing stage produce some sentences as stepping stones and, in the next stage, they use guided writing to visualize the design of a whole text and then they become able to describe the final composition as their own house in the last free writing stage. As Choi (2009) elaborated, teachers following product-oriented writing approach considered writing as a linear process and focused on assessing students' final writing product and correcting language use. Their focus was on form and accuracy rather than

content and fluency.

One evolutionary version of product-oriented writing approach is genre-based, which leads writers to have better understanding of not only genre specific textual patterns but also social context and writing purpose (Badger & White, 2000). Though researchers in genre approach admitted that there existed a clear similarity between product-oriented approach and genre-based approach, they also recognized differences between them. Badger and White (2000) pointed out that writing purpose is the main aspect of genre-based approach and Myskow and Gordon (2010) underscored social functions. Applying genre approach in an high school writing English course, Myskow and Gordon (2010) tried to demonstrate how genre approach can be effectively applied in high school context and the usefulness of teaching genre-specific rhetorical pattern in accordance with social purposes. They argued that knowing of the distinction between product-oriented approach and genre-based approach is significant and genres are more flexible text templates which dynamically interact with one another.

2.1.2. Process-Oriented Writing Approach

Moving toward cognitivism and sociolinguistics in the 1970s, researchers (Flower & Hayes, 1981; Raimes, 1991; Silva, 1990; Zamel, 1982) changed their focus from the text itself to the writing process. In order to have a final well-written product, writers engage in several cognitive procedures. It means that they are composing in a cyclical manner rather than in a linear way when they write (Kroll, 2001). Focusing on the complex relationship and connections between the writer, the content, and the meaning, a process-oriented writing approach underscores the recursive nature of writing (Silva, 1990). In other words, writers generate ideas according to the writing purpose, develop and formulate them using logical organization in rhetoric, and read and revise their writing product.

As proponents of process-oriented writing approach, Flower and Hayes (1981) elaborated writing as a goal-directed process and major steps of mental process in hierarchical structure, to be specific, planning, translating, and reviewing. The writing process has been divided mostly three to four categories but each one has been called in various names. For example, Maxwell and Meister (1993) distinguished four writing processes as discovery stage, draft stage, revising stage,

and editing stage, whereas Barnett (1989) suggested three stages such as prewriting, writing, and rewriting, and Silva (1993) put it as planning, transcribing, and reviewing.

However, it is far from saying that writers behave identically in the writing process. Grabe and Kaplan (1996) elaborated the writing process conducted by good writers. According to their analyses, good writers put considerable time and effort not only on each process of writing but also on text development in terms of rhetoric and readers. Even though composing process might not be simply defined as several sub-procedures, it has been discovered that overall process of writing in L1 and L2 writers was similar, but L2 writers compositions were less effective and different in each sub-categorized process (Silva, 1993). That is, L2 writers displayed quantitatively and qualitatively different planning, transcribing, and reviewing process, which results in less successful achievement in writing though they spent a great amount of time and effort.

Flower and Hayes (1981) posed the importance of strategic knowledge that skilled writers use and proposed writing teachers to bring awareness of writing strategies to students. In Korean EFL context, it is essential to teach writing process and strategies to effectively promote writers proficiency. As Silva (1990) pointed out,

the role of writing teachers need to be “to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics)” (p. 15). Empirically, Kim (2016) has shown that Korean university EFL writers developed a sense of audience, learned from feedback, and became more confident EFL writers after experiencing process-oriented writing classes.

There is no one-size-fits-all way of teaching how to improve EFL students' writing. Each product-oriented and process-oriented writing approach has strengths and weaknesses. As reviewed, product-oriented writing approach may effectively teach conventional rhetoric and build accuracy, while process-oriented writing approach can encourage creative contents from writers and enhance fluency. Process-oriented writing approach began with criticizing product-oriented writing since it ignored writers' potential and the importance of creating meaning, and most of all, the writing process. These two writing approaches seem to stand in the opposite side from each other, but it is time to balance and adopt good points from each approach.

Thus, next section 2.2 presents how product-oriented and process-oriented writing approach have been integrated in previous studies.

2.2. Integrating Product and Process Approach

Badger and White (2000) pointed out the weaknesses of both product and process writing approach and urged their synthesis by adapting one approach after another. Since a product is the result of process, they suggested process approach as the starting point. According to them, process approach was lack of input and attention to text itself, whereas product approach had drawbacks of underestimating writing process and writers' potential. They also introduced genre approach which valued the writing purpose in a specific context such as EAP (English for Academic Purpose) and it is included in the larger circle of product-oriented approach. Since product-oriented writing approach and process-oriented writing approach stand at the opposite side, one's weakness becomes the other's strength. In other words, well-balanced, combined use of both approaches can have synergy effects by taking advantages from both. Compensating each approach's weakness and combining strong points, what they

proposed was called process-genre approach. This model is supposed to take writers, writing processes, and a produced text into consideration.

As Kim (2016) emphasized in her study, Korean high school EFL learners may not have either sufficient linguistic knowledge or rhetorical awareness to write in English, so integrating both approaches is essential to improve overall EFL writing proficiency. She used process-genre approach combining process and genre, and showed that process-genre approach positively affect on high proficiency group but not for low proficiency group. Likewise, several researchers (Dovey, 2010; Lee, 2013; Kim, Y., & Kim, J., 2005) proposed genre approach combined with writing process in order to overcome the limitation which genre approach has, along with Badger and White (2000).

Broadening the circle of the integration, Kamimura (2000) also argued the need for combining process of writing with product-oriented writing instruction. He displayed the positive effects of having textual knowledge in writing and manipulating skillful writing strategies embedded in their writing process for Japanese college EFL students. In addition, Dovey (2010) showed facilitating effects from assessment tasks where students seemed to better engage in the classroom activities and developed linguistic resources. Moreover, students in her study favored the writing class and assessment since the assessment

tasks were closely related to the final writing product.

Somewhat counter evidence was shown in the study conducted by Ruegg (2015). It was about how differently students perceived the feedback from either a teacher or peers when they were planned to be evaluated by how well they reflected feedback, which meant to assess on the process of writing and the final product together in comparison to the assessment only on the final product alone. Students' perception on the assessment did not differ between two conditions though there must be more effort put by teachers in order to assess both process and product. However, the researcher herself underlined that the insignificant difference from the quantitative analyses of data could attribute to the small number of participants, and the assessment on feedback reflection would have facilitating effects for students to pay more attention to the feedback.

For the purpose of offering a balanced approach combining process skills and product in essay writing (Kim, 1997), it is viable to use a writing assessment following process-oriented writing instruction which measures students' genuine writing performance in a context more similar to real-life writing. Integrating process-oriented writing instruction with performance assessment could be used as a practical strategy to improve students writing ability, therefore in the long term,

students benefit from writing an essay focusing both on writing process and writing product, leading them to compose a better writing product.

2.3. Studies on Process-Oriented Writing Assessment

It is necessary to include how previous studies investigate writing assessment which is based on process-oriented writing for the current research. Therefore, this section includes the literature review about empirical studies on process-oriented writing assessment. In 2.3.1, it elaborates studies on process-oriented writing assessment in ESL context and it shows studies based on EFL context in 2.3.2.

2.3.1. Process-Oriented Writing Assessment in ESL Context

There have been quite a lot of studies done about process-oriented writing instruction (Ahn, 2002; Baroudy, 2008; Kim, 2016; Lam, 2015). In contrast, since one of the weaknesses of process-oriented writing approach is lack of specific ways to assess the writing process and the writing itself, a few research about process-oriented writing assessment was conducted either in ESL or EFL context.

In the U.S.A., Lee (2006) examined a process-oriented ESL writing assessment called the Computerized Enhanced ESL Placement Test (CEEPT) at the University of Illinois at Urbana-Champaign. CEEPT along with its non-computerized alternative (EEPT) offered a daylong process-oriented writing assessment in which test takers were given extended time to plan, write, and revise an essay. The final drafts of 100 ESL students taking part in the assessment procedure showed quantitative and qualitative improvements. Both analytic and holistic scores increased, and their essays were better organized. Similarly, Cho (2003) found that students elaborated their ideas and organized well under process-oriented writing assessment. He compared process-oriented writing assessment with product-oriented writing assessment, and presented noticeable differences on students' textual quality of the test essays and placement results. He concluded that "assessment methods have a significant impact on students' test performance" (p. 165). These two studies thus proposed possibility to apply process-oriented writing assessment in a large institutional writing assessment and "offered insights into a serious attempt to translate a richer and more complex, process-oriented understanding of writing" (Lee, 2006, p. 308).

A different approach toward process-oriented writing assessment

was tried in the U.K. by Seviour (2015). He conducted formative assessment combined with summative assessment. The purpose of redesigning the process-oriented writing assessment was to support students learning by enhancing students' engagement in writing process thoroughly and to hopefully facilitate intrinsic motivation by using powerful extrinsic motivation of grades. Planning, feedback, and a final draft were evaluated in different proportions, driving students to regard each process of writing as being valued. However, his work was limited to presenting how the course of process-oriented writing assessment proceeded and was not based on empirical findings.

2.3.2. Process-Oriented Writing Assessment in EFL Context

Lee and Coniam (2013) introduced process-oriented writing assessment as assessment for learning (AFL) to EFL students in a secondary school of Hong Kong. Some English teachers cooperated to develop process-oriented writing assessment to promote students' learning. Those teachers provided students with time to plan before writing and pre-assessment instruction, and gave feedback on their drafts. As a result, students' writing performance improved. However, since Hong Kong is also considered to be in an examination-driven

academic system, students seemed to focus more on numerical scores rather than teachers' feedback or the process of writing despite of teachers' group endeavor to AFL. The focus of the research was mostly on teachers' side and researchers emphasized how much effort teachers put on the process-oriented writing assessment. Korean students act similar to those in Hong Kong in the assessment context. In this manner, it is necessary for English teachers to explicitly inform students of the purpose of implementing process-oriented writing assessment to draw their attention to formative learning rather than summative scores.

In Korea, only a scant amount of studies related to English writing assessment has been conducted. Shin (2015) claimed that it is necessary to analyze secondary classroom assessment because most research about writing assessment in *English Teaching* has dealt exclusively with university context. He also highlighted the fact that much research has focused on students' achievement in summative scores, and that investigation into the positive effects of formative evaluation is needed. In Korea, the examination-driven system of education has transformed the classroom environment into a setting of fierce competition. In an effort to confront this, educators are endeavoring to change students' attitudes. The goal is to move away

from a focus on summative scores toward formative learning effect, which would offer an imperative for process-oriented approach.

Song (2002) has suggested an ideal test model of English writing assessment based on strategies of procedural learning stages for high school students in Korea. He conducted three product-oriented pre-tests and compared the results with one final test which was implemented after four to five process-oriented writing. Eighty Students participated in the study, engaged in group activities in pre-writing, writing and post-writing, and the final product during process-oriented writing class was analytically scored by four teachers. Even though students did not have opportunities to become accustomed to the process-oriented writing assessment, their writing performance outweighed product-oriented writing assessment. This offered strong evidence that composing in English through step by step writing process could lead students to become better writers with the support of peer feedback and revising opportunity.

Additionally, Hong (2014) reflected on her 15 years of teaching experience in English writing at the university level on the basis of process-oriented writing approaches. She believed that English writing should be taught using a process-oriented approach since it is more approximate to authentic life writing situations and students are to be

more motivated and less anxious. Every year, over the course of the writing instruction and assessment, she made changes adaptable to students levels. For example, she adjusted the level of reading sources, written-product examples, and the number of required writing submission, while maintaining the overall frame of the process-oriented writing assessment. Though the study did not show a significant improvement of student writing, she speculated that students seemed to learn from the class by maintaining similar scores in a rather difficult genre and topic.

Kim (2013) also conducted process-oriented writing assessment with university students. According to participants' survey results, they had significant difference in their writing process using strategies and reported that they learned from peer feedback. She also found that students' writing performance showed meaningful improvement especially in fluency and grammatical accuracy. The finding is meaningful because one of the limitations in process-oriented writing approach was a dearth of improvement in accuracy.

This chapter has reviewed literature concerned with three areas of critical importance in the present research. Firstly, the literature that addresses L2 writing approaches, with a particular focus on the

development of product-oriented and process-oriented writing approach, including genre-based approach in the boundary of product approach. Two paradigms in how to teach a writing, as being representative of this situated approach to EFL writing, were identified as genre-based approach and process-oriented approach. A consideration of synthesizing them then followed. It is also presented the process-genre approach and examined it from differing perspectives. Empirical studies that explored the potential antecedents and consequences of integrating process and product or process and genre were reviewed. Finally, it foreshadowed the operationalization of process-oriented writing assessment as an appropriate facilitator for both ESL and EFL learners. This contention is based on observations made in the earlier literature concerned with the balanced approach to writing process and writing product for the assessment. In line with previous studies, the present research aims to examine the influence of integrating process-oriented writing instruction with performance assessment for Korean high school EFL learners development in both writing process and writing product.

Each writing approach has enjoyed its own interest among language learning researchers for several decades. Product-oriented, process-oriented, and genre-based approach have been found to play a role in enhancing L2 writers' proficiency. Empirical evidence has also

shown that each writing approach has its own advantages to improve writing. Yet it should be pointed out that, until now, very little empirical study concerning process-oriented writing instruction and performance-based assessment appears to have been done using a combination of quantitative and qualitative methods, especially in Korean high school context.

Although some studies have provided insightful results by combining writing process and assessment, it may not be best explicable in terms of Korean high school context within highly examination-driven culture. Also, there was few studies which investigated how English writing instruction combined with performance assessment could be practiced and how the integration influenced Korean high school EFL learners' development in both writing product and writing process. Therefore, in order to obtain insightful pedagogical implication in Korean high school English writing classes, this study attempts to integrate process-oriented writing instruction with performance assessment and tries to find facilitative effects on Korean high school EFL learners development in writing process as well as writing product.

In the next chapter, a discussion of research methodology models, which were implemented to explore the influence of PIPA on

students' development in the aspects of writing product, writing process, and differences between proficiency groups, will be further elaborated.

CHAPTER 3.

METHODOLOGY

This chapter introduces the methodological approach and the research design which the present study employs. In order to examine writing development in Korean high school EFL learners when they are engaged in the PIPA, this study uses both quantitative and qualitative methods of data collection. Outlined in this chapter is the entire process of research, including participants in the first section 3.1, materials in section 3.2, procedures in section 3.3, and lastly data analysis in section 3.4.

3.1. Participants

This study included sixty two (34 female and 28 male) EFL students in the second grade who attended a co-ed high school located in Gyeonggi province in Korea. The students were all in the second grade. Since the study design includes performance assessment, participants were recruited after the 10-week class procedure was over. Total eighty three students out of 290 students who took the English writing class consented to taking part in the study, but only sixty two

students were finally accepted after researcher's screening. In order to participate in the study, it was essential for them to participate in the every period of process-oriented writing instruction and assessment including completing pre- and post-questionnaire surveys.

Participants were all 17 years old, and most had studied English for 11 years in public schools. A background information was collected with the last session's post-questionnaire survey as shown in Table 3.1.

Table 3.1

Students' Background Information

Staying in an English speaking country			Writing class experienced before	
Answer	N	%	N	%
No	45	72.6	31	50.0
less than 1 year	7	11.3	12	19.4
1~3 year	6	9.8	11	17.8
more than 3 years	4	6.4	8	12.9
Total	62	100.0	62	100.0

Table 3.1 describes the responses about students' background information related to writing experience in English. 45 students (72.6%) replied that they had no experience in an English speaking country whereas the rest of them had stayed out of Korea as long as

one month to 7 years. Also, 31 students (50%) said that they did not experienced writing classes before, while the other half did. Specifically, there was a question about whether they had process-oriented writing instruction before and 25 students (40%) answered positively.

3.2 Materials

This section deals with the materials used in the present study: pre- and post-questionnaire surveys in 3.2.1, and prompts for writing during process-oriented writing instruction and performance assessment in 3.2.2. The other material is instructor's observation notes, and one of them is attached as Appendix A.

3.2.1. Pre-Questionnaire and Post-Questionnaire

A pre-questionnaire survey is designed in six-point Likert scales which asked general opinions about their perception on English writing process, good writers and personal writing patterns (See Appendix B). The six-point Likert scale represents the agreement scale about their writing behavior, in which 1 corresponds to 'strongly disagree', 2

refers to ‘disagree’, 3 represents ‘slightly disagree’, 4 means ‘slightly agree’, 5 serves as ‘agree’ and 6 corresponds to ‘strongly agree’.

Through the responses in pre-questionnaire survey, it was expected to find out students’ initial state of writing behavior and general perception and practice in writing process before they were exposed to process-oriented writing instruction. The preliminary questionnaire was revised from Mu (2007). Many items in the original questionnaire were omitted since it was total 100 items long and Mu created the questionnaire focusing on the writing strategies. Thus, it was necessary to re-write questionnaire items in order to fit the current study focusing on respondents’ perception on their writing behavior during writing process. As a result, in pre-questionnaire, total 30 items were asking mainly about what is appropriate writing process, and how to write, and how they actually write in English.

The post-questionnaire survey was composed of 24 items to check how much participants implemented what they had learned during process-oriented writing into the assessment (See Appendix C). Students were also asked to provide information on their individual demographic background, their writing behavior during process-oriented writing and performance assessment, and their perception on process-oriented writing instruction and the integration of instruction

and assessment in various aspects. The questionnaire surveys were distributed to the students in the Korean version.

3.2.2. Writing Prompt

Each student composed four different writings in the study. Those topics were chosen by the instructor considering students' interests, topic familiarity, and what students had learned in the previous classes. Since all students had read an English novel called FRINDLE during classes and the story was closely related to daily school life, the first two topics were made from the novel. It was also concerned that the English writing achievement standards in the Korean national curriculum require students to be able to write their own opinions such as pros or cons, or compare and contrast with logical supporting details.

Synthesizing all the considerations together, the prompt of the first week writing was chosen to be something related to the novel FRINDLE, and one of them was “what would you think of Mrs. Granger (an important character in FRINDLE) if you were one of fifth-graders-to-be?” (See Appendix D). During process-oriented writing, the first writing topic was “If Nick (The main character in FRINDLE)

is your classmate, would you like him or not?” The second one was “Do you agree or disagree with high school students' having a cell phone during class?” (See Appendix E), which was included in performance assessment focusing on writing process. Lastly, students took a final performance assessment answering the prompt “When you try to learn something new, do you prefer to study alone or in group?” (See Appendix F). Students' topic familiarity was expected high, influencing positively in planning to generate ideas and organizing them effectively. The writing prompts were written in English and the instructor explained the topic in Korean to prevent any possible ambiguity.

3.3. Procedures

The whole study was conducted for 10 class periods in the second semester in 2018 and there was one class per week. The overall procedure is presented in Table 3.2.

Table 3.2**The Overall Procedure of the Process-Oriented Writing Instruction**

Class	teacher's role	Student's role
1	- providing a preliminary questionnaire survey - providing a diagnostic writing test	- answering a preliminary questionnaire survey - writing an essay
2	- introducing overall writing process and writing strategies in each stage with writing models	- understanding writing process and strategies - learning from instruction with writing models
3 plan & draft	- introducing ways to outline ideas - guiding students to focus on content	- making an outline with ideas - writing a first draft
4 feed- back	- introducing how to give and receive feedback - demonstrating how to give constructive feedback to others - guiding students to give feedback on content and organization	- reading other's essays and giving feedback, arousing a sense of reader in group - having a conference time in group - writing a second draft reflecting peer feedback
5 revise & final draft	- introducing how to proofread and edit a written essay - guiding students to focus on both content and form	- reading their second draft aloud and revising - writing a final draft
6~8 perfor- mance- based assess ment	- repeat writing process with a different topic - the second process-oriented writing is included in the performance assessment focusing on writing process - assessment criteria on writing process : planning, a first draft, providing peer feedback, reflecting peer feedback, a second draft, self-evaluation, a third draft (See Appendix G for details)	

9	- sharing good student writings	- learning from others
	- providing performance	
10	assessment	- writing an essay managing
perform-	- encouraging students to	writing process within class
mance-	implement what they have	time
based	learned from writing process	- answering a
assess	into the test	post-questionnaire survey
ment	- providing a post-questionnaire	
	survey	

Based on typical writing process, the whole writing process was divided into largely three stages : planning, drafting, and revising. Starting from the teacher's question about “What is the usual process when you write an essay in English?” to students in the first class, the instructor provided a preliminary questionnaire survey and placed students into a first writing. In the second class, the instructor introduced the overall writing process and writing strategies that can be used in each stage of planning, drafting, and revising. In drafting stage, students wrote three drafts including peer feedback and group conference periods. From the third week to eighth week, all students took part in two times process-oriented writing, composing essays on two different topics. The first process-oriented writing classes are explained in detail in Table 3.2 and the second one is to be repeated in the similar manner. In the ninth week, instructor provided students

with good writing models written by peers and the last tenth period was concluded with another performance assessment which required students to compose an essay within 30 minutes and complete a post-questionnaire survey.

Specifically, the first process-oriented writing from the third to fifth class was not evaluated because students need to learn how to write through process-oriented writing instruction. The following second process-oriented writing which was proceeded during sixth to eighth class was included in the performance assessment focusing on writing process. Every writing product in the second process-oriented writing was included in the evaluation category (See Appendix G). Since high school students were highly motivated by extrinsic factors like examination and assessment, including writing process in performance assessment was anticipated to have facilitating effects on developing both writing process and writing product. However, there was only pass or fail to evaluate each writing process. That is, as long as students tried to write something and submit them, they could earn points. In other words, there was no quality measure in writing process due to the incomplete and developing nature of writing process.

In each class, the instructor tried to make comfortable environment for students to generate ideas and write their drafts

interacting freely with peers and the instructor. Not only does the instructor give instruction on writing process but also she provided models for planning, drafting, and revising, with emphasizing both content and form. Plus, in order to enhance the self-revision ability and a sense of audience while students took the final performance assessment, they had a chance to read other's draft and gave feedback to each other during process-oriented writing. As Kim (2009) stressed that "the peer feedback helps students to improve their writing as much as the teacher feedback does" (p. 91), mainly peer feedback was implemented in the procedure of process-oriented writing. Peer feedback can benefit students since they would experience how their writing influences others and see what effective writing is by reading others compositions (Kim, 2016). After they revised the first draft reflecting peer feedback, they had a class to read their own second draft aloud and revised one more time. In addition, peer feedback was included in process-oriented writing instruction rather than teacher feedback in order to consider teachers' workload and to make a feasible and applicable instruction and assessment method for high schools in Korea.

In the last writing which was included in the performance assessment, students received a planning worksheet to take notes using either Korean or English, if they wanted. However, the planning

worksheet in the final writing was not included in the evaluation and students could jump up to drafting on the test paper at any time. They were also allowed to have one more paper to rewrite after finishing the draft, but they could also just edit on the first draft. During all sessions in the first writing, process-oriented writing, and performance assessment, the instructor monitored students writing behavior while taking observation notes and communicated actively with them giving necessary feedback.

3.4. Data Analysis

On the first day of the present research, students not only composed a first writing but also completed a pre-questionnaire survey. Having collected the data from self-report pre-questionnaire survey, the analysis was carried out to investigate EFL writers' general understanding of what is good writing and who are good writers, the awareness of writing process, and self-reflection on their personal writing style before they experience PIPA. In the 10th week, students took the final performance assessment as a timed product-oriented writing and answered a post-questionnaire. The data disclosed valuable information about how students perceive their writing ability and

writing behavior before and after the study.

For 10 weeks, all writing products from participants were collected including a first diagnostic writing, writing products during two times process-oriented writing, and a final performance-based assessment writing. Two Korean raters who had more than 10 years of English teaching experience in the public high school were invited to assess students' first writing and final writing. The writing products in the process-oriented writing were not scored according to the rubric but qualitatively analyzed for the study.

Weigle (2002) compared analytic scale with holistic scale on six qualities of test usefulness, and pointed out that analytic scale is more appropriate for L2 writers because it is more reliable and valid, providing useful diagnostic information on students' writing proficiency. Using a modified analytic scoring rubric (see Appendix H) revised from Jacobs et al.'s (1981) ESL compositional profile, raters separately rated students' first and final essays and had a conference to finalize the score. Not only the total scores but also the sub categorical scores – content, organization, vocabulary, and language use – in the first and the final writing were recorded to be analyzed quantitatively.

To answer the first research question, both quantitative and qualitative methods were used to compare the first writing and the

final writing produced by participants. Writing quality as total writing scores and sub-category scores in the first writing were compared with those of the final writing using paired-samples *t*-tests. The first writing product was also qualitatively analyzed and compared to the final writing product in terms of fluency, content, organization, vocabulary, and language use.

For second research question, the researcher analyzed if there was any progress in students' writing process. The instructor kept observation notes during classes and tried to find any significant moments of participants' writing behavior or learning in writing process according to the qualitative data analysis process proposed by Creswell (2003). That is, based on students writing products from each process-oriented writing, self-report pre- and post-questionnaire surveys, and the instructor's observation, improvement in students writing process was qualitatively analyzed and holistically accounted over the cycles of writing process.

For third research question, students were divided into two proficiency groups according to the scores in the first diagnostic writing. In the aspect of writing product, writing quality and fluency in first writing of each proficiency group was compared with those of final writing using paired-samples *t*-tests. Again, high proficiency group

was compared with low proficiency group in terms of writing quality, fluency, and difference scores. In addition, each group's writing process and classroom observation during writing classes were analyzed qualitatively with the support of self-report post-questionnaire survey. Being anonymized, participants' initials were named into 4 categories, A, B, C, and D. Names which starts with A are female participants in the high proficiency group, initial B classifies them into male participants in the high proficiency group, female participants whose initials are C put them in the low proficiency group, and lastly D-names refer to low proficiency male participants.

This chapter has discussed the research design and described the procedures in detail. In sum, quantitative and qualitative results from the data collected by means of a first writing, process-oriented writing products, and a final performance, together with self-report questionnaire surveys before and after the study are examined, followed by a presentation of the findings from classroom observation during 10-week English writing classes. In the following chapter, results and discussions will be presented according to the research questions.

CHAPTER 4.

RESULTS AND DISCUSSION

An analysis of research data gathered during PIPA is presented in this chapter, and the research questions posed in Chapter 1 are reiterated and addressed. In detail, section 4.1 offers Korean high school EFL learners development revealed in the writing products by comparing the first writing with the final writing; specifically in terms of writing quality, fluency, content, organization, vocabulary, and language use. Section 4.2 elaborates EFL students writing development in writing process through two sessions of process-oriented writing and section 4.3 demonstrates any different development between two proficiency groups in both writing product and writing process.

4.1. Development in Writing Product through PIPA

The first research question aims to examine how the integration of process-oriented writing and performance assessment has influenced the development of writing product. In relation to this, the writing quality in the first writing was compared with that of the final writing holistically and analytically in 4.1.1. The next 4.1.2 describes students

writing products themselves to prove development in the aspects of fluency, content, organization, vocabulary, and language use.

4.1.1. Development in Overall Writing Quality

In order to measure the development in writing quality, the first writing and the final writing were rated using the analytic scoring rubric. The result was then analyzed statistically using SPSS 22. The descriptive statistics are preliminarily displayed on the writing scores.

Table 4.1
Descriptive Statistics of the First and the Final Writing Score

Writing	N	*Mean	Std. Deviation	Minimum	Maximum
First (week 1)	62	17.87	2.58	4.00	20.00
Final (week 10)	62	18.52	1.98	11.00	20.00

* Maximum score: 20

Table 4.1 summarizes the mean score, the standard deviation, and the minimum and maximum score in the first writing (week 1) and the final writing (week 10). Since it was a form of performance

assessment in Korean high school, the distribution of scores were as low as 4, the default score, and as high as 20, the maximum score. The minimum score data was included in the result because the participant demonstrated distinctive development in writing ability. The collected score data were computed using a paired-samples *t*-test. Results are shown in Table 4.2.

Table 4.2
Summary Result from a Paired-Samples *t*-test for the First and Final Writing Score

	Mean	Std. Deviation	<i>t</i> -value	df	Sig. (2-tailed)	Effect size
Final - First	.65	1.57	3.237	61	.002	0.42

The effect size was not big, but it was still a statistically significant result ($t(61)=3.237, p=.002$). That is, students writing score in the final writing was improved by means of process-oriented writing integrated with performance assessment.

Moreover, paired-samples *t*-tests found that students writing has developed significantly in terms of content ($t(61)=2.634, p=0.011$) and organization ($t(61)=2.446, p=0.017$). According to the statistical results,

the average scores of students exhibited development in content and organization, but not much development in vocabulary and language use as presented in Table 4.3.

Table 4.3
Scores of Sub-Categories according to the Analytic Scoring

(n=62)	First writing		Final writing		Sig. (two-tailed)	effect size
	Mean	SD	Mean	SD		
Content	*5.53	0.99	5.84	0.55	0.011	0.33
Organization	**3.56	0.62	3.76	0.43	0.017	0.31
Vocabulary	**3.56	0.62	3.66	0.54	0.260	0.14
Language Use	*5.21	1.16	5.26	1.10	0.658	0.06

*maximum score = 6, **maximum score = 4

Also, students themselves reported in the post-questionnaire survey that they thought they could organize ideas more effectively when writing an essay after process-oriented writing instruction, indicating 4.6 average rating scales on a six-point Likert scale as displayed in Table 4.4.

Table 4.4**Influence of Process-Oriented Writing Instruction on Organizing Ideas**

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
13. My essay organization developed after instruction.	*10 (16.1)	21 (33.9)	26 (41.9)	4 (6.5)	1 (1.6)	0 (0)

*N = The number of students (%)

Specifically, 10 students (16.1%) strongly agreed on the influence of process-oriented writing instruction on organization, 21 students (33.9%) agreed, and 26 students (41.9%) slightly agreed, while 5 students (8.1%) responded they are in the position of disagreement. In total, more than 90% of students perceived that process-oriented writing instruction was helpful to organize their ideas when they composed an essay.

According to the comparison in writing quality and the students self-report survey, it can be assumed that students became significantly more competent writers after taking PIPA. This is a result consistent with Lee (2006) and Cho (2003). They also proved that process-oriented writing assessment positively influenced essay's organization with better content.

4.1.2. Development in Writing Product

Students' writing products themselves are described in this section to prove qualitative development. In detail, the development in fluency is presented in 4.1.2.1, and the improvement in content and organization in 4.1.2.2, and the last 4.1.2.3 shows progress in vocabulary and language use.

4.1.2.1. Development in Fluency

While scoring students' final writing product, both raters detected that students tended to write longer than the first writing. The descriptive statistics are presented in Table 4.5 about the number of words in the first writing and the final performance.

Table 4.5

The Number of Words in the First and the Final Writing

Writing	N	Mean	Std. Deviation	Minimum	Maximum
First (week 1)	62	208.23	74.45	0	450
Final (week 10)	62	235.65	71.60	20	370

In the final writing, 41 students (66.23%) wrote longer than the first writing and 18 students (29.03%) shorter, and 3 students (4.84%) remained the same. The difference in the number of words from the first writing (week 1) and the final writing (week 10) was tested with a paired-samples *t*-test ($t(61)=3.959, p=.000$). Result indicated that a substantial number of students used significantly more words in their final writing compared to the first writing. That is, the increased length of the writing product reflected the progress in writing fluency.

Moreover, students reported in the post-questionnaire survey that their writing fluency has been improved after PIPA, indicating 4.3 average rating scales on a six-point Likert scale as shown in Table 4.6.

Table 4.6

Students Perception on the Fluency Improvement after Process-Oriented Writing

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
11. My writing fluency developed after instruction.	*11 (17.7)	12 (19.4)	28 (45.2)	10 (16.1)	0 (0)	1 (1.6)

*N = The number of students (%)

Out of total 62 participants, 11 students (17.7%) strongly agreed fluency improvement, 12 students (19.4%) agreed, 28 students (45.2%) slightly agreed, while 11 students (17.7%) were in the side of disagreement. In short, 51 students (82.8%) were in the side of agreement on the fluency improvement, although the highest percentage was placed on the slight agreement (45.2%).

4.1.2.2. Development in Content and Organization

Among four sub-categories in analytic scoring, the statistical results presented in Table 4.3 proved the improvement in content and organization. However, as the final writing product was examined in detail in comparison with the first writing, it was found that students, even including the ones who gained the same score or whose score in the first writing was lowered in the final writing, wrote better qualitatively. Especially, the final writing was positively changed in terms of content and organization.

The one who developed writing most was Caroline. She did not write her idea but just copied some sentences in the novel '*Frindle*' in her first writing, which resulted in the lowest score, 4. However, through continuous process-oriented writing practice, she

gained writing ability to express her thought, using simple English sentences with as many as 60 English words in the final writing (1).

(1) *When you try to learn something, do you prefer to study alone or in group? If you study along to 독서실, you can't Q&A to your firned therefor do study in grouop is good.*

First, 함께 study to your firned, 서로 경쟁하면서 효율이 좋아집니다. 서로가 서로에게 감시자가 되어, the more learn something.

And, you don't 알다 문제를, talk to your firned, then, talk to takee 해서 talk 기억에 잘 남게 될 것입니다.

I agree to study in group, 왜냐하면 공부를 잘 못하는 아이들은 대부분 learn 방법을 모르기 때문에 친구에게 물어보고, 또 그 친구는 복습을 하면서 서로 기억에 오래남게 됩니다.

(Caroline, the final writing)

Caroline had a great deal of weakness in vocabulary and language use: spelling errors like firned for *friend*, therefor for *therefore* and grouop for *group* and mixed use of Korean and English. She seemed that she did not acquire the structural knowledge in English and just listed arrays of English words according to the stream of consciousness. However, she was able to present her thesis with some evidence at least. Some may argue that she just had not tried to

write in English in the first writing whereas she put efforts into the final writing. Still, it is meaningful that she was motivated to write in English and embarked the first step toward English essay writing. Above all, it was possible with the support from various types of help in every nook and corner of process-oriented writing instruction which provided chances of peer feedback, drafting, and revising with the extended writing time.

Next, Daniel showed remarkable improvement from the first writing to the final writing. His first writing is presented in (2).

(2) What does Nick think of the dictionary use? In my opinion, Nick thinks of the dictionary as boring thing that he should change interesting. Chapter 1 explains Nick as the one who has very interesting ideas and knows what he should do to make his ideas work well. That ideas like making classroom to tropical region are very creative, interesting and free. These aren't typical things. But Mrs. Granger's dictionary is too typical and boring to enjoy. So Nick think it as the thing he will change by his creative capability. Also he may think Mrs. Granger's dictionary teaching is going wrong. He thinks the word should be taught by joyful reading and asking to someone who knows well. But, Mrs. Granger's teaching was not like that. Therefore, he may think of the dictionary use the thing has to change in correct way.

My opinion of using dictionary to learn new word is using sentences that are relate to ones. In my experience, sentences have impact and meaning that is easy to remember. Also, it has fun to remember. It can be joyful to learn new words not by automatic remembering, but by thinking its mean. Nick also thinks learning new words should be joyful by chapter 2's explaining.

Therefore, I use sentences to learn new words, and I think Nick's opinion is same as my one.

(Daniel, the first writing)

In the first paragraph in the first writing (2), Daniel explained Nick and Mrs. Granger's point of view about a dictionary, which covered more than half of his essay. In the second paragraph, he asserted his opinion about the use of dictionary with some supporting details but they were not well-organized. He finished his essay with one concluding sentence which connected his idea to Nick's. He did not use various vocabulary and was not good at language use. In contrast, Daniel's final writing (3) exhibited outstanding development in every aspect of content and organization.

(3) Since we are students, we have to learn something. Then it is efficient to know which way is suitable for myself in studying. The way is divided into studying alone or

group-studying. We have to choose either self-studying, or group-studying.

In my opinion, group-studying has more advantages than studying alone. First, we can solve questions and problems in learning situation by group-studying more easily than the way to study alone. If we had some parts to hardly understand, we can ask it to study group and contemplate it together.

Second, we can learn how to learn. We can learn how other students study a particular subject that we have some problems to learn or how they access to conclude the solution. For instance, we can learn which question is preferred to study the math subject within my friends, and then we can try solving math tests in my friends' way.

Just as group-studying has these useful merits, it can be useful tool in learning and improving your grades. Therefore, I recommend to study in a group to those who want to improve their grades but don't know how to do. Your group-ones will help you to study in effective ways.

(Daniel, the final writing)

It is true that his essay was not perfect but the essay structure was externally much more balanced with an appropriate introduction, two bodies, and a conclusion. Ideas were organized more coherently, his thesis was effectively expressed, and thus readers could clearly understand why he liked to study in group. He managed to use proper discourse markers and examples to support his ideas in the final

writing.

Aileen was another evidence which exhibited development in content and organization. (4) is the introduction in her first writing.

(4) Mrs. Granger was a language arts teacher. She almost adored the dictionary. Also, she punished every child chewing a piece of gum. I would think that Mrs. Granger is a good teacher. There are two reasons why I think so.

(Aileen, the introduction in the first writing)

Her thought was not effectively stated in the introduction. Though she claimed that she would think that Mrs. Granger was a good teacher, the previous three sentences about Mrs. Granger did not link to each other nor to her thesis statement. It seemed that she did not know how to introduce her idea logically with natural flow of statement. She just enumerated information about Mrs. Granger. However, she wrote the introduction differently in the final writing (5).

(5) In school, we study in more than one way. We sometimes study alone and sometimes study in group. While there are students who learn more in group, I prefer to study alone. There are two reasons why I think so.

(Aileen, the introduction in the final writing)

She initiated a general statement about studying ways and claimed her thesis with the counter-support of *while* clause. The way she wrote an introduction may appear quite similar between the first and the final writings, but the ideas she used in the final writing is far more effectively expressed. Once Aileen said that it was very helpful to read good writing models from her peers in the 9th class. She had difficulties in building logical flow in her writing before the class but learned how to write more naturally and logically from peer writers. Also, it was observed during process-oriented writing instruction that she was one of active participants who put effort to develop writing ability in writing process, sharing a thesis and supporting details and negotiating the appropriateness and logicity in her ideas.

Dave also showed marked development in his final writing (7) compared with the first writing (6).

(6) Mrs. Granger loved the dictionary that she had a full set of thirty dictionaries in her room. Also, she think that dictionary is necessary for children to do his or her homework properly. It's because she thought that fifth grade is the ideal time for students to get an expanded vocabulary, so she made a list of dictionaries which is acceptable for home study.

I think that using a dictionary is the best way to know how to use words. We learned meaning of the words a lot, but there are few students who know how to use the word properly. I remembered lots of words, but I'm not good at writing in English. I don't know why I couldn't do good writing. But after using the dictionaries, which is English-to-English dictionary, my writing skill is improve than past.

So I argue that if someone wants to be good at writing, use the dictionary. There is the way to use words properly.

(Dave, the first writing)

Dave's first writing (6) did not have an appropriate organization. First of all, it appeared that he just copied and pasted some parts of the book 'Frindle' in the first paragraph without a proper introduction part. Then, in the second paragraph, he created his thesis and one supporting idea using his own experience as evidence. Lastly he concluded with restatement of his thesis but it seemed that he missed the point. Though he was requested to write at least two reasons with supporting details, he presented only one reason in one body paragraph. Besides, he failed to use various words and sentence structures, and exposed many grammatical weaknesses. However, following (7) displays Dave's development in the final writing.

(7) *Do you think that people who can study hard are talented people? Is your grade relate to IQ? I think studying hard and get good score is linked to study method. It's different among the people, but I think group studying is more effective method.*

First reason is Havruta. Havruta is good study to both mento and mentee. Because I've gotten lots of benefits and teaching skill since I started Havruta as J's mento. Mentee can learn many things about studying and get lots of knowledges. Mento can do self-test by teaching mentee.

Second reason is group study that called STUDY in Korea. Many people know the power of STUDY. STUDY helps us to do self-test and peer-test. By using self-test and peer-test, we can fix wrong knowledge. In addition, teaching each other can catch others' mistakes and missing part.

After changing study method, I could learn something more interesting than before. Group studying can decrease our nervous and increase our passion to study. Thus, I prefer to study in group.

(Dave, the final writing)

In the final writing (7), Dave completed a balanced four-paragraph essay with an introduction, two bodies, and a conclusion. Even though he was still deficient in the range of vocabulary and grammatical language use, he improved in content and organization noticeably. He used a question as a hook in the

introduction attracting audience interest and maintained his thesis clearly with pertinent supporting details like examples of Havruta and group study.

Dennis also improved his writing from the first week writing (8) to the final writing (9).

(8) Have you ever opened a dictionary? It has so many words which makes your head spin. In the book "Frindle", Mrs. Granger believes that dictionary is helpful, and I truly agree with her. Dictionary has clear definition so that the readers can understand it.

The main reason why I recommend using dictionary is because it has clear definition. I keep dictionary beside my bed, so I can use it whenever I have difficulty in reading books. There are some flaws in using dictionary. For example it may take time to find the word you need. However, if you know how the word looks like, it is easy to find it.

In conclusion, dictionary is helpful for learning new words and understanding it. Since it has clear definition, many people might say no to my belief, however, because of these benefits, many people find dictionary for their own need.

(Dennis, the first writing)

Obviously, he was lack of logicity in his first writing (8). The first sentence did not match to his thesis idea in the introduction

and he only showed one reason to support his thesis in the body, though there was a condition to write at least two reasons. Additionally, one reason did not support his thesis effectively since he did not organize his ideas well.

(9) People nowadays prefer to study in many different ways. Some prefer to study in group and others chooses to study by themselves. Both studying method has flaws. However, in my perspective, studying alone is much better than studying in group because of two following reasons. First, studying alone can help people focused on their task. Secondly, people don't have to find place and when to meet if they study by themselves.

Firstly, studying alone is much more helpful than studying in group because people can focus better. Studying alone helps people focus because there are nobody to distract them while studying. If people chooses to study in group, they would be distracted by their studying mate. For example, if people study in group, in someone's house, people who get invited would ask the permission whether he or she can eat, go to bathroom or drink to the owner of the house.

Secondly, unlike studying in group, people don't have to find place and time to meet their study mate. Since studying in group means that there are several people coming people would have to choose the place to study appropriate for everyone. However, studying alone don't have to waste time for those actions above. They can just walk into cafe near by

their house. Also, they can just study in their house. For example, if people who has chosen to study in group lives far away from each other, it is hard for them to find closest place for everyone.

In conclusion, studying by themselves is the best recommended way of studying. Unlike studying in group, people won't be distracted by their study mate, and also, they won't have to put their precious time and effort into finding appropriate place for everyone to study. Therefore, I believe studying alone is the beest way to make great result.

(Dennis, the final writing)

Dennis' final writing (9) exhibited various progress. First of all, Dennis used more than 300 words in the final writing (9), whereas he wrote less than 150 words in the first writing (8). In both first and final writings, students were given the same amount of time, 30 minutes. It means that he became a more fluent writer and had willingness to write longer using the time more efficiently. Second, he managed to develop his thesis throughly with knowledgeable and substantive content with proper examples. Next, he organized the texts into an introduction, two bodies, and a conclusion. He also had logical sequencing between sentences and clearly supported the thesis with fluent expression. Therefore, readers can understand why he preferred to study alone without confusion.

Next, Dean wrote how he thought of dictionary in the first writing (10).

(10) First, Nick thinks about using dictionary very bad. Because Nick learns words by reading. If he didn't know the words mean, he asked his family. So Nick didn't want to use dictionary.

In my opinion, there as good and bad traits. The good trait is that you can search the words anywhere. For example, if you go U.S.A. yourself, you can't help to people in U.S.A. This is because the dictionary is useful. In contrary, the bad trait is you may lose time and comfortable. In these days, we are lived in smart world. So we always have bring own cell-phone. In cell-phone, it has dictionary that has a log of language. This is why Mrs. Granger's dictionary is hard to bring it.

In conclusion, the dictionary has a lot of words, but modern world, it is more better than past.

(Dean, the first writing)

Dean's first writing (10) had many parts that cannot be understood by readers. His thought was not well-expressed and there were many language use mistakes. His thesis was unclear since he presented counter ideas in the body paragraph noticeably. He did not have a proper organization in writing nor stated ideas effectively.

However, Dean showed drastic improvement in the final writing (11).

(11) *I think studying in group better than studying alone. What do you think the most important things in study. In my opinion, it is atmosphere.*

If I study in relaxed or loosen places, I am less likely to concentrate on study than competitive or tension places. When I study with someone who might be close friends or competitors, I can automatically feel strained and be willing to keep studying more longer.

In addition, we can question and answer something that we don't know. If I meet unsolved work, a friend next to me will help me to find the answer. In opposite, if the friend has trouble in other problem, I can solve the puzzle, too.

Consequently, when we study in group, I can boost up well-intensioned competition in study. We can depend when we meet hard problem each other, even it makes the effect of the study double.

(Dean, the final writing)

Dean developed a balanced essay with 4 paragraphs including a more appropriate introduction, two bodies, and a conclusion. He proceeded his thesis more coherently and cohesively using not only discourse markers but also natural flow of ideas. In other words, his writing demonstrated overall progress in content and organization.

4.1.2.3. Development in Vocabulary and Language Use

Although statistical results did not prove the development in vocabulary and language use, positive changes in both categories were discovered during qualitative analyses. In the case of Catherine, she used more than 210 words in both first and final writings, and showed improvement in vocabulary and language use in the final writing (13). Language use mistakes were underlined and repetitively used words are double-underlined. In the second body in the first writing (12), there were many underlined words, but only two language use mistakes were checked in the final writing (13).

(12) *However, Mrs. Granger's image is so scary. When I was 14 years old, I met scary and strict teacher like her as my homeroom teacher. He loved our class but I couldn't approach to him. I can love (a) teacher when the teacher is friendly and (has a) bright image. But, Mrs. Granger always wear skirt, and jacket, (and) her hair is not black. Also, she wore gray or blue uniform, so I can't approach to her easily.*

(Catherine, the second body in the first writing)

(13) *Secondly, we can stimulate each other, so group can grow together. If I studied at home alone, I would just sleep and eat foods without studying. But, in group study, they can lead*

me to study hard. Also, friend do strict advice, it may be more effective when teacher or parents advice to me.

(Catherine, the second body in the final writing)

The excerpt from Catherine's final writing (13) demonstrated that she reduced the repetitive use of words by paraphrasing the ideas in varied ways and made fewer language use mistakes. In addition to the improvement in vocabulary and language use, Catherine wrote three body paragraphs in her final writing and claimed her thesis more effectively with natural and logical flow of supporting details.

Next, Ann wrote about 200 words in the first writing (14). However, she was almost copying and pasting the writing prompt in the introduction and even it was repeated in the conclusion again. She could not use various range of vocabulary and the choice of word and expression was not appropriate. In terms of language use, she did not make a lot of grammatical errors but it was because she avoided using effective complex constructions in the first writing. That is, she mostly used a simple construction in sentences in the first writing (14).

(14) If I were one of the fifth-graders-to-be at Lincoln Elementary School, I don't want to attend Mrs. Granger's class. There are two reasons why.

First, Mrs. Granger loved the dictionary, so she always

made students to look it up. The problem is, I hate looking up the dictionaries. There are too much words in dictionary, so it takes too much time to find a word for me. So, there is a “word for the day” for me. It’ll be the worst day. Also, dictionaries are heavy.

Secondly, when I was fifth-graders in elementary school, the teacher who looks just same with Mrs. Granger was my home teacher. My home teacher’s hair was almost white, and she also never wore pants. She was small and she had a dark gray eyes! She always yelled at us and did not concentrate on teaching, so I hated her. When I was reading about Mrs. Granger in this book, I couldn’t help thinking of my home teacher. So I don’t like Mrs. Granger’s hair, outfits, eye colors, and her.

This is what I think about Mrs. Granger. I don’t want to attend her class if I were one of the fifth-graders-to-be at Lincoln Elementary School. 201words

(Ann, the first writing)

However, in Ann’s final writing (15), she managed to write more than 330 words with various vocabulary and effective language use.

(15) Studying alone and studying in group each have lots of advantages and disadvantages. I learned how to study when I prepared my exams in middle school, and I prefer to study alone. Of course there are some benefits when studying together, for example, by competing, we can be a motivation

for each other. But here are the two reasons why studying alone is better than together.

The very first reason is that, for me, I can't concentrate on my work when someone is beside me. If the someone became my friend, the situation gets worse. When I was in 2nd grade in middle school, I promised my friend to go to the cafe and study together for the next day exam. As a result, we couldn't concentrate on the study well, because we kept talking about other things and drinking beverage. I realized that it's hard to work on it with friends. This happened few more times.

Now, here is the second reason. Some people say they can memorize more easily by asking each other some questions. But in my case, it's different. By searching for something I don't know or something I am not certain, and then I get to know it, I could memorize it more easily and longer. I recommend every student to search and find it for themselves rather than asking each other in group. More specifically, when I was studying for the latest exam, I wasn't sure about the trade form between Asia and Europe. I searched it in the Asia history textbook, and the Internet instead of asking to my friend who was specialized at the history. Then I never had a question about it and memorized it perfectly.

Through my experiences, I realized that studying alone has more advantages than together, but I'm sure that there's someone who concentrate more when studying together. I think the way of studying is personal thing, so students have to find which way is more efficient for them.

(Ann, the final writing)

In the final writing, Ann could elaborate her thought interactively with readers by expecting reader's ideas, which made outstanding progress in her writing quality. Also, though the number of language use mistakes in (15) was greater than that of the first writing (14), those mistakes did not disturb a reader in understanding her ideas. In the final writing, she chose appropriate words and expressions and used various sentence structures including effective complex constructions such as inserting a phrase like 'for me' in the middle of a sentence, and preposing adverb when it was necessary. Although she wrote far more words in the final writing, she did not repeatedly use the same word.

In a similar vein, Table 4.7 displays the perceived influence of process-oriented writing instruction on accuracy in the post questionnaire survey, indicating 4.0 average rating scales.

Table 4.7

Influence of Process-Oriented Writing Instruction on Accuracy

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
12. Accuracy developed after instruction.	*4 (6.5)	14 (22.6)	25 (40.3)	16 (25.8)	2 (3.2)	1 (1.6)

*N = The number of students (%)

In detail, 4 students (6.5%) strongly agreed on accuracy development, 14 students (22.6%) agreed, 25 students (40.3%) slightly agreed, while 16 students (25.8%) slightly disagreed, 2 students (3.2%) disagreed, and 1 student (1.6%) strongly disagreed on the development of accuracy after PIPA. Despite of insignificant statistical result in the development of language use, survey results showed that there were more students who agreed accuracy improvement than ones who disagreed. Moreover, following evidence in writing products introduced the qualitative advancement in accuracy together with the examples above.

Agatha wrote more than 260 words in the first and the final writings and won 19 point out of 20. She was a fluent EFL writer who could support an thesis idea with enough details. However, she made several language use mistakes when writing essays. In the first writing, she had three mistakes in number agreement (e.g. *one of the school teacher* for *one of the school teachers*), two mistakes in tense (e.g. *She just enjoy* for *She just enjoyed*), three mistakes in article (e.g. *There was teacher* for *There was a teacher*), two wrong uses of word (e.g. *passionated* for *passionate*), and one spelling mistake (e.g., *Als* for *Also*).

Showing progress in language use in the final writing, she

made one mistake in the article (e.g., *the more efforts* for *more efforts*), two wrong uses of word (e.g., *two opinions* for *two reasons*), and one spelling mistake (e.g., *interrupt* for *interrupt*). Although she still could not gain the perfect score in the final writing, it could be assumed that she improved her competence in accuracy.

From students' writing product, it could be proved that Korean high school EFL students have developed not only fluency, content, and organization but also vocabulary and language use through the PIPA.

Table 4.8

Influence of Process-Oriented Writing Instruction and Assessment

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
7. Integrating writing process with assessment facilitated active participation.	*21 (33.9)	24 (38.7)	9 (14.5)	6 (9.7)	2 (3.2)	0 (0)
8. Process-oriented writing instruction helped me to achieve better in assessment.	11 (17.7)	26 (41.9)	19 (30.6)	5 (8.1)	1 (1.6)	0 (0)

*N = The number of students (%)

As shown in Table 4.8, 21 students (33.9%) strongly agreed

that the integration of process-oriented writing instruction and performance assessment facilitated active participation in writing, 24 students (38.7%) agreed, and 9 students (14.5) slightly agreed (4.9 average rating scales). Also, 11 students (17.7%) strongly agreed that they thought process-oriented writing helped them to achieve better in the performance assessment, together with agreement of 26 students (41.9%) and slight agreement from 19 students (30.6%), indicating 4.7 average rating scales. Notedly, none of students strongly disagreed on both items. This is a predicted result since the education system in Korea is known to be quite competitive and examination-driven.

Besides the positive influence of process-oriented writing instruction on performance assessment, students reported that they became more skillful in self-revising. Figure 4.1 illustrated the change in the students response.

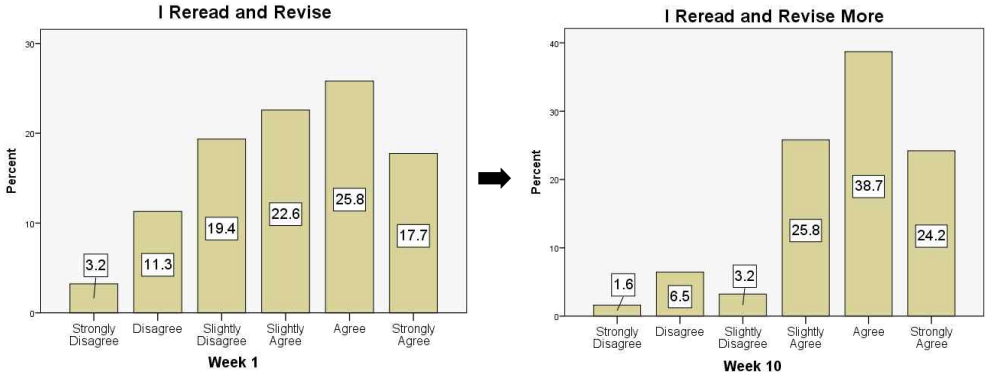


Figure 4.1 Changes in rereading and revising in the test situation

In the pre-questionnaire, 11 students (17.7%) strongly agreed that they reread their draft and revised them in the writing test, 16 students (25.8%) agreed, and 14 students (22.6%) slightly agreed. However, in the post-questionnaire survey, 15 students (24.2%) strongly agreed that they revised their draft in the writing test, 24 students (38.7%) agreed, and 16 students (25.8%) slightly agreed. The behavioral change was observed by the instructor as well. In the final performance assessment, more students wanted to have a planning worksheet before they started to write an essay. Plus, most of them did not just finish writing in the first draft but spent the provided time more efficiently for rereading and revising the draft. Therefore, students achieved better writing quality in the final performance assessment.

To sum up, students gained more scores in the final writing compared to the first writing, which meant that they have improved writing quality. Especially, it was statistically proved that content and organization in their writing products developed and, through qualitative analyses of writing products, students' final writings were better composed in the all aspects of fluency, content, organization, vocabulary, and language use. One of the reasons for the positive changes in writing products could be that students learned how to write through PIPA. Thus, the next section will further investigate the

progress in the aspect of writing process through PIPA.

4.2. Development in Writing Process through PIPA

The second research question aims to examine whether the integration of process-oriented writing instruction and performance assessment has influenced on students development in writing process. In relation to this, writing product in each writing process was profoundly analyzed together with self-report questionnaire survey and instructor's classroom observation notes. Section 4.2.1 describes writing development observed during the first process-oriented writing and section 4.2.2 elaborates on the second process-oriented writing which was included in the performance assessment.

4.2.1. Development in the First Process-Oriented Writing

During the first process-oriented writing instruction, students had time to get accustomed to writing process such as planning, peer feedback, self-evaluation and repeated revising. At first, many students did not use their time effectively, which leads to an incomplete first draft and thereafter a meaningless peer feedback. Moreover, during the

peer feedback in the first process-oriented writing instruction, some students mentioned that they had nothing to suggest on the peer's draft because they were lack of general English competence or the peer was more proficient in English. Even though the instructor explained how to give constructive peer feedback and encouraged students to provide any recommendation to peers in order to help them improve their draft, students were not certain of what to do during the first peer feedback session. Also it was observed that some of them tried to find only language use mistakes rather than provide advice on how to express ideas sufficiently in more logical and organized ways.

However, several noticeable writing products were discovered during the first process-oriented writing. In terms of content, students developed their thesis more thoroughly over the passage and increased relevancy to assigned topic through the writing process. Additionally, students improved organizing skill by clearly stating ideas and enhancing logical sequencing and cohesiveness. Such upgrade in content and organization was created mainly thanks to peer feedback. Students commented on the clarity and effective generation of thesis and evidence, suggesting their peers to add more details in each paragraph. For example, Agnes read Baron's long first draft and provided peer feedback (16).

(16) I love creative people because of my two experiences.

First, I read Feynman's autobiography. There are not only but also creative life of him in the book. For example, he went to a restaurant with his friend. After having dinner, it was the moment that he paid a tip. He thought one idea to annoy the waitress. He put the tip into two cups of water and flipped them on table. ... If there had been only one cup, she would have spilled just one time. But, if two cups, she would have considered how she would get the other tip. I admired this. It was a creative irritation I'd never thought.

(Baron, the first body in the first draft)

I felt that the episode of Feynman was dealt too mainly through the whole essay. I think that if you focus on Nick's creativity more than Feynman's by summarizing the episode, it will make the essay more complete.

(Agnes' peer feedback to Baron, a translated version)

As Agnes pointed out, half of Baron's first draft was about Feynman, which accounted for 160 words out of a 320 word-long essay. He used Feynman's episode to support the idea that he likes creative people like Nick and Feynman, but it would be better to focus more on Nick's creativity itself as Agnes advised. Based on Agnes' feedback, Baron effectively summarized the episode of Feynman into 50 words and added some sentences to bridge Nick's creativity at the last part of the paragraph. The part of Baron's second draft is

illustrated in (17) and the bold type indicated what he revised.

(17) *I love creative people because of my two experiences. First, I read Feynman's autobiography. There are not only but also **distinctive** life of him in the book. **He always considered how to solve physics' problems in easy way. He ended up with making his own physics solution marks and he could explain the solution easily. This looks like Nick. Nick created his own word 'frindle' too. I was impressed by Feynman and I began to love imagine.***

(Baron, the first body in the second draft)

Due to constructive peer feedback and receptive revision, Baron could write a well-written second draft with more focused thesis and evidence. Like Baron, Catherine showed advancement in content and organization through peer feedback and revision as displayed in (18). The dotted underline pointed out awkward expressions, which might influence scores in the category of vocabulary.

(18) *Thus, I would not like him. First of all, he will bother me. I should focus on class, but I could not concentrate during class. Second, other students get punished because of Nick. Last, we got trouble with teacher because he disturb teacher.*

Nick has many ideas in large field, and funny friend, but

he is inappropriate for my high school friend. We should focus on studying.

(Catherine, body and conclusion in the first draft)

Lack of details in the second body. Include more details.

(Agatha's feedback to Catherine, a translated version)

*Thus, I would not like him. First of all, he will bother me. I should focus on class, but I could not concentrate during class. Second, other students get punished because of Nick **as he do a prank to his teacher**. Last, we got trouble with teacher because he disturb teacher, **so maybe teacher give punishment to me too.***

*Nick has many ideas in large field, and **he is funny** friend, but he is inappropriate for my high school friend. **Since we are student**, we should focus on studying.*

(Catherine, body and conclusion in the second draft)

The underlined parts are either awkward or ungrammatical but both peer and writer did not notice those mistakes and left them without correction in the peer feedback form and the second draft. This could tell that process-oriented writing instruction tended to emphasize on the generation of sufficient content and natural flow of organization rather than accuracy as reviewed in the previous literature (Badger & White, 2000).

Since mixed level students studied English together in a class, sometimes low level students happened to provide feedback to a more proficient student's first draft and might end up with no meaningful suggestion for development. In that case, the instructor required the students to read their own first draft and try to revise at least one part by themselves. Alice and Aileen were the ones that received all good comments from their peers without any advice. The bold parts in (19) and (20) signifies revised ones from the first draft.

(19) *But he is not always noisy and he does not always play around in class. When he does a mistake, he know how to apologize to his friend **sincerely**. I think friend should apologizes when the situation is serious. **By apologizing to a friend, I could see that Nick was a nice friend.** That can be the true friend of mine.*

(Alice, the second body in the second draft)

(20) *First, he will make school a very fun place. If there were no student who plays tricks with his creative ideas, high school would be a boring, and formal place. **So I would want to go to school, if there is a student like Nick.***

(Aileen, the first body in the second draft)

They just added one more sentence in the body part, which helped make the stream of ideas more natural, but they did not correct

language use mistakes. When writing the third draft, most students usually remedied language use mistakes, changed repetitive expressions, or sometimes added discourse markers. However, Alice revised the way she expressed her ideas in the third draft.

(21) But he is not always noisy. When I saw him apologizing to his friend, I thought he could be a true friend of mine. I like the person who know how to apologize, when he or she makes a mistake.

(Alice, the second body in the third draft)

Using a self-evaluation form, Alice read her second draft and changed the second body paragraph quite dramatically. She deleted unnecessary parts, corrected unnatural flow of ideas, and reduced the number of language use mistakes successfully.

4.2.2. Development in the Second Process-Oriented Writing as Performance Assessment

The section 4.2.2 illustrates students writing products themselves to prove qualitative development during the second process-oriented writing which is included in the performance assessment. Specifically,

writing process development from planning to the second draft is shown in 4.2.2.1 and writing process development from the second draft to the third draft is presented in 4.2.2.2.

4.2.2.1. From Planning to the Second Draft

Students participated more actively and developed writing product more effectively with superior involvement in the second process-oriented writing which was included in the performance assessment. One reason could be that they previously experienced the writing process, and consequently, they knew what to do in each process. Another reason would be the influence from performance assessment. As a result, there was marked development in each writing process. Students did not waste time in planning. They brain-stormed and planned more efficiently before they began to write the first draft. More planning was also proved by a self-report post questionnaire survey in Table 4.9.

Table 4.9**Planning Time after Process-Oriented Writing Instruction**

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
9. I planned more than before, after instruction.	*12 (19.4)	20 (32.3)	23 (37.1)	5 (8.1)	2 (3.2)	0 (0)

*N = The number of students (%)

Table 4.9 demonstrates that 12 students (19.4%) strongly agreed that they planned more than before since they learned to write through process-oriented writing instruction, 20 students (32.3%) agreed, and 23 students (37.1%) slightly agreed, while 5 students (8.1%) slightly disagreed on more planning, 2 students (3.2%) disagreed, and nobody strongly disagreed (4.6 average rating scales). One of the reasons why each student wrote a more complete first draft would be related to increased planning time, which could result in constructive peer feedback. On the basis of peer feedback and self-evaluation between drafts, students could develop their essay. While the second process-oriented writing proceeded, a noticeable growth was exhibited in both Aileen and Caroline, mainly because Caroline provided constructive feedback to Aileen as described in (22).

(22) *There is still an argument about whether students should be allowed to have a mobile phone during class. I agree with high school students' having a mobile phone. There are two reasons why I think so.*

First, a independent study hall will be quiet if students have a mobile phone. Unlike other classes, our class students don't have to submit phones. As a result, those who don't want to study use their mobile phones, instead of talking, and therefore our study hall is very quiet. It is less harm to other students.

Second, we can look up the Internet or dictionaries whenever we want. We need a dictionary quite much in English and Korean classes. Also, there are many occasions that we should search for background knowledge. That would increase the educational efficiency.

In conclusion, for quiet classrooms and educational purpose, I think having mobile phons is needed to make better classroom. If we think just more freely, our school life would improve.

(Aileen, the first draft)

phons → phones

a independent → an independent

I think that study time is better than study hall.

Use connectives between sentences in the introduction.

It will be better if you write evidence in detail.

(A part of Caroline's feedback, a translated version)

Caroline was not good at English in general as shown in her final writing (1) in Section 4.1.2.2. However, as her feedback proved, she was able to read English essays and provide meaningful suggestions for others writing development.

As displayed in (23), Aileen revised her first draft based on Caroline's feedback and she developed the second draft more effectively.

(23) *There are those who think that students shouldn't have mobile phones during classes for study. However, I agree with high school students' having their mobile phones. There are two reasons why I think so.*

*First, **an individual study time** will be quiet if students have mobile phones. Let me show you an example. Unlike other classes, our class students don't have to submit phones. As a result, those who don't want to study use their mobile phones, instead of talking, and therefore our study time is very quiet. It is less harm to other students.*

*Second, we can look up the Internet or dictionaries whenever we want. Especially in English and Korean classes, we need a dictionary quite much, and there are many occasions that we should search for background knowledge. **We can search for words and information with our phones, so having mobile phones during classes will increase educational efficiency.** (...)*

(Aileen, the introduction and bodies from the second draft)

It was quite a significant example which proved the positive influence through PIPA. In other words, that students started to provide with constructive feedback meant that they had ability to read an essay with critical point of view, built a sense of audience, and most importantly, they would be able to apply the ability to their own writing and revision.

(24) is a body paragraph of Amanda's first draft including peer feedback. There was only one body and it contained three reasons with insufficient supporting details. Also, several language use mistakes and awkward expressions appeared in the sentences such as underlined parts.

(24) There are three reasons for it. One of them is that when student have their phones, it can be a risk of losing their phones. Also, when they use phones during class it can be disturbing things to students who concentrate in studying. Moreover what the students hear faithfully is their duty, and using their phones in class is not the impolite to their teacher.

(Amanda, the body in the first draft)

I cannot distinguish how your reasons differ from one another. I think that the third reason could be eliminated. Your introduction and conclusion parts seem to be long compared to the body paragraph. You have used same words repeatedly.

(A part of Cutie's feedback, a translated version)

In the second draft (25), Amanda divided the body into two paragraphs according to the two main reasons – the risk of losing a phone and disturbing others – based on peer feedback. Even though mistakes in language use were not yet corrected, Amanda deleted the third reason and, instead, added one more sentence to support the second reason. The revision enhanced the clarity in her thesis with improved organization.

(25) There are two reasons for it. One of them is that when student take in their phones, it can be a risk of losing their phones. If students use their phone and lose their phone, it's nobody's fault.

*Also, when they use phones during class, it can be disturbing things to students who concentrate in studying. **Because it makes a noise and it can be a function of bothering other students.***

(Amanda, the body in the second draft)

Christina also revised her first draft based on peer feedback shown in (26).

(26) *First, when someone is looking for student in the class, unless that student didn't have the phone, it might be unable to contact with him.*

Another reason I thought so is that if you are absent and you don't have the means to study for that class, you can study by some function such as record.

Actually it will be able to disrupt the class, but if you can control your self and you behave not out of common sense, using a cell phone during class can be helpful for needed situation like those case.

(Christina, the body and the conclusion in the first draft)

You need to elaborate supporting ideas more in the body parts.

(A part of peer feedback, a translated version)

*First, when someone is looking for student **who is** in the class, unless that student **have** the phone, it might be unable to contact with him. **In other words, having a cell phone can be a tool to get in touch with another person.***

*Another reason I thought so is that if you are absent and you don't have the means to study for that **missed lesson**, you can study by some function such as record.*

***Even though it will** be able to disrupt the class, but if you can control your self and you **don't act** out common*

sense, using a cell phone during class can be helpful for needed situation. For those reason, I am favorable to a having cell phone at school.

(Christina, the body and the conclusion in the second draft)

In the second draft, Christina added a sentence in the first body in order to elaborate her idea and changed expressions to clearly state her thought. Meanwhile, she provided feedback to Benjamin's first draft (27).

(27) From now on, I will show you how many merits it has. First, if you have your cellphone during the class, you can cope with the emergency situation. Second, if you have to absent the class, you can alternate the class with your cellphone.

(Benjamin, the body in the first draft)

- 1) You showed the evidence substantively but it will be nice if you add more details to support the evidence. For example, you wrote 'you can cope with the emergency situation.' → elaborate the situation and how to cope with it.*
- 2) You mentioned many merits and the amount of your writing is not enough so I suggest that you write more examples in the body paragraph.*

(Christina's feedback to Benjamin, a translated version)

I will show you how many merits it has. First, if you

have your cellphone during the class, you can cope with emergency situation. For example, when earthquake is occurred, we can receive information or data about it so we can react composesly. Second, if you have to absent the class, you can alternate the class with your cellphone. You can attend the class through multimedia.

First I said using cellphone have so many merits that can cover its weaknesses. For example, there are various students in class. Some of them focus to the class, but other students want to do anything they make a class noisy. We can solve this phenomenon by cellphone. We give them cellphone, they focus to their cellphone, so class will be quite.

(Benjamin, the body in the second draft)

It is evident that the number of words in the second draft was increased with comparison to the first draft. Thanks to Christina's constructive feedback, Benjamin described his thesis in detail with more supporting ideas and examples.

Similar evidence of developing content and organization by the help of peer feedback was found in Dean's essay (28) as well.

(28) If I have to submit something to friend rapidly, I must go to there where friend is placed. In the other hand, I have mobile phone at that time, I reduce inconvenient and time.

(Dean, the second body in the first draft)

Write more details for the second evidence.

(Ben's feedback to Dean, a translated version)

*If I have to **tell** something to friend **quickly**, I must **go there**, but **this takes much of time**. **On the other hand**, **if I have mobile phone at that time**, I can reduce **inconvenience and time**.*

(Ben's direct editing on Dean's first draft)

Dean improved his first draft based on Ben's feedback. Dean's second body was too short to support the thesis, so Ben proposed that he should add more details. In addition, Ben directly edited Dean's first draft and suggested different ways to express his ideas. With the help from Ben's both direct and indirect feedback, Dean developed the second body paragraph (29) more convincingly.

*(29) If I have to tell something to friend quickly I must go there but this takes much of time. **For instance, when I have to announce homework to friends, that is useful at that moment**. On the other hand, if I have mobile phone at that time, I can reduce inconvenience and time.*

(Dean, body in the second draft)

Dean not only corrected language use mistakes from the first draft based on Ben's feedback but also included an example to make

his idea more explicit. This represented that Dean had built self-revising ability.

In short, adding more information was mostly encouraged by peer feedback. Peers usually provided general comments on content and organization, or the adequacy of thesis with certain supporting details while reading the first draft. Sometimes, they directly edited language use or suggested other ways to express ideas. These analyses on the beneficial influence of peer feedback were corroborated by the post questionnaire survey as shown in Table 4.10.

Table 4.10

Influence of Peer Feedback during Process-Oriented Writing Instruction

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
15. I raised a sense of audience with peer feedback.	*12 (19.4)	25 (40.3)	17 (27.4)	5 (8.1)	3 (4.8)	0 (0)
16. Peer feedback was helpful.	8 (12.9)	17 (27.4)	25 (40.3)	5 (8.1)	6 (9.7)	1 (1.6)
17. Peer feedback helped to develop self-revising skill.	14 (22.6)	22 (35.5)	19 (30.6)	3 (4.8)	3 (4.8)	1 (1.6)

*N = The number of students (%)

Specifically, 12 students (19.4%) strongly agreed that peer

feedback raised a sense of audience, 25 students (40.3%) agreed, and 17 students (27.4%) slightly agreed. Secondly, 8 students (12.9%) admitted the helpfulness of peer feedback in order for them to improve the next draft, 17 students (27.4%) agreed, and 25 students (40.3%) slightly agreed. Additionally, 14 students (22.6%) strongly agreed that giving and receiving peer feedback helped them to develop self-revising ability, 22 students (35.5%) agreed, and 19 students (30.6%) slightly agreed. In these items, less than 20% students expressed disagreement on the benefits of peer feedback.

However, to be exact, the helpfulness of peer feedback was a bit placed low, indicating 4.2 average rating scales. The reason could be predicted from the descriptive responses in the post-questionnaire survey which asked for any suggestion to the present writing class. Some students pointed out that English proficiency affected the quality of peer feedback. Since there were different proficiency students in one group, it was possible that a low proficiency student provided feedback to a high proficiency student. Although it was witnessed that a low proficiency students like Caroline were able to give constructive feedback as shown in the excerpt (22), the areas of feedback might be confined mostly to content and organization. In other words, low proficiency students might be lack of grammatical knowledge or hardly

provide any advice on expanding vocabulary use. As a result, the discrepancy of proficiency between peers could cause relatively lower agreement on the helpfulness of peer feedback.

4.2.2.2. From the Second Draft to the Third Draft

On the way to the third draft, students received a self-evaluation form in order to evaluate their own second draft in an objective view and revised it one more time. With the support of self-evaluation form, students seemed to demonstrate and advance self-revising ability, which was helpful for students writing development. For example, Denis developed his third draft by including more sentences in the conclusion part after self-evaluation. The bold parts in (30) highlight what he revised and it made a drastic change in the way he ended the essay.

(30) Due to this, students should hand in their mobile phone before the class.

(Denis, conclusion in the second draft)

⇒ *In conclusion, high school students' having a mobile phone during class can bring negative effect on their studying. Mobile phone can disturb the class. Also, students won't be*

able to pay attention to their lecture.

(Denis, conclusion in the third draft)

Billy was another evidence of the positive influence of self-evaluation and revising. He edited several sentences through the essay and (31) reveals how he revised the first body paragraph from the second draft to the third draft.

(31) First, students don't have an ability to control their mobile phone. They are not adult and it is the age that needs parent's help. For example, I witnessed lots of friends using phone during classtime when I was middle school age. But those friends were using phones only to do kakaotalk, facebook or play game. In short, they were not using phones for academic purpose.

(Billy, the first body in the second draft)

*⇒ First, students don't have an ability to control their mobile phones. They are not **fully grown up yet**. **So they are in the age that needs their parent's help**. For example, I witnessed lots of friends using phones **during the class when I was in middle school**. But those friends were using phones only to do kakaotalk, facebook or play games. **In other words**, they were not using phones for academic purposes.*

(Billy, the first body in the third draft)

By changing the way to express his ideas, Billy's third draft was better organized with natural flow. He also corrected several language use mistakes such as singular-plural form. Both Denis and Billy's writing products proved that the self-evaluation and repeated revising helped them to develop their writing more effectively.

David was the one whose first draft had three paragraphs and the organization of content was not very coherent. He made many language use mistakes and used awkward expressions, and it seemed that he directly translated his ideas in Korean into English.

*(32) I don't agree about high school student's having a mobile phone during class. If using mobile phone has some benefit, for example, it can be new technical class and support to concentrating for listening to white noise. But it absolutely **has** two edge of sword.*

First**, high school student didn't have self-control power. They didn't know the ways of the world **because they are so young**. That mobile phone continuance disrupt students control. **So, students can't concentrating in their job.

***Second**, don't using phone in class is **proved method** and conservative way. Proved and conservative mean verification method. And, that is good ways in present days.*

*In this reason, finally, I choose that way didn't use phone is much **better then** using phone. **It is very helpful for student's concentrating.** (David, the second draft)*

David organized his ideas better in the second draft (32) by moving some sentences to different paragraphs and adding more supporting details. Also, he corrected some language use mistakes with the assistance from peer feedback, but his second draft still was far from error-free.

(33) *I don't agree about high school student having a mobile phone during class. **Maybe, it can be hot issue to pupils. Sometimes** using mobile phone has some benefit. For example, **it can be helpful for** new technical class and support to concentrating. **Time to time, like** listening to white noise. But it absolutely has two edge of sword.*

*First, high school student didn't have self-control power. They didn't know the way of the world because they are so young **at adult's view**. **So that** mobile phone continuance disrupt students control, **then** students can't concentrate in their job.*

*Second, don't using phone in class is proved method and conservative way. Proved and conservative mean **it is** verification method. That is **still** good ways in present day.*

*In this reasons, finally, I choose that way don't using phone is much better then using phone. It is very helpful for student concentrating. **Student need to concentrating ability. So we should practice every class about concentrating. Don't follow mobile phone's lure.***

(David, the third draft)

David revised one more time as written in (33). He wrote additional phrases to amplify his idea further and tried to connect sentences more naturally and logically. His third draft exhibited a successfully revised writing product despite the lack of accuracy. In addition, it was often witnessed during process-oriented writing that students were willing to communicate to each other in order to receive necessary help from peers. During process-oriented writing, students actively negotiated their ideas, asked for other's opinion and advice on content, and tried to find more effective ways to express their thought in English. They also wanted to find answers for selecting appropriate vocabulary or language use.

These results in section 4.2 correspond to the findings proved by Song (2002) in that process-oriented writing assessment could develop Korean high school EFL students' writing mainly due to peer feedback and revising opportunity. Along with writing process and instructor's observation, students self-report questionnaire survey provided insightful knowledge about students writing behavior and general attitude toward process-oriented writing instruction.

Table 4.11 presents students general perception on the influence of process-oriented writing instruction.

Table 4.11**General Perception on the Influence of Process-Oriented Writing****Instruction**

items	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)
6. Process-oriented writing instruction is effective for writing.	*10 (16.1)	24 (38.7)	25 (40.3)	2 (3.2)	0 (0)	1 (1.6)
10. Process-oriented writing instruction is needed for Korean high school students.	13 (21)	22 (35.5)	20 (32.3)	5 (8.1)	1 (1.6)	1 (1.6)

*N = The number of students (%)

A majority of students agreed on the effectiveness of process-oriented writing instruction. Overall, 10 students (16.1%) strongly agreed with the effectiveness of process-oriented writing instruction for writing, 24 students (38.7%) agreed, and 25 students (40.3%) slightly agreed, which accounted for 95.1% in total. 13 students (21%) strongly agreed on the necessity of process-oriented writing instruction for Korean high school EFL students, 22 students (35.5%) agreed, and 20 students (32.3%) slightly agreed. That is, students perceived the beneficial influence of process-oriented writing instruction to develop writing ability for Korean high school EFL students.

Through the writing experience in PIPA, many students became more confident in writing an English essay. The change in students confidence is shown in Figure 4.2.

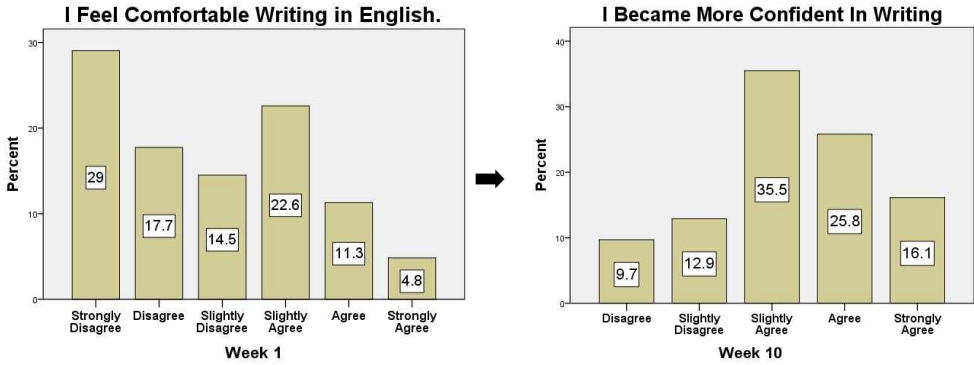


Figure 4.2 Changes in students confidence in writing

Compared to the pre-questionnaire survey, many students felt more confident in writing after completing 10-week PIPA. In the first week, 18 students (29%) strongly disagreed that they felt comfortable when they wrote an English essay, 11 students (17.7%) disagreed, 9 students (14.5%) slightly disagreed. That is, more than 60% of students did not have confidence in English essay writing. However, in the last week, no student strongly disagreed on the increased confidence in writing, 6 students (9.7%) disagreed, 8 students (12.9%) slightly

disagreed. In other words, more than 75% of students admitted that they felt more confident in writing an English essay after process-oriented writing instruction.

Finally, in the descriptive writing item of post-questionnaire (item no. 23 in Appendix B), 54 students (87.1%) said that they would recommend process-oriented writing instruction to other high school students who had difficulties in English essay writing. Among factors why they recommended process-oriented writing instruction, top 4 answers were that process-oriented writing instruction was helpful for organizing ideas (18 students), interchanging peer feedback was useful (16 students), they could learn to revise (13 students), and the instruction was helpful for developing content (11 students).

According to the writing products during writing process, pre- and post-questionnaire surveys, and instructor's observation notes, it can be concluded that PIPA influenced positively to develop writing process for Korean high school EFL students. This finding is similar to previous research (Kim, 2016) in that writers developed more sophisticated understanding of writing through process-oriented writing approach, perceived the influence positively, and gained confidence as EFL writers.

4.3. Different Writing Development according to Proficiency Groups

The third research question aims to investigate whether different proficiency groups exhibited different development in EFL writing through the PIPA. In relation to this, students were divided into high and low proficiency groups according to the result of first diagnostic writing. In section 4.3.1, each group's first writing product was compared with that of the final performance. Section 4.3.2 elucidates the representative proficiency effects exhibited in the writing process and self-report survey questionnaires.

4.3.1. Different Development in Writing Product according to Proficiency Groups

To explore any different developmental phase of writing product between English writing proficiency groups, all participants were categorized into two levels, high or low proficiency group, according to the quality of the first writing. Based on writing products, two proficiency groups displayed different development in writing quality and writing fluency.

Table 4.12 displays the descriptive statistics of writing quality for high and low proficiency groups in the first and the final writing as well as those of total participants.

Table 4.12
Descriptive Statistics of High and Low Proficiency Groups Writing Quality

Writing	Group	N	*Mean	Std. Deviation
First (Week 1)	High	33	19.39	0.50
	Low	29	16.14	2.90
	Total	62	17.87	2.58
Final (Week 10)	High	33	19.36	1.27
	Low	29	17.55	2.21
	Total	62	18.52	1.98

* Maximum score: 20

There were 33 students in the high proficiency group who gained 19 or 20 points in the first writing and the other 29 students were allocated in the low proficiency group. Low proficiency group had various range of scores from 4 points to 18 points. An independent-samples *t*-test was conducted to see if high and proficiency groups had different writing ability in the first writing. There was a significant difference in first writing scores for high proficiency group

($M=19.39$, $SD=0.50$) and low proficiency group ($M=16.14$, $SD=2.90$), $t(29.442)=5.970$, $p=.000$. The statistical result indicated that two proficiency groups were significantly different according to the first writing score.

Findings from two proficiency groups are divided into three sections. Specifically, writing product development in high proficiency group is dealt in 4.3.1.1 and development in writing product that low proficiency group produced is elaborated in 4.3.1.2. Following 4.3.1.3 presents comparison between two proficiency groups in terms of writing product.

4.3.1.1. High Proficiency Group

Among 33 high proficiency group students, 13 students gained perfect 20 scores and 20 students earned 19 points in the first writing. Table 4.13 summarizes the mean score and the standard deviation of sub-categories – content, organization, vocabulary, and language use – in the first writing (week 1) and the final writing (week 10).

Table 4.13**Descriptive Statistics in Sub-Category Scores for High Proficiency****Group**

	First writing (week 1)		Final writing (week 10)	
	Mean	SD	Mean	SD
Content	*6	0	5.94	0.35
Organization	**3.73	0.45	3.88	0.33
Vocabulary	**3.67	0.48	3.79	0.42
Language Use	*6	0	5.76	0.66

*maximum score = 6, ** maximum score = 4

Although high proficiency group initially acquired very high writing quality, they developed organization and vocabulary more effectively in the final writing. Also, they showed progress in writing fluency as displayed in Table 4.14. A paired-samples *t*-test indicated that the number of words that high proficiency group used was significantly larger in the final writing ($M=273.33$, $SD=54.40971$) than in the first writing ($M=244.5455$, $SD=70.40467$), $t(32)=2.603$, $p=.014$, $d=0.45$. The effect size was medium and the overall results indicated that high proficiency group wrote significantly more number of words in the final writing, which manifested fluency improvement.

Table 4.14

Summary Result from a Paired-Samples *t*-test for the Number of Words

	Mean	Std. Deviation	<i>t</i> -value	df	Sig. (2-tailed)	Effect size
Final - First	28.79	63.53	2.603	32	.014	0.45

4.3.1.2. Low Proficiency Group

The final scores of low proficiency students were raised by 1.41 points in the mean score and ranged less widely as compared with the first writing scores and it was previously shown in Table 4.12. With low proficiency group's data, a paired-samples *t*-test was computed to compare writing quality in the first writing with the final writing quality as presented in Table 4.15. There was a significant difference in the writing quality between the first writing ($M=16.1379$, $SD=2.89980$) and the final writing ($M=17.5517$, $SD=2.21337$), $t(28)=4.780$, $p=.000$, $d=0.89$. The effect size was big and these results suggested that low proficiency group students developed their writing quality statistically significantly.

Table 4.15**Result from a Paired-Samples *t*-test for Writing Quality of Low****Proficiency Group**

	Mean	Std. Deviation	<i>t</i> -value	df	Sig. (2-tailed)	Effect size
Final - First	1.41379	1.59278	4.780	28	.000	0.89

In addition, Table 4.16 describes the scores in sub-categories for low proficiency group in the first week and the last week. Despite of varying degrees, they developed in overall sub-categories; in average, content as much as 0.72 scores, organization about 0.24 scores, vocabulary as much as 0.07 scores and language use about 0.38 scores.

Table 4.16**Scores in Sub-Categories for Low Proficiency Group**

	First writing (week 1)		Final writing (week 10)	
	Mean	SD	Mean	SD
Content	5.00	1.25	5.72	0.70
Organization	3.38	0.73	3.62	0.49
Vocabulary	3.45	0.74	3.52	0.63
Language Use	4.31	1.17	4.69	1.23

Low proficiency group developed writing fluency as well. A paired-samples *t*-test indicated that the number of words which low proficiency group used was significantly bigger in the final writing (M=192.7586, SD=64.85680) than in the first writing (M=166.8966, SD=55.55586), $t(28)=3.229$, $p=.003$, $d=0.60$. Results showed a medium effect size and it implied that low proficiency group students wrote significantly more number of words in the final writing with improved fluency. In the next section, two proficiency groups will be compared in order to find out any difference in developing writing product according to writing proficiency.

4.3.1.3. Comparison between Proficiency Groups

Previous sections showed development in writing product for each proficiency group and this section describes comparison between high and low proficiency groups. After 10 weeks PIPA, low proficiency group developed writing product more effectively than high proficiency group. However, the gap between two proficiency groups was not much narrowed. An independent-samples *t*-test in Table 4.17 indicates that writing quality of high proficiency group (M=19.3636, SD=1.27029) was significantly higher than that of low proficiency

group ($M=17.5517$, $SD=2.21337$), $t(43.376)=-3.882$, $p=.000$, $d=1.02$. Results demonstrated a large effect size, which indicated that two proficiency groups gained significantly different scores in the final writing.

Table 4.17

Summary Result from an Independent-Samples *t*-test for Final Writing Quality

Final (week 10) writing quality	t	df	Sig. (2-tailed)	mean difference	Std. Error difference	Effect size
	-3.882	43.376	.000	-1.81191	.46672	1.02

Table 4.18 describes how high proficiency group differed in writing quality of sub-categories from that of low proficiency group in the first writing. Independent-samples *t*-tests proved that high proficiency group wrote more effectively in terms of content ($t(28)=-4.296$, $p=.000$, $d=1.17$), organization ($t(45.634)=-2.225$, $p=.031$, $d=0.58$), and language use ($t(28)=-7.789$, $p=.000$, $d=2.21$), but an insignificant result was shown in the category of vocabulary ($t(47)=-1.364$, $p=.179$, $d=0.36$).

Table 4.18**Proficiency Effect on Sub-Categories in First Writing**

First Writing	t	df	Sig. (2-tailed)	effect size
Content	-4.296	28	.000	1.17
Organization	-2.225	45.634	.031	0.58
Vocabulary	-1.364	47	.179	0.36
Language Use	-7.789	28	.000	2.12

On the other hand, in the final writing, the difference was revealed in two categories; organization ($t(47.978)=-2.382$, $p=.021$, $d=0.62$) and language use ($t(41.783)=-4.179$, $p=.000$, $d=1.10$) as presented in Table 4.19.

Table 4.19**Proficiency Effect on Sub-Categories in the Final Writing**

First Writing	t	df	Sig. (2-tailed)	effect size
Content	-1.498	39.790	.124	0.40
Organization	-2.382	47.978	.021	0.62
Vocabulary	-1.960	47.230	.056	0.51
Language Use	-4.179	41.783	.000	1.10

The comparison result between Table 4.18 and Table 4.19 implies that PIPA facilitated low proficiency students to develop their content more knowledgeably and substantively in their final writing, which resulted in improved scores in content reducing the gap between proficiency groups.

Another purpose of dividing students into high and low proficiency groups was to examine whether different proficiency in the first writing influenced how much more points the students in each group gained in the final performance assessment. In order to explore how much participants had improved writing product quality during 10 weeks classes, the difference in scores between the first and the final writing (the difference score) was calculated. Descriptive statistics of the difference score was uncovered in Table 4.20.

Table 4.20

Descriptive Statistics of the Difference Score

	Group	N	Mean	Std. Deviation
Final writing - First writing	High	33	-.03	1.21
	Low	29	1.41	1.59
	Total	62	0.65	1.57

An independent-samples *t*-test revealed that the difference score

was greater for low proficiency students ($M=1.41$, $SD=1.59$) than for high proficiency students ($M=-0.03$, $SD=1.21$), $t(60)=4.046$, $p=.000$, $d=1.03$. This result manifested that PIPA was more effective for low proficiency students than for high proficiency students. In general, it appeared that most students improved their English essay writing product as a whole, but the difference score reflected a different view according to the proficiency groups.

Unlike the previous research (Kim, 2016), it seemed that low proficiency students improved their writing more effectively rather than high proficiency students. The reason would be mainly because the present study evaluated students writing product in the format of performance assessment in Korean high school, which meant that quite a number of students gained perfect scores. However, Kim (2016) manipulated 1 to 6 score range of the writing rubric and the mean score of high proficiency group was 2.6 with 0.11 standard deviation. Due to difference in assessment situation and scoring rubric, the present study exhibited a discrepant result from previous studies. The limitation of the present study can be supplemented by qualitative analysis of writing product and writing process.

Another proficiency effect was shown in writing fluency. Table 4.21 shows the comparison of the number of words in each writing

according to proficiency groups. Also, independent-samples *t*-tests in the number of words in the first writing and the final writing showed that two proficiency groups used statistically different number of words in each writing.

Table 4.21

Summary Result from an Independent-Samples *t*-test for Writing

Fluency

The number of words	t	df	Sig. (2-tailed)	mean difference	Std. Error difference	Effect size
first writing (week 1)	-4.774	60	.000	-77.65	16.27	1.22
final writing (week 10)	-5.319	60	.000	-80.57	15.15	1.35

Results in Table 4.21 propose that the writing fluency of low proficiency group was far below in both first and final writings. In other words, two proficiency groups yet had dissimilar writing fluency even after PIPA.

Summarizing the statistical results according to the proficiency groups, it can be concluded that low proficiency students developed writing products more effectively than high proficiency students in the aspect of writing quality, writing fluency, and difference scores.

However, they could not fully catch up with high proficiency students in any aspect.

4.3.2. Different Development in Writing Process according to Proficiency Groups

Section 4.3.2 describes proficiency effect in writing process during PIPA. In detail, characteristics in writing process that high proficiency students developed are described in 4.3.2.1 and features in the side of low proficiency students are illustrated in 4.3.2.2. Next, section 4.3.2.3 compares two proficiency groups in the aspect of writing process using self-report questionnaire survey.

4.3.2.1. High Proficiency Group

The major characteristic which represented high proficiency group in writing process was self-revising ability in every aspect of content, organization, vocabulary and language use. Especially, high proficiency students read and revised their first draft by not only using peer feedback but also manipulating self-revising ability. They could discover more effective ways to express their thought by themselves.

For example, Alice managed her self-revising ability in each draft as following examples from (34) to (36).

(34) *During four years, I've seen many conflicts occured between students and teachers because of the phone problems. Well, until two years ago, I also thought that students need phone during the class. However, I changed my mind this year.*

Students think they need phone during the class, because they have to search about something. But actually we don't need phone to search about something, because you can just ask to teacher. Moreover, teachers sometimes allow students to use their computer to find information. Moreover, most students say that they are worried about not receiving emergency calls. However, most emergency calls come to teachers office. So you actually don't need cell phone for that reasons.

If students are allowed to use cell phone during the class, they will keep use the cell phone in front of the teacher, and won't think that they are being impolite to teacher.

These are the reasons why I disagree with the allowance of cell phone using.

(Alice, the first draft)

Her peer pointed out that she was using 'moreover' repeatedly and suggested that she needed to divide the body paragraph into two

parts.

(35) *During four years, I've seen many conflicts between teachers and students because of the cell phone problems. Well, **before I became high school students**, I also thought that students need phone during the class. However, I changed my mind, **when I became high school students**.*

Students think they need phone during the class, because they have to search about something. But actually we don't need phone to search about something, because we can just ask to teacher. Moreover, teachers sometimes allow students to use their computer to find information.

***Next**, most students say that they are worried about not receiving emergency calls. However, most emergency calls come to the teacher's office. So you actually don't need phone for that reason.*

***Finally**, students are immature to control themselves. If students are allowed to use phone during the class, they will keep use the cell phone for some reasons that are not related class. Additionally, they won't think their behaviors are impolite.*

***For these reasons**, I disagree with high school students' having a mobile phone during class. Allowance of cell phone using will ruin the class environment.*

(Alice, the second draft)

More than reflecting peer feedback, Alice divided body

paragraphs using discourse markers like *Next* and *Finally* rather than using *Moreover* repeatedly in second draft (35). She also edited several parts by herself and her writing product exemplified the self-revising ability. When students self-revised their first draft along with peer feedback, they usually do not do their best to revise one more time for the third draft. However, Alice was different.

(36) *Last four years, I've seen many conflicts between teachers and students because of the cell phone problems. Well, before I became high school students, I also thought that students need phone during the class. However, I changed my mind, when I became high school students.*

*Students think they need phone during the class, because they have to search about something. But actually we don't need phone to **do a research**, because we can just ask to teacher. Moreover, teachers sometimes allow students to use their computer to find **some** informations.*

*Next, most students say that they are worried about not receiving emergency calls. However, most **urgent** calls come to the teacher's office. So, you actually don't need phone for that reason.*

*Finally, students are immature to control themselves. If students are allowed to use phone during the class, they will keep use the cell phone for some reasons that are not related **to** class. Additionally, they won't think their behaviors are impolite.*

*For these reasons, I disagree with high school students' having **their** mobile phones during class. **Allowing the use of cell phone** will ruin the class environment.*

(Alice, the second draft)

Using a self-evaluation form, Alice checked that she needed to make the flow more logically, and reviewed her vocabulary and language use. She changed some expressions to be more appropriate, and prevented repeated use of the same words by employing diverse words and synonyms.

Like Alice, Angela proved to have self-revising ability and made use of it actively during process-oriented writing.

(37) Have you ever thought about your life without a cell phone? Nowadays cell phone is related to our daily life in various aspect. We use them in not only SNS or Youtube but also in navigation and other bank work. Like this, cell phone made our life much more convenient. But this is only about adults. So students have to submit their cell phone during the class.

First, students don't have enough tolerance. If they have their cell phone during the class, they would use them impulsively. It may cause bad mood on class and also teacher's right.

Second, if students give their cell phone to teacher during

the class the possibility of robbing a cell phone would be reduced.

For these reasons, I disagree with students' having a mobile phone.

(Angela, the first draft)

Angela's first draft (37) was a short essay with 130 words and she did not have balanced organization. Her introduction was too long and body paragraphs did not contain enough supporting details. It seemed that she spent much time writing the introduction and then rushed to finish bodies and conclusion under the time pressure. Therefore, her peer provided sincere feedback on the content and organization, and advised to use various words. With the help from peer feedback, she revised the draft radically as exposed in (38).

*(38) Have you ever thought about your life without a cell phone? Nowadays cell phone is related to our daily life in various aspect. We use them in not only **to watch Youtube but also to do bank work**. But this case is only about adults. **Students can't use smart phone properly for several reasons.***

*First, students don't have enough tolerance. If they have their cell phone during the class, they would **utilize** them impulsively. **For example, in my class, many students use cell phone by chatting with friends and watching funny video.** It may cause bad effect on class and also **on** teacher's right.*

Second, if students give their phone to teacher during the class, the possibility of stolen situation would be reduced. We know many case about students lost their cell phone at school. We can solve this accident by taking student's phone.

For these reasons, I strongly disagree about people who argue that students can have their cell phone during the class. But my opinion might have some limits. Students can't use dictionary or Internet. That means students can't use for academic reasons.

(Angela, the second draft)

Moreover, managing competent self-revising ability, Angela rewrote the introduction to be more focused on the thesis, supplemented body and conclusion parts with additional information, and organized the ideas more logically. The number of words in the second draft (38) was boosted up to 185 words in the third draft (39).

*(39) Have you ever thought about your life without a cell phone? Nowadays cell phone is **woven** to our daily life in various aspect. We use them in not only to watch Youtube but also to do bank work. But this case is only about adults. Students can't use smart phone properly for **following** reasons.*

First, students don't have enough tolerance. If they have their cell phone during the class, they would utilize them impulsively. For example, in my class, many students use cell

phone **during the class** by chatting with friends and watching funny video. It may cause bad effect on class **mood** and also on teacher's right **to lead class**.

Second, if students give their phone to teacher during the class, the possibility of stolen **situation of cell phone** would be reduced. We know **lots of case** about students lost their cell phone at school. We can solve this accident by taking student's phone.

For these reasons, I strongly disagree about people who argue that students can have their cell phone during the class. But my opinion might have some limits **that** students can't use dictionary or Internet **for academic purpose**. **But we can solve this problem by providing students with public dictionary**. We all have to make effort to make better study **condition**.

(Angela, the third draft)

Finally, in the third draft (39), Angela dealt with the expected refutation in the conclusion, which made her thesis more powerful. She kept improving her essay throughout the writing process. She wrote 215 words in the third draft with balanced organization. Similarly, most high proficiency students employed high quality of vocabulary use in their essay with more sophisticated expressions. Therefore, it can be assumed that the qualified self-revising ability dealing with every aspect – content, organization, vocabulary, and language use – is a major trait that high proficiency group students possess.

4.3.2.2. Low Proficiency Group

Though a few low proficiency group students could utilize self-revising ability as shown in David's (33), that was not exhibited in most of the low proficiency students. Namely, low proficiency students usually revised the first draft mainly based on peer feedback. The critical characteristic which represented low proficiency group in writing process was improvement in content and organization and at the same time they adjusted their writing into a more acceptable writing format. Donald's writing process from (40) to (42) is the first example of low proficiency group.

(40) I think we should have our mobile phones during the class. We have right to carry our stuff. At least we don't interrupt the class, school should let use have our phones. And school insist that they have no responsibility on phones which are broken while they were managing. These days we can use mobile phone in many ways. If we can have phones during the class, it could help us to search some informations. That means, mobile phones are useful tools for our study not interrupters.

So school should protect our right to have our stuff, if they don't want to take the responsibility. And we can use our phones very useful that can help us our study. So I

agree with high school students' having a mobile phone during the class.

(Donald, the first draft)

Donald managed to write a complete first draft although the ideas were not well-organized and lack of logicality. Also, he had many mistakes in vocabulary and language use. He used colloquial style of writing and the organization of paragraphs was not suitable for the writing format. His peer commented that Donald needed to add more evidence to support his thesis and proposed to divide paragraphs properly.

*(41) We have right to carry our stuff. At least we don't interrupt the class, school should let us have our phones. **So I agree with high school students' having a mobile phone during class.***

First**, school insist that they have no responsibility on phones which are broken while they are managing. **So we have to take high risk without any returns.

***Second**, these days we can use our phones in many ways. If we can have phones during the class, it could help us to search some informations. That means mobile phones are useful tools for our study not interrupters.*

So school should protect our right to have our stuff, if they don't want to take the responsibility. And we can use

our phones very useful that can help us our study. So I agree with high school students' having a mobile phone during the class.

(Donald, the second draft)

In second draft (41), Donald used a more appropriate writing format as his peer suggested. By adding a sentence in an introduction he introduced the thesis idea more effectively. He also divided paragraphs into an introduction, two bodies, and a conclusion and each body started with discourse markers like *First* and *Second*. However, he did not correct vocabulary or language use mistakes in the second draft.

*(42) We have right to carry our stuff. At least we don't interrupt the class, school should let us have our phones. So I agree with high school students' having a mobile phone during class. **And there are two reasons for my opinion.***

*First, school insist that they have no responsibility on phones which are broken while they are managing. So we have to take high risk **but there are no returns.***

Second, these days we can use our phones in many ways. If we can have phones during the class, it could help us to search some informations. That means mobile phones are useful tools for our study not interrupters.

So school should protect our right to have our stuff, if

*they don't want to take the responsibility. And we can use our phones very useful that can help us our study. **These are the reasons why** I agree with high school students' having a mobile phone during the class.*

(Donald, the third draft)

Though he changed several parts for the third draft, he could not correct mistakes in vocabulary or language use. He only managed to make the connection between paragraphs more natural by including additional phrases and rephrasing. As Donald's writing process showed, the lack of language use and inappropriate vocabulary selection was another characteristic that low proficiency group presented.

Cordelia also showed progress in content and organization but not in the vocabulary and language use, which was frequently observed during writing process of many other low proficiency students.

(43) These days, almost everyone has a mobile phone. But, still, many school regulate students to not use the phone during the class. I think there has no necessary to control. I agree with high school students' having a mobile phone during class.

First, students can't use phone in emergency situation. also, they can't get the call when there family or friends has the wrong situation. They can use the school's telephone or

teacher's phone, of course. but, it is inconvenient, and some teachers doesn't want to borrow their phone. So having their own cellphone is helpful.

Second, student can search information about class. they can search their insufficiency. So they can sufficient what they don't know. in addition, they can prepare next class.

I think using phone to play games or watch video is about student's capability. I think there has many reason to use phone.

(Cordelia, the first draft)

Cordelia received direct feedback on the wrong expressions and language use mistakes and indirect feedback on content and organization from her peer but she primarily reflected the direct feedback. Even though Cordelia organized four paragraphs into an introduction, two bodies and a conclusion, the ideas were not coherent and it was necessary to add some cohesive devices between sentences. Her peer pointed that she needed to make some connection between sentences in order to maintain natural flow, but she did not seem to know how to manage it. In addition, Cordelia obviously had weakness in language use and vocabulary as can be seen from many underlined parts in the first draft (43).

(44) These days, almost everyone has a mobile phone. But,

still, many school regulate students to not use the phone during the class. I think there are no necessary to control. I agree with high school students' having a mobile phone during **the** class.

First, students can't use phone in emergency situation. Also, they can't get the call when **their** family or friends **have** the wrong situation. They can use the school's telephone or teacher's phone, of course. but, it is inconvenient, and some teachers doesn't want to borrow their phone. So having their own cellphone is helpful.

Second, student can search information about class. They can search their insufficiency like their lack subject. So they can sufficient what they don't know. In addition, they can prepare next class.

I think using phone to play games or watch video is **up** to student's capability. I think there **have** many reason to use phone **during the class**.

(Cordelia, the second draft)

Cordelia corrected several language use mistakes and vocabulary based on peer feedback only, which meant that she was lack of self-revising ability. Her peer also provided some advice to improve content and organization but she mainly reflected direct feedback on language use and vocabulary.

(45) *These days, almost everyone has a mobile phone.*

*However, still, many students can't use phone, even they want to use. Many school regulate students to not use the phone during the class. I think there are no necessary to control **students**. I agree with high school students' having a mobile phone during the class.*

*First, students can't use phone in emergency situation. Also, they **can** get the call when their family or friends have **a wrong** situation. They can use the school's telephone or teacher's phone, of course. but, it is **too** inconvenient **to use the school phone in every situation**. And some teachers **doesn't** want to borrow their phone. So having their own cellphone is helpful.*

*Second, student can search information about class. They can search their **insufficient part of the class** like their lack subject. So they can **learn more about what they want to know**. In addition, they can prepare next class.*

*I think using phone during the class to play games or watch video is up to student's capability. Many school worry when the students having a phone during the class, because of these reason. But I think there **are** many reason when the student have their cellphone during the class.*

(Cordelia, the third draft)

Cordelia put more effort in her third draft. She changed several phrases which helped natural flow of ideas, and therefore she developed the third draft with better content and organization. However, her inappropriate use of vocabulary and inaccurate language

use still disturbed readers comprehension.

(46) *Today a lot of high school students submit their cell phone. Nowadays, many young people are addicted to the cell phone. Is it good for students having a mobile phone during class? I don't think so.*

If students' having a mobile phone they will do their phone secretly. Then they can not focus at their teacher's lecture. I think they will secretly do phone game or SNS with their cell phone. Next, some of the children who don't have a smart phone will be excluded to other children. Because, if they are not smart phone they can not do a game or chating. So, they will be excluded.

As a result, I think today students need to submit their cell phone and listening to other saying. I disagree with high school students' having a mobile phone during class.

(Chloe, the first draft)

Chloe's first draft (46) shows many language use mistakes and vocabulary misuse as well as the limited structural knowledge. In the introduction, she failed to state thesis statement clearly. Even though readers might be able to guess her thesis idea, it is necessary to put a thesis statement in the introduction in writing. Moreover, she did not support her ideas with enough details, she did not use necessary connectives between sentences, and she exposed many language use

mistakes. However, Chloe developed content and organization with the help of peer feedback from the first draft to the second draft as (47).

(47) *Today a lot of high school students submit their cell phone **and they** are addicted to the cell phone. Is it good for students **to have** a mobile phone during class? I think students should not **having** a mobile phone during class.*

***First**, If students' having a mobile phone they will do their phone secretly. Then they can not focus at their teacher's lecture. I think they will secretly do phone game or SNS with their cell phone.*

***Secondly**, some of the children who don't have a smart phone will be excluded to other children. Because **they don't have** smart phone they can not do a game or chating. So, they will be excluded.*

As a result, I think today students need to submit their cell phone and listening to other saying. I disagree with high school students' having a mobile phone during class.

(Chloe, the second draft)

In the second draft (47), Chloe successfully presented the thesis statement in the introduction. She also divided the body part into two paragraphs with discourse markers like *First* and *Secondly*. She corrected several language use mistakes but she still had many grammatical mistakes.

(48) *Today a lot of high school students submit their cell phone and they are addicted to the cell phone. Is it good for students to have a mobile phone during class? I think students should not **have** a mobile phone during class.*

*First, If students' having a mobile phone they will do their phone secretly. Then they can not focus at their teacher's lecture. **When I study if I have a mobile phone I always can not focus on my study. I saw a mobile phone 30 minutes at once.***

*Secondly, some of the children who don't have a smart phone will be excluded to other children. Because they don't have smart phone they can not do a game or chating together. **I think some of the children will feel so sad.***

As a result, I think today students need to submit their cell phone and listening to other saying. I disagree with high school students' having a mobile phone during class.

(Chloe, the third draft)

In the third draft (48), Chloe changed her supporting details into her own experiences in the body paragraphs, which made her essay more persuasive and more thorough. Overall content and organization were better developed through writing process and rewriting supporting details. In addition, Chloe self-corrected some of language use mistakes and added a necessary adverb *together* in the third draft (48). It evidently demonstrated that she developed self-revising ability along with writing process. Still, Chloe's way of

expressing her ideas was not very sophisticated but she developed her thesis more effectively in the third draft.

Through three examples of low proficiency group, it can be assumed that they can write an English essay with better content and organize ideas more coherently, but still they are not sensitive enough to detect inaccurate use of vocabulary and grammar. The characteristics of each proficiency group are consistent with the statistical results; significant improvement in content and organization but insignificant development in vocabulary and language use.

4.3.2.3. Comparison between Proficiency Groups Self-Report on How to Manage Writing Process

The proficiency effect in writing process was discovered in the result of self-report post-questionnaire survey. Surprisingly, the items which were closely related to writing process showed discrepancy between proficiency groups, which explained why the gap of writing quality between proficiency groups was not narrowed even after PIPA. Table 4.22 describes how each proficiency group student responded to the items and the results are presented in the order of writing process. It represent the number of students who checked in each Likert-scale,

and percentage data are computed in each proficiency group.

Table 4.22

Proficiency Effect on How to Manage Writing Process

items	Group	strongly agree (6)	agree (5)	slightly agree (4)	slightly disagree (3)	disagree (2)	strongly disagree (1)	Mean Std. D
9. I spend more time planning before writing.	High	*9 (27.3)	13 (39.4)	9 (27.3)	2 (6.1)	0 (0)	0 (0)	4.88 0.89
	Low	3 (10.3)	7 (24.1)	14 (48.3)	3 (10.3)	2 (6.9)	0 (0)	4.21 1.01
14. I tried to reflect peer feedback.	High	15 (45.5)	17 (51.5)	1 (3.0)	0 (0)	0 (0)	0 (0)	5.42 0.56
	Low	8 (27.6)	13 (44.8)	6 (20.7)	1 (3.4)	1 (3.4)	0 (0)	4.90 0.98
18. I reread and revise more.	High	11 (33.3)	13 (39.4)	7 (21.2)	0 (0)	1 (3.0)	1 (3.0)	4.91 1.15
	Low	4 (13.8)	11 (37.9)	9 (31.0)	2 (6.9)	3 (10.3)	0 (0)	4.38 1.15
6. Process-oriented writing instruction is helpful.	High	8 (24.2)	17 (51.5)	7 (21.2)	1 (3.0)	0 (0)	0 (0)	4.97 0.77
	Low	2 (6.9)	7 (24.1)	18 (62.1)	1 (3.4)	0 (0)	1 (3.4)	4.24 0.91

*N = The number of students (%)

First, outcomes in item 9 illustrate how differently each proficiency group responded on how much more time they spend

planning before they start to write. In detail, 9 students (27.3%) in the high proficiency group strongly agreed that they spent more time to plan, 13 students (39.4%) agreed, 9 students (27.3%) slightly agreed, whereas 2 students (6.1%) slightly disagreed on increased planning time. Among low proficiency students, 3 students (10.3%) strongly agreed on planning more before writing, 7 students (24.1%) agreed, 14 students (48.3%) slightly agreed, while there were 3 students (10.3%) slightly disagreed and 2 students (6.9%) disagreed.

In both groups, no one strongly disagreed, which signifies that all of them, no matter how proficient writers they were, admitted the necessity of planning before writing, and they actually planned longer time than before, after they experienced the present PIPA.

Students in two proficiency groups also revealed difference in how much they tried to reflect peer feedback during process-oriented writing and how much they reread and revised their essay during the final performance assessment. 15 students (45.5%) in the high proficiency group answered they strongly agreed that they tried to reflect peer feedback, 17 students (51.5%) agreed, 1 student (3%) slightly agreed, whereas none of them disagreed. In the low proficiency group, 8 students (27.6%) strongly agreed on the reflection of peer feedback, 13 students (44.8%) agreed, 6 students (20.7%) slightly

agreed and there was only one student (3.4%) who slightly disagreed and agreed. It is meaningful that nobody in the low proficiency group strongly disagreed.

About the item asking whether they reread and revised their draft during the final performance assessment, 11 students (33.3%) in the high proficiency group strongly agreed, 13 students (39.4%) agreed, 7 students (21.2%) slightly agreed, whereas one student (3%) disagreed and one (3%) strongly disagreed. In the low proficiency group, 4 students (13.8%) strongly agreed on revising, 11 students (37.9%) agreed, 9 students (31%) slightly agreed, whereas 2 students (6.9%) slightly disagreed and 3 students (10.3%) disagreed. Overall, the outcome of the post survey questionnaire demonstrated that the high proficiency group perceived that they planned longer for the final writing than for the first writing, took peer feedback into consideration, and revised more as compared with the responses from low proficiency group. The results are in line with previous studies (Larios et al., 2008; Rimes, 1985) which show difference in the amount of revising according to proficiency groups.

As a result, there was disparity in recognizing the influence of process-oriented writing instruction between proficiency groups as well. Each proficiency group perceived differently on the helpfulness of

process-oriented writing instruction. In detail, there were 8 students (24.2%) in the high proficiency group who strongly agreed the helpfulness of process-oriented writing instruction, 17 students (51.5%) agreed, and 7 students (21.2%) slightly agreed. Only one student (3.0%) slightly disagreed among high proficiency students. On the other hand, 2 students (6.9%) in low proficiency group strongly agreed the helpfulness of process-oriented writing instruction, 7 students (24.1%) agreed, 18 students (62.1%) slightly agreed, whereas 1 student (3.4%) chose slight disagreement and strong disagreement. Although there was difference between proficiency groups, altogether, 59 students out of 62 were on the side of agreement, which indicates that students perceived that process-oriented writing instruction helped them to develop writing products and writing process.

To summarize, students developed writing ability in various aspects during and after 10 weeks PIPA. First, writing products were developed in various aspects such as writing quality, fluency, and sub-categories like content, organization, vocabulary, and language use. Especially, statistical results showed that four parts – overall writing quality, fluency, and content, and organization – were significantly improved from the first writing in week 1 to the final writing in week 10. Second, students demonstrated development in writing process

during PIPA. They exchanged constructive feedback and revised their draft repeatedly and effectively in various aspects of content, organization, vocabulary, and language use. However, there was variation between high and low proficiency groups, which resulted in the undiminished gap in terms of the quality of writing product and writing process. Several items in the self-report survey questionnaires also proved that high proficiency students managed writing process better than low proficiency students.

CHAPTER 5.

CONCLUSION

This chapter concludes with the major findings and pedagogical implications of the present study. Firstly section 5.1 presents a summary of the key findings of the research, followed by a consideration of pedagogical implications for teachers and institutions in section 5.2. The limitations of the study are assessed subsequently in section 5.3 together with suggestions for further research.

5.1. Summary of Major Findings

The primary objective of the study was to explore how Korean high school EFL students develop writing process and writing product through PIPA. The current study was designed to address the following questions; in particular, to examine Korean high school EFL learners' writing development through PIPA in the aspect of writing product. The secondary aim of the study was to examine Korean high school EFL learners' writing development through PIPA in the aspect of writing process. Lastly, it discovered different writing development in writing process and writing product between high and low proficiency

learners.

The study was carried out at a high school located in Gyeonggi province in Korea. A triangulated approach was adopted in order to collect data by means of multiple instruments – students writing products, self-report questionnaire surveys, and classroom observation notes through 10 weeks English writing classes. Above all, although statistical analyses of data indicated that there were significant differences in writing fluency and writing quality such as content, and organization with the comparison between the first writing and the final writing, writing development may not be generalized beyond the specific learners and contexts involved in the present study.

A preliminary finding from this research was that Korean high school EFL learners writing product developed quantitatively and qualitatively through PIPA. To describe how students writing product developed from the first week to the last week, their first and final writings were compared and analyzed in detail. It turned out that in the final writing students produced better writing quality with significantly longer passage and developed content and organization more effectively. In addition, though the statistical results did not show significant difference, students writing product demonstrated development in vocabulary and language use as well. They used

various range of vocabulary and properly chose word and expression, maintaining grammatical structures. Through PIPA, learners were able to produce better quality of writing product in every aspect.

Second, students writing process was investigated in detail using qualitative analyses. The first process-oriented writing instruction was preliminary writing classes to get students to be accustomed to each writing process such as drafting, peer feedback, and repeated revision. The following second process-oriented writing was included as performance assessment, and students showed remarkable progress in each draft during writing process. It was evident that students have improved overall writing process through two times process-oriented writing. During the second process-oriented writing, students planned more efficiently and produced a more complete first draft, so they could exchange constructive peer feedback. The noticeable part was that peer feedback worked as essential aid to most of students, which led each student to raise the awareness of audience and produce a better writing after repeated revising. Taking a closer look through each draft, it was revealed that students developed well organized content with enough supporting details using various vocabulary and appropriate language use.

However, the data showed rather different perspectives when

the students were divided into high and low proficiency groups. To start with low proficiency group showed statistically significant development in writing quality between the first writing and the final writing products, whereas high proficiency group did not. Still the gap between two proficiency groups were a little narrowed until the final writing. Though both proficiency groups produced the increased number of words in the final writing, high proficiency group demonstrated significantly more fluent writing. In terms of writing process, high proficiency group learners held a dominant position in self-revising ability during process-oriented writing. They revised drafts in all aspects of content, organization, vocabulary and language use with an assist from peer feedback, and even without it. However, low proficiency group learners displayed self-revising ability mostly in the area of content and organization, but not much in vocabulary and language use. Difference between proficiency groups was also proved from self-report post questionnaire survey that high proficiency group learners managed writing process more effectively; planning more, reflecting peer feedback more, and experiencing more meaningful help from process-oriented writing instruction.

In conclusion, integrating process-oriented writing instruction with performance assessment could have positive influences on Korean

high school EFL learners writing development. Moreover, this research posited insightful findings to EFL writing classes by including both writing process and writing product in performance assessment. It was also meaningful to manipulate both quantitative and qualitative analyses, which enriched the multi-dimensional points of view in EFL writing classes.

5.2. Pedagogical Implications

The results of the present study have confirmed that process-oriented writing instruction is a necessary way of teaching how to write for Korean high school EFL students. Clearly, an increased knowledge of PIPA, coupled with its potential effects on EFL writing class, would benefit individual instructors, not to mention students. Moreover, the need for teaching and learning how to write is ever increasing in Korean educational system, which mandates high percentage of performance-based essay writing assessment. Reflecting current trends and educational needs, several pedagogical implications are drawn from the major findings of the study in that students become more effective EFL writers by engaging in PIPA.

First, integrating writing instruction with writing assessment is

useful to facilitate more balanced and effective learning and necessary to meet the educational policy, which encourages to connect curriculum to instruction, and instruction to assessment. The integration of instruction and assessment was also previously suggested by English teachers interviewed by Lee (2019). During 10-week English writing class which integrates writing instruction with writing assessment, it was witnessed that most students participated more actively during classes and composed a longer writing product with sufficient and well-organized ideas. Also, it was exhibited that some students had a positive outcome in developing vocabulary and language use. The progress in writing product led them to gain higher scores in the performance assessment in the end. In order for students to be actively participated in process-oriented writing instruction, it is essential to include assessment during the instruction.

Second, instructors need to evaluate both writing process and writing product in the performance assessment. Although the government emphasizes the importance of process in the assessment, it was undervalued in schools. The main reason is that writing process is difficult to assess and problematic to rank students in order. To resolve this issue, it is primary to relieve competitive educational environment which focuses on the final product and scores. A starting point could

be assessment on both process and product. By assessing each process toward final products, students could learn through process and produce better quality of writing. Assessing both process and products is also consistent with educational policy in accordance with 2015 national curriculum reform, and thus researchers and instructors in EFL writing should try to find various and feasible ways to assess both writing process and writing product, which facilitate learners' writing development.

Third, it is necessary to foster cooperative environment in English writing class. Process-oriented writing instruction in the present study included factors which require students to work in a group. Although assessment was done individually, writing process and how they produce the final draft could be performed interactively and cooperatively. As results showed, students learned from peers a lot. Negotiating the intended meaning during peer feedback helped them to raise the sense of audience and to build a self-revising ability. By reading other's writing, they could learn how to write implicitly and conceive what to avoid from other's mistakes. This sort of cooperative educational environment is favorable since Korea has known to have an examination-driven education system. In order to escape from competition and move toward cooperation, PIPA would become an

alternative model, arousing mutual growth and benefiting each other to develop writing.

In conclusion, the present study proposed that English teachers in Korean high schools need to implement process-oriented writing instruction to teach how to write. Also, the instruction should be integrated with performance assessment. In that way, it keeps pace with the educational policy in 2015 curriculum reform in Korea. The integrating model in the study would be a potential alternative to English writing classes in Korean high schools.

5.3. Limitations and Suggestions

Several limitations of the present study need to be considered for future research. First of all, the assessment on the writing process in the study was rated pass or fail unlike the assessment on the writing product. As long as students write something during process-oriented writing, they could pass and gain a score. As a result, the quality of writing product during process-oriented writing was not guaranteed and it was revealed that some students did not put enough effort to develop their writing. If there was assessment in the quality of writing process, for example making at least three levels of scoring,

students could be encouraged to join English writing classes more enthusiastically and try to improve each draft more effectively during writing process, which would eventually lead them to compose a better writing product.

Second, the multiple methods of the research employed in the present study were valuable not only for the rich data it gathered in the research process but also because it validated findings of students writing development in writing process, a variable that is difficult to detect through the use of a single self-report technique or analysis of writing products. However, it would be of value that another area of research examines a small number of students using qualitative analysis in the attempt to investigate individual writing development in writing process which would link to writing product. Also, implementing individual interview or self-reflection journals rather than pre- and posts-questionnaire surveys would provide better understanding of students' writing process, writing behavior, and attitude.

Finally, further research incorporating a similar design at a certain proficiency level would obtain different results in a Korean EFL context. The present study divided participants into two proficiency groups, high and low, and each group has shown different development in writing process and writing product. Also, they

expressed a bit different perception on PIPA because there were different proficiency students in a group, giving and receiving peer feedback. The results found in the present study exhibited that having varied levels in one group benefited low proficiency students more. Though it was proved that low proficiency group students could provide meaningful feedback to high proficiency group students, still it seemed that high proficiency students may receive more constructive feedback from similar or higher proficiency peers. Thus, it would be beneficial if further research focuses on a certain proficiency level of students in one group to examine how they interact during writing process and how they develop writing product in cooperation with one another.

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APPENDICES

Appendix A: A Sample of Class Observation Notes

Class Observation Note

Date / Period / Class : Sep, 12, 2018 (Wed) / 1st period / 2-7

Class topic and content : 3rd class in the first process-oriented writing instruction

Students' expected writing product : self-evaluation form and the third draft

Observation Note (Writing behavior, communication between students, questions and answers (to peers or to the instructor), etc)

-Students were instructed to read aloud their second draft alone.
-Instructor provided a self-evaluation form and explain how students can use it.
-Students were asked to self-evaluate every aspect of content, organization, vocabulary and language use.
-It is noticed that students need to be careful and sensitive to evaluate their second draft not only content and organization but also vocabulary and language use. Students tended to write longer compared to previous draft and still communicated actively among peers asking and answering how to express sentences in English or what would be appropriate vocabulary or synonyms. (observed in both proficiency groups)

High Proficiency Group	Low Proficiency Group
Some high proficiency students such as Park, Hong, Lee said their second draft is perfect enough since they revised their first draft based on both peer feedback and using self-revising ability.	Some low proficiency students seemed to have difficulties in evaluating their own essay though they have a self-evaluation form. They need to raise general English competence including basic grammar and vocabulary. They could not do self-revising effectively.

Appendix B: Preliminary Questionnaire

Preliminary Questionnaire

The purpose of this survey is to find out what YOU think about writing in English. There are no right or wrong answers to any of the items on the questionnaire. So, please, answer and offer your reasons as frankly as you can based on what YOU really think, not on how you think you should answer. Your answers will be kept strictly confidential and will not have any effect on your grade or on anyone's opinion of you.

In this questionnaire, you will find statements describing different aspects about writers and about the process of writing. Indicate how true each statement is for you by checking **only one** number besides each statement according to the following scale:

strongly disagree 1	disagree 2	slightly disagree 3	slightly agree 4	agree 5	strongly agree 6
				√	

		1	2	3	4	5	6
1	Good writing means working hard to express opinion, meaning, and thought.						
2	Good writers spend time thinking and planning before writing.						
3	Good writers rewrite papers several times.						
4	Good writers should consider the purpose and audience from the beginning.						
5	The standard of what is considered good writing is different according to cultures.						
6	Any English text should include an introduction, body and conclusion.						

7	The content should be more important than the grammar in writing an argument.						
8	A good introduction should anticipate the issues that will be dealt in the essay.						
9	Each paragraph should have a main idea and information supporting it.						
10	A good conclusion should summarize the main points.						
11	A text should always have a clear, well defined organization.						
12	I feel comfortable writing in English.						
13	By working on our grammatical errors, we can improve our writing fluency.						
14	Correcting grammar and spelling should be done after reviewing ideas.						
15	When I take an essay writing performance test, I reread my first draft and revise it.						
16	Writing is a circular process : you can think of ideas, write them and revise them at any point in the process.						
17	To develop good writing skills you usually need to write a lot.						
18	If a word in English is not known, it is good to write it in Korean or leave a blank temporarily.						
19	One should use synonyms rather than repeat key words all over the essay.						
20	It is a good technique to write quickly all the ideas you have in mind for a few minutes and then decide which ones to develop.						
21	It is useful to write an outline (scheme) before starting to write the essay.						
22	By having other classmates give peer feedback, one can improve one's English writing.						
23	When I revise, I pay attention to how ideas are connected from paragraph to paragraph.						

24	I follow my original plans strictly.						
25	I often evaluate what I have written while I am writing.						
26	It does not matter to me if I make a lot of mistakes in my English writing so long as people can understand what I write.						
27	We rarely know exactly in the beginning what is it we are going to write about because many ideas are only revealed during the act of writing itself.						
28	Writing only one draft is enough because this contains the real ideas.						
29	Writing well in English is important for my studies at the university.						

30. What is the most difficult point when you write an essay in English? What is a way to overcome the difficulty? (e.g., clarifying a prompt, content, organization, vocabulary, grammar, spelling, different structure between English and Korean)

Adopted and revised from Mu (2007)

integrating writing instruction and performance assessment and what you do when writing in English. Please answer the questions honestly.

strongly disagree 1	disagree 2	slightly disagree 3	slightly agree 4	agree 5	strongly agree 6
				√	

		1	2	3	4	5	6
6	I think process-oriented writing instruction are effective and intriguing learning materials.						
7	Each writing process being parts of performance-based assessment encouraged me to actively participated in class.						
8	process-oriented writing instruction helped me to achieve better in performance-based assessment.						
9	I planned more than before writing after taking process-oriented writing instruction.						
10	I think English writing instruction is needed for high school students.						
11	I think my writing fluency developed after instruction.						
12	I think my writing accuracy developed after instruction.						
13	I think my writing organization developed after instruction.						
14	I tried to reflect peer feedback in the next draft.						
15	I think I raised a sense of audience by practicing peer feedback.						
16	I think peer feedback was helpful to improve my next draft.						
17	I think experience peer feedback helped to develop self-revising skills for final draft.						

18	Due to process-oriented writing instruction, I tend to read again and revise my product after writing my draft.						
19	After process-oriented writing instruction, I became more confident on writing in English.						

20. What is your main stumbling block when you write in English?
How do you get over it?

21. What do you think is the most important consideration for writing in English? What do you try to do to develop this ability?

22. What do you usually do after writing in English to review your work?

23. If this class exerted positive effects on improving your L2 writing ability and building up your confidence in writing, please elaborate on how it worked in what specific areas. (e.g., content, organization, vocabulary, grammar, mechanics)

24. What do you suggest that process-oriented writing instruction need to improve in order to be a better writing class?

Thank you.

Appendix D: Diagnostic Assessment (First Writing)

2학년 _____ 반 _____ 번 이름: _____

2018년 2학기 능숙할 진단평가

Writing Test 소설 Frindle와 관련된 글을 다음 <조건>에 맞게 쓰시오. (20점)

<조건>

- <조건 1> **What would you think of Mrs. Granger if you were one of the fifth-graders-to-be at Lincoln Elementary School?** 에 대한 자신의 생각을 쓰고, 왜 그렇게 느끼는지에 대해 **구체적인 근거 2가지** 이상을 Frindle Ch1~2의 내용과 자신의 학교생활 경험을 바탕으로 제시하여 쓸 것
- <조건 2> 서론-본론-결론의 형식을 사용하여 논리적인 흐름이 되도록 글을 작성하고 다양한 어휘 및 언어 형식을 구사할 것
- <조건 3> 120단어 이상의 영어로 쓸 것 (시간 : 30분)

Mrs. Granger and I ...

	(10)
	(20)
	(30)
	(40)
	(50)
	(60)
	(70)
	(80)
	(90)
	(100)
	(110)
	(120)
	(130)
	(140)
	(150)
	(160)
	(170)
	(180)

영 국 어 표 준	내용	6	4	2	1
	구상	4	3	2	1
	어휘	4	3	2	1
	언어사용/문자 구두법	6	4	2	1

총점:

Appendix E: Writing Worksheets during Process-Oriented Writing Instruction

2학년 _____ 반 _____ 번 이름: _____

2018년 2학기 과정 중심 쓰기 2

Process Writing [Planning]

Do you agree or disagree with high school students' having a cell phone during class?

★ Plan before you write.

A Cell Phone during Class ..

Process Writing [1st Draft]

Do you agree or disagree with high school students' having a cell-phone during class?

<조건>

- <조건 1> Do you agree or disagree with high school students' having a cell-phone during class?에 대한 자신의 입장을 밝히고, 뒷받침 근거 2가지 이상을 들어 구체적으로 글을 쓸 것
- <조건 2> 서론 - 본론 - 결론의 형식을 사용할 것
- <조건 3> 120단어 이상의 영어로 쓸 것

A Cell Phone during Class ..

_____ (10)

_____ (20)

_____ (30)

_____ (40)

_____ (50)

_____ (60)

_____ (70)

_____ (80)

_____ (90)

_____ (100)

_____ (110)

_____ (120)

_____ (130)

_____ (140)

_____ (150)

_____ (160)

_____ (170)

_____ (180)

_____ (190)

_____ (200)

Appendix F: Performance Assessment (Final Writing)

2학년 _____ 반 _____ 번 이름: _____

2018년 2학기 능숙할 수필평가

Writing Test

When you try to learn something new, do you prefer to study alone or in group? (20점)

<조건>

- <조건 1> 새로운 내용을 배울 때 혼자 공부하는 것과 다른 사람과 함께 공부하는 것 중에 어떤 방식을 더 선호하는지 대한 자신의 입장을 밝히고, 뒷받침 근거 2가지 이상을 들어 구체적으로 쓸 것
 <조건 2> 서론-본론-결론의 형식을 사용하여 논리적인 흐름이 되도록 글을 작성하고 다양한 어휘 및 언어 형식을 구사할 것
 <조건 3> 120단어 이상의 영어로 쓸 것 (30분)

How I study ..

(10)

(20)

(30)

(40)

(50)

(60)

(70)

(80)

(90)

(100)

(110)

(120)

(130)

(140)

(150)

(160)

(170)

(180)

영 문 표 본	내용	6	4	2	1
	구상	4	3	2	1
	어휘	4	3	2	1
	언어사용/문법 /구두법	6	4	2	1

총점:

Appendix G: Performance Assessment Criteria

가. 영어 작문

성취기준	영고27211-1. 일반적인 주제에 대한 말을 듣거나 글을 읽고 요지를 쓸 수 있다. 영고27221. 일반적인 주제에 대한 말을 듣거나 글을 읽고 자신이 필요로 하는 정보를 찾아 기록할 수 있다. 영고27231-1. 친숙한 일반적 주제에 대하여 찬반이나 장단점 등과 같이 자신의 의견을 표현하는 글을 쓸 수 있다.			
성취수준	영고27211-1	상	일반적인 주제에 대한 말을 듣거나 글을 읽고, 중심 내용을 찾아 자신의 말로 문장 단위 이상으로 요지를 쓸 수 있다.	
		중	일반적인 주제에 대한 담화나 대화를 듣고, 중심 내용을 찾아 예시문을 참고하여 문장 단위 이상으로 요지를 쓸 수 있다.	
		하	일반적인 주제에 대한 담화나 대화를 듣고, 중심 내용을 찾아 핵심 어휘를 쓸 수 있으나 문장이나 단락으로 구성하는 능력은 제한적이다.	
	영고27221.	상	일반적인 주제에 대한 말을 듣거나 글을 읽고, 자신이 필요한 정보를 찾아 단어, 구, 문장 수준으로 기록할 수 있다.	
		중	일반적인 주제에 대한 말을 듣거나 글을 읽고, 자신이 필요한 정보를 찾아 단어와 구 수준으로 기록할 수 있다.	
		하	일반적인 주제에 대한 말을 듣거나 글을 읽고, 자신이 필요한 정보 중 일부만을 제한적으로 찾아 단어 수준으로 기록할 수 있다.	
	영고27231-1.	상	친숙한 일반적인 주제에 대하여 찬반이나 장단점 등과 같이 자신의 의견을 한 단락 정도로 쓸 수 있다.	
		중	친숙한 일반적인 주제에 대하여 찬반이나 장단점 등과 같이 자신의 의견을 문장 수준으로 쓸 수 있다.	
		하	친숙한 일반적인 주제에 대하여 찬반이나 장단점 등과 같이 자신의 의견을 표현하기 위한 단어나 구 등을 일부 적을 수 있으나 문장이나 단락으로 구성하는 능력은 제한적이다.	
	과정평가 (10점)	채점기준	<ul style="list-style-type: none"> • 쓰기 주제에 대하여 어떻게 작문할 예정인지 글의 내용과 구성 중심으로 계획 세워서 제출하였는가? • 1차 쓰기 결과물을 제출하였는가? • 동료의 1차 쓰기 결과물을 읽고 피드백 과정에 적극적으로 참여하여 동료에게 피드백을 제공하였고, 그 결과물을 제출하였는가? • 동료 피드백을 바탕으로 2차 쓰기 결과물을 제출하였는가? • 2차 쓰기 결과물에 동료의 피드백을 적절히 반영하였는가? • 스스로 다시 읽어보며 자기 평가를 작성하여 제출하였는가? • 2차 쓰기 결과물을 수정하여 최종 쓰기 결과물을 제출하였는가? 	
			A	위의 기준을 모두 만족하는 경우
		B	위의 기준 중 6개를 만족하는 경우	9
위의 기준 중 5개를 만족하는 경우			8	
C		위의 기준 중 4개를 만족하는 경우	7	
		위의 기준 중 3개를 만족하는 경우	6	
D		위의 기준 중 2개를 만족하는 경우	5	
		위의 기준 중 1개만 만족하는 경우	4	
E		위의 기준 중 0개만 만족하는 경우	3	

	채점기준															
	상	중	하													
결과 평가 (20점)	<input type="checkbox"/> excellent to very good: 주제 적합성, 내용 이해, 주장에 대한 응급적 전개가 훌륭함.	6점	<input type="checkbox"/> good to average: 주제 적합성, 내용 이해, 주장에 대한 응급적 전개가 전반적으로 우수하나 세부적인 내용이 부족함	4점	<input type="checkbox"/> fair to poor: 주제나 내용에 대한 이해가 제한적이고 부적절한 주제 전개.	2점										
	<input type="checkbox"/> excellent to very good: 유창한 표현을 사용하며 생각이 분명하게 드러나고 내용이 잘 조직되어 있으며 논리적이고 구조적임.	4점	<input type="checkbox"/> good to average: 주제는 분명히 드러나지만 글의 구성이 매끄럽지 못하고 단어가 부족하며 논리력이 떨어짐.	3점	<input type="checkbox"/> fair to poor: 내용이 혼란스럽게 구성되어 있고 연결이 부자연스러워서 논리적인 글의 전개가 매우 부족함.	2점										
	<input type="checkbox"/> excellent to very good: 다양한 어휘를 사용하고 효과적인 단어/표현을 사용하고 언어 형태 및 사용역이 완벽함.	4점	<input type="checkbox"/> good to average: 적당하게 다양한 어휘를 선택하며 사용하고 부분적으로 단어/표현의 형태, 선택, 사용에 오류를 보이지만 의미에 방해가 일어나지 않음.	3점	<input type="checkbox"/> fair to poor: 제한적인 어휘 사용, 잦은 단어/표현 형태, 선택, 사용의 오류로 인해 의미 전달에 방해가 됨.	2점										
	<input type="checkbox"/> excellent to very good: 효과적으로 복합문을 사용하고 시제, 성/수 일치, 수, 단어의 순서/기능, 관사, 대명사, 전치사 등의 사용에 오류가 없음. 철자 및 구두점이 완벽함.	6점	<input type="checkbox"/> good to average: 효과적이지만 단순한 문장 구조를 사용하고 복합문에 있어서 사소한 문제가 보이며 시제, 성/수 일치, 수, 단어의 순서/기능, 관사, 대명사, 전치사 등의 사용에 부분적인 오류가 있고, 철자 및 구두점에 가끔 오류가 있지만 의미는 방해받지 않음.	4점	<input type="checkbox"/> fair to poor: 단순/복합문 구성에 큰 문제가 있고 시제, 성/수 일치, 수, 단어의 순서/기능, 관사, 대명사, 전치사 등의 사용에 잦은 오류가 보이며 철자 및 구두점에 잦은 오류 및 알아보기 힘든 손글씨로 인해 의미 전달에 방해가 됨.	2점										
미수행	<input type="checkbox"/> very poor: 과제 작성을 하지 않았거나 영어로 작문하지 않았거나 혹은 영어로 적었어도 내용에 대한 이해나 주제에 맞지 않는 평가를 할 수 없는 영어를 사용한 경우 4점															
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>영어 작문 점수 (30점만점)</th> <th>등급</th> </tr> </thead> <tbody> <tr> <td>26~30</td> <td>A</td> </tr> <tr> <td>21~25</td> <td>B</td> </tr> <tr> <td>13~20</td> <td>C</td> </tr> <tr> <td>7~12</td> <td>D</td> </tr> <tr> <td>0~6</td> <td>E</td> </tr> </tbody> </table>	영어 작문 점수 (30점만점)	등급	26~30	A	21~25	B	13~20	C	7~12	D	0~6	E		
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* 장기 결석생은 쓰기 점수에 0점을 부여한다.																

Appendix H: Scoring Rubric

modified analytic scoring rubric transformed from Jacobs et al.'s (1981)
ESL compositional profile

score	level	criteria
content	6	EXCELLENT TO VERY GOOD: knowledgeable · substantive · thorough development of thesis · relevant to assigned topic
	4	GOOD TO AVERAGE: some knowledge of subject · adequate range · limited development of thesis · mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject · little substance · inadequate development of topic
	1	VERY POOR: does not show knowledge of subject · non-substantive · not pertinent · OR not enough to evaluate
organization	4	EXCELLENT TO VERY GOOD: fluent expression · ideas clearly stated/supported · succinct · well-organized · logical sequencing · cohesive
	3	GOOD TO AVERAGE: somewhat choppy · loosely organized but main ideas stand out · limited support · logical but incomplete sequencing
	2	FAIR TO POOR: non-fluent · ideas confused or disconnected · lacks logical sequencing and development
	1	VERY POOR: does not communicate · no organization · OR not enough to evaluate
vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range · effective word/idiom choice and usage · word form mastery · appropriate register
	3	GOOD TO AVERAGE: adequate range · occasional error of word/idiom form, choice, usage <i>but meaning not obscured</i>
	2	FAIR TO POOR: limited range · frequent errors of word/idiom form, choice, usage · <i>meaning confused or obscured</i>
	1	VERY POOR: essentially translation · little knowledge of English vocabulary, idioms, word form · OR not enough to evaluate
language use & mechanics	6	EXCELLENT TO VERY GOOD: effective complex constructions · few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, and demonstrates mastery of conventions · few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: effective but simple constructions · minor problems in complex constructions · several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> , and occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning seldom obscured</i>

	2	FAIR TO POOR: major problems in simple/complex constructions · frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions · <i>meaning confused or obscured</i> , and frequent errors of spelling, punctuation, capitalization, paragraphing · poor handwriting · <i>meaning confused or obscured</i>
	1	VERY POOR: virtually no mastery of sentence construction rules · dominated by errors · does not communicate · OR not enough to evaluate, and no mastery of conventions · dominated by errors of spelling, punctuation, capitalization, paragraphing · handwriting illegible · OR not enough to evaluate

* This rubric is modified to have 4 score as a basic score since the educational policy encourages at least 20% basic score out of total score as a performance-based assessment.

국 문 초 록

한국 고등학생 영어학습자를 위한
과정중심 쓰기 수업과 수행평가의 통합

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듣기, 말하기, 읽기, 쓰기 네 가지 언어 능력 중 쓰기가 고등 사고능력을 요구하는 기술로 여겨져 쓰기 능력의 중요성이 부각되고 있다. 선행 연구들을 살펴보면, 다양한 측면에서 모국어 쓰기와 외국어 쓰기가 다르다는 점이 밝혀졌고, 외국어 학습자들이 능숙하게 영어로 쓰기를 하기 위해서는 영어로 글쓰는 방법을 배우는 것이 필수적이라는 사실을 알 수 있다. 역사적으로 쓰기를 가르치는 초기 방법은 결과중심 쓰기 접근법이었으며 과정중심 쓰기 접근법으로 옮겨가다가 이후에는 결과중심 쓰기 접근법과 과정중심 쓰기 접근법을 적절하게 혼합하여 적용하는 글쓰기 수업들이 등장하였다.

본 연구는 과정중심 쓰기 교수법을 수행평가와 통합하였을 때 한국 고등학생 영어학습자들에게 어떤 영향을 끼치는지에 대해

탐구했다. 영작문 수행평가는 학생들의 쓰기 능력을 평가하는 것이기 때문에 쓰기 과정뿐만 아니라 최종 쓰기 결과물에도 초점을 맞추어야 한다. 한국의 교육 시스템은 평가에 민감하게 반응하는 구조여서 과정중심 쓰기 수업을 영작문 수행평가와 통합하는 것이 학생들의 쓰기 수업 참여를 촉진할 것이고, 결과적으로 쓰기 능력을 향상시킬 것으로 기대되었다.

62명의 한국 고등학교 영어 학습자들을 대상으로 과정중심 쓰기 수업을 영작문 수행평가와 통합하여 10주 동안 쓰기 수업을 실시한 결과물과 학생들의 사전·사후 설문지, 그리고 교수자의 관찰 노트를 바탕으로 양적·질적 연구를 실시하였다. 연구 결과, 학생들은 쓰기 과정과 쓰기 결과물 모두에서 통계적으로 유의미한 발전을 보였다. 먼저 쓰기 결과물의 향상을 조사하기 위해 학생들이 실험 첫 주에 작성한 글과 마지막 주에 작성한 최종 쓰기 결과물을 비교했다. 학생들의 글이 길이가 길어지고 내용도 풍부해졌으며 유기적으로 구조화되었음을 확인할 수 있었다. 또한 다양한 표현을 통한 표현력 향상과 언어 사용의 측면도 발전을 보였다. 다음으로 쓰기 과정에서 학생들은 계획적인 글쓰기를 통해서 완성도 높은 1차 쓰기를 했고, 학생들 간 피드백을 통해 서로 간에 자율적인 학습이 있었으며 과정중심 쓰기 수업 속에서 지속적인 고쳐 쓰기를 하면서 스스로 글을 수정하는 능력을 길렀다.

쓰기 과정은 쓰기 결과물과 밀접하게 연관되어 있기 때문에

학생들은 최종 영작문 수행평가에서 더 높은 점수를 받을 수 있었다. 통계적인 결과에서는 하위 수준 그룹의 쓰기 결과물만이 향상된 것으로 나타났지만 쓰기 과정 속에서 나타난 쓰기 결과물들을 질적으로 분석해보니 상위 수준과 하위 수준 모두에게서 쓰기 능력 향상이 확인되었다. 특히 쓰기 유창성과 자기 수정 능력은 상위 수준 학습자 그룹이 하위 수준 학습자 그룹보다 눈에 띄는 발전을 보였다.

본 연구는 한국의 평가 중심 교육 시스템 속에서 학생들을 쓰기 수업에 더욱 적극적으로 참여시키기 위해서는 수업과 영작문 수행평가를 통합하는 것이 필수적이며 효과적인 쓰기 과정을 통한 쓰기 결과물 향상을 위해서는 과정중심 쓰기 수업이 필요하다는 것을 시사한다. 이러한 수업과 평가의 통합은 당대의 교육 정책에도 부합하는 것이라 할 수 있다. 결국 이번 연구는 다양하고 실행 가능한 쓰기 수업과 쓰기 평가의 통합적인 방법들이 논의되어야 할 필요성을 제기하는 것에 의의가 있다 하겠다.

주요어: 과정중심 쓰기 수업, 영작문 수행평가, 수업과 평가의 통합, 한국 고등학교 영어 쓰기, 쓰기 과정과 쓰기 결과물

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