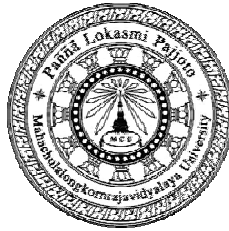


THE DIFFICULTIES OF ENGLISH WRITING FOR ASSIGNMENT OF
ENGLISH PROGRAM STUDENTS OF
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Ven. Kundala

A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2018



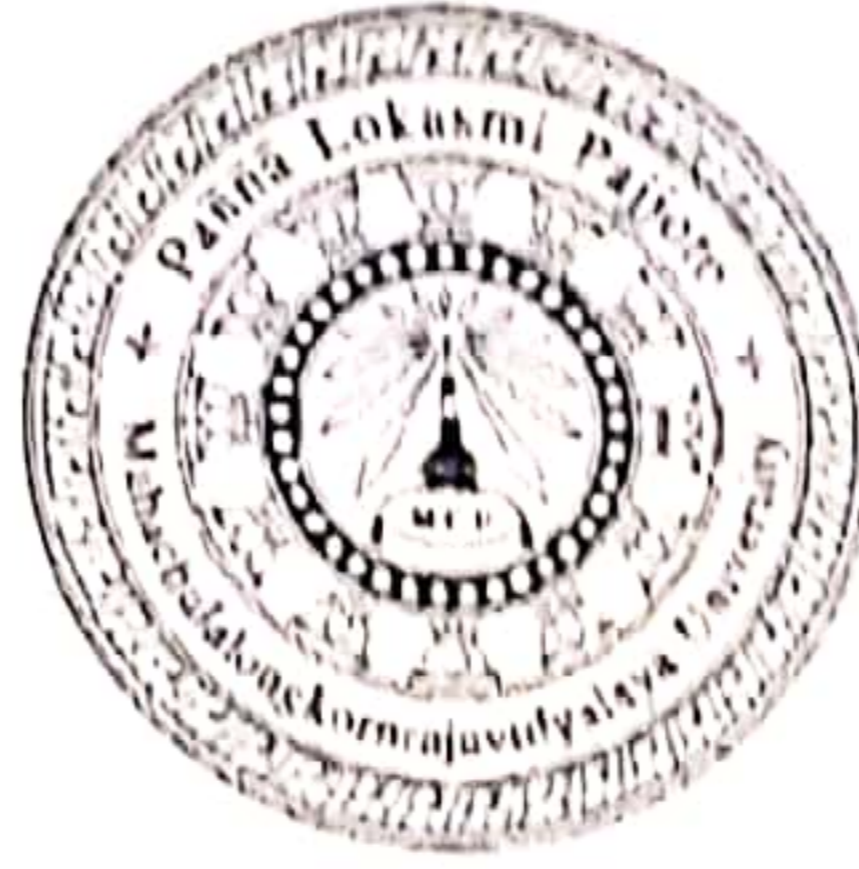
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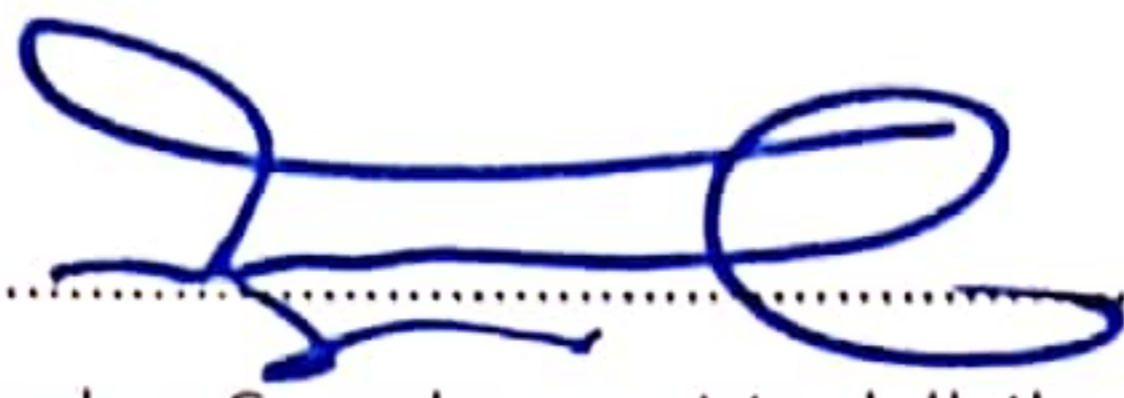
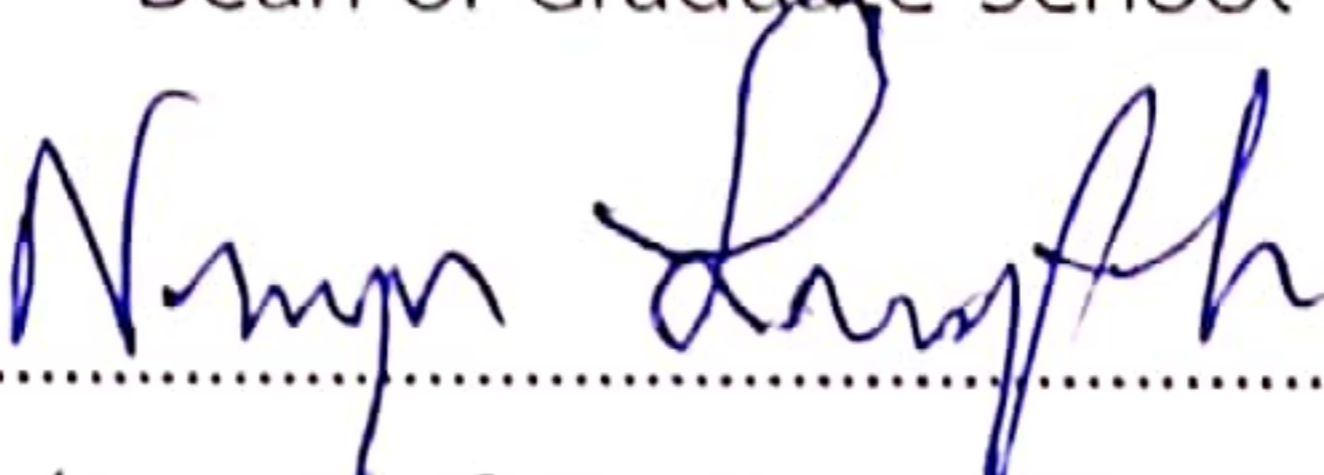
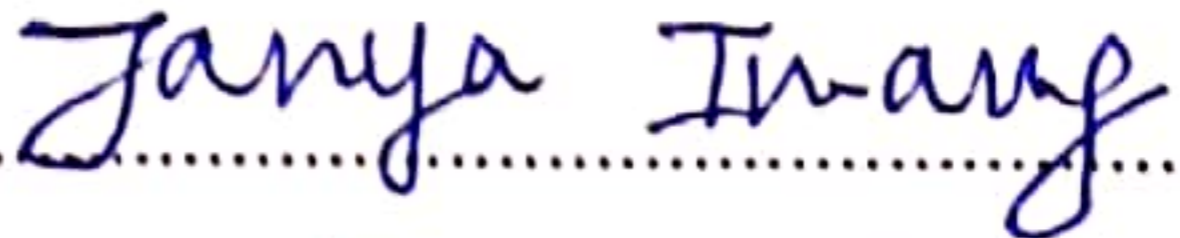
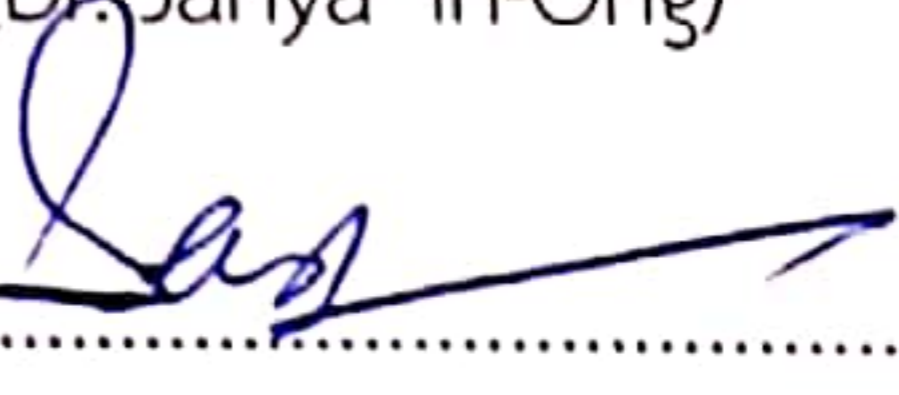
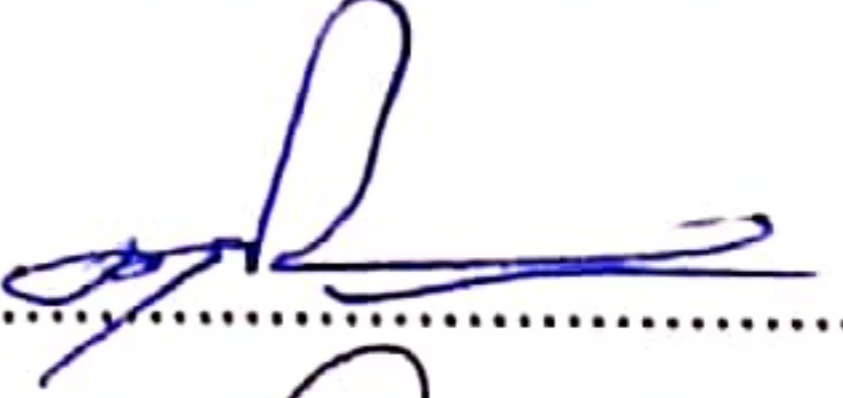
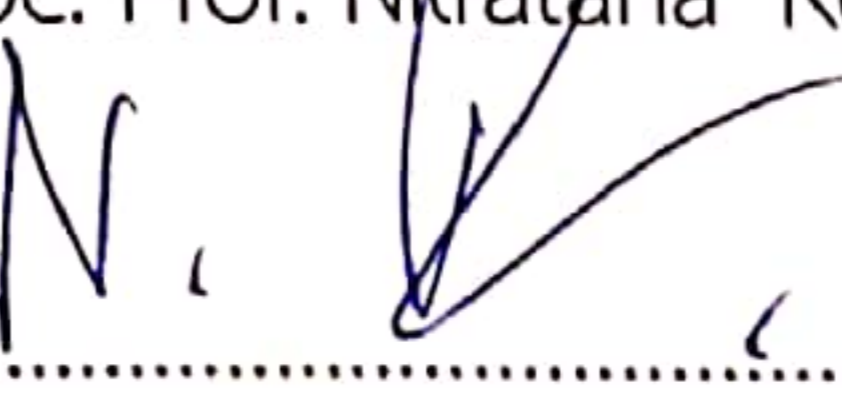
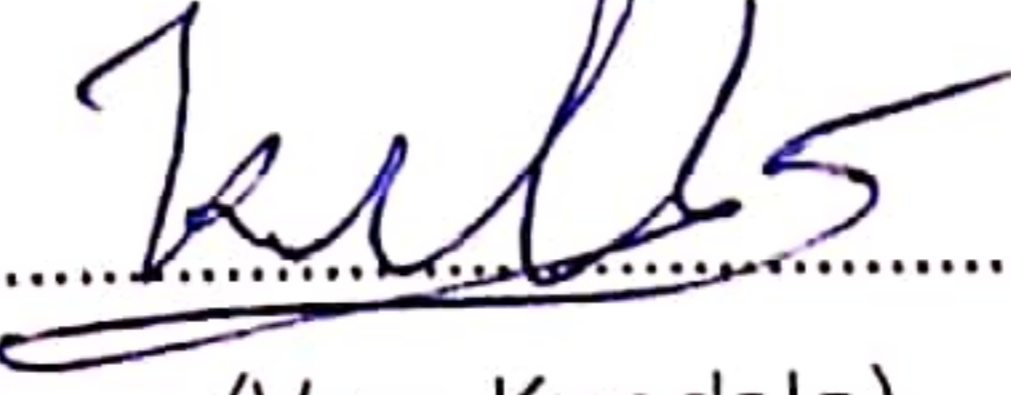
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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of “The Difficulties of English Writing for Assignment of English Program Students of Mahachulalongkornrajavidyalaya University” in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

The purposes of this research are 1). to study the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University and 2) to find out the way of solution of the difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. The method applying for this research is qualitative. The population of the research is ninety-seven students who are attending English program (Faculty of Humanities and Faculty of Buddhism) for this research. Sample of the study for this research is 50 students and 8 key informants for lecturers. After an analysis of the data collection, the finding revealed that there were thirty-eight students from Myanmar in this research. Eight students are from Vietnam. The rest of four students are from Laos India, Bangladesh and China. The total number of the students are fifty in this research. Regardless of the gender, forty-five students are male respondents and the rest of five are female respondents. Total number of the respondents are fifty.

Results of this thesis were:

1. As regard to the results of the difficulties of English writing for assignment, many students gave different answers but the most difficulties for them were grammatical problems. Many students stated about the rules of grammar. In the results, their teacher also said many students cannot write proper in their assignment. They didn't understand sentence structures, clauses and phrases when they were writing the assignment. In addition, they also didn't have enough information related to the topic. It is also a problem for them. Some students said that they know the grammar but they cannot write the assignment assigned by their

teachers. It means they also have a lack of reading problems. Some students also answer that many lecturers give many assignments but they didn't give any instruction how to write. But only a few students said that writing assignment is not difficult for them and easy or difficult assignment depending on the topic. Some students state that they are afraid of grammatical mistake so it hesitates them to write. Although some students know grammar but they didn't know how to write a paragraph such as introduction, main idea, supporting idea, conclusion and so on. The finding results from the key informants they said that students have poor writing problems. Some students even didn't know the sentences when they write assignment. The key informants said many students seem to weak grammar, vocabulary and reading skills.

2. In the section of solution for improvement of English writing skills, key informants suggest the methods of writing an assignment that can be helpful for the respondents' English writing skills. These findings are very helpful for the students in writing the assignment. After collecting the interview results from the key informants who gave the methods of writing an assignment and analyzing its contents, the results appear that respondents first need to study a grammatical rule so that they can write the sentence correctly in their assignment. Second, students need to build their vocabulary in order to be helpful when writing the assignment. Third, students need to read the English books, articles, newspapers, Magazine, scholars' articles and thesis and so forth. Furthermore, reading the books the related subjects or topic assigned by their teacher is also important to overcome the difficulty of writing assignment. Because reading and writing must go together. They cannot separate each other. Furthermore, practice is also essential to develop their writing skill. The students should continuously practice their writing when they have free time at the temple or home. Going to the library is also important as a student to find some methods of writing assignment. The above mentioned suggestions by the key informants are very useful for students to progress the writing assignment. The solution will be helpful for students in writing their assignment if the students applied these ideas.

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A completion of this research would not have been completed without an encouragement and great help from many compassionate people. First and foremost, I would like to express my great gratitude to my advisers; Assoc. Prof. Nilratana Klinchan B.A. (English), M.A. (Politics), Chairman of my thesis supervisory committee and member of thesis supervisory committee, Dr. Narongchai Pintrymoon. I also would like to express my gratitude and respect to all lecturers who taught me lessons during studying M.A. in English, International Program, Faculty of Humanities at Mahachulalongkornrajavidyalaya University, Thailand.

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I also would like to express my thanks to 25 third year B.A. students of Faculty of Humanities and 25 third year B.A. students of Faculty of Buddhism, Mahachulalongkornrajavidyalaya University, who helped me to collect the data of group interview about their studying and I am gratefully indebted to their very valuable comments on this thesis. Moreover, I also would like to express my gratitude to all respondents. Without their passionate participation and input, the validation survey could not have been successfully conducted.

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List of Abbreviations and Symbols

s'	=	Plural
's	=	Singular
.	=	Full stop
'	=	Apostrophe
,	=	Comma
;	=	Semicolon
:	=	Colon
' '	=	Single quotation mark
" "	=	Quotation mark
-	=	Hyphen
?	=	Question mark
/	=	Virgule
()	=	Parentheses
%	=	Percent
e.g.	=	Example
etc.	=	Etcetera
L1	=	First Language
L2	=	Second Language
FL	=	Foreign Language
ESL	=	English as a Second Language
E.F.L.	=	English as a Foreign Language
B.I.C.S.	=	Basic Interpersonal Communication Skills
C.A.L.P.	=	Cognitive Academic Language Proficiency
S.D.	=	Standard Deviation
TV	=	Television
M.C.U	=	Mahachulalongkornrajavidyalaya University
M.A.	=	Master of Arts
B.A.	=	Bachelor of Arts

Chapter I

Introduction

1.1 Background and Significance of Problems

In language acquisition, students often make a mistake in their writing or speaking. These mistakes occur even they are native speakers. When students misunderstand in writing or speaking, his or her teacher needs to correct their mistake so that students will understand and improve their writing. The teacher does not correct his or her students misunderstanding, the students will still face the problem in their learning. For that, teacher is the most importance person in the class room. Moreover, students regard their teachers as a knowledgeable in their lives. But, although writing is important in learning the second language, some scholars have controversy the issue of difficulty of English writing for assignment. Some researchers and scholars agree as regard to difficulty for writing English.

While some adult writers think of writing as a difficult process, L2 learners should not initially have the same attitude and the teacher should try to ensure that writing is not seen as a frustrating and unrewarding skill. On contrary, learners should be encouraged to feel that writing is an important and effective means of self-expression, communication and information gathering. Grabe and Kaplan (1996) L2 learners are often overwhelmed when asked to complete a writing task. Even at the beginning, some learners will have difficulty getting started. In order to make a writing task less threatening the following suggestions are useful to help learners who are struggling to find their way and for them to find writing interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task.¹

The difficulties of writing skills are one of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. The fact that the writers do not have interest in the Composition field leads them to be poor writers,

¹ May Al-Gharabally, "The Writing Difficulties Faced by L2 Learners and How to Minimize Them", *International Journal of English Language and Linguistics Research*, Vol. 3 No. 5 (August 2015): 42.

have low scores in their courses, increase the errors in their homework, write run-on sentences and create incoherent paragraphs. Many students have learned in high school to camouflage their lack of reading and writing skills, so it is often difficult for teachers to identify their weaknesses. Then writing deficiencies are obvious. For this reason, it is important to say that academic writing involves many requirements that students must put into practice to avoid difficulties and complications at the moment of writing essays or report papers.²

However, learning to write in a first (L1), second (L2) or foreign language (FL) seems to be the most difficult skill for language learners to acquire in academic contexts Negari, (2012). Similarly, Richards (2008) notes that learning to write in either first or second language is one of the most difficult tasks students encounter and one that few people can be said to fully master. Kroll (2003) also observes that writing is a complex process that involves the mastery of multiple skills that contribute to the overall difficulty of writing for any language user. Thus, it is a challenging and difficult skill for both native and non-native speakers to acquire. According to Hyland (2003), writing requires composing, which implies the ability either to tell pieces of information in the form of narratives or description, or transform information into new texts, as in expository or argumentative writing. Therefore, it is viewed as a continuum of activities that range from the more mechanical or formal aspects of writing to the more complex act of composing.³

For many adult ESL learners, learning to write in academic English is a difficult and challenging task. Few adult ESL learners have had much experience writing in academic English. Not only must these ESL students gain proficiency in grammar, mechanics, vocabulary, and other surface-level aspects of English composition, they must master American and/or British rhetorical styles and writing genres. The ESL learner's ability to write in academic English may be influenced by factors such as writing style, motivation, anxiety over expression, writer's block, and

² Claudia Esmeralda AragonDalia, Cecilia Baires Mira and Gloria StephanyRodriguez, "An Analysis of the Writing Skill Difficulties of the English Composition I Students at the foreign Language Department of the University of EL Salvador", **M.A. Dissertation**, (The University of San Salvador EL Salvador, October 2013), p. 1.

³ BenardNyasimiNyang'au, "Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary School in Manga District, Nyamira County, Kenra",**M.A. Dissertation**, (The School of Education Kenyatta University, October 2014), pp. 1-2.

other emotional factors. ESL students' native language literacy backgrounds and experiences are also very important in the development of their academic writing.⁴

Writing is one of the most difficult skills for students to acquire. Writing is unlike spoken language in that it requires the reader or the audience to understand and interpret what has been written. Nunan (1999) states that "the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners. "Written products are often the results of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally, Brown (2001). Emmons (2003) states that "writing is a basic skill that needs to be mastered by all English Language major students. It is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers." Hyland (2008) in approaching writing tasks, students are actually searching for solutions to a series of problems.

And then Nunan (1989: 36) believes that "at the sentences level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence level, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts." In the history of language teaching, there have been a numerous number of studies that investigate the writing problems which hinder students from introducing a mistake-free piece of writing. Teh (2005) points out that writing is the skill most Malaysian students are less proficient in and they do not know how to accomplish the written tasks in satisfactory ways. Ozge Razi, (2013) states that "Turkish students who learn English as a foreign language usually find it difficult to write in, Haiwen Mo (2013) investigated the current situation of college English writing teaching in China thoroughly, and he found that college students' writing ability is far from satisfactory.⁵

Students with writing difficulties do not only have problem dealing with spelling and forming letters, but also with "generating ideas" for writing, which often

⁴ Fadda Al Hind, "Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students", **English Language Teaching**, Vol. 5 No. 3 (March 2012): 123.

⁵ Zuhhour Bani Younes & Fatima Salamh Albalawi, "Exploring the Most Common Type of Writing Problems Among English Language and Translation Major Sophomore Female Students at Tabuk University", **Asian Journal of Basic and Applied Sciences**, Vol. 3 No. 2 (2015): 2313-7797, Retrieved on 21 October 2017, www.multidisciplinaryjournals.com.

leads up to negative thoughts of the actual writing. Eventually, the negativity of writing affects the student's learning and this can affect their future studies, such as higher education (Mason et al. 2011). A teacher should not forget to motivate his/her students, since most students reflect on their own abilities. The most effective way according to Bjork & Liber (1996) is to motivate the students by letting them write about things that interest them. Writing has to have a meaning, a real audience.⁶

And also Neville, (1988) Writing in general is the least lovable skill to the rural students and this can be contributed to the fact that successful learning of the writing skill depends on the success learners have with the learning of other skills. Normal teaching programs adopt the natural order of listening, speaking, reading and writing in their teaching schedule. Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life. Students are expected to learn how to be good writers. If they can't write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life, too.⁷

According to Al-Khsawneh indicated that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their Weak qualification in English is either related to the lack of student motivation, or the teacher's interest. Many learners use their mother tongue because of the isolated culture. Yet, methods of teaching English included the medium of instructions, using Arabic in English classes, writing done in Arabic, teachers' low proficiency in English, and lack of writing practice in educational institutions. English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Rabab'ah, clarified that students couldn't give voice to their thoughts because lacks the adequate stock of vocabulary. English language learners don't use invented spelling and their written texts are restricted to words which they know. The present tense is the only tense used in their writing. The students' writing is difficult to understand because of the ill-structured sentences in composition. Students are unwilling to share their work with other

⁶OmtaZoiSolagha, "Writing Difficulties in the Swedish ESL-Classroom", **M.A. Dissertation**, (Stockholms Universitet, April 2013), p. 3.

⁷(Mrs.) Rini S Dwivedi Dr. and Ranganath NallanChakravarthy, "Problems Encountered By Rural Students in Writing English Role of English Teacher-Some Solutions", **International Journal on Studies in English Language and Literature (IJSELL)**, Vol. 3 No. 7 (July 2015): 27.

students and they don't get the suitable feedback. When the learners read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong.⁸

There are four faculties in Mahachulalongkornrajavidyalaya University, Lam Sai, Wong Noi, Ayutthaya, Thailand. They are Faculty of Buddhism, Faculty of Education, Faculty of Social Science and Faculty of Humanities. There are many students in Faculty of Humanities. Some are studying M.A international program and M.A linguistics bilingual program. Some students also study in B.A majoring in English program. There are many third year students B.A majoring English program. All subjects in B.A class use English medium. Many students from B.A third year students Faculty of Humanities and Faculty of Buddhism have difficulties in writing assignment in the class room. They have writing problems when the lecturers assigned homework.

Therefore, it should be conducted as regard to Students' writing problem. The researcher believes that after conducting the research, it will understand Students 'English writing for assignment difficulties and solution for difficulties of writing assignment. Finally, the result will be useful for lecturers and university for development of the English teaching course.

1.2 Objectives of the Study

1.2.1 To study the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.

1.2.2 To find out the ways of solution of the difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.

1.3 Statements of the Research Question

1.3.1 What are the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University?

1.3.2 What are the ways of solution of the difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University?

⁸ Dana Adas and Ayda Bakir, "Writing Difficulties and New Solutions: Blended learning as an Approach to Improve Writing Abilities", *International Journal of Humanities and Social Science*, Vol. 3 No. 9 (May 2013): 255.

1.4 Scope of the Study

The purpose of this research is to study the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.

Scope of Content: scopes of the study focus on:

1. The difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.
2. The ways of solution of the difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.

Scope of Population and Samples

1. **Scope of population** is 97 university students from English program (Faculty of Humanities and Faculty of Buddhism) are selected for this research.

2. **Scopes of the samples** are 50 university students from English program (Faculty of Humanities and Faculty of Buddhism) are selected for this research.

3. **Scopes of the key informants** are 8 lecturers: 5 lecturers from Faculties of Humanities and 3 lecturers from Faculty of Buddhism.

Scope of Place: the scope of the area focusses on B.A English program in third year class, Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University, Lamsai, Wangnoi, Ayutthaya, Thailand.

Scope of Time: Period of the study starts from July 2018- February 2019.

1.5 Definition of the Terms Used in Research

Students refer to 50 B.A third year students who are studying English program in Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University in 2018, Lamsai, Wangnoi, Ayutthaya, Thailand.

Difficulties refer to the obstacle of assignment writing in the classroom of B.A third year students who are studying English program in Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University.

Assignment refers to write something, a piece of work gives to B.A third year students who are studying English program in Faculty of Humanities and Faculty

of Buddhism, Mahachulalongkornrajavidyalaya University, typically as part of their studying.

English program refers to the 50 B.A third year students who are studying English program in Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University in 2018, Lamsai, Wangnoi, Ayutthaya, Thailand.

1.6 Expected Benefits

The expected benefits to be obtained from doing this researcher are:

1.6.1 Understanding the difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.

1.6.2 Knowing the difficulties about English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University.

1.6.3 Finding results will be useful for both government schools and private school in drawing the new curriculum in the future.

Chapter II

Literature Review

In this chapter, the researcher states the literature review related to the difficulties of English writing for assignment, methods of writing skill and research work concern. Therefore, this chapter presents the topic as the following respectively.

- 1.1 Writing Difficulties
- 1.2 Types of Writing Disabilities
- 1.3 Prewriting
- 1.4 Writing Process
- 1.5 Writing Models
- 1.6 English Writing Skill in the Curriculum
- 1.7 Technique of Teaching Writing Skill
- 1.8 Relationship Between Reading and Writing
- 1.9 Research Work Concern
 - 2.9.1 Difficulties Relating to English language
 - 2.9.2 Difficulties in Dissertation Writing

2.1 Writing Difficulties

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.¹Ericson (1999:11) mentions “writing words in correct spelling” when discussing the term writing difficulties. Asmervik, Ogden & Rygvold (1999) describe writing difficulties as a difficulty for the student within writing.

¹(Online) resource: <https://msu.edu/course/cep/886/Writing/page1.htm>, retrieved (26. Mach 2018).

The student has often difficulties dealing with “the areas of productivity, complexity and grammar” (Koutsoftas & Gray, 2012:395). The student might not have had the ability to develop within the writing area, to counterbalance within the usage of the written language. The student might face difficulties when forming the letters or when connecting their mind to writing. The term writing difficulties is used when talking about students who do not have the qualifications in order to be able to write in the way that is expected of the student, due to their age.²

There can be different reasons for having writing difficulties (Asmervik et al. 1999). Dyslexia is one of the many diagnoses, often associated with literacy difficulties (Ericson, 1999). Dyslexia is a very common diagnosis and often connected to writing difficulties. During the 20th century the diagnosis was known as “word blindness” (Stadler, 1994:9). Today, thanks to research one could now state that Dyslexia is a neurological diagnosis that leads to literacy difficulties and affects both reading and writing, since the diagnosis is neurological (Selikowitz, 1998). In addition, Asmervik et al. (1999) also point out that writing difficulties are about students having difficulties to write a text on their own. Spelling is also a contention in consideration of that student with writing difficulties tend to write in the same way as the word is pronounced. Students who have problem with spelling often avoid words that are difficult for them. When writing they choose another word that might not be appropriate for the context, which later affects the students writing, since the student does not develop in the writing process (Graham & Harris, 2006).³

Students with writing difficulties do not only have problem dealing with spelling and forming letters, but also with “generating ideas” for writing, which often leads up to negative thoughts of the actual writing. Eventually, the negativity of writing affects the student’s learning and this can affect their future studies, such as higher education (Mason et al.2011). A teacher should not forget to motivate his/her students, since most students reflect on their own abilities. The most effective way according to Björk & Liber (1996) is to motivate the students by letting them write about things that interest them. Writing has to have a meaning, a real audience.⁴

²Zoi Solagha Omta, "Writing Difficulties in the Swedish ESL-Classroom",**M.A. dissertation**, (Stockholms Universitet, spring 2013) P.4.

³Loc. c

⁴Zoi Solagha Omta, "Writing Difficulties in the Swedish ESL-Classroom", M.A. dissertation,(Stockholms Universitet, Spring 2013) P.3.

Problems are the real indicators of the errors encountered by the learners. According to Shanghness (1979:415).⁵ the major difficulties of students' are related to hand writing and punctuation, syntax, common errors (i.e. problems in the inflection of regular verbs and nouns, subject verb agreement and the use of articles), spelling, vocabulary and beyond the sentence (i.e. problems in presenting and elaborating of a central idea). Hailemariam (2011) found that students (L2 writers) conform several challenges such as vocabulary selection, punctuation errors, idea generating and organizing problems, spelling errors and appropriate grammar usage in writing activities. In general term, short age of vocabulary, idea generating and organizing problem, use of punctuation, capitalization and spelling errors with poor grammar usage are some of the problems students commonly face in developing independent and readable texts of any type (Hailemariam 2011,pp.25-27).⁵

In summary, as regard to writing difficulties, many researchers said that area of productivities, complexity and grammar are the cause of difficulties in writing. The abilities to develop within the writing area also include in difficulties of writing. Moreover, if the students have no idea, motivation, vocabulary and interesting, he or she may have difficulties in writing. if a student does not have enough age, he or has problems in writing. Dyslexia is also being related to the writing problems. Punctuation, syntax, common errors regular verbs nouns, subject verb agreement and the use of articles) also consist of writing problems. Writing problems are not only one thing. There are many things connecting to writing problems. These problems are necessary to understand as a learner for the development of writing skills in the future.

2.2 Types of Writing Disabilities

According to **Claudia Esmeralda Aragon Jimenez**, there are many problems that students present at the moment of writing. The individual with writing difficulties may have one or more of the following problems:

1. Poor handwriting/ writing illegibly
 - Does not follow lines on a paper
 - Writes too small or too large

⁵Hussen Mohammedamin, "Assessing Students' Paragraph Writing Problems: The Case of Bedeno Secondary School, Grade 10 English Class in Focus",M.A. dissertation,(Haramaya University November 2015) P.16.

- Writes too light or too hard
- Pencil grip incorrect
- Does not visually track writing
- Writes letters or numbers backwards or upside down
- Mixes capital and lower-case letters inappropriately
- 2. Poor spelling skills
 - Spells phonetically and cannot remember patterns
 - Spells words differently in the same document
 - Reverses letters in spelling
- 3. Difficulty with copying or completing work on a printed page
 - Difficulty copying from board
 - Difficulty copying from a book or other printed material
 - Difficulty filling out forms
 - Difficulty completing fill-in blank worksheets
- 4. Difficulty taking notes from oral presentations
 - Unable to write homework assignments correctly
 - Writing is too slow to get lecture points on a paper
 - Takes notes but is unable to distinguish important information from extraneous information
 - Reverses or ignores numbers, parts of sentences and/or whole words taking notes
- 5. May have problems with grammar, syntax and organization
 - Demonstrates inconsistent memory for sentence mechanics (e.g. lack of punctuation and capitalization)
 - Persistent problems with sentence structure (sentences may be incomplete or syntax may be incorrect or disassociated)
 - Does not have all parts of a well-organized paragraph (Topic sentence and supporting sentences)
- 6. Demonstrates writing skills inconsistent with verbal abilities
 - Writes short and/or simple essays even though he can verbalize more complex thought. Can verbalize answers to tests but written answers are wrong, left blank or incomplete Oral vocabulary more complex than written vocabulary.⁶

⁶ Claudia Esmeralda Aragon Jimenez, "An analysis of the Writing Skill Difficulties of the English Composition I Students at the Foreign Language Department of the University of EL Salvador", **M.A. Dissertation**, (University of EL Salvador October 2013), PP. 10-11.

Individuals with a written expression disorder have significant difficulties in using writing to communicate meaning. They may have trouble formulating sentences, organizing paragraphs, using correct grammar and punctuation. They may have difficulty generating ideas to write about and can be slow to get their thoughts on paper. Their writing may be disorganized and incoherent and they may display excessively poor handwriting. Their ability to spell is often poorly developed. The difficulties in written expression significantly interfere with academic achievement or with daily living activities that require writing skills (American Psychiatric Association, DSM-IV-TR, 2000; Payne & Turner, 1999).⁷

Writing is the most complex form of language development. It requires generating thoughts and ideas, and converting them into written words that can be formulated into coherent sentences that include proper mechanics (spelling, punctuation, and capitalization). The sentences must be interrelated and connected in order to convey meaning. Students who have reading disabilities have great difficulties with the writing process. For most of these students, their writing difficulties are due to problems with lower level transcription skills (e.g., spelling, handwriting) rather than higher level composing skills (e.g., generation of ideas, editing, revising, organization) (Berninger, Abbott, Whitaker, Sylvester, & Nolen, 1995). When students with reading disabilities have difficulties with the higher-level skills, it is usually because the lower level transcription skills are not automatized. Also, students who struggle with transcription skills are devoting much time and energy to this lower level skill, using up their intentional resources that could be directed at the more complex tasks of composing and revising (McCutcheon, 1988). The following section will briefly describe the nature of spelling, handwriting, and composing difficulties experienced by students with reading disabilities and describe areas on which to focus instruction.⁸

2.3 Prewriting

Prewriting includes everything that a student does before beginning to draft a paper. They have further classified prewriting into five activities: reading as a

⁷ Gina Harrison Dr. and Bill Prentice Dr., "Teaching Students with Reading Difficulties and Disabilities A Guide for Educators", (Saskatchewan Learning Ministry of Education 2004), p. 12.

⁸ Gina Harrison Dr. and Bill Prentice Dr., "Teaching Students with Reading Difficulties and Disabilities A Guide for Educators", (Saskatchewan Learning Ministry of Education 2004), p. 46.

writer, generating ideas, organizing ideas, contextualizing ideas, and coming up with a working thesis. (Gocsik, 2007). The most important in the prewriting process is coming up with a working thesis (or thesis question). Advise students to post their thesis where they can see it like- on the board, when they write, this sentence if well crafted, will help the writer to stay focused on the topic of arguments she/he is trying to make. Let the students know that, they have only a working thesis in order to accommodate shifts in perspectives and new ideas. **Gocsik** (2007), experienced writing instructors offer students several strategies for generating ideas. Some of these ideas like using Aristotle's topoi. Other teachers will ask students to free write, or brainstorm, or write a discovery draft (a bit like free writing, but with more focus). Perhaps the best way of helping students to generate ideas is through good old-fashioned dialogue, asking WH-Questions both in conference and in writing workshops.⁹

Prewriting is considered an essential part of the writing process, but for which composing would be difficult. The terms 'planning' and 'prewriting' have been interchangeably used in the literature. It has been defined variously since the 1960s. In this respect, **Rohman** (1965) defines prewriting as "the stage of discovery in the writing process when a person assimilates his "subject" to himself." (p.106). Later, **Emig** (1971) defines prewriting as "that part of the composing process that extends from the time a writer begins to perceive selectively certain features of his inner and /or outer environment with a view to writing about them - usually at the instigation of a stimulus – to the time when he first puts words or phrases on paper elucidating that perception." (p. 39). Planning, as a deep iterative and interrelated process was defined by Flower and **Hayes** (1981) as "not a unitary stage, but a distinctive thinking process which writers use over and over again during composing" (p. 375). I think prewriting is the first phase of writing in which writers engage in one or more activity to collect information about the topic under investigation and to generate coherent and cohesive ideas for writing.¹⁰

⁹ Sikder Aporna, "An Evaluation of the teaching of Reading and Writing Skills of English at the Primary Level in Bangladesh: Current Practice and Prospect of Innovative Teaching Techniques", **M.A. dissertation**, (The Department of English East West University), p. 27-28.

¹⁰ Abdel Hamid Ahmed Abdel Hamid Mohamed Mr., "The EFL Essay Writing Difficulties of Egyptian Student Teachers of English: Implications for Essay Writing Curriculum and Instruction", **Ph. D dissertation**, (University of Exeter Graduate School of Education January, 2011), pp. 82-83.

In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. You did this kind of prewriting for the paragraph you wrote about a classmate. Another way to get ideas is called free writing. Here is how to do free writing. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter. Don't worry about grammar, spelling, or punctuation, and don't worry about putting your ideas into any kind of order. You don't even have to write complete sentences. Just write everything that comes into your mind about your topic. If you can't think of an English word, write it in your own language. The goal is to keep writing without stopping for about ten minutes or until you run out of ideas.¹¹

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. Listing, there are several techniques you can use to get ideas. In this section, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops. In the following example, the assignment was to write a paragraph about a person who has made a difference in the world, in the community, or in the writer's life. First, the writer made a list of people who have made a difference. Then he decided which person to write about and circled his choice.¹²

Writing mainly involves two problems: (A) finding a topic, and (B) deciding what to write about it. It is a process of getting information and deciding how you are going to organize it. The first step is what may be called prewriting. You can find out what to write about by asking question or interviewing people. Then, after writing a draft, you should reread your word. Successful writers make changes and corrections through self-editing and peer-editing in order to achieve an acceptable piece of writing.¹³

¹¹ Hogue Ann, “**First Steps in Academic Writing**” 2nd ed., Pearson Education, Inc., (Longman, 2008), p .28.

¹² Oshima Alice & Hogue Ann, “**Introduction to Academic Writing**”, 3rd ed., Pearson Education, Inc., (Longman, 2007), p. 16.

¹³ Suksaeresup Nitaya, “**Introduction to English Writing**”, (Chulalongkorn University Press, Pathumwan, Bangkok, 2009), p. 7.

Prewriting is considered an essential part of the writing process, but for which composing would be difficult. The terms ‘planning’ and ‘prewriting’ have been interchangeably used in the literature. It has been defined variously since the 1960s. In this respect, Rohman (1965) defines prewriting as “the stage of discovery in the writing process when a person assimilates his "subject" to himself.” (p.106). Later, Emig (1971) defines prewriting as “that part of the composing process that extends from the time a writer begins to perceive selectively certain features of his inner and /or outer environment with a view to writing about them - usually at the instigation of a stimulus – to the time when he first puts words or phrases on paper elucidating that perception.” (p. 39). Planning, as a deep iterative and interrelated process was defined by Flower and Hayes (1981) as "not a unitary stage, but a distinctive thinking process which writers use over and over again during composing" (p. 375). I think prewriting is the first phase of writing in which writers engage in one or more activity to collect information about the topic under investigation and to generate coherent and cohesive ideas for writing.¹⁴

2.4 Writing Process

The writing process is made up of skills that students use to produce their writing step by step: collection ideas and information, drafting, ordering, editing, revising and recording their thoughts or information in various writing styles, several distinguished researchers and linguists have produced some definitions of the writing process as follows:

Chamot and Mechael stated that the writing process is that learners present a new language product in the written form. It is the feedback process of learning the language. It is the product that the students transfer to the audience through any piece of writing. Moreover, they are the techniques, which students use to achieve their writing goals systematically. The mentioned techniques are derived from students' attempt to test themselves if they can use the language they learnt successfully. Writing is comprised of various stages. Learners collect thoughts in an imaginative way, and information to put together to make story

¹⁴ Abdel Hamid Ahmed Abdel Hamid Mohamed Mr., “The EFL Essay Writing Difficulties of Egyptian Student Teachers of English: Implications for Essay Writing Curriculum and Instruction”, **Ph.D. Dissertation**, (The University of Exeter, January, 2011), pp. 82-83.

to appease the audience and a writing goal. Therefore, writers also analyze the kinds of interest to the audience, as well.¹⁵

Hughey et. Al. stated that writing is a step-by-step process to achieve a goal. It begins with prewriting, writing, and revising within a cyclical integrated nature of various creative processes in writing in order to help the readers perceive what exact message the writers want to convey. In addition, writing is the process in which students think, note revise and edit in order to contain and connect them into a complete story. Lastly, writing is the process which students use to create and produce their written work. To sum up, the writing is a complex process that allows writers to explore thoughts and ideas with a certain goal and make them visible and concrete.¹⁶

Many researchers and educators who questioned the “linear-prescriptive view of the composing process” embraced the “recursive and more complex” writing process (Pritchard & Honeycutt, 2006, p. 277). In a summary report of National Assessment of Educational Progress (NAEP), Goldstein and Carr (1996) described process writing as one in which writers make multiple decisions: “Process writing” refers to a broad range of strategies that include pre-writing activities, such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising. The activities, collectively referred to as “process-oriented instruction,” approach to writing as problem-solving (p. 1).¹⁷

Omaggio Hadley (2001) described the process of learning to write in a second language as a “continuum of activities that range from the more mechanical or formal aspects of ‘writing down’ on the one end to the more complex act of composing on the other” (p. 281). On this continuum, writing develops first through skill-getting activities that focus on understanding the way the language functions (i.e., its grammar, syntax, lexicon, cohesive devices) to skill-using activities in which learners engage in expression and communication (Rivers as cited in Omaggio Hadley, 2001, p. 281). The ways these activities are structured in instruction highly depend on

¹⁵Theeraphong Khantitheero Phramaha (Thongchan), “English Grammatical Skill Improvement through Diary Writing: a Case Study of Students Grade 10 at Mahavajiralongkorn Buddhist College”, **M.A. dissertation**, (Graduate School: Mahachulalongkornrajavidyalaya University, Bangkok, February 2016), p. 9.

¹⁶ Loc. cit.

¹⁷Williams Cindy M, “A Case Study of Two High School English Teachers Transitioning from Arkansas Writing Standards to Common Core Writing Standards in the Secondary English Classroom”, **M.A. dissertation**, (University of Arkansas, August 2012), pp. 36-37.

the purpose and approach to writing. According to Rao (2007), the purpose of writing in EFL teaching is two- fold.¹⁸

On the one hand, writing stimulates thinking, compels students to concentrate and organize their ideas, and cultivates their ability to summarize, analyze, and criticize. On the other hand, it reinforces learning in, thinking in, and reflecting on the English language. (p. 100). He asserted that all this makes writing difficult because it requires the use of both linguistic and cognitive strategies learners may not be quite certain about. In fact, writing in general is a problem-solving activity that requires cognitive processes of thinking and memory involved with “the problem of content-what to say- and the problem of rhetoric-how to say it” (Kellogg, 2008, p. 2). EFL learners are faced with a challenging task in writing to which language teachers respond by implementing practices from a variety of approaches or teaching orientations.¹⁹

The Flower and **Hayes'** writing process approach (1980) contributed greatly to the research and teaching of academic writing for almost three decades by illuminating the relationship between the writer, task environment and the stages writers follow when completing a written task: i.e. planning, composing (generating the text) and reviewing. The stages are viewed as "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel 1983, p.165). Additionally, Hayes '(1996) reconceptualised model emphasized the role of motivation and affect in writing.²⁰

In an article in English Journal, “Process Writing and the Secondary School Reality; A Compromise,” **Camey** (1996) described how she adapted a process-writing instructional approach to fit the curriculum and time constraints of her teaching situation. The writing process approach emphasizes student choice in topics and deadlines, but that is sometimes impossible in schools with a regimented

¹⁸ Gomez Julio Cesar, “The Development of Writing Skills in Master’s Level English as a Foreign Language Teacher Education Programs: Insight into the Process and Perceptions from Stakeholders in Colombian Universities”, **Ph.D. Dissertation**, (The University Of Alabama 2014), pp. 18-19.

¹⁹ Loc. cit.

²⁰ Poverjuc Oxana, **A Longitudinal Case Study of Students’ Perceptions of Academic Writing and of Themselves as Academic Writers: The Writing Experiences of Five Students Who Spoke English as an Additional Language**, (Institute of Education, University of Warwick, September, 2010) p. 14.

curriculum. Camey modified the process approach by setting deadlines for each stage of the writing process, and by giving students their choice of topics within a specified genre. Camey stated, “I realize that setting deadlines flies in the face of process theory because it does not allow for individual writers to work at their own pace. It is, however, an answer for teachers who wish to more efficiently monitor the progress of their students, and it requires the writer who might otherwise be reluctant to do so to revise” (p. 30). Camey found that requiring students to write multiple drafts and collaborate with peers or teacher at each stage of the process was most helpful in improving her students’ attitudes toward writing and writing abilities. This information will be used in developing the teaching methodology for language arts classes for the experiment. Students will be required to do multiple drafts and respond after each stage.²¹

There are six steps in the writing process

1. Analyzing the assignment
2. Brainstorming
3. Organizing your ideas
4. Writing the first draft
5. Rewriting the first draft
6. Writing the next (or final) draft.²²

2.5 Writing Models

Honestly, before teaching a paragraph, a teacher needs to consider suitable writing models to match the topics or contents and levels of students, because each model has its characters, which affect and convey various contents as the following suggestion. **Heffernant e. al.** stated that there are four writing types. The first one is description: descriptions about people, Animals, or things. In this type of writing, the writer can use five perceptions: taste, smell, sound, feeling and sight. The second one is narration: the manner in which stories are told, especially true stories. The events are in sequential orders. The writer can connect sentences and tell how they affect one another. The next type is exposition: how the writer

²¹Dean-Rumsey Theresa A, "Improving the Writing Skills of At-Risk Students Through the Use of Writing Across the Curriculum and Writing Process Instruction", (Grand Valley State University December 1998), pp. 27-28.

²² Boardman Cynthia A. & Frydenberg Jia, “**Writing to Communicate 2: Paragraphs and Essays**, 3rd Ed, Pearson Education”, Inc., (Longman, 2008), p. 31.

explains and describes things to create a clear story. The details may be in the form of examples, classifications, process, causes, effects or even reasons. This writing type is suitable for higher level students because they need advanced abilities in gathering evidence, reasons to defend their positions. The last one is persuasive: the way the writer draws the readers' attention into agreeing accepting ideas or beliefs. In this type of writer, needs to write psychologically to persuade the audience to follow or believe.²³

When we ask students to write purely from themselves, we may tap only those prior conversations that they are still engaged in and so limit the extent and variety of their thinking and writing. We can use reading to present new conversational opportunities that draw the students into wider public, professional, and academic communities. Thus the students will learn to write within the heavily literate contexts they will meet in college and later life. Whether writing tasks are explicitly embedded in prior written material—a review of literature, a research paper, or a legal brief—or whether they are only implicitly related to the thought and writing of others, as in critical analyses or matters of public debate, if students are not taught the skills of creating new statements through evaluating, assimilating, and responding to the prior statements of the written conversation, we offer them the meager choice of being parrots of authority or raconteurs stocked with anecdotes for every occasion. Only a fortunate few will learn to enter the community of the literate on their own.²⁴

2.6 English Writing Skill in the Curriculum

Writing is important on the Job, as well. In most jobs, workers need to communicate effectively with supervisors, coworkers, patients, clients, and customers. You can expect to write plenty of letters email messages, memos, and reports. The 2000-2001 study performed by the Collegiate Employment Research Institute found that employers consistently want the "total package" in recent college graduates. Employers want job candidates who have not only the technical

²³Theeraphong Khantitheero Phramaha (Thongchan), "English Grammatical Skill Improvement through Diary Writing: a Case Study of Students Grade 10 at Mahavajiralongkorn Buddhist College", **M.A. dissertation**, (Graduate School: Mahachulalongkornrajavidyalaya University, Bangkok, February 2016), pp. 9-10

²⁴Bazerman Charies, "A Relationship between Reading and Writing the Conversational Model", **National Council of Teachers of English, College English**, Vol. 41 No. 6 (February, 1980): 661.

knowledge to work but also strong oral and written communication skill. Because your writing course offers both immediate and long-range benefits, it is one of the most important college courses you will ever take. You will learn how to express your ideas clearly, structure convincing arguments, prepare research papers, and write essay exams. Your writing course will also help you improve your reading and thinking skills. As you read, respond to, and write about the reading, you will learn how to analyze, synthesize and evaluate ideas.²⁵

The writing-to-learn movement can be traced back to studies from the mid-1960s in which **Britton** (1970) asserted that “expressive writing’ fostered learning (McCutchen, Teske, & Bankston, 2008, p. 463). **Applebee, Lehr, and Auten** (1981) conducted a study in which they observed a year’s writing assignments and related instruction in two high schools. They also conducted a national survey of teachers in secondary classrooms regarding writing instruction. What they found was that “eighty-two percent of the teachers in the survey felt that writing instruction should be a shared responsibility. Even among mathematics teachers surveyed, who were least willing to accept writing as part of their tasks”.²⁶

The Swedish national curriculum for the compulsory school mentions in the core content that students should be working with writing in order to achieve a passing grade (Skolverket, 2011). By working with this during writing lessons the students will learn how to write different texts. Language phenomena to clarify vary and enrich communication such as pronunciation, intonation and fixed language expressions, grammatical structures and sentence structures. Oral and written narratives, descriptions and instructions, Different ways of working on personal communications to vary, clarify, specify and adapt them for different purposes (Skolverket, 2011:35).

To reach the goal of the knowledge requirements, the teacher should be available during his/her classes to guide his/her students. **Hedge** (2000) points out that students benefit and learn more from tasks that are well planned, particularly if those tasks include strategies. The requirement mentions that a student should be able to produce understandable material, and also be able to “make simple

²⁵ Mcwhorter Kathleen T., **Successful College Writing Skills Strategies Learning Styles**, 4th ed., (Bedford/st. Marting's Boston, New York, 2009), p. 24.

²⁶ Williams Cindy M, “A Case Study of Two High School English Teachers Transitioning from Arkansas Writing Standards to Common Core Writing Standards in the Secondary English Classroom”, **M.A. dissertation**, (University of Arkansas, August 2012), p. 39.

improvements” (Skolverket, 2011:37). Therefore, the students need help tools to use when working, such as strategies. Since the usage of strategies is a requirement in the National Agency for Education, the knowledge requirements include this in the followings, for the grade “E” at the end of year 9: In oral and written production, pupils can express themselves simply, understandably and relatively coherently. To clarify and vary their communication, pupils can work on and make simple improvements to their communications. In oral and written interaction in different contexts, pupils can express themselves simply and understandably and also to some extent adapted to purpose, recipient and situation. In addition, pupils can choose and apply basically functional strategies which to some extent solve problems and improve their interaction (Skolverket, 2011:37).²⁷

In the **Long Run: A Study of Faculty in Three Writing-Across-the-Curriculum Programs** by Walvoord, Hunt, Dowling, and McMahon(1997) described the findings of their study of the impact of writing across the curriculum programs upon the philosophies and pedagogy of the teachers involved. The researchers found that faculty used the following criteria in deciding whether or not writing across the curriculum strategies had been successful: (1) Did the strategy create a community in the classroom; (2) did it lead to enhanced student learning; (3) was the strategy suitable to the teachers’ time constraints; and (4) did the strategy fit teachers’ philosophies and teaching styles (p. 93). The authors also provided ideas for teaching strategies, such as giving informal writing assignments, explicitly instructing and guiding students during writing assignments, providing time for peer collaboration, and responding to students’ drafts. The resource provided ideas for sustaining teachers’ interest in writing across the curriculum. The four criteria helped in understanding how content teachers decide to use writing in their classrooms; this information will be valuable in providing suggestions and support to teachers during the experiment.²⁸

The first sentence of each writing standard for all year groups (except students after one year at school) states that students “will create texts in order to meet the writing demands of the New Zealand Curriculum” at specified levels. The

²⁷ Zoi Solagha Omta, "Writing Difficulties in the Swedish ESL-Classroom", **M.A. dissertation**, (Stockholms Universitet, Spring 2013), p. 5.

²⁸ Dean-Rumsey Theresa A, *Improving the Writing Skills of At-Risk Students Through the Use of Writing Across the Curriculum and Writing Process Instruction*, (Grand Valley State University December 1998), PP.21-22.

second sentence describes the ways in which students use writing (“to think about, record, and communicate experiences, ideas, and information”) and the purposes for writing (“to meet specific learning purposes across the curriculum”). This sentence of the standard is expressed identically for each year, but the accompanying material describes how writing is used with increasing sophistication and complexity as students move through the levels of the curriculum and work with more challenging content. The key phrases in this sentence apply at all levels of learning.²⁹

In exams you have no time for re-writing, but for coursework assignments it is important to take time to revise your work to improve its clarity and logical development. In both situations proof-reading is essential to avoid the small errors that may make parts of your work inaccurate or even incomprehensible.³⁰

2.7 Technique of Teaching Writing Skill

A technique is a help tool one uses to precede in the process. Here, in this essay the term strategies or writing strategies will be used as a strategy for language learning. Strategies are about what you can do when you are using (here) a language, especially when you are stuck in your process of reading or writing. **O’Malley & Chamot** (1990) mention some strategies; metacognitive strategies, cognitive strategies and socio-affective strategies. These strategies are used for helping students during the writing process. Strategies help students to become independent and aware of their learning process. There are different help tools to use; for that reason, this essay will only focus on writing strategies, since this essay is about teachers work within writing difficulties. Teachers should present different strategies for their students, in order to help them to develop within language learning.

Examples of writing strategies would be; internet, computers, dictionaries or how to plan and write a text. The Swedish national curriculum for the compulsory school mentions the usage of the strategies in the core content for the “Speaking, writing and discussing–production and interaction” part, for year 7-9: Language strategies to understand and be understood when language skills are lacking, such as reformulations, questions and explanations. Language strategies to contribute to and

²⁹ Douglas Sue, **Reading and Writing Standards for years 1–8**, (The Ministry of Education, Wellington, New Zealand, 2009), p. 12.

³⁰ Bailey Stephen, **Academic Writing A Handbook for International Students**, 3rd ed, (Routledge, New York, 2011), p. 90.

actively participate in conversations by taking the initiative in interaction, giving confirmation, putting follow-up questions, taking the initiative to raise new issues and also concluding conversations (Skolverket, 2011:35).³¹

Sengupta (2000) notes that methods teachers used in writing instruction have measurable effects on the quality of the students' written products. **Archibald** (2001) also observes that teaching has an effect on the students' ability to reflect on their writing and to produce more effective and appropriate texts in L2 language. In addition, **Tangpermpoon** (2008) asserts that teaching writing skills to L2 students is a challenging task for teachers because developing this skill takes a long time to realize the improvement.³²

There are two important techniques that can be used as writing strategies for the ESL students. The first technique is planning before writing, and the second technique is rewriting and revising their texts. ESL students need to command these strategies in order to open the door of university level writing (Kieft, Rijlaarsdam & Van Den Bergh, 2006). Planning before writing is very important because the writers would have more space in building up the structure of their writing; also it gives more time to the ESL writers to come up with ideas in their mind ahead of writing. Rewriting and revising are steps that can help ESL students to refine their papers by checking grammar, sentence structure, paragraph organizations, etc.³³

Many studies have found that one will be able to "transfer writing abilities and strategies, whether good or deficient, from their first language to their second language" (Friedlander, 1990, p. 109). This therefore implies that a learner, who can write sufficiently in their home language, should also be able to write sufficiently in English as their second language. This, however, is not always the case in South Africa. A traditional view of writing implies "that the combined burden of generating content and finding appropriate words in which to express it overwhelms our cognitive resources" (Torrance, Thomas, & Robinson, 1999, p. 190). This concept can be somewhat linked to the concepts of BICS and CALP- if a learner can achieve CALP in their home language, they should be able to achieve it in their second or

³¹ Zoi Solagha Omta, "Writing Difficulties in the Swedish ESL-Classroom", **M.A. dissertation**, (Stockholms Universitet, Spring 2013), pp. 4-5.

³² Benard Nyasimi Nyang'Au, **Challenge Students face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District, Nyamira Country, Kenya**, (The School of Education Kenyatta University October 2014), p. 22.

³³ Wei Mengjie, "Strategies for First-Year University ESL Students to Improve Essay Writing Skills", **M.A. Dissertation**, (The University of San Francisco Spring 2017), pp. 11-12.

third language, after being exposed to the language for five to seven years (Brown, 2004). The reason for this transfer is that learners should be able to apply skills and techniques for writing learnt in their first language, to assist the writing technique in their second language (Friedlander, 1990). Other studies generated similar findings. **Jones and Tetroe** (1987, in Friedlander, 1990) found that transferring of skills to one's second language was not dependent on language proficiency, but dependent on whether the skills were acquired adequately in the first language. This is often not the case in some South African households, where there is little or no emphasis on writing or reading (Harley & Wedekind, 2004).³⁴

In addition, it is highly recommended that some of the aforementioned L2 writing strategies could be useful in developing Egyptian students' EFL essay writing performance. First, the use of students' personal experiences and topics of their own choice could help Egyptian students overcome their writers' block from which they complain. Secondly, using authentic materials such as literature in the essay writing classroom could possibly increase the exposure to EFL reading that most Egyptian students need. Moreover, resorting to explicit instruction of brainstorming strategy, concept mapping, rhetorical structures, vocabulary, and grammar will most likely unveil any confusion and ambiguity in the students' minds. In addition, the use of invention techniques and dialogue journals is thought to develop Egyptian students' voice in writing as well as critical self-reflection on their writing. Furthermore, having an efficient essay writing syllabus will help Egyptian students develop their writing skills accurately and fluently. Finally, teachers are suggested to incorporate computer based teaching to facilitate Egyptian students' learning of EFL essay writing.³⁵

Let's face it; writing is rough going even when it's fun. As with all serious study, writing requires intense concentration for extended periods. It makes sense, therefore, to create an appropriate writing environment for yourself. First, choose a comfortable, quiet location. Noise even music may seem tolerable, but tends to lower your level of concentration, no matter how subtle the sounds may seem.

³⁴ Maher Claire, "Academic Writing Ability and Performance of First Year University Students in South Africa", **M.A. dissertation**, (University of the Witwatersrand Johannesburg, South Africa November 2011), pp. 11-12.

³⁵ Abdel Hamid Ahmed Abdel Hamid Mohamed Mr., "The EFL Essay Writing Difficulties of Egyptian Student Teachers of English: Implications for Essay Writing Curriculum and Instruction", **Ph. D dissertation**, (University of Exeter Graduate School of Education January, 2011), p. 69.

Next, make sure the room has adequate lighting so you can avoid headaches or eye fatigue. Be mindful of your posture; slouching can fatigue you. Also, keep all your writing materials (paper, notes, dictionary, pens, etc.) together, and within easy reach.³⁶

2.8 Relationship between Reading and Writing

The relationship between reading and writing is based on communication. Both processes should develop as a natural extension of the child's need to communicate (Wilson, 1981). In other words, if reading and writing are to be communicative then the reader needs to read with the sense of the writer and the writer needs to write with the sense of the reader. A reader needs to make sense of what the writer is communicating through the text and the writer needs to make sure that his/her message is clear and understood by the reader. Children should make the connection that other children will be reading their writing, so that children will need to have a better sense of the writer and write better with the sense of the reader. Children need to develop their communicative skills by having the opportunities to read and write (Aulls, 1985; Holt & Vacca, 1984; Smith, 1983). When a child writes, he/she develops a new text using prior knowledge, imagination and other resources (Brooks, 1988). Thus, all literate persons are readers and writers, constructing meaning from the text in which they read and meaning from the text in which they write (Nelson, 1998).³⁷

Apart from the cultural factors, there are crucial psychological factors that need to be considered. Anxiety and motivation are two important psychological factors to consider when learning to read and write in an L2. Although a small amount of anxiety can be helpful at certain times; too much of anxiety can affect a learner's thinking ability. Reading and writing anxiety can be linked to unfamiliar cultural material. For example, an isiZulu-speaking learner may become anxious when he or she is asked to read a text that has unfamiliar cultural content or to write a story on an unfamiliar topic. Another psychological factor is motivation. Motivation plays a crucial role when learning an L2. If isiZulu-speaking learners are

³⁶White Fred D., *The Writer's Art A Practical Rhetoric and Handbook*, (Wadsworth, California, 1986), p. 31.

³⁷Sikder Aporna, "An Evaluation of the teaching of Reading and Writing Skills of English at the Primary Level in Bangladesh: Current Practice and Prospect of Innovative Teaching Techniques" **M.A. dissertation**, (The Department of English East West University), p. 42.

motivated to read and write in English, they will definitely perform better. On the other hand, if they are not motivated they will not reach grade level performance in reading and writing. Parents and educators play a major role in motivating learners. It is their task to ensure that learners are provided with sufficient age appropriate reading materials. Interactively motivated parents will be better equipped to provide reading and writing support to their children.³⁸

Reading and making notes in preparation for writing an assignment will be more effective when you keep in mind the information you're looking for and the purpose for which you need it. Undirected reading takes time away from more productive activities. The following are some general tips for managing your reading load and making notes.³⁹

What should you write as you read an essay for the first time? Here are a few suggestions. Underline words to look up-key words you will need to know the meaning of immediately, so keep a desk-sized dictionary at your elbow. Other words and references can be put on hold until you finish with your first reading. Underline forceful phraseology-whatever strikes you as impressive. You can analyze what makes the writing forceful later. Mark sentences that seem to express the writer's purpose, the main point of a paragraph, or the main point of the whole essay. Briefly note the function of each paragraph-that is, its relation to the paragraph before it and/or to the idea being developed. Some of these functions are to provide examples, describe, give details, explain, elaborate on a point, make a transition, define, and raise questions. You may either use these terms or state the function in your own words: the notation, after all, is for your own use.⁴⁰

Reading and writing are integral to the learning area of English and to the key competencies of thinking and using language, symbols, and texts. Because of this, many teachers provide literacy instruction for their year 4–8 students mainly when teaching English. In this context, teachers focus on choosing texts and tasks for literacy learning, identifying the literacy challenges that their students will encounter,

³⁸ Govender Radhamoney, "Factor that Affect Foundation Phase English Second Language Learners' Reading and Writing Skill", **Ph. D Dissertation**, (University of Sough of Africa February 2015), p. 142-143.

³⁹ Hunter Carol, "**Planning and Writing University Assignments**", (The Student Learning Centre University of Otago, 2009), P.4.

⁴⁰ Day Susan, "**Reading and the Writing Process**", Macmillan Publishing Company, (New York, 1989), p. 5.

and making them explicit. They plan ways to enable the students to meet those challenges and learn from them. However, in other learning areas of the curriculum, the literacy demand is largely implicit. Students are required to read and write texts for an increasing variety of learning purposes, but the specific literacy demands of both the texts and the tasks are not always made clear to them. The standards guide teachers in making these literacy demands explicit. When teachers are clear about the reading and writing demands of each curriculum area and students' lived experiences (in relation to culture, language, and identity), they can deliberately integrate the teaching of literacy with the teaching of curriculum content in appropriate ways.⁴¹

2.9 Research Work Concerned

There have been a lot of research studies which tried to find the students' difficulties when studying at the graduate levels where English or students' second language was used. The major problems that were reported the difficulties of English for writing and studying skills.

Phramaha Theraphong Khantithero did a research about English grammatical skill improvement through diary writing: A case study of student's grade 10 at Mahavajiralongkorn Buddhist College. The purposes of his research is to study the degree of usefulness of writing a diary in improvement grammar usage and to study the improvement of English grammatical skill through diary writing of students grade 10 at Mahavijalarorkong Buddhist college. The purposes of his research is to study the degree of usefulness of writing a diary in improvement grammar usage and to study the improvement of English grammatical skill through diary writing of students grade 10 at Mahavijalarorkong Buddhist college. The study is both qualitative and quantitative. The population of the study was 30 students who are studying in Grade 10 at Mahavajiralongkorn Buddhist College in academic year 2015. Ayutthaya Province.

For data collection, it used tools of data collection, namely, pre-test, post-test, participant observation, group discussion, questionnaire and in-depth interview. The length of time was 10 weeks. The overall data was analyzed by the SPSS program and the T-test formula in to the value of Mean, Standard Deviation (S.D.), and Percentage (%).The results of the study revealed that writing a diary could

⁴¹ Douglas Sue, **Reading and Writing Standards for years 1–8**, The Ministry of Education, (New Zealand, Wellington 2009), p. 5.

improve ability to write and understanding of English grammar usage including instilling good behavior for the students in English writing and giving inspiration to the students to be a versatile writer. The results were described based on the objectives of the study from all aspects of the students, performance: class attendance, participation, and work submission. According to the findings of the students' ability and understanding the usefulness of English grammar usage by the Pre-test and Post-test under the test value 150, the Pre-test' average is 86.03 and the Post-test' average is 123.76. Following the findings of the students' satisfaction by questionnaire, the value of Mean is 3.50 and meanwhile the value of Standard Deviation is 0.21. Students were very satisfied and enthusiastic with the improvement of English grammar usage by writing a diary that is the good contribution in improving English writing skill. And they are very satisfied with their own diary writing products.⁴²

Bahrain wrote context corrective feedback in 2 writing: A Study of Practices and Effectiveness in the Bahrain Context This study had the following aims: (1) to investigate the feedback and teaching practices of L2 writing at the University of Bahrain through classroom observations; (2) to investigate the effectiveness of two types of written corrective feedback (a. direct corrective feedback in the form of corrections of errors next to or above the original errors and b. indirect corrective feedback in the form of error underlining) through a 12 week quasi-experimental study that involved 46 Bahraini media students assigned to one of three groups (experimental group A receiving direct corrective feedback, experimental group B receiving error underlining and the control group C receiving no corrections but rather simple and summative comments on performance) and evaluated through pre-, post- and delayed post-tests; (3) to investigate teachers' and students' beliefs about feedback through interviews and questionnaires. The following are the most important findings. (1) Classroom observations showed that there were several problems in the teaching of L2 writing and feedback methods at the University of Bahrain. (2) The quasi-experimental study showed that even though the students improved in the course of the experiment, neither type of corrective feedback had a significant effect on their accuracy, grammatical complexity or lexical complexity in writing, and that there was no difference in the effectiveness between the first types of feedback compared to the second. (3) Interviews and

⁴² Theeraphong Khantitheero Phramaha (Thongchan), "English Grammatical Skill Improvement through Diary Writing: a Case Study of Students Grade 10 at Mahavajiralongkorn Buddhist College", **M.A. dissertation**, (Graduate School: Mahachulalongkornrajavidyalaya University, Bangkok, February 2016), pp. 25-45.

questionnaires showed that the students preferred direct corrective to indirect corrective feedback (i.e. they preferred it when their errors were corrected by providing the corrections on their scripts to underlining) and that the teachers and the students valued feedback and believed it was beneficial. Interviews and questionnaires also showed that even though the teachers used a variety of feedback methods, they did not follow up students after the first draft was produced. In the light of the findings, some recommendations are made in the final chapter of the thesis.⁴³

Muhammad Shahid Farooq stated opinion of second language learners about Writing Difficulties in English Language; English language enjoys a prominent role in Pakistan as an effective communication medium at local and international circles. It is used as a medium of instruction not only in schools but also in colleges and universities. The aim of this study was to explore writing difficulties in the English language faced by second language learners. A survey was conducted for this purpose. Data were collected from four boys and girls public sector colleges. Two hundred and forty-five 12th graders studying English as a compulsory subject were randomly selected out of five hundred and twenty. Results of the study indicated that students were facing a lot of difficulties in writing English language due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure. The girls face more writing difficulties than the male students in English language. The method based on identification, investigation, and solutions to language related real-life problems should be used for teaching of English from primary school level to higher levels of education.⁴⁴

Dr. Ibrahim Mohamed Alfaki mentions those University students' English writing problems: diagnosis and remedy, the aim of this study is to identify university students' writing problems in English language and to suggest ways of solving those problems. The study was conducted in the Teachers' College, and the College of Education, Nile Valley University, North Sudan in 2014. The research method used was the descriptive research method. Samples of 20 English language students were

⁴³ Mubarak Mohamed, "Corrective Feedback in L2 Writing: A Study of Practices and Effectiveness in the Bahrain Context", **Ph.D. dissertation**, (The University of Sheffield February-2013), pp. 97-165.

⁴⁴ Shahid Farooq Muhammad, "Opinion of Second Language Learners about Writing Difficulties in English Language", **South Asian Studies A Research Journal of South Asian Studies**, Vol. 27 No. 1 (January-June 2012): 183.

selected using a simple random sampling procedure. They were instructed to write a composition of about 250 -300 words on “A description of my own home town/village”. The students’ compositions were reviewed twice by 10 English language instructors. The aim was to identify the errors and mistakes made by the students. The findings reveal that those university students have various writing problems: language problems at the levels of morphology and syntax; usage errors, and mechanical mistakes, that is, spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graph motor problems. In the light of these findings a number of recommendations have been made: It is always helpful to tell learners to revise their written work aloud. When they speak, they will make natural pauses and this will help them in punctuation. Spelling mistakes can be corrected by using dictionaries or spellcheckers. Usage mistakes and grammar mistakes will eventually disappear, if the students read extensively in English.⁴⁵

Dr. Ahmed Maher Mahmoud Al Nakhalah described problems and difficulties of speaking that encounter English language students at Al Quds Open University. The study aims at exploring the speaking difficulties encountered by English language students at Al Quds Open University. The study more over aims at exploring the causes of such difficulties. The researcher used the experimental method so as to show and measure the speaking difficulties encountered by English language students at Al Quds Open University. The researcher designed an interview to be applied on the sample of the study. Such interview will be applied for each student to investigate speaking difficulties and the causes of such difficulties. The results showed and indicated there some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence. The researcher adopted some recommendations the most important one is to establish an environment support and encourage the students to speak English frequently, and he suggested carrying out more researches and studies regarding speaking difficulties encountered by English language students.⁴⁶

⁴⁵ Mohamed Alfaki Ibrahim Dr., “University students’ English writing problems: diagnosis and remedy”, **International Journal of English Language Teaching**, Vol.3 No.3 (May 2015): 40.

⁴⁶ Mahmoud Al Nakhalah Ahmed Maher Dr., “Problems and Difficulties of Speaking That Encounter English Language Students at AL Quds Open University”, **International Journal of Humanities and Social Science Invention**, Vol. 5 No. 12 (December 2016): 96.

Mengjie Wei stated *Strategies for First-Year University ESL Students to Improve Essay Writing Skills*; this project provides a writing guidebook for first-year university level English as a Second Language (ESL) students and teachers. Most ESL students have difficulties in academic English writing, especially first-year university ESL students. Due to the differences in linguistic and education backgrounds, first-year university level ESL students desire a writing guidebook that is appropriate for them; ESL teachers should be provided with professional teaching methods and materials in delivering lectures too. By applying Schema Theory and Stephen D. Krashen's Monitor Model, strategies for students and teachers are professionally designed in this guidebook. In order to help ESL students better their command of basic writing skills, systematic writing topics are applied within the book. Writing exercises, a self-checklist, and a self-reflection form are the supplemental materials that can be useful in improving students' writing skills. ESL teachers can benefit from this book by learning various teaching strategies. This guidebook should be used in an ESL university ESL classroom to enhance student academic writing performance.⁴⁷

Julio Cesar Gomez was writing the development of writing skills in master's level English as a foreign language teacher education programs: insight into the process and perceptions from stakeholders in Colombian university, this study explored the perception of students, graduates and supervisors on students' development of general writing skills and academic writing skills through the completion of the master's thesis in teacher education programs in Colombia. In-depth interviews were conducted and online surveys were completed by participants from seven teacher education programs in this mixed methods study. Also, this study examined the process of writing the thesis through the analyses of drafts from three graduates. The findings of this study show how students' development of academic writing skills is grounded on their initial general writing skills and is realized through the appropriation of the thesis genre. This development follows different paths according to students' writing ability. This study argues that there are factors at the personal, supervision, and program levels that contribute to this development. Similarly, the development of these writing skills has an impact on the individual, their teaching, and their academic communities.⁴⁸

⁴⁷ Wei Mengjie, "Strategies for First-Year University ESL Students to Improve Essay Writing Skills", **M.A. dissertation**, (The University of San Francisco May 2017), pp. 17-20.

⁴⁸ Gomez Julio Cesar, "The Development of Writing Skills in Master's Level English as a Foreign Language Teacher Education Programs: Insight into the Process and Perceptions from

Claire Maher was researching 'academic writing ability and performance of first year university students in sought Africa' in that Poor academic performance and high failure rates in South African tertiary institutions have led to a need for intervention of some sort. Academic performance is said to be strongly influenced by one's academic writing ability. Therefore, this study aimed to determine how much influence academic writing ability has on academic performance. It also aimed to establish which measure - the International English Language Testing System (IELTS) or Wechsler Individual Achievement Test II (WIAT-II) - is a more accurate measure of academic writing. Lastly, the research aimed to determine whether any differences between English First Language (EFL) and English Additional Language (EAL) students exist. A convenience sample of 125 first-year Psychology students from the University of the Witwatersrand wrote argumentative essays that were analyzed quantitatively using the IELTS and WIAT-II scoring system. Correlations and t-tests, as well as regression and reliability analyses were used to investigate the aims and establish the results. From the results it was evident that the IELTS and WIAT-II are both adequate measures of academic writing. However, the results showed that academic writing ability is not a major predictor of and contributor towards academic performance. Significant differences in performance were noted between groups of EFL and EAL students on all measures. The results also showed that failure rates were not as high in this sample as in previous statistics. Further investigation is required in order to determine other factors that contribute to one's academic performance. Other aspects of academic literacy such as reading and speaking, as well as previous preparedness or intelligence, may need to be considered as determining factors of academic success.⁴⁹

Badraddin Alawad Balal researched 'Difficulties of Building English Sentences in Writing'. This study aims at investigating the problems of writing correct English sentences as for the Sudanese students of secondary schools. The study applied the descriptive and the analytical methods beside the statistical tools so as to achieve the desired goals. Therefore, the researcher used both questionnaire for teachers (31teachers) and test for students (25 students), and he reached the results below: 1. Most of the Sudanese students at secondary school are not acquainted

Stakeholders in Colombian University”, **Ph.D. dissertation**, (Instruction in the Graduate School of the University of Alabama, December 2014), pp .60-306.

⁴⁹ Maher Claire, “Academic Writing Ability and Performance of First Year University Students in Sought Africa”, **M.A. Dissertation**, (University of the Witwatersrand, November 2011), pp. 19-29.

with parts of speech. 2. The periods allocated for writing skills are extremely rare. 3. Teachers, encouragement for students concerning writing skills is entirely rare. 4. There is a complete absence in teaching lessons of English structure. 5. Students, mistakes in writing skills are not discussed in the presence of students. Thus the study recommended that: there should be a sort of modification in the Sudanese secondary schools syllabus through introducing a lot of periods concerning English structure besides focusing on literature periods, for it is the main source of vocabulary.⁵⁰

2.9.1 Difficulties Relating to English Language

In relation to academic writing, many studies revealed students' difficulties in several areas such as answering written exams, writing papers for course assignments, and writing a thesis/dissertation. The difficulties were found in the following areas:

A Al Fadda (2012) Grammar reported that the main writing problem was grammar, e.g., subject-verb agreement and sentence structure. b) Logical organization, cohesion, and coherence of a paragraph **Hassan & Badi** (2015) pointed out that postgraduate students in Oman University had difficulties in using referencing, citations as well as coherence and cohesion when writing. c) Rhetorical differences In **Terraschke & Wahid's** study (2011), it was also found that writing skill was the most difficult, especially, rhetorical differences between English and Chinese written languages. d) Generating ideas and expressing ideas According to **Chou** (2011), the abilities to express their own voice and select a significant topic and relevant references were reported. When some had difficulties on generating ideas about their topics, it affected their writing (**Al Murshidi**, 2014). e) Writing a thesis or a dissertation.

Yasuda (2004) and **Bitchener & Basturkmen** (2006) specifically pointed out the difficulties in thesis writing that was found in the discussion and result sections. In short, it is clear that problems concerning academic writing were found in all levels of writing abilities simple grammar to advanced discussion section in a

⁵⁰ Alawad Balal Badraddin, "Difficulties of Building English Sentences in Writing", (The IAFOR International Conference on Language Learning Dubai, UAE King Khalid University, February 2015), p. 9.

dissertation where complex ideas need to be coherently presented and academically argued.⁵¹

According to **Helm** (1989), as cited in **Lessing** and **Schulze** (2003, p. 159), “postgraduate research poses three problem areas, namely the research design, the data collecting and processing and the report writing”. The writing phase of the research report, be it a dissertation or thesis, has been posing a lot of challenges to students. This concurs with what **Huang** (2007, p. 30) writes that “to the vast majority of students, the dissertation is by far the most challenging piece of academic work”.⁵²

For example, **Belcher** (1994: 23-24) examined the experiences of three ESL graduate students writing their dissertations, finding the mismatch between students’ and their advisors’ understanding of the purpose of dissertation writing which hindered students from fully engaging academic literacy practices in their disciplines. A number of researchers adopted situated learning theory in their studies on academic literacy development. **Dong** (1998), by surveying 169 ESL graduate students and their advisors about their dissertation writing in science, found that ESL student were weak at communicating with their supervisors and peers and at seeking external help in the process of doing research as well as writing about research.

Belcher (1994) and **Dong** (1998) illustrated the importance of collaboration between supervisors and students in helping students fully participate in the research community and develop academic literacy competence. Consequently, a few researchers attempted to explore the ways of helping novice researchers become legitimate members of an academic community. For example, examining three supervision models in graduate students’ practice of completing their writing tasks, **Dysthe** (2002) indicated the importance of fostering student identities as both independent researchers and team players in learning process.⁵³

⁵¹ Suphawat Srikrai Phiphawin, “English language Difficulties of non-native English Postgraduate Students in An English for Academic Purposes at A Thai University”, **M.A. dissertation**, (Suranaree University of Technology, Thailand, march 2016), pp. 303-304.

⁵² Sotco Claudius, Komba, “Challenges of writing theses and dissertations among postgraduate students in Tanzanian Higher Learning Institutions”, **International Journal of Research Studies in Education**, Vol. 5 No. 3 (July 2016): 73.

⁵³ Xia Wang, “Problems and Strategies in Learning to Write a Thesis Proposal: A Study of Six M.A Students in a TEFL Program”, **Chinese Journal of Applied Linguistics (Quarterly)**, Vol. 35 No. 3 (July 2012): 326-327.

2.9.2 Difficulties in Dissertation Writing

Difficulties experienced during dissertation writing. **Paltridge**, 2001, primary difficulty for dissertation writing is related to the dissertation readers. First, the dissertation readers are advisors, committee members, and peer reviewers. Thus, the writers struggle with how to approach both primary and secondary readers at the same time. The primary readers are peer readers who review and provide feedback to the writers. The secondary readers are advisor and committee members who provide guidelines for research and writing. Although the secondary readers are those from higher hierarchy, he suggests that the primary readers are more important in terms of the quality of the dissertation considering the writers would internalize the comments and feedbacks from the primary readers more often than the secondary readers.⁵⁴

Cafarella and **Barnett** found that confidence in writing ability is students' lack of confidence in their writing ability made it harder to make revision decisions and explain these decisions to the feedback providers. This was especially the case when there was conflicting feedback from different faculty. **Kereni**, 2004, one of the difficulties of writing in a second or additional language is that it is generally believed to require some mastery of writing in the first language. There seems to be a perception that once learners can write sentences and paragraphs in their first language, they will automatically transfer such skills to other languages. However, it has to be noted that this may be possible only if a certain degree of proficiency in the first language is attained.⁵⁵

⁵⁴ Hsu Wei-Li, "Dissertation Writing for NNES Students Regarding Writing Process, Difficulties, and Support", **M.A. Dissertation**, (University of Hawaii at Manoa, November 2010), pp. 8-9.

⁵⁵ Hind Al Fadda, "Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students", **English Language Teaching**, Vol. 5 No. 3 (March 2012): 125.

Chapter III

Research Methodology

This chapter describes in detail how researcher collecting the data and the research method of the study in exploring the difficulties of English writing for assignment. The research method used in this study in qualitative research. Group interviews used to concern the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. So, these following five parts presented respectively in this chapter:

- 3.1 Study Design
- 3.2 Populations of the Study
- 3.3 Research Tools
- 3.4 Collecting Data
- 3.5 Data Analysis

3.1 Study Design

This study design stated the research plan in investigation of the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. In addition, it described what method researcher use in this study, how, where and whom researcher collect the data to find the results for this study.

The Qualitative method used for this study. Furthermore, opened-ended interview also is included for to investigate the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. Fifty samples participate in this research study. The respondents are divided into five groups for interview. Each group consist of ten students and then interviews are applied as a research tools. Finally, all collected data are used to analyze the findings of the results. The result open-ended questions are summarized similar view and analyze in terms of Difficulties.

3.2 Populations of the Study

3.2.1 Population

The population for this study is 97 third year students who are attending from B.A. English program (Faculty of Humanities and Faculty of Buddhism) for this research.

3.2.2 Samples

Samples are 25 third year students from Faculty of Humanities and 25 third year students from Faculty of Buddhism. The 50 students from classes are selected as participants for the open-ended interview.

3.2.3 Key Informants

8 key informants are selected for finding the ways of solution of difficulties of writing assignment B.A. third year students who are studying English program in Faculty of Humanities and Faculty of Buddhism, Mahachulalongkornrajavidyalaya University.

3.3 Research Tools

Qualitative method is used as a research tools for this study. Therefore, open-ended interview is applied during conducting the research. The aims of interview are to find out the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University and the way of solution of the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. The interview is designed by the researcher. Interview section used for this study consists of two parts:

Part 1: The Interview of Respondents

This part is open-ended questions concerning the objective of the difficulties of English program students in writing assignment in Mahachulalongkornrajavidyalaya University. The students are divided into five groups for interview. Each group consists of ten students. The intention of the open-ended questions interview is to investigate the cause of difficulties of English writing assignment in the class room. Therefore, group by group interview method is applied in this section. The researcher takes record during interviewing the students in the class room. The following ten questions are asked to the participants when interviewing. They are:

Part 1: The problems

1. Do you think it is difficult for English writing assignment?

2. What are the difficulties that you meet in writing your assignment?
3. What difficulties do you think as your teacher teaches about writing assignment in English?
4. Which one do you think is the most important for writing in English:
 - Good grammar
 - Good vocabulary
 - Ideas and how do you recommend them? Why? (you can choose only one)

Part 2: The ways for solution

5. What is the way for the solution on difficulties about writing assignment in English?
6. What is the way for the practice to improve and correct your English writing skill?
7. What are the steps and strategies do you follow or use in writing your assignment?
8. Has anyone helped you to improve your writing skill in English? How?
9. How do you solve the difficulties of your English writing assignment?
10. What would you like to suggest for English writing assignment?

Part 2: The Interview of Key Informants

The aim of this interview section is to find out the solution of difficulties of writing assignment in the class room of B.A third year students who are attending in English program from Faculty of Humanities and Faculty of Buddhism in Mahachulalongkornrajavidyalaya University.

Eight lecturers are selected as the key informants for this interview section. Five key informants from Faculty of Humanities and three informants from the Faculty of Buddhism are selected for interview in solution of difficulties of writing assignments of B.A third year students of English program.

Part 1: The problems

1. Do your students find difficulties when they are writing their assignment?
2. What do you think about the difficulties of your students in doing homework after writing assignment?
3. What are the main mistakes for your students in writing English assignment?

4. How do you think about the difficulties in writing in English as an assignment?

5. Which one do you think is the most important for writing in English:

- Good grammar
- Good vocabulary
- Ideas and how do you recommend them? Why? (you can choose only one)

Part 2: The ways for solution

6. Which methods should students follow for the resolution on difficulties about writing assignments in the classroom?

7. What is the way of students' solution for English writing assignment when you are teaching English class?

8. What material should students read to succeed for writing skill?

9. As a teacher, how can you help your students to improve their writing skill?

10. What would you like to suggest your students for English writing assignment?

3.4 Collecting Data

After interviewing the respondents, the researcher states the result of the interview in chapter four and similar answers are summarized by the researcher. And then kinds of difficulties in writing assignment are categorized respectively by using method of content analysis. The results of interview of the key informants also are mentioned in the chapter four by applying methods of content analysis.

3.5 Data Analysis

In conclusion, this chapter mentions the research analysis in investigation of the difficulties of English writing for assignment of English program students of University. So this chapter describes the study research.

Chapter IV

Results of Analysis

The study thesis entitled "The Difficulties of English Writing for Assignment of English Program Students of Mahachulalongkornrajavidyalaya University" intends to the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University, to study the problems concerning with the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University, and to find out the way of solution of the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. This chapter will present the result of data, analysis and interview's result, synthesize data collected for population and key informants in the following points.

4.1 General Information of the Respondents

4.2 Finding Results of the Difficulties of English Writing

4.3 Finding Results of Methods of Improving English Writing

4.1 General Information of the Respondents

4.1.1

Countries			
		Frequency	Percent
Valid	Myanmar	38	76.0
	Vietnam	8	16.0
	Lao	1	2.0
	India	1	2.0
	Bangladesh	1	2.0
	China	1	2.0
	Total	50	100.0

The above table indicates the countries of the participants. There are thirty-eight students from Myanmar in this research. Eight students are from Vietnam. The rest of four students are from Lao, India, Bangladesh and China. The total number of the students are fifty in this research.

4.1.2

Gender			
		Frequency	Percent
Valid	Male	45	90.0
	Female	5	10.0
	Total	50	100.0

The above table mentioned about the gender of the students in the research. Forty-five students are male respondents and the rest of five are female respondents. Total number of the respondents are fifty.

4.2 Finding Results of the Difficulties of English Writing

Group 1: Interview with 10 third year students from Faculty of Humanities

Part 1: The problems

1. Q: Do you think it is difficult for English writing assignment?

Tran Khuone, Ven. Nyarna, Ven. Dhamarita, Ven. Nandavansa, and Ven. Nyana¹ said of because, we are not native and English is not our mother language. So, when they write English assignment it is difficult for them. Ven. Nandiya and Tejavanta² said writing an assignment is not very difficult for us. Ven. Tejaniya³ said, he thinks grammar role is very difficult for other students. Ven. Idavamsa⁴ said he thinks, if they are expert in English, they can write English assignment easily. Writing assignment in English and understanding English clearly it is not difficult for them to writing assignment. Ven. Nandasiri⁵ said if they study the grammatical English with clear, they can write the English assignment easily and correctly and so the write is very essential to do it.

¹ Interview with Tran Khuone, (Vietnam), Ven. Nyarna, (Myanmar), Ven. Dhamarita, (Myanmar), Ven. Nandavansa, (Myanmar), and Ven. Nyana, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

² Interview with Ven. Nandiya, (Myanmar) and Ven. Tejavanta, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³ Interview with Ven. Tejaniya, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴ Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵ Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

2. Q: What are the difficulties that you meet in writing your assignment?

Tran Khuone⁶ said for him, the difficulties in writing assignment are grammar. Ven. Nandiya⁷, Ven. Nyarna and Ven. Tejaniya⁷ said it is difficult to write without grammar rules and vocabulary. And also It is difficult to write without knowing the rules of grammar. Ven. Tejavanta⁸ said he meets the difficulties when he writes an assignment in finding the facts of assignment. Ven. Idavamsa⁹ said without understanding clauses and phrases in English, he has met difficulties in assignment. And then including is not having a lot of vocabularies. Ven. Nandasiri¹⁰ said in my view, the way is more important to solve all difficulties in writing our assignment to be good for them. Ven. Dhamarita¹¹ said writing is difficulties as hand writing to make sentences and paragraphs. Ven. Nandavansa¹² said some teacher, they have never teaching how to write assignment but they give a lot of assignment. Ven. Nyana¹³ said most of students, they don't understand English grammar and vocabulary. At the time they meet difficulties in writing English assignment.

⁶Interview with Tran Khuone, (Vietnam) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁷Interview Ven. Nandiya, (Myanmar), Ven. Nyarna, (Myanmar) and Ven. Tejaniya, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁸Interview with Ven. Tejavanta, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁹Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹⁰Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹¹Interview with Ven. Dhamarita, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹²Interview with Ven. Nandavansa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹³Interview with Ven. Nyana, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

3. Q: What difficulties do you think as your teacher teaches about writing assignment in English?

Tran Khuone¹⁴ said they are not native speaker in English. That is why, it was difficulties. Ven. Nandiyaand and Ven. Nyarna¹⁵ said academic writing, he thinks that the teacher cannot teach how to write the assignment. students do not understand what the teacher teach because students are weak in English. Ven. Tejavantaand and Ven. Tejaniya¹⁶ said they think, there is nothing difficulties when the teacher is teaching how to write an assignment. They think that no difficult because our teacher is very clever. Ven. Idavamsa¹⁷ said there are many foreigner students in the university. Some students are intelligent easily and some students are weak in English. The main difficulty between teachers and students are pronunciation because we all are not native. Ven. Nandasiri¹⁸ said any confrontation of difficulties in writing, they must have many readings in English because the writing is from the reading a lot. Ven. Dhamarita¹⁹ said he thinks that their teachers' subjects are not properly to give the lesson about writing and not clearly explain about the lesson for writing assignments. Ven. Nandavansa²⁰ said for him, he can speak English but the difficulties is to write English grammar. Ven. Nyana²¹ said it depends on their English skill or listening skill and understanding skill. They also depend on grammar and vocabulary.

¹⁴ Interview with Tran Khuone, (Vietnam) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹⁵ Interview with Ven. Nandiya, (Myanmar) and Ven. Nyarna, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹⁶ Interview with Ven. Tejavanta, (Myanmar) and Ven. Tejaniya, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹⁷ Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanity, MCU on September 19, 2018

¹⁸ Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

¹⁹ Interview with Ven. Dhamarita, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²⁰ Interview with Ven. Nandavansa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²¹ Interview with Ven. Nyana, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

4. Q Which one do you think is the most important for writing in English:

- Good grammar
- Good vocabulary
- Ideas and how do you recommend them? Why? (you can choose only one)

Ven. Nyarna²² said he thinks that good grammar is the most important for writing assignment because grammar is as a set of rules of language. Ven. Nandiya and Ven. Tejavanta²³ said good ideas and presentation is the most important thing in writing an assignment because of without knowing ideas and presentation they cannot write an assignment. Ven. Tejaniya, Ven. Nandasiri, Ven. Nandavansa, Ven. Dhamarita, and Ven. Idavamsa²⁴ said the most important thing is grammar. There is no language which is no basic grammar all over the world. Therefore, grammatical writing is the most important thing in language or writing in English. To be a good writer in English or every language, they must study the grammar deeply. A good grammar is the most important for writing in English and a good grammar is clearly understanding about the sentences when they read the books because it is fluent sentences. Ven. Nyana²⁵ and Tran Khuone²⁶ said the word to choose two things, Not only grammar but also vocabulary is the most important for writing English skill.

Part 2: The ways for solution

5. Q: What is the way for the solution on difficulties about writing assignment in English?

²² Interview with Ven. Nyarna, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²³ Interview with Ven. Nandiya, (Myanmar) and Ven. Tejavanta, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²⁴ Interview with Ven. Tejaniya, (Myanmar), Ven. Nandasiri, (Myanmar), Ven. Nandavansa, (Myanmar), Ven. Dhamarita, (Myanmar), and Ven. Idavamsa, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²⁵ Interview with Ven. Nyana, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²⁶ Interview with Tran Khuone, (Vietnam) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

Tran Khuone, Ven. Nandiya, and Ven. Nyana,²⁷ said trying to use grammar in communication with friends. If he wants to understand English grammar and try by hard with vocabulary, he must practice step by step together with four skills. Surely, he will resolve his difficulties for writing English assignment and vocabulary usage. Ven. Nyarna²⁸ said to solve the problem, everyone must study grammar because grammar is the set of rules. It describes words and groups of words that can be arranged to form sentences in a particular language. Ven. Tejavanta²⁹ said the ways for solution are learning how to write oneself from book or from teacher. Ven. Tejaniya³⁰ said they need to study about English writing books and then they have to practice day by day. Ven. Idavamsa³¹ said the main for the solution is discussion to the teachers and friends how to write and read. In a lot of books, they must choose suitable subject and assignment. Ven. Nandasiri³² said he thinks the best way for them to practice which is method to be used by them. So they must practice again and again, more and more. Ven. Dhamarita³³ said we have to attend regularly for any subjects as writing what the teachers give really on the subjects. And then go to library and read the books for writing which is finding out them. Ven. Nandavansa³⁴ said academy writing should teach in our class every year.

²⁷ Interview with Tran Khuone, (Vietnam), Ven. Nandiya, (Myanmar) and Ven. Nyana, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²⁸ Interview with Ven. Nyarna, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

²⁹ Interview with Ven. Tejavanta, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³⁰ Interview with Ven. Tejaniya, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³¹ Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³² Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³³ Interview with Ven. Dhamarita, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³⁴ Interview with Ven. Nandavansa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

6. Q: What is the way for the practice to improve and correct your English writing skill?

Tran Khuone³⁵ said every action involved with English and don't forget use grammatically. Ven. Nandiya, Ven. Nyarna, Ven. Tejavanta and Ven. Idavamsa³⁶ said for improving in English writing skill, every students have to practices writing sentences because writing is one of the best way to improve students' ability in English. It has two ways. There are studying grammar reading a lot of books and analyzing the sentences to be used it. Ven. Tejaniya and Ven. Nandasiri³⁷ said the knowledge from the teacher, they get it with support them surely, they need to discussion with their teachers and partners. They also should obey the guideline of the teacher to improve our ability for English writing skill. Ven. Dhamarita³⁸ said he practices that is reading books in library, write the sentences and make the correct words of vocabulary. Ven. Nandavansa and Ven. Nyana³⁹ said every day should write English grammar and grammar is root of an English language. If they want to improve their English skill they must study more and more.

³⁵ Interview with Tran Khuone, (Vietnam) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³⁶ Interview with Ven. Nandiya, (Myanmar), Ven. Nyarna, (Myanmar), Ven. Tejavanta, (Myanmar) and Ven. Idavamsa, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018

³⁷ Interview with Ven. Tejaniya, (Myanmar) and Ven. Nandasiri, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³⁸ Interview with Ven. Dhamarita, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

³⁹ Interview with Ven. Nandavansa, (Myanmar) and Ven. Nyana, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

7. Q: What are the steps and strategies do you follow or use in writing your assignment?

Tran Khuone and Ven. Nandavansa⁴⁰ said strategies are paragraph in technique writing and following grammar rules. Ven. Nandiya⁴¹ said making topic, gathering idea in writing. Ven. Nyarna⁴² said as writing assignment, he thinks that the first step is to learn how to use sentences correctly. Ven. Tejavanta⁴³ said he learns it from others writing style that is practicing in trying to write it. Ven. Tejaniya⁴⁴ said he will be practice writing assignment day by day. Ven. Idavamsa⁴⁵ said he follows or uses his assignment in his own language. After that he is translated into English to be an assignment. Ven. Nandasiri⁴⁶ said the steps of his is two kinds of voice. The first is basic for all English writing skill and taught by their professor at academy, Yangon, Myanmar. Ven. Dhamarita⁴⁷ said he used to make hand writing and typing with computer for doing assignment. Ven. Nyana⁴⁸ said he follows using what the teacher give and depend on the subject. He finds in internet google and library.

⁴⁰ Interview with Tran Khuone, (Vietnam) and Ven. Nandavansa, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴¹ Interview with Ven. Nandiya, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴² Interview with Ven. Nyarna, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴³ Interview with Ven. Tejavanta, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴⁴ Interview with Ven. Tejaniya, (Myanmar) a student of B.A 3rd year English program, faculty of Humanities, MCU on September 19, 2018.

⁴⁵ Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018

⁴⁶ Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴⁷ Interview with Ven. Dhamarita, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁴⁸ Interview with Ven. Nyana, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

8. Q: Has anyone helped you to improve your writing skill in English?

How?

Tran Khuone, and Ven. Tejaniya,⁴⁹ said they have online teacher. Teachers were teaching on YouTube and another social media, their friends also helped about grammar rules. Ven. Nandiya⁵⁰ said nobody, but he learns from books. Ven. Nyarna and Ven. Dhamarita⁵¹ said every teacher, friends and books helped them to be improved in our writing skill. The teacher taught English in writing skill and said do their own, make correctly for writing sentences and vocabularies. Ven. Idavamsa⁵² said many people helped him to improve his writing skill because he is not native. Most of them encouraged him; firstly, they must study grammatical practice. Ven. Nandasiri⁵³ said a good professor who helped him to improve his English writing skill. They must have a good supporter to develop in a life and said by their lord Buddha. Ven. Nandavansa, Ven. Tejavanta and Ven. Nyana⁵⁴ said teachers help them to improve an English writing skill. They followed and noted their subjects what the teachers taught in the class.

⁴⁹ Interview with Tran Khuone, (Vietnam) and Ven. Tejaniya, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵⁰ Interview with Ven. Nandiya, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵¹ Interview with Ven. Nyarna, (Myanmar) and Ven. Dhamarita, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵² Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018

⁵³ Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵⁴ Interview with Ven. Nandavansa, (Myanmar), Ven. Tejavanta, (Myanmar) and Ven. Nyana, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

9. Q: How do you solve the difficulties of your English writing assignment?

Tran Khuone⁵⁵ said try, try, try hard for learning by yourself then observe teachers taught in the classroom. Ven. Nandiya⁵⁶ said if they do not know vocabularies they look for those words in an English dictionaries. Ven. Nyarna and Ven. Tejavanta⁵⁷ said solving the difficulties of English writing assignment are reading books, asking teacher as the way of writing and practicing to write sentences. And then reading books related to write and copy the idea of writing skill and trying them. Ven. Tejaniya and Ven. Idavamsa⁵⁸ said reading a lot of assignments of documents and discussion with teachers, friends, and classmates. In this way, he solved his difficulties of English writing assignments. Ven. Nandasiri⁵⁹ said he writes paragraphs or essays every day and he shows it to teacher for making the text correctly. Ven. Dhamarita, Ven. Nyana and Ven. Nandavansa⁶⁰ said they go to library for reading English grammar books and finding out the books make correctly the words for vocabulary such as relying on the subjects and the topics. It is made the contents of topic for writing assignment clearly. And also study from YouTube, online and books.

⁵⁵ Interview with Tran Khuone, (Vietnam) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵⁶ Interview with Ven. Nandiya, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵⁷ Interview with Ven. Nyarna, (Myanmar) and Ven. Tejavanta, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁵⁸ Interview with Ven. Tejaniya, (Myanmar) and Ven. Idavamsa, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018

⁵⁹ Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁶⁰ Interview with Ven. Dhamarita, (Myanmar), Ven. Nyana, (Myanmar) and Ven. Nandavansa, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

10. Q: What would you like to suggest for English writing assignment?

Ven. Nandiya⁶¹ said if somebody will not write good assignment, they must know more vocabularies and academic writing. Ven. Nyarna and Ven. Tejaniya⁶² said for improving English writing assignment, every student have to learn how to use the words and how to write English sentences, structures and grammatical. They have to study grammar rules, vocabulary and practice day by day. Ven. Tejavanta⁶³ said first learn it from books, articles, other assignments and learn it from teacher carefully. It is the work for you. Ven. Idavamsa⁶⁴ said those who want to write an assignment in English have to be good teachers and the books were written by old students. He or she studies hard how to write to be an assignment. Finally, it will get a good assignment. Ven. Nandasiri⁶⁵ said search the best of teacher, obey the speech of teacher, do their best for getting the opportunity and depend on yourself more and more. Ven. Dhamarita and Ven. Nyana⁶⁶ said he would like to suggest that these four skills are reading, writing, speaking and listening so they have to try to improve all them as our studying an English language therefore, try to improve the four skill as using English. Ven. Nandavansa⁶⁷ said MCU University please teach students how to write assignment every class.

In summary, after interviewing the group one concerning the problems of writing the assignment and solution, the students give many answers. According to problems, many students have grammatical problems, poor vocabulary, and not understanding the academic writing skills. In addition, students don't have reading

⁶¹ Interview with Ven. Nandiya, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁶² Interview with Ven. Nyarna, (Myanmar) and Ven. Tejaniya, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁶³ Interview with Ven. Tejavanta, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁶⁴ Interview with Ven. Idavamsa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018

⁶⁵ Interview with Ven. Nandasiri, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁶⁶ Interview with Ven. Dhamarita, (Myanmar) and Ven. Nyana, (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

⁶⁷ Interview with Ven. Nandavansa, (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 19, 2018.

comprehension. As a result, they can't generate their ideas to writing the assignment. To solve their difficulties in English writing assignment, they asked their friends, teachers and room-mates how to write the assignment. Some students have online teachers, study in the YouTube, reading the books and going to the library to read the book about writing assignment.

Group 2: Interview with 10 third year students from Faculty of Humanities
Part 1: The problems

1. Q: Do you think it is difficult for English writing assignment?

Ven. Eindaka⁶⁸ said he thinks grammar is very difficult for all students. Ven. Sucitta⁶⁹ said No, he thinks that is not difficult for English writing assignment because he deeply understands this method. Ven. Vilarsa, Ven. Withudda, Ven. Candimar and Ven. Kosalla⁷⁰ said yes, they think that the difficulty for English writing assignment. Obhasa⁷¹ said if they have not much vocabulary in writing skill, they have difficulty English for writing assignment. Ven. Panissara⁷² said English writing assignment is 75% difficult for students learning second language. Because, most students worry about grammar doing mistake. Tiloeka⁷³ said everything is difficult for human being before they are doing these. As for me writing assignment is hard to write a good assignment. It is because they don't have essential ideas, key word, some information and so on. Ven. Nandiya⁷⁴ said, of course, if they want to become better an English, they need to practice a lot and more try keeping a diary, blog and post on how non-native English speakers can improve their writing.

⁶⁸ Interview with Ven. Eindaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁶⁹ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷⁰ Interview with Ven. Vilarsa (Myanmar), Ven. Withudda (Myanmar), Ven. Candimar (Myanmar) and Ven. Kosalla (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷¹ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷² Interview with Ven. Panissara (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷³ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷⁴ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

2. Q: What are the difficulties that you meet in writing your assignment?

Ven. Eindaka⁷⁵ said they have no difficulties after writing assignment. Ven. Sucitta⁷⁶ said his assignment is clearly to understand but he is not clearly to understand for topic that is difficulties. Ven. Vilarsa, Ven. Withudda, Ven. Kosalla and Ven. Candimar⁷⁷ said they have a weak of English grammar, vocabulary and so difficulties meet in writing assignment sentence structures, vocabulary and superiority meaning. And also the difficulties are academic skill and grammar skill. Ven. Obhasa⁷⁸ said some subject is not touching with me. At the time I have found so many difficulties. Ven. Panissara⁷⁹ said especially, he meets grammar mistake in writing my assignment. Tiloeka⁸⁰ said mostly 1. Ideas that in fact declares his assignment the best is important role in writing. 2. Some key words which point out this assignment decorate "to be better assignment. Ven. Nandiya⁸¹ said when he is writing an essay, there are usually many skills that need to use in order to be successful with especially when he is composing on essay. So the common problems are difficulty of writing.

⁷⁵ Interview with Ven. Eindaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷⁶ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷⁷ Interview with Ven. Vilarsa (Myanmar), Ven. Withudda (Myanmar), Ven. Kosalla (Myanmar) Ven. Candimar (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷⁸ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁷⁹ Interview Ven. Panissara (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁰ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸¹ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

3. Q: What difficulties do you think as your teacher teaches about writing assignment in English?

Ven. Eindaka⁸² said their teacher is very clever. Ven. Sucitta⁸³ said some teacher no have teaching method so the students are difficulties for writing assignment in English. Ven. Vilarsa, Ven. Withudda and Ven. Kosalla⁸⁴ said they are good teachers but they don't understand too much. The teacher steach about writing assignment in English so it is difficulties. Ven. Candimar⁸⁵ said they have no model book to teach and they cannot manage a lot of students in the classroom. That's why, they should manage correctly to teach about it. Ven. Obhasa⁸⁶ said some teacher are not full of knowledge then I cannot catch of target. So, most of students face some difficulties in English. Ven. Panissara⁸⁷ said some universities have social teachers that their accent is difficult to understand clearly. Tiloeka⁸⁸ said "formula" they can create some books, is not important to readers, but how systematic formula-assignment or small book, they have composed that is the most essential in writing. Ven. Nandiya⁸⁹ said a great teacher can get students reading inspire a passion for languages, make math or science fun and turn history lessons into fun exciting stories. For many teachers are one of their simplest good.

⁸² Interview with Ven. Eindaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸³ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁴ Interview with Ven. Vilarsa (Myanmar), Ven. Withudda (Myanmar) and Ven. Kosalla (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁵ Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁶ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁷ Interview with Ven. Panissara (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁸ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁸⁹ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

4. Q Which one do you think is the most important for writing in English:

- Good grammar
- Good vocabulary
- Ideas and how do you recommend them? Why? (you can choose only one)

Ven. Eindaka, Ven. Vilarsa, Ven. Withudda and Ven. Kosalla⁹⁰ said good grammar can help them how to write correct. That is why, they need good grammar. Ven. Sucitta⁹¹ said he thinks good vocabulary because the vocabulary cannot use without writing in English. Ven. Candimar⁹² said it is my poor of vocabulary. So he studies about it. Ven. Obhasa and Tiloeka⁹³ said idea is most important for writing in English, if they cannot read a lot of books of knowledge. Ideas are the important for all people. Without good idea, their assignment cannot be excellent. So that they can show their "assignment" a good enough to other and consider 1. Grammar 2. Good vocabularies are not important more than ideas. If they don't know vocabulary, they can find. That is why, idea is the best way of writing English. Ven. Panissara⁹⁴ said he thinks; this is depending on teachers. Some tutor check grammar right or wrong correctly. Students must know about the tutors. Ven. Nandiya⁹⁵ said the first lesson of module, they will apply their writing principles and their scaffold to creating an actual. You will see, step by step, how the scaffold guides the writing process to make it easier to create.

⁹⁰ Interview with Ven. Eindaka (Myanmar), Ven. Vilarsa (Myanmar), Ven. Withudda (Myanmar) and Ven. Kosalla (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹¹ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹² Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹³ Interview with Ven. Obhasa (Myanmar) and Tiloeka (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹⁴ Interview with Ven. Panissara (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹⁵ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

Part 2: The ways for solution

5. Q: What is the way for the solution on difficulties about writing assignment in English?

Ven. Eindaka and Ven. Panissara⁹⁶ said they have to study grammar rules. The way for the solution is go to the university's library and study about grammar, vocabularies and others books. It has many refer books. Ven. Sucitta⁹⁷ Ven. Vilarsa⁹⁸ said the way is difficulties about writing assignment in English. Ven. Withudda⁹⁹ said he thinks that they have to study step by step. Ven. Candimar¹⁰⁰ said 1. Should learn a model grammar books, 2. Should learn about vocabulary, 3. Should write a lot, and 4. Show teacher first what is writing. Ven. Obhasa¹⁰¹ said we must have four skills in English. If they make familiar with English, they can be solved every problem. Ven. Kosalla¹⁰² said it is important for us to spend our time wisely in order for the solution of difficulties about writing assignment in English. Tiloeka¹⁰³ said after doing something, he looks at his writing carefully. If not, he has described his essay or writing with senior brother. He is excellent an English language.

⁹⁶ Interview with Ven. Eindaka (Myanmar) and Ven. Panissara (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹⁷ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹⁸ Interview with Ven. Vilarsa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

⁹⁹ Interview with Ven. Withudda (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰⁰ Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰¹ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰² Interview with Ven. Kosalla (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰³ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

6. Q: What is the way for the practice to improve and correct your English writing skill?

Ven. Eindaka and Ven. Panissara¹⁰⁴ said Grammar rule and vocabulary to improve their English must practice with foreign students and discuss about the grammar. It can be improving day by day for them. Ven. Sucitta¹⁰⁵ said he improves for his English writing skill with YouTube and with the test books for practice. Ven. Vilarsa¹⁰⁶ said he learns from his teacher for practice to improve and correct his English writing skill. Ven. Withudda and Ven. Kosalla¹⁰⁷ said they should have a model writing good text books and should practice step by step. It is very important for spending their time in order to improve more the practice. Ven. Candimar¹⁰⁸ said 1. Organize idea, 2. Write first, 3. Reread it and 4. Final write for it. Ven. Obhasa¹⁰⁹ said they are ready to read this word that practice make perfect so they must try hard in their duty. Students are a role of modern in the world. Tiloeka¹¹⁰ said mostly, he listens to music in English, but this is not enough. Sometimes, he spends a point of his time on looking at very good websites in English. He composes excellent writing skill and find out some information about what he writes. Ven. Nandiya¹¹¹ said their own home is an important part of making themselves a success. No matter how good they think they maybe there is always room to improve.

¹⁰⁴ Interview with Ven. Eindaka (Myanmar) and Ven. Panissara (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰⁵ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰⁶ Interview with Ven. Vilarsa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰⁷ Interview with Ven. Withudda (Myanmar) and Ven. Kosalla (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰⁸ Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹⁰⁹ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹⁰ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹¹ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

7. Q: What are the steps and strategies do you follow or use in writing your assignment?

Ven. Eindaka¹¹² said he will study English grammar rule day by day. Ven. Sucitta¹¹³ said he uses the five steps in writing my assignment. They are (1) preface (2) introduction (3) topic body (4) topic explain (5) conclusion. Ven. Vilarsa and Ven. Withudda¹¹⁴ said 1. Collection, 2. Write, 3. Reread, 4. Review and 5. Final write. Ven. Candimar¹¹⁵ said 1. Find out information, 2. Organize idea, 3. Write, 4. Reread and 5. Final write. Ven. Obhasa¹¹⁶ said slowly, studying is the best strategies of writing assignment in their English. So they should know the best of learning in English. Ven. Panissara and Ven. Kosalla¹¹⁷ said they must practice in reading step by step in writing their assignment. Tiloeka¹¹⁸ said yes, of cause! Heloves writing assignments. Composing these, he follows 1. Some information and ideas 2. Similar words in writing 3. Be careful for readers who are poor or higher in education. It is enough.

¹¹² Interview with Ven. Eindaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹³ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹⁴ Interview with Ven. Vilarsa (Myanmar) and Ven. Withudda (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹⁵ Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹⁶ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹⁷ Interview with Ven. Panissara (Myanmar) and Ven. Kosalla (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹¹⁸ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

8. Q: Has anyone helped you to improve your writing skill in English?

How?

Ven. Eindaka and Ven. Sucitta¹¹⁹ said their friends helped them to improve their writing skill in English.. They teach grammar how to write sentences. Ven. Vilarsa, Ven. Withudda, Ven. Kosalla and Ven. Candimar¹²⁰ said teacher help them to write it, check it, correct it for improving English writing skill. Ven. Obhasa¹²¹ said in his life teacher had helped him such as U Mya Kyaing, U Nareinda and U Vijaya. Ven. Panissara¹²² said surely, some students corrected for him from his mistake grammar. Sometimes, he asked them what he wants to know about grammar. Tiloeka¹²³ said no, he only improves himself, listening to music and speak with friends an English language. Ven. Nandiya¹²⁴ said he tries to learn something new and make at least one improvement that makes him better of something every day.

¹¹⁹ Interview with Ven. Eindaka (Myanmar) and Ven. Sucitta (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²⁰ Interview with Ven. Vilarsa (Myanmar), Ven. Withudda (Myanmar), Ven. Kosalla (Myanmar) and Ven. Candimar (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²¹ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²² Interview with Ven. Panissara (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²³ Interview with Tiloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²⁴ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

9. Q: How do you solve the difficulties of your English writing assignment?

Ven. Sucitta¹²⁵ said there are five most important problem areas mentioned by students when they write assignments 1. Referencing, 2. Plagiarism, 3. Blooms taxonomy, 4. English proficiency and 5. Subject knowledge. These are solving my difficulties. Ven. Vilarsa¹²⁶ said he could not solve the difficulties of my English writing assignment so he is not the answer on this question. Ven. Eindaka and Ven. Withudda¹²⁷ said solving with teacher, do a lot exercises and write again and again. So that the teachers check it correctly. Ven. Candimar and Ven. Kosalla¹²⁸ said study exercises books of writing and write a lot of it again and again. Ven. Obhasa¹²⁹ said making mistakes is easier than learning from it so if they have difficulties they must solve your lazy mind. Their mind solves everything that is easy way of writing assignment. Ven. Panissara¹³⁰ said he goes to the library then read the refer books. Tiloeka¹³¹ said he has no idea about this question. However, it is only when they have worked hard they can hope to solve the difficulties of their English writing assignment. Ven. Nandiya¹³² said however, the answer is often displayed in the form of the solve.

¹²⁵ Interview with Ven. Sucitta (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²⁶ Interview with Ven. Vilarsa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²⁷ Interview with Ven. Eindaka (Myanmar) and Ven. Withudda (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²⁸ Interview with Ven. Candimar (Myanmar) and Ven. Panissara (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹²⁹ Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁰ Interview with Ven. Obhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³¹ Interview with Ven. Kosalla (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³² Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

10. Q: What would you like to suggest for English writing assignment?

Ven. Eindaka and Ven. Vilarsa¹³³ said they have to practice and discuss with our teacher and partner but we should study from good teacher. Ven. Sucitta and Ven. Panissara¹³⁴ said he would like to suggest for English writing assignment that is not difficulty but they should understand the grammar and vocabulary deeply. Ven. Withudda¹³⁵ said as a learner step by step they should study about it. Ven. Candimar¹³⁶ said 1. should do exercise books 2. Rewrite again and again. Ven. Obhasa and Ven. Kosalla¹³⁷ said English is easier to learn, difficult to be master so they should be easier to learn it. Ever try never fail. Never try ever fail. Tiloeka¹³⁸ said only focus on that they are doing besides how do they do. Small is beautiful. That is why, small mistake is big problem in writing. Ven. Nandiya¹³⁹ said if you make a suggestion, they put forward in idea or plan for someone to think about.

In brief, having interviewed the group two respondents about problems of writing English assignment and solution for writing assignment, the results appear that students are afraid of making mistake in writing their assignment. The problems that they encountered are not understanding the sentences structures, poor vocabulary, overload students in the class room and no modal book for the teachers for writing assignment. Many students think that good grammar and ideas are important for writing assignment. For the solution, many students rely on themselves by writing the diary, reading the text books, finding the website, discussion with their friends, reading the reference books and rewrite again and again.

Group 3: Interview with 10 third year students from Faculty of Buddhism Part 1: The Problems

¹³³ Interview with Ven. Eindaka (Myanmar) and Ven. Vilarsa (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁴ Interview with Ven. Sucitta (Myanmar) and Ven. Obhasa (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁵ Interview with Ven. Withudda (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁶ Interview with Ven. Candimar (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁷ Interview with Ven. Obhasa (Myanmar), and Ven. Kosalla (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁸ Interview with Ven. Tloeka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

¹³⁹ Interview with Ven. Nandiya (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 20, 2018.

1. Q: Do you think it is difficult for English writing assignment?

Ven. Phussa and Do Thi Think¹⁴⁰ said yes, if they don't understand the method of it. But it is easy for when they really understand. Ven. Parami, Ven. Jotish and Ven. Sukhaminta¹⁴¹ said it is difficult for English writing assignment because these are many rules on grammar ways of writing English. Difficult make an assignment which ask to write down with own idea. Ven. Pinnasiri¹⁴² said he thinks it is not difficult for English writing assignment but they should practice regularly. Mr. Sai Aung Khan¹⁴³ said it depends upon the level of the student. Students are good in English they are excellent in it. Words and sentences are formed in a piece of cake. Nguyen Nyoc Tam and Le Thi Thuy¹⁴⁴ said it's hard for students writing assignment. Tmpel Barua¹⁴⁵ said no! but sometimes it's difficult.

2. Q: What are the difficulties that you meet in writing your assignment?

Ven. Phussa¹⁴⁶ said these are such as vocabularies, supporting idea, detail idea and conclusion. Ven. Parami, Ven. Jotish, Le Thi Thuy and Nguyen Nyoc Tam¹⁴⁷ said the difficulties of meeting an English writing assignment are the use of vocabulary and the methods of grammar rules. Ven. Sukhaminta¹⁴⁸ said the pediments on writing his assignment are poor in vocabulary or having afraid of wrong

¹⁴⁰ Interview with Ven. Phussa (Myanmar) and Do Thi Think (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴¹ Interview with Ven. Parami (Myanmar), Ven. Jotish (India) and Ven. Sukhaminta (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴² Interview with Ven. Pannasiri (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴³ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴⁴ Interview with Nguyen Ngoc Tam (Vietnam) and Le Thi Thuy (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴⁵ Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, faculty of Buddhism, MCU on September 25, 2018.

¹⁴⁶ Interview with Ven. Phussa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴⁷ Interview with Ven. Parami (Myanmar), Ven. Jotish (India), Le Thi Thuy (Vietnam) and Nguyen Ngoc Tam (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁴⁸ Interview with Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

about grammar. Do Thi Think¹⁴⁹ said the difficulties, he meets in writing his assignment which his ability is not much about major English. His grammar is not too good. There is no a wide and colorful vocabulary. Ven. Pinnasiri¹⁵⁰ said for him, nothing is the difficulties that he meets in writing his assignment because he changes his mind. It is challenged to him. Mr. Sai Aung Khan¹⁵¹ said he finds that his English especially vocabulary is not enough. Writing is becoming about ordering vocabularies into a sentence transfer. Tmpel Barua¹⁵² said he thinks to find the quotation is difficulties for everyone.

3. Q: What difficulties do you think as your teacher teaches about writing assignment in English?

Ven. Phussa¹⁵³ said It is the pronunciation and intonation of the teacher. Some methods of the teacher are confusing to be clear such clause sentences to change other ideals. Ven. Parami¹⁵⁴ said he thinks, correct spelling and correct grammar both are difficulties as their teachers' teaching about writing assignment in English. Ven. Jotish and Ven. Sukhaminta¹⁵⁵ said when the teacher teach about writing assignment in English, the problem is listening skill that is not good listening skills. They don't know about the teaching very well as listening and speaking. Do Thi Think¹⁵⁶ said there are some difficulties such as putting some ideas, explaining contents of topic clearly and showing some quotation according to topic. Ven. Pinnasiri¹⁵⁷ said he doesn't think so my teacher teach me easy ways how to write

¹⁴⁹ Interview with Do Thi Think (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵⁰ Interview with Ven. Pannasiri (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵¹ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵² Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵³ Interview with Ven. Phussa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵⁴ Interview with Ven. Parami (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 20, 2018.

¹⁵⁵ Interview with Ven. Jotish (India) and Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵⁶ Interview with Do Thi Think (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵⁷ Interview with Ven. Pannasiri (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

assignment in English. Mr. Sai Aung Khan¹⁵⁸ said He doesn't understand what they mean. However, he'll try his best. He thinks that the difficulties as a teacher is not about hearing sufficient skill in English. Nguyen Nyoc Tam¹⁵⁹ said the most difficulties thing that teachers obliged for writing assignment relent. Tmpel Barua¹⁶⁰ said as a third year student he thinks all teacher tried to teach them very carefully to write the assignment. But some of teacher teach their difference method. That's why they feel confuse. This is the problem. Le Thi Thuy¹⁶¹ said he thinks about the content is difficult.

4. Q Which one do you think is the most important for writing in English:

- Good grammar
- Good vocabulary
- Ideas and how do you present them? Why? (you can choose only one)

Ven. Phussa, Ngyun Nyoc Tam and Ven. Parami¹⁶² said good grammar is the most important for writing in English. Being good grammar makes reader easy understanding and it can make mesmerizing to be interested. Ven. Jotish¹⁶³ said because he is poor in English he can think what to present for assignment. But he cannot present them into English. It is the most important for writing in English. Ven. Sukhaminta¹⁶⁴ said good vocabulary, the person has many meaning that can be a

¹⁵⁸ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁵⁹ Interview with Nguyen Ngoc Tam (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶⁰ Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶¹ Interview with Le Thi Thuy (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶² Interview with Ven. Phussa (Myanmar), Nguyen Ngoc Tam (Vietnam) and Ven. Parami (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 20, 2018.

¹⁶³ Interview with Ven. Jotish (India) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶⁴ Interview with Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

hand writer. Do Thi Thinhand Ven. Pinnasiri¹⁶⁵ said the most important for writing in English is both good grammar and good vocabulary. If they are good grammar they got vocabulary and ideas how to their present them. If they don't know grammar rule their knowing is nothing. Mr. Sai Aung Khan¹⁶⁶ said as he mentioned before, vocabulary is the most important in writing. Though they are not good grammar they have lot of ideas. They can't do it for writing vocabularies in their heart. Tmpel Barua and Le Thi Thuy¹⁶⁷ said the most important for writing English is good grammar. Because if they don't know the grammar how will they use the vocabularies and ideas?

Part 2: The ways for solution

5. Q: What is the way for the solution on difficulties about writing assignment in English?

Ven. Phussa¹⁶⁸ said to solve difficulties, they need to learn more and more with the curiosities, with asking to teacher and writing more. Ven. Parami and Le Thi Thuy¹⁶⁹ said the way for the solution is try to learn about grammar, study more vocabulary for understanding about the sentence structure. The solution is to be expert English four skills. Ven. Jotish¹⁷⁰ said that is depending on them and they have to know what they need. If they are poor in vocabulary they must study the vocabulary. Indeed, if they are poor in grammar rules they must study about grammar. Ven. Sukhaminta¹⁷¹ said study carefully and apply the way for the solution on difficulties about writing assignment in English. Do Thi Thinh¹⁷² said the way for

¹⁶⁵ Interview with Do Thi Thinh (Vietnam) and Ven. Pannasiri (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶⁶ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶⁷ Interview with Tmpel Barua (Vietnam) and Le Thi Thuy (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶⁸ Interview with Ven. Phussa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁶⁹ Interview with Ven. Parami (Myanmar) and Le Thi Thuy (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁰ Interview with Ven. Jotish (India) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷¹ Interview with Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷² Interview with Do Thi Thinh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

the solution on difficulties about writing assignment in English is to learn good English four skill. Besides, they should read many documents in English about many fields. Ven. Pinnasiri, Nguyen Nyoc Tam, Tmpel Barua, and Mr. Sai Aung Khan¹⁷³ said If they want to write easily assignment in English. They must practice every day. For solving on difficulties they have to read more books and you have to concentrate on the method which taught by the teacher and also study vocabularies. Teacher have to teach students how to do assignment step by step.

6. Q: What is the way for the practice to improve and correct your English writing skill?

Ven. Phussa¹⁷⁴ said they must practice to improve by writing skill again and again. After writing they need to show the teacher that is correct or incorrect. Ven. Parami and Ven. Sukhaminta¹⁷⁵ said the way for the practice is reading books more to improve their English writing skill correctly. Reading a lot of improving should do summary. Therefore, the practice is to improve writing skill correctly. Ven. Jotish¹⁷⁶ said to improve and correct his English writing skills. Firstly, he will study the use of English grammar. And also, he will write more English because the more they practice, the more they can get. Do Thi Thinh¹⁷⁷ said the way for the practice is to improve with correcting his English writing skill that must learn four English skill carefully. Ven. Pinnasiri and Nguyen Nyoc Tam¹⁷⁸ said for the practice is to improve and to correct their writing skill. they need to follow the grammar rules, their practicing will be improving and correcting writing skill. Mr. Sai Aung Khan¹⁷⁹ said let your friends and teachers correct your mistake. Then he thinks practice is the best

¹⁷³ Interview with Ven. Pannasiri (Myanmar), Nguyen Ngoc Tam (Vietnam), Tmpel Barua (Vietnam) and Mr. Sai Aung Khan (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁴ Interview with Ven. Phussa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁵ Interview with Ven. Parami (Myanmar) and Ven. Sukhaminta (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁶ Interview with Ven. Jotish (India) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁷ Interview with Do Thi Thinh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁸ Interview with Ven. Pannasiri (Myanmar) and Nguyen Ngoc Tam (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁷⁹ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

way "practice makes perfect". Tmpel Barua¹⁸⁰ said nobody are correct. They have to write by themselves and submit to the Ajahn makes correctly. If their Ajahn will suggest themhow to improve and also they have to take for helping from their senior. Le Thi Thuy¹⁸¹ said everyday practice write short sentence.

7. Q: What are the steps and strategies do you follow or use in writing your assignment?

Ven. Phussa¹⁸² said the first for choose the topic name. and then write sentences and conclusion sentences. Ven. Parami¹⁸³ said the steps and strategies are introduction, body, conclusion that he follows in writing his assignment. Ven. Jotish¹⁸⁴ said the steps and strategies he follows or use on writing my assignment are using of vocabularies and transfer the sentences. They have to know how to transfer clause to phrases. these are my strategies. Ven. Sukhaminta¹⁸⁵ said from his assignment, he starts to use by simple, present tenses, past tenses, futures tenses and continues tenses. Do Thi Think¹⁸⁶ said the steps and strategies are to consist of understanding topic clearly, writing some arrangement of ideas, referring to some documents and writing assignment completely. Ven. Pinnasiri¹⁸⁷ said for improving his assignment, he follows the grammar rules, he practices every as much as he can. He doesn'tcare vocabulary when he practices for writing assignment. Mr. Sai Aung Khan¹⁸⁸ said brainstorm the idea about the topic is lay for transfer, choose suitable

¹⁸⁰ Interviewwith Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸¹ Interviewwith Le Thi Thuy (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸² Interviewwith Ven. Phussa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸³ Interviewwith Ven. Parami (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 20, 2018.

¹⁸⁴ Interviewwith Ven. Jotish (India) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸⁵ Interviewwith Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸⁶ Interviewwith Do Thi Think (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸⁷ Interviewwith Ven. Pannasiri (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁸⁸ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

vocabulary, let others check it, rewrite, and recorrect again and again. Nguyen Nyoc Tam¹⁸⁹ said Tam said there are four steps introduction, quotation, explaining and conclusion. Tmpel Barua¹⁹⁰ said actually he tries to follow the instruction of teacher for writing assignment with through my ideas. Le Thi Thuy¹⁹¹ said step 1. Study new vocabulary step 2. Following the grammar and sentence structure.

8. Q: Has anyone helped you to improve your writing skill in English?

How?

Ven. Phussa¹⁹² said yes, one of best friend always help him how to use it in English and he guides the books which should be learned to improve writing skill. Ven. Parami and Ven. Pinnasiri¹⁹³ said no, anyone has not helped them to improve our writing skill in English. Ven. Jotish¹⁹⁴ said someone has helped him to improve his writing skill. How, he said that you need to study the ways of transformation sentence. He helped how to transfer English sentences. Ven. Sukhaminta¹⁹⁵ said writing skill in English; Firstly, basically must teach for him noun, pronoun, etc. Do Thi Thinh¹⁹⁶ said yes, his teacher English has helped him to improve his writing skill in English. She taught and advised him to learn four English skills. Besides she asked him to study English the via internet, book and foreigner so on. Mr. Sai Aung Khan¹⁹⁷ said teacher, friends, online learning have helped him a lot of improving his writing

¹⁸⁹ Interview with Nguyen Ngoc Tam (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹⁰ Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹¹ Interview with Le Thi Thuy (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹² Interview with Ven. Phussa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹³ Interview with Ven. Parami (Myanmar) and Ven. Pannasiri (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹⁴ Interview with Ven. Jotish (India) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹⁵ Interview with Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹⁶ Interview with Do Thi Thinh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹⁷ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

skill. He hopes these could help them too. Nguyen Nyoc Tam¹⁹⁸ said he thinks they should teach writing skill 2 day a week. Tmpel Barua¹⁹⁹ said nobody learn from his own idea. If they want to learn new something obviously they need from someone. His brother had helped him how to write and then he suggests about it. he researched by the book about a subject or topic. it is easy for me. Le Thi Thuy²⁰⁰ said yes, his teacher helps him to improve his writing skill in English. Everyday his teacher gives him one question, teach him what they write, what they have and how many parts they write.

9. Q: How do you solve the difficulties of your English writing assignment?

Ven. Phussa and Ven. Sukhaminta²⁰¹ said especially, firstly reading by heart to the words, they have to write down to the books. And also they have to solve the difficulties writing in English by reading detail books clearly. Ven. Parami²⁰² said he solved by practice again and again in difficulties of English writing assignment. Ven. Jotish²⁰³ said to solve his difficulties of English writing assignment. He memorized how other's writing skill. He reads the books by writing skills which book is memorized. Do Thi Thinh²⁰⁴ said he solves the difficulties of his English writing assignment by some way such as first, understanding the topic clearly second, reading some books or some articles on the internet. Finally giving main ideas after that writing. Ven. Pinnasiri²⁰⁵ said he doesn't need to solve the problem because he

¹⁹⁸ Interview with Nguyen Ngoc Tam (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

¹⁹⁹ Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰⁰ Interview with Le Thi Thuy (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰¹ Interview with Ven. Phussa (Myanmar) and Ven. Sukhaminta (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰² Interview with Ven. Parami (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 20, 2018.

²⁰³ Interview with Ven. Jotish (India) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰⁴ Interview with Do Thi Thinh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰⁵ Interview with Ven. Pannasiri (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

never thinks like that. Mr. Sai Aung Khan²⁰⁶ said he approached teachers, friends, who are better than him. And then attending the class is also a good way of writing either. Nguyen Nyoc Tam and Le Thi Thuy²⁰⁷ said try to write assignment every day and practice step by step for writing.. Tmpel Barua²⁰⁸ said he will say at first they have to know the method so they will be understood the topic for reading books about the topic and try to write about them.

10. Q: What would you like to suggest for English writing assignment?

Ven. Phussa and Ven. Pinnasiri²⁰⁹ said If they want to improve their writing skill, they should read a lot of books and learn so many books how to write specialist methods. It can be understanding detail and discussion each other until more perfect. Ven. Parami and Ven. Jotish²¹⁰ said to read writing English books, to write more, to try skillful a person for English writing assignment. Ven. Sukhaminta²¹¹ said he would like to suggest to take the lesson from the teacher who a good teaching with quality. Do Thi Thinh²¹² said he would like to suggest for English writing assignment that they must understand their topic clearly before they write. On the other hand, they should read some books or search the internet to read and to refer those assignments about the topic. Mr. Sai Aung Khan²¹³ said A. good in vocabularies, B. form/brainstorm to get more idea, and C. choose the suitable way for each case so that they don't have to do again. Nguyen Nyoc Tam²¹⁴ said teachers should make

²⁰⁶ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰⁷ Interview with Nguyen Ngoc Tam (Vietnam) and Le Thi Thuy (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰⁸ Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁰⁹ Interview with Ven. Phussa (Myanmar) and Ven. Pannasiri (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹⁰ Interview with Ven. Parami (Myanmar) and Ven. Jotish (India) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹¹ Interview with Ven. Sukhaminta (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹² Interview with Do Thi Thinh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹³ Interview with Mr. Sai Aung Khan (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹⁴ Interview with Nguyen Ngoc Tam (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

easy to difficult day by day. His English writing will be improving. Tmpel Barua²¹⁵ said he will suggest to others. Don't copy to others, write his own idea what he knows. Following the teachers' method try to write and read the books to improve our grammar.

In short, the group 3 students answer many questions concerning about problems of writing English assignment and solutions for improvement of writing. Most of the students explain about difficulties and importance of grammar and vocabulary in writing the assignment. They are also afraid of grammatical mistake when writing their assignment. Their answers in relation to the solution, students need to study more. They approached their friend, teachers and watching online learning for developing their writing skills.

Group 4: Interview with 10 third year students from Faculty of Buddhism

Part 1: The problems

1. Q: Do you think it is difficult for English writing assignment?

Bui Thi Mai Truc Linland Vo Mong Ben²¹⁶ said normal for English writing assignment. Ven. Man A Shin Pala Dhamma²¹⁷ said assignment should not take much all the time of the learners it is really required. At home, they have spent too much time already in school learning. they should have spent with friends. So it needs to be easy. Nandavamsa²¹⁸ said he thinks so but not only English if they lack experiences it can face these problems in the same case. Nanuttara, Tejo Bhasa, Wang Jingting and Ven. Narada²¹⁹ said yes, of cause, because English is second language in the world. But if we know noun, adjective, advert, phrase and clause they can write assignment so English is not difficult. Phra Thavisaell Sayasaell and Pandavamsa²²⁰ said it is no difficult too much just have some academic word. If they

²¹⁵ Interview with Tmpel Barua (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹⁶ Interview with Bui Thi Mai Truc Linl (Vietnam) and Vo Mong Ben (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹⁷ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹⁸ Interview with Nandavamsa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²¹⁹ Interview with Nanuttara (Myanmar), Tejo Bhasa (Myanmar), Wang Jingting (China) and Ven. Narada (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²⁰ Interview with Phra Thavisaell sayasaell (Laos) and Pandavamsa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

don't understand it is difficult. If they understand the technique it is easy to write assignment.

2. Q: What are the difficulties that you meet in writing your assignment?

Bui Thi Mai Truc Linl and Wang Jingting²²¹ said find the recourses or Quotations of Pali Sutta of a little difficult when they write assignment and good information for footnote from the Sutta. Vo Mong Ben²²² said that is difficult to how to express our idea by exact words of the native people. Ven. Man A Shin Pala Dhamma²²³ said the most difficult writing assignment for him it was twenty pages' essay on his holidays and found them useless. He acts usually managed to convince many people who can read the right. Nandavamsa, Nanuttara, Ven. Narada and Tejo Bhasa²²⁴ said they can meet many things such preface. Assignment is difficulties when we write by understanding. Phra Thavisael Sayasaell²²⁵ said he has some mistake in grammar so he always develop his knowledge in writing skill. Pandavamsa²²⁶ said when he writes assignment the problem is spelling.

3. Q: What difficulties do you think as your teacher teaches about writing assignment in English?

Bui Thi Mai Truc Linl and Pandavamsa²²⁷ said difficulties are thinking to write. As his language is not difficulties he can explain clearly. But translate into English some word cannot translate clearly. Vo Mong Ben²²⁸ said there is short time

²²¹ Interview with Bui Thi Mai Truc Linl (Vietnam) and Wang Jingting (China) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²² Interview with Vo Mong Ben (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²³ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²⁴ Interview with Nandavamsa (Myanmar), Nanuttara (Myanmar), Ven. Narada (Myanmar) and Tejo Bhasa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²⁵ Interview with Phra Thavisael sayasaell (Laos) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²⁶ Interview with Pandavamsa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²⁷ Interview with Bui Thi Mai Truc Linl (Vietnam) and Pandavamsa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²²⁸ Interview with Vo Mong Ben (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

to practice writing assignment. Instead we learn more theories. Ven. Man A Shin Pala Dhamma²²⁹ said writing deepens onthinking so increasingly students' engagement are with course material. Nandavamsa²³⁰ said to get information to complete the rules according to teachers' concepts. Nanuttara and Ven. Narada²³¹ said their teacher is to teach them they are not native English. Tejo Bhasa²³² said sure quite, some teachers they don't know the students level. they have to know the good method. Phra Thavisael Sayasaell²³³ said he thinks it no difficult too much if they understand after class he always reviews his lesson and record it what teacher had taught to the lessons. The first one, you write or think your language how you think their mother language and then they can write about writing assignment in English. Wang Jingting²³⁴ said Ajham teach so clearly he needs to improve his skill how to research Pali Sutta on internet.

4. Q Which one do you think is the most important for writing in

English:

Good grammar

Good vocabulary

Ideas and how do you present them? Why? (you can choose only one)

Bui Thi Mai Truc Linl, Phra Thavisael Sayasaell and Nandavamsa²³⁵ said both good grammar and good vocabulary are really important. they can use simple vocabulary in assignment. They should care grammar. Idea is the main in writing. Vo

²²⁹ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³⁰ Interview with Nandavamsa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³¹ Interview with Nanuttara (Myanmar) and Ven. Narada (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³² Interview with Tejo Bhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³³ Interview with Phra Thavisael sayasaell (Laos) a student of B.A 3rd year English program, faculty of Buddhism, MCU on September 25, 2018.

²³⁴ Interview with Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³⁵ Interview with Bui Thi Mai Truc Linl (Vietnam), Phra Thavisael sayasaell (Laos) and Nandavamsa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

Mong Ben²³⁶ said In writing assignment the idea is very important but sometimes, they don't know how to present. It means they cannot show their opinion. Ven. Man A Shin Pala Dhamma, Nanuttara and Ven. Narada²³⁷ said a good grammar because if they don't know grammar, they cannot write sentences. Grammar is very important in English how to make sentence one by one. Good grammar is also essential for understanding English as learning second language as well as for a new language. While the correct of grammar is a valuable tool for success in many areas of life. They must use to exact a gap in the social. Tejo Bhasa²³⁸ said for the subject, they have to know the method. He believes that an assignment main point is ideas with reference. Pandavamsa²³⁹ said the most important thing is spelling. Wang Jingting²⁴⁰ said because he doesn't know Pali vocabulary, so for him difficult is to find the recourses.

Part 2: The ways for solution

5. Q: What is the way for the solution on difficulties about writing assignment in English?

Vo Mong Ben and Pandavamsa²⁴¹ said the ways of solution are trying hard, more practice and show their teacher clearly. Ven. Man A Shin Pala Dhamma²⁴² said difficult is major assignment until end of an academic the way of learning. This allow students opportunities to the problem for solving to the work. Nandavamsa²⁴³ said when they get topic they can find out information. If one's definition is hard to

²³⁶ Interview with Vo Mong Ben (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³⁷ Interview with Ven. Man A Shin Pala Dhamma (Myanmar), Nanuttara (Myanmar) and Ven. Narada (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³⁸ Interview with Tejo Bhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²³⁹ Interview with Pandavamsa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴⁰ Interview with Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴¹ Interview with Vo Mong Ben (Vietnam) and Pandavamsa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴² Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴³ Interview with Nandavamsa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

understand they can find other's definition to understand easily. Tejo Bhasa²⁴⁴ said firstly, they have to understand method or subject method. Phra Thavisael Sayasaell²⁴⁵ said he always finds new knowledge and concentrate in what he doesn't know. Ven. Narada and Nanuttara²⁴⁶ said the ways for solution writing in English 3 ways, there are 1 grammar 2. In grammar phrase, clause, vocabulary 3. Read sentence story etc. Wang Jingting²⁴⁷ said to improve his Pali vocabulary.

6. Q: What is the way for the practice to improve and correct your English writing skill?

Bui Thi Mai Truc Linl, Vo Mong Ben and Pandavamsa²⁴⁸ said exchange more with people, practice English every day, practice more exercise, and the important is the brush up again and again. Ven. Man A Shin Pala Dhamma²⁴⁹ said must improve the quality of your writing, always use it the opportunities, remember to use punctuation, and punctuation is a great way to make their writing fluent. Nandavamsa, Tejo Bhasa and Phra Thavisael Sayasaell²⁵⁰ said he thinks; firstly they should read book if they have free time. When they read the article, they should take comment and note. If they always read more and more they could find new usage academic word to improve writing skill. Nanuttara and Ven. Narada²⁵¹ said the way for improving and correcting English writing skill is learning English phonetic. So they can speak each other in English all the day. And they can write to make

²⁴⁴ Interview with Tejo Bhasa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴⁵ Interview with Phra Thavisael sayasaell (Laos) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴⁶ Interview with Ven. Narada (Myanmar) and Nanuttara (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴⁷ Interview with Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴⁸ Interview with Bui Thi Mai Truc Linl (Vietnam), Vo Mong Ben (Vietnam) and Pandavamsa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁴⁹ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁰ Interview with Nandavamsa (Myanmar), Tejo Bhasa (Myanmar) and Phra Thavisael sayasaell (Laos) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵¹ Interview with Nanuttara (Myanmar) and Ven. Narada (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

sentence from usage grammar. Wang Jingting²⁵² said to follow the format which Ajah gave them.

7. Q: What are the steps and strategies do you follow or use in writing your assignment?

Bui Thi Mai Truc Linl and Vo Mong Ben²⁵³ said they have read many books. Some book has idea in using the data from vocabulary of writing. Ven. Man A Shin Pala Dhamma²⁵⁴ said one of the most obvious is example of writing strategies. Nandavamsa and Pandavamsa²⁵⁵ said simple present tense, past and future. Using simple tens is easy to understand. Nanuttara and Ven. Narada²⁵⁶ said every time when they write assignment they always must follow to usage grammar. Phra Thavisael Sayasaell²⁵⁷ said he follows the format what teacher had taught and then study on the internet how to write English in around the world. Wang Jingting²⁵⁸ said introduction, concept of analysis, conclusion.

8. Q: Has anyone helped you to improve your writing skill in English?

How?

Bui Thi Mai Truc Linl²⁵⁹ said Exchange experience with each other. Vo Mong Ben²⁶⁰ said my teacher help him to improve his writing skill, the first teaches the base grammar, he gets some exercise from her and she correct his exercise

²⁵² Interview with Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵³ Interview with Bui Thi Mai Truc Linl (Vietnam) and Vo Mong Ben (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁴ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁵ Interview with Nandavamsa (Myanmar) and Pandavamsa (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁶ Interview with Nanuttara (Myanmar) and Ven. Narada (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁷ Interview with Phra Thavisael sayasaell (Laos) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁸ Interview with Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁵⁹ Interview with Bui Thi Mai Truc Linl (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁰ Interview with Vo Mong Ben (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

writing skill. Ven. Man A Shin Pala Dhamma²⁶¹ said brush up on the basic of principles writing grammar and spelling. Writing is like their job it must practice regularly and more reading so they must develop reading for what effective of writing. Nandavamsa, Tejo Bhasa and Nanuttara²⁶² said of Couse their teachers and friends; they suggested us to practice English writing skill. Phra Thavisaelle Sayasaell²⁶³ said when he has some practiced for writing assignment he always sent to his foreign friend for checking it and correcting it. Ven. Narada²⁶⁴ said he has studied in class with his friend. His teacher was taught English how to speak and write every day in their class. Pandavamsa and Wang Jingting²⁶⁵ said yes, teacher made them to improve by practice. Sometimes discuss with classmates.

9. Q: How do you solve the difficulties of your English writing assignment?

Vo Mong Ben²⁶⁶ said the way express the idea to arrange them. Ven. Man A Shin Pala Dhamma²⁶⁷ said stage on the situation in their own words, it must start writing out of the situation in their own words. Tejo Bhasa and Phra Thavisaelle Sayasaell²⁶⁸ said firstly, solve the problem read more and more because of the more they read the more they get by reading books and in internet. Pandavamsa²⁶⁹ said he

²⁶¹ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶² Interview with Nandavamsa (Myanmar), Tejo Bhasa (Myanmar) and Nanuttara (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶³ Interview with Phra Thavisaelle sayasaell (Laos) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁴ Interview with Ven. Narada (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁵ Interview with Pandavamsa (Myanmar) and Wang Jingting (China) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁶ Interview with Vo Mong Ben (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁷ Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁸ Interview with Tejo Bhasa (Myanmar) and Phra Thavisaelle sayasaell (Laos) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁶⁹ Interview with Pandavamsa (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

compares with dictionary. Nandavamsa and Wang Jingting²⁷⁰ said askedteacher, classmates and friends who are level higher than them.

10. Q: What would you like to suggest for English writing assignment?

Vo Mong Ben²⁷¹ said he can how the teacher guide to himfor writing with correcting them. Ven. Man A Shin Pala Dhamma²⁷² said sometimes students are giving assignment very complicated topics that great research demand knowledge. In such cases, they can seek helping from someone who is expected particular in field. Nandavamsa,Tejo Bhasa and Phra Thavisaeall Sayasaell²⁷³ said first, they should read a lot of books and listen to cause of online it also can improve new knowledge with writing systemically. They have to read more and more such as listening, discussion, and suggestion about writing assignment. They also have to practice a writing every time in what they are interesting. If they have friends especially foreign they could give for correcting the right of writing skill. Wang Jingting²⁷⁴ said to improve Pali English vocabulary skill.

To sum up the group 4 respondents' answers, some students answer that writing is the most difficult thing in learning the language. They also say that without understanding the grammatical rules, vocabulary, phrase and clause, students can face difficulty in their writing. They themselves also have such problem in the class room. So, they believe that good grammar, vocabulary and ideas are important for them for writing the assignment. That is why, many respondents try to solve the problems by studying the grammar, reading the books for building the dictionary and practicing writing whenever they have free time at the temples or at home.

Group 5: Interview with 10 third year students from Faculty of Humanities and Faculty of Buddhism

Part 1: The problems

²⁷⁰ Interview with Nandavamsa (Myanmar) and Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁷¹ Interview with Vo Mong Ben (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁷² Interview with Ven. Man A Shin Pala Dhamma (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁷³ Interview with Nandavamsa (Myanmar), Tejo Bhasa (Myanmar), Phra Thavisaeall sayasaell (Laos) and Pandavamsa (Myanmar)student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

²⁷⁴ Interview with Wang Jingting (China) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 25, 2018.

1. Q: Do you think it is difficult for English writing assignment?

Ven. Sobhita, Ven. Nya Na and Mr. Saw Win Maung²⁷⁵ said yes, it is difficult for as a second language learner in four skills. Writing skill is the most difficult so they have to focus on grammar and also other idea. Eindarsarra, Ven. Indaka and Ven. Pannananda²⁷⁶ said yes, they think it is difficult for English writing assignment as a student who is not familiar an English language and also English writing assignment is not mother language. Ven. Kim Oanh²⁷⁷ said yes, he thinks but not so much. English assignment writing is a task different from many kind of topic in a writing. Some are easy and some are difficult. Those are depending the topic related to grammar or words. Nguyen Thi My Dung²⁷⁸ said yes, he thinksthat weakness of vocabulary or lack of grammar knowledge is difficult. Ven. Kavinda²⁷⁹ said no, he doesn't think. English writing assignment is not difficult for him because a student does assignment regularly. So that he never finds difficulty for writing assignment. Ven. Pannyarsara²⁸⁰ said yes, a little difficult of the grammatical for writing assignment. For writing difficulties, a student does not do regular assignment.

2. Q: What are the difficulties that you meet in writing your assignment?

Ven. Sobhita, Ven. Nya Na, Eindarsarra, and Mr. Saw Win Maung²⁸¹ said so many difficulties are sentence structure, superiority meaning and events what is clear felicitously. And also most difficulties meet writing an assignment are grammar,

²⁷⁵ Interview with Ven. Sobhita (Myanmar), Ven. Nya Na (Myanmar) and Mr. Saw Win Maung (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁷⁶ Interview with Endarsarra (Myanmar), Ven. Indaka (Myanmar) and Ven. Pannananda (Myanmar) students of Faculty of Humanities, B.A 3rd year English program, MCU on September 26, 2018.

²⁷⁷ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁷⁸ Interview with Nguyen Thi My Dung (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁷⁹ Interview with Ven. Kavinda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁸⁰ Interview with Ven. Pannyarsarra (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁸¹ Interview with Ven. Sobhita (Myanmar), Ven. Nya Na (Myanmar), Eindarsarra (Myanmar) and Mr. Saw Win Maung (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

vocabularies and information concerned with the assignment. Ven. Indaka²⁸² said usage, vocabularies, grammar, process and ideas. Ven. Pannananda²⁸³ said he meets in writing difficulties of words when the wrong word used in misspelling. Ven. Kim Oanh and Nguyen Thi My Dung²⁸⁴ said the difficulties are ungrammatical, wrong vocabulary and wrong conjunction. Nguyen Thi My Dung²⁸⁵ said English language is second language so difficulties are cause and phrase. Ven. Kavinda and Ven. Pannarsara²⁸⁶ said don't meet any difficulties for writing assignment.

3. Q: What difficulties do you think as your teacher teaches about writing assignment in English?

Ven. Sobhita and Eindarsarra²⁸⁷ said the difficulties when the teacher teaches for them. Teacher cannot lecture well and didn't prepare thoroughly about writing assignment. Ven. Nya Na²⁸⁸ said he thinks they teach aware of the rules, usage and grammar. Some teachers give advice to write assignment academically. Mr. Saw Win Maung²⁸⁹ said actually in their class, sometimes teacher doesn't know how to explain the method of well to students for understanding so he thinks they met the problem in writing English assignment. Ven. Indaka and Ven. Pannananda²⁹⁰ said giving assignment is only difficulty. When they go too fast it is so difficult. Ven. Kim Oanh²⁹¹ said for him, he thinks the difficult is teacher misunderstanding to their

²⁸² Interview with Ven. Indaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁸³ Interview with Ven. Pannananda (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁸⁴ Interview with Ven. Kim Oanh (Vietnam) and Nguyen Thi My Dung (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁸⁵ Interview with Nguyen Thi My Dung (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁸⁶ Interview with Ven. Kavinda (Myanmar) and Ven. Pannarsarra (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁸⁷ Interview with Ven. Sobhita (Myanmar) and Eindarsarra (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁸⁸ Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁸⁹ Interview with Mr. Saw Win Maung (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁹⁰ Interview with Ven. Indaka (Myanmar) and Ven. Pannananda (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁹¹ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, faculty of Buddhism, MCU on September 26, 2018.

students situation level. Some teacher just know teaching he or she to student but students are not clear on their teaching. Nguyen Thi My Dung²⁹² said teacher should observe their follower what they need in writing assignment in English. Ven. Kavinda and Ven. Pannysara²⁹³ said the finding out the difficulties is about pronunciation when the Thai teacher give lectures. It is difficult for doing an assignment.

4. Q Which one do you think is the most important for writing in English:

- Good grammar
- Good vocabulary
- Ideas and how do you present them? Why? (you can choose only one)

Ven. Sobhita, Eindarsarra, and Ven. Indaka²⁹⁴ said good grammar. Ven. Nya Na²⁹⁵ said it is very clearly. If he has good ideas about as writing assignment, he knows how to use it. There is nothing difficulties to write a good assignment. Mr. Saw Win Maung and Ven. Pannananda²⁹⁶ said all of them are important for English learner. they'll choose grammar because grammar is the most difficult for learning English. So they need to know grammatical meaning. Ven. Kim Oanh²⁹⁷ said a good vocabulary can make him to speak or to write in English language. They are good in grammar but not good in vocabulary it is not complete. Without good vocabulary could not write good in a grammar. Ven. Kavinda²⁹⁸ said it is not perfect with one choice because academic literature everyone need to write skillful in good grammar, good

²⁹² Interview with Nguyen Thi My Dung (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁹³ Interview with Ven. Kavinda (Myanmar) and Ven. Pannysarra (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁹⁴ Interview with Ven. Sobhita (Myanmar), Eindarsarra (Myanmar) and Ven. Indaka (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁹⁵ Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁹⁶ Interview with Mr. Saw Win Maung (Myanmar) and Ven. Pannananda (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

²⁹⁷ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

²⁹⁸ Interview with Ven. Kavinda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

vocabulary and good ideas. Ven. Pannyarsara²⁹⁹ said the grammar is the most important for writing in English language. The most importance, you must have knowledge in grammatical for English language.

Part 2: The ways for solution

5. Q: What is the way for the solution on difficulties about writing assignment in English?

Ven. Sobhita and Eindarsarra³⁰⁰ said learn about the sentence structures, use clearly vocabulary, give simple excellent message, these are the way of solution. Ven. Nya Na³⁰¹ said the ways of solution on difficulties are preparing things for writing an assignment such as grammar, usage, information. Mr. Saw Win Maung³⁰² said the difficulty; he thinks they should have enough grammatical structures, vocabulary building and other skill like ideas. Ven. Indaka³⁰³ said the only one way for solution difficulties about writing in English is to write everything at day and night. Ven. Pannananda and Nguyen Thi My Dung³⁰⁴ said difficulties; the way for the solution is learners need to put more practice in their studying such as writing and reading. It will resolve the difficulties for writing. Ven. Kim Oanh³⁰⁵ said no need to afraid about writing assignment in English. Do not think a lot of a grammar wrong and right. The way for the solution is just writing as much as he can. Ven. Pannyarsara and Ven. Kavinda³⁰⁶ said practice again and again for writing, they made good of successful. Your effort makes perfect in successful.

²⁹⁹ Interview with Ven. Pannyarsarra (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³⁰⁰ Interview with Ven. Sobhita (Myanmar) and Eindarsarra (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³⁰¹ Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³⁰² Interview with Mr. Saw Win Maung (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³⁰³ Interview with Ven. Indaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³⁰⁴ Interview with Ven. Pannananda (Myanmar) and Nguyen Thi My Dung (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³⁰⁵ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³⁰⁶ Interview with Ven. Pannyarsarra (Myanmar) and Ven. Kavinda (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

6. Q: What is the way for the practice to improve and correct your English writing skill?

Ven. Sobhita and Eindarsarra³⁰⁷ said writing more with reading more are the way for practice to improve and correct our English writing skill. Ven. Nya Na³⁰⁸ said he thinks the improving English is writing an essay or an assignment at least five days a week so they need to read essay and books for writing skill. Mr. Saw Win Maung and Ven. Indaka³⁰⁹ said to improve and correct our English writing skill, they should read book as much as they can. After that they can see how was the English writing structure so they can improve their English writing skill. Ven. Pannananda³¹⁰ said practice in English speaking with environments are studied more closely the way for writing skill. Ven. Kim Oanh³¹¹ said the first one is careful in a grammar. Second is reading other letters and check it right and wrong. Third is writing by oneself and check it right and wrong with who can correct the right answer. Nguyen Thi My Dung and Ven. Pannarsara³¹² said students need to practice more in order to achieve their goal. It is depending on individual so student must practice more to gain a better result for resolving English writing problem. Therefore, practice of writing English daily is clear grammar and reading skill will be also clear the meaning what is the way of important. Ven. Kavinda³¹³ said at the first, try to understand grammar, second read academic books again and again, third consider how the scholars write their good paragraph.

7. Q: What are the steps and strategies do you follow or use in writing your assignment?

³⁰⁷ Interview with Ven. Sobhita (Myanmar) and Eindarsarra (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³⁰⁸ Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³⁰⁹ Interview with Mr. Saw Win Maung (Myanmar) and Ven. Indaka (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³¹⁰ Interview with Ven. Pannananda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³¹¹ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³¹² Interview with Nguyen Thi My Dung (Vietnam) and Ven. Pannarsarra (Myanmar) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³¹³ Interview with Ven. Kavinda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

Ven. Sobhita and Eindarsarra³¹⁴ said to give clear message, to use the simplest words; these are the ways of strategies. Ven. Nya Na³¹⁵ said he usually collects information regarding to his assignment with properly vocabularies and grammar usage. Mr. Saw Win Maung³¹⁶ said to be honest, he is weak in writing. That's why he just focuses on express his idea in writing. Ven. Pannananda³¹⁷ said more closely teachers entrusted for learners. English classes must be always the simple of easy to write for better assignment. Ven. Kim Oanh³¹⁸ said the steps are planning, thinking, asking, finding and writing. Nguyen Thi My Dung³¹⁹ said learn more vocabulary, try to memorize the words and use each new words more often. So that learners have not forgot them in short time. Ven. Indaka, Ven. Kavinda and Ven. Pannysarra³²⁰ said the strategies are trying to comprehend grammar, reading academic books for good ideas with good understanding writing assignment.

8. Q: Has anyone helped you to improve your writing skill in English?

How?

Ven. Sobhita, Mr. Saw Win Maung, Eindarsarra and Ven. Pannysarra³²¹ said Teachers, the only one had improved their writing skill. They teach us how to write an assignment. A good teacher, he knew how to write a good article in English when they were studied course. Teacher helps them that he was aspect in grammar and

³¹⁴ Interview with Ven. Sobhita (Myanmar) and Eindarsarra (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³¹⁵ Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³¹⁶ Interview with Mr. Saw Win Maung (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³¹⁷ Interview with Ven. Pannananda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³¹⁸ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³¹⁹ Interview with Nguyen Thi My Dung (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³²⁰ Interview with Ven. Indaka (Myanmar), Faculty of Humanity, Ven. Kavinda (Myanmar) and Ven. Pannysarra (Myanmar) Faculty of Buddhism, student of B.A 3rd year English program, MCU on September 26, 2018.

³²¹ Interview with Ven. Sobhita (Myanmar), Mr. Saw Win Maung (Myanmar), Eindarsarra (Myanmar), Faculty of Humanities and Ven. Pannysarra (Myanmar), Faculty of Buddhism student of B.A 3rd year English program, MCU on September 26, 2018.

support well. Learning with writing are improving English writing skill. Ven. Nya Na³²² said yes, of course, it is his teachers, friends, social medias, YouTube and google. Another specially thing is a good book writing essay. These helped him a lot. Ven. Indaka³²³ said teachers have helped him to improve him writing skill by giving homework and by reading stories. Ven. Pannananda³²⁴ said if the study will be a series of training it can learn anyone. Ven. Kim Oanh³²⁵ said yes, he has, he checked for me about his writing English grammar. Nguyen Thi My Dung³²⁶ said no, but computer helped them for the correct of grammar. Ven. Kavinda³²⁷ said nobody helped him for improving English writing skill but he had got a lot of ideas from his teachers.

9. Q: How do you solve the difficulties of your English writing assignment?

Ven. Sobhita, Eindarsarra and Ven. Pannyarsara³²⁸ said they solved more reading, more writing, ever reading and ever writing for writing assignment. Ven. Nya Na³²⁹ said as he mentioned before. Sometimes, he finds the information for books to the internet. If he needed it, he asked his senior students and classmates. Mr. Saw Win Maung and Ven. Indaka³³⁰ said seriously, about writing English focus on what they want to say. Every assignment must try to write so especially, if they do that there is

³²² Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³²³ Interview with Ven. Indaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³²⁴ Interview with Ven. Pannananda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³²⁵ Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³²⁶ Interview with Nguyen Thi My Dung (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³²⁷ Interview with Ven. Kavinda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³²⁸ Interview with Ven. Sobhita (Myanmar), Eindarsarra (Myanmar), Faculty of Humanities and Ven. Pannyarsarra (Myanmar), Faculty of Buddhism student of B.A 3rd year English program, MCU on September 26, 2018.

³²⁹ Interview with Ven. Nya Na (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³³⁰ Interview with Mr. Saw Win Maung and Ven. Indaka (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

no way for solution of difficulties. Ven. Pannananda³³¹ said he has known and asked the one who understand the problems better. Ven. Kim Oanh³³² said he solved his difficult with who can help him in a good grammar, with reading the books, with fill the block on sentences and with writing by myself. Nguyen Thi My Dung and Ven. Kavinda³³³ said the problems of English writing referred to students so students should try to learn more themselves. Difficulties is with good effort.

10. Q: What would you like to suggest for English writing assignment?

Ven. Sobhita, Eindarsarra and Ven. Nya Na³³⁴ said give clear message, write confidently their assignment; therefore all his friends have to write more, read more and practice more. Before they write an assignment they must correct the information and vocabularies. Don't be afraid to be wrong or take the lesson from your mistake. Mr. Saw Win Maung³³⁵ said his suggestion, if someone wants to be a good writer, first the person must be a good teacher. After that the other objective will be fine. Ven. Indaka³³⁶ said read the stories or write diary every day. It is the right way for writing skills. Ven. Pannananda, Ven. Kim Oanh and Nguyen Thi My Dung³³⁷ said let's take learning English from the books for helping by writing well. For English writing must know a lot vocabulary to use conjunction rightly. They must be reading a book with writing everything what they want to be. Practice more English writing and reading more books; students should be surly able to write English

³³¹ Interview with Ven. Pannananda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³³² Interview with Ven. Kim Oanh (Vietnam) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³³³ Interview with Nguyen Thi My Dung (Vietnam) and Ven. Kavinda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³³⁴ Interview with Ven. Sobhita (Myanmar), Eindarsarra (Myanmar) and Ven. Nya Na (Myanmar) student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³³⁵ Interview with Mr. Saw Win Maung (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³³⁶ Interview with Ven. Indaka (Myanmar) a student of B.A 3rd year English program, Faculty of Humanities, MCU on September 26, 2018.

³³⁷ Interview with Ven. Pannananda (Myanmar), Ven. Kim Oanh (Vietnam) and Nguyen Thi My Dung (Vietnam) student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

language well. Ven. Kavinda³³⁸ said first, remove your laziness. Second, try to comprehend grammar. Third, read more books for good idea.

In summary, after interviewing the group 5 students from the faculty of Buddhism, many respondents respond answer that they have problems such as grammar, vocabulary, generating ideas and academic writing techniques. They also think that good vocabulary and good grammar are essential for developing the writing. Another difficulty they have concerning the writing is less of information. So, some students read many books related the writing skills and their subject so that they can get more information. Furthermore, their teachers, friends and senior students also help and guide them how to write the assignment.

4.3 Finding Results of Methods of Improving English Writing

Eight key informants are selected for finding the ways of solution of difficulties of English writing for assignment, five key informants are from Faculty of Humanities who are lecturers and three key informants are from Faculty of Buddhism who are lecturers, Mahachulalongkornrajavidyalaya University.

Part 1: The problems

1. Do your students find difficulties when they are writing their assignment?

Phra Wichian Parichano, Dr.³³⁹ said yes, they are, writing assignment is very difficult to them because his students have many variety basics it very differences. They have to try to do writing and take care by their teacher. How to find out information, how to write orderly and correct with form of writing method. What is the main point and make a sense of the topic in interesting as well? They must practice more and more again and again. Phramaha Suriya Vamedhi, Asst.Prof.Dr.³⁴⁰ said but not so many difficulties. The major problem in writing assignment is for nothing, for example, how to reference, how to quote from the

³³⁸ Interview with Ven. Kavinda (Myanmar) a student of B.A 3rd year English program, Faculty of Buddhism, MCU on September 26, 2018.

³³⁹ Interview with **Phra Wichian Parichano, Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (24th September 2018).

³⁴⁰ Interview with **Phramaha Suriya Vamedhi, Asst.Prof.Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

source. Assoc. Prof. Kovit Phankaew,³⁴¹ Ven. Asst. Prof. Dr. W. Piyaratana,³⁴² Assoc. Prof. Dr. Sudarat Bantaokul³⁴³ and Assoc. Prof. Dr. Preecha Kanetnenog³⁴⁴ said yes, for his students they cannot write correctly about sentences even more spelling English words. They also cannot write correctly. This is the problem for students when they write it in the class. Because they are not trying they don't practice. When they have the class they did not practice where they live too. If they practice, he thinks like a spelling when they don't know this word it corrects incorrect about spelling. If they practice by themselves, they can look at dictionary on mobile phone and dictionary. It means but they don't practice by themselves. This is the big problem for spelling words. And then English grammar also when they write English grammar they cannot use correctly, for example, like the poor subject they use. Moreover, they don't know English grammar and words. This is big problem about his student in class writing assignment. They have difficulties of putting words together to form sentences. Phra Thitawang Anuttaro³⁴⁵ said of cause, when they are writing their assignment. If they don't have a lot of idea in English writing, they can get the problem of writing. especially, many problems in English writing is grammatical knowledge. In my opinion, when we study the basic education, we need to focus on grammar more and more. Asst. Prof. Dr. Naddhira Sridee³⁴⁶ said give student very easy nothing difficult. The difficulties are 1. Topic for make idea to fine the knowledge 2. The material for topics 3. Syntactic and analysis because his found that when they write the topic they just write an answer without analysis or syntactic, they just copy and

³⁴¹ Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

³⁴² Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁴³ Interview with **Assoc. Prof. Dr. Sudarat Bantaokul**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (4 October 2018).

³⁴⁴ Interview with **Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁴⁵ Interview with **Phra Thitawang Anuttaro**, (Thai) an Instructor of English linguistic subject and Department of Foreign Languages, Faculty of Humanities, MCU (28th September 2018).

³⁴⁶ Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

paste it they never create ideas analyze. But they have never make critical thinking and analyze the idea.

2. What do you think about the difficulties of your students in doing homework after writing assignment?

Phra Wichian Parichano, Dr., Assoc. Prof. Dr. Preecha Kanetnenog and Phramaha Suriya Vamedhi, Asst.Prof.Dr.³⁴⁷ said the difficulties of their students, they don't practice to write assignment and they did not understand the technique to write assignment. Writing has to practice every day and has to do it again and again. Practice makes a perfect. Most of the difficulties in doing homework after writing assignment are the data collection from the source of the work. And also students have difficulties of using English in both words and sentences. Assoc. Prof. Kovit Phankaew³⁴⁸ said when he gives his students this also problem, they did not do by themselves for their assignment. They make copy from other student who get modern them. For him, he may not give assignment for homework but he gives assignment for the class to do better. So everyone can make their idea in the class. They may not copy from each other. This is for his class he must give assignment in the class. He may not give to do at dormitory because they copy from each other. Ven. Asst. Prof. Dr. W. Piyaratana³⁴⁹ said time management, it sees that students are having less skill in time management. It is Also in clarifying the resources in doing homework-writing assignment. Asst. Prof. Dr. Naddhira Sridee³⁵⁰ said in his point of view, it's not difficult because after class of each subject, students have to sacrifice their time 2 or 4 or 6 or 8 hours depend on credits a week to review and realize on their subject to do homework, assignment or realize their subject or find the material to study next week according to course outline. He says that if they have homework or assignment, if they sacrifice their time like this, it is not difficulty. Difficulty is mean

³⁴⁷Interview with **Phra Wichian Parichano, Dr., (Thai)Assoc. Prof. Dr. Preecha Kanetnon, (Thai) and Phramaha Suriya Vamedhi, Asst.Prof.Dr., (Thai)** an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

³⁴⁸Interview with **Assoc. Prof. Kovit Phankaew, (Thai)** an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities. MCU (27th September 2018).

³⁴⁹Interview with **Ven. Asst. Prof. Dr. W. Piyaratana, (Srilanka)** an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁵⁰Interview with **Asst. Prof. Dr. Naddhira Sridee, (Thai)** an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

the student never sacrifices their time. Just only look at YouTube, internet, line, face book, it is big problem because they never pay attention and focus on their studying but you focus on other subject.

3. What are the main mistakes for your students in writing English assignment?

Phra Wichian Parichano, Dr. Phramaha Suriya Vamedhi, Asst.Prof.Dr. and Assoc. Prof. Dr. Preecha Kanetnenog³⁵¹ said the main mistakes for their students in writing English assignment are; they don't know how to write the correct with the form of writing. They have not adequate information. They have not writing skills and they do not practice continuing. The mistakes are using words, words order the grammatical structures and the quoting problems. Assoc. Prof. Kovit Phankaew³⁵² said when they do assignment in class the same like a question No 1. About their spelling English words, he thinks it corrects spelling or not and they use they don't know English grammar, sentences, present sentence, and future sentence. They confuse when they write assignment in class. If someone does assignment and homework may be the same copy from other one. The main mistake he checks every period every class in his class when someone does mistake he tell them and he checks correcting the answer in the class. He tells them it is correct it is not correct. So they can improve quickly in the class. The main mistake they don't know English grammar well. This is the problem. Ven. Asst. Prof. Dr. W. Piyaratana³⁵³ said have no enough related information in accordance with the topic. Less skill in living up the information of systematic writing skill in English. Asst. Prof. Dr. Naddhira Sridee³⁵⁴ said many student writing like mosquito fighting and sometime cannot read it what they are writing. Writing the main mistake are tenses in English grammar in hand writing. Most student try to compare with Buddhism but no need to compare with Buddhism.

³⁵¹Interview with **Phra Wichian Parichano, Dr., (Thai) Phramaha Suriya Vamedhi, Asst.Prof.Dr., and Assoc. Prof. Dr. Preecha Kanetnon,** (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁵²Interview with **Assoc. Prof. Kovit Phankaew,** (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities. MCU (27th September 2018).

³⁵³Interview with **Ven. Asst. Prof. Dr. W. Piyaratana,** (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁵⁴Interview with **Asst. Prof. Dr. Naddhira Sridee,** (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

4. How do you think about the difficulties in writing in English as an assignment?

Phra Wichian Parichano, Dr.³⁵⁵ said the writing assignment in English, first of all they must know the grammar very well. Second, they must know what the main point of message to support it. Third, they have to know how to write assignment with make a sense, it enters easy to read from the reader as well. Phramaha Suriya Vamedhi, Asst.Prof.Dr.³⁵⁶ said the difficulties of English writing assignment are for nothing because of the students lack knowledge of the system with the structure of references. Assoc. Prof. Kovit Phankaew³⁵⁷ said for the four skills; listening, speaking, reading, and writing, there are for all students they can speak, they can listen, they can read, but they cannot write directly in the four skills. This is the big problem for student. It is not only for Thai students, Myanmar students, even other for foreign students or English students too. They cannot write correctly about English grammar but they understand when someone speaks. They also can be listening but they cannot write correctly. This is the common mistake for student including native speaker. Writing for student is not only students but also the lectures must practice, reading the newspaper, writing by themselves every day. This is what they can do correctly about English grammar or English spelling other while they cannot write correctly. For one class; may be two or three students can do correctly about assignment because they are intelligent students. May be after class they can teach students too. A lot of Myanmar students come to study with them so they can write correctly about English. The difficult for writing, he thinks if they practice every day they can order the problem. Assoc. Prof. Dr. Preecha Kanetnenog³⁵⁸ said try to read academic books newspapers or information in English.

³⁵⁵Interview with **Phra Wichian Parichano, Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (24th September 2018).

³⁵⁶Interview with **Phramaha Suriya Vamedhi, Asst.Prof.Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

³⁵⁷Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

³⁵⁸Interview with **Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

Try to write a lot. Ven. Asst. Prof. Dr. W. Piyaratana³⁵⁹ said students should have skill in using English language properly. Collecting related to information in writing a proper assignment student have less skills.

5. Which one do you think is the most important for writing in

English:

- Good grammar
- Good vocabulary
- Ideas and how do you present them? Why? (you can choose only

one)

Phra Wichian Parichano, Dr., Assoc. Prof. Dr. Preecha Kanetnenog and Assoc. Prof. Kovit Phankaew³⁶⁰ said good grammar is very important for students because knowing grammar can write very well. If they want to be good writer, they understand grammar. They can write about many sentences correctly. The students read with more English books they can understand about the four skills that is like English vocabulary. Their pronunciations are not the same spelling but they read and he or she reads it. May be they don't know how to pronounce but they can use dictionary about pronunciation. This is they can solve the problem about their English vocabulary or grammar. If they read more English books they can understand many sentences about English grammar. when they read this is the present simple tense and this is present continuous tense etc. They understand themselves when they read more books from newspaper especially English books. Phramaha Suriya Vamedhi, Asst. Prof. Dr.,³⁶¹ Assoc. Prof. Dr. Sudarat Bantaokul and Ven. Asst. Prof. Dr. W. Piyaratana³⁶² said ideas are worth spreading through the whole world. Only ideas matters; People listen to the ideas not grammar or not good words. Asst. Prof. Dr.

³⁵⁹ Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁶⁰ Interview with **Phra Wichian Parichano, Dr.**, (Thai) **Assoc. Prof. Dr. Preecha Kanetnenog**, (Thai) and **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities. MCU (27th September 2018).

³⁶¹ Interview with **Phramaha Suriya Vamedhi, Asst. Prof. Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

³⁶² Interview with Assoc. Prof. Dr. Sudarat Bantaokul, (thai) and **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

Naddhira Sridee³⁶³ said in his point of view all very important such as grammar, vocabulary, idea these are not only one. If they know only vocabulary but without grammar how they communicate how they write English language. Grammar is the part of speech. Therefore, they are all important.

Part 2: The ways for solution

6. Which methods should students follow for the resolution on difficulties about writing assignments in the classroom?

Phra Wichian Parichano, Dr.³⁶⁴ said the ways for solution are first, they must learn a method of writing assignment to correct with the form. Second, they have to know the main point of the passage to support the topic for information clearly. Third, they have to practice again and again for writing skill. Phramaha Suriya Vamedhi, Asst.Prof.Dr.³⁶⁵ said students should be taught the method of writing assignment before they are asked to do it. Students should discuss the teaching with teachers. Assoc. Prof. Kovit Phankaew³⁶⁶ said he gives the points every period if someone doesn't do they did not get the point. This is everyone must be telling their friends to attend the class every day. Otherwise they cannot get the point 40 marks from him that's why the solution they should follow. If they not follow they cannot get excellent 40 marks. They got 40 marks they can do outside but 60 marks they get A or they get 100 marks. The solution, they must do assignment in class. They must come and learn in class every period. This is the solution he should give them reading or speaking up every one. If students didn't come to read, speak, and present the word in the class they cannot get excellent marks. That's why for his class, they must come every class times. As for him, it is not like other lecturers but most lectures don't do in class they give assignment to do at home. May be they only do assignment at home they can get the marks but they don't know the student understanding or not about English doing at home. For him, he knows everyone

³⁶³ Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

³⁶⁴ Interview with **Phra Wichian Parichano, Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (24th September 2018).

³⁶⁵ Interview with **Phramaha Suriya Vamedhi, Asst.Prof.Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

³⁶⁶ Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

about their pronunciation or their writing. This his resolution, student have to do in the class. Phra Thitawong Anuttaro and Assoc. Prof. Dr. Preecha Kanetnenog³⁶⁷ said let them write English a lot. To solve the problem of difficulties about writing assignments in the classroom, they must learn grammar in detail step by step. For example, two kinds of voices, two types of questions, two kinds of speeches, clause or phrase, which are most important in English writing focus on them. So they must all study grammar, sentences structure, essays and paragraph. Ven. Asst. Prof. Dr. W. Piyaratana³⁶⁸ said the method has recognized by scholars' international stander. Asst. Prof. Dr. Naddhira Sridee³⁶⁹ said 4 skills, all students have to improve namely: 1. Writing, if you need to expert in writing you have to practice writing a lot. 2. Speaking, if they need to speak they have to speak everyday 3. Reading, if they need to read but never open any book how can read it 4. Listening, if they need to understand what the foreigners speak but they're never listening in English language how to understand it. As four skills student have to improve every day.

7. What is the way of students' solution for English writing assignment when you are teaching English class?

Phra Wichian Parichano, Dr. and Assoc. Prof. Dr. Preecha Kanetnenog³⁷⁰ said don't be lazy to write English. Students must try to write their assignment before they submit to the teacher and then their teacher have to check it and suggest them to edit for them how to write assignment. Phramaha Suriya Vamedhi, Asst. Prof. Dr.³⁷¹ said many students just write down what they read from the book but they do not know enough how to quote them in assignment. Assoc.

³⁶⁷ Interview with **Phra Thitawong Anuttaro**, (Thai) and **Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁶⁸ Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁶⁹ Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

³⁷⁰ Interview with **Phra Wichian Parichano, Dr.**, (Thai) and **Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁷¹ Interview with **Phramaha Suriya Vamedhi, Asst. Prof. Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

Prof. Kovit Phankaew³⁷² said they must do assignment in the class. They must submit assignment for the end of the class it should not tomorrow. For his class, he should give them to do only his period time today. They must submit to him today the end of the class. He gives them practice in the class, write in the class by their idea, by his idea, by her idea. They write their idea to submit to him the end of the class. This is the ways of solution for students writing assignment. Ven. Asst. Prof. Dr. W. Piyaratana³⁷³ said give some introduction as how to write a proper assignment-line up the system. Asst. Prof. Dr. Naddhira Sridee³⁷⁴ said practice a lot, if it not practices that is nothing.

8. What material should students read to succeed for writing skill?

Phra Wichian Parichano, Dr. and Phramaha Suriya Vamedhi, Asst.Prof.Dr.³⁷⁵ said first of all students must be a good reader when they read a good writing. They have to consider that material how the writer write and it make a souse come to entering. They have to read the material which they are interesting. Second, they have to learn the form of writing as well. Assoc. Prof. Kovit Phankaew³⁷⁶ said he takes English newspaper for the head of English newspaper everyday particularly breaking news in their country in Thailand and also around the world the breaking news. He took from the resolution and newspaper he also read for his students and write for them. He took from English newspaper on TV let them read and practice writing skill in the class. They are interesting because the breaking news he teaches for them to look the breaking news on TV and newspaper every day. If they understand news they must understand and know about the world news for them. Let them read, spell, newspaper and on TV. May be one day they should go to library to read the head line what about the news today. This is what he gives

³⁷²Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

³⁷³Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁷⁴Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

³⁷⁵Interview with **Phra Wichian Parichano, Dr.**, (Thai) and **Phramaha Suriya Vamedhi, Asst.Prof.Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

³⁷⁶Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

his student to have more writing skill. Ven. Asst. Prof. Dr. W. Piyaratana³⁷⁷ and Assoc. Prof. Dr. Preecha Kanetnenog³⁷⁸ said to write a lot of English usage, to read a lot of books for writing in English, The manual of writing a research paper/article, some texts concerning the research methodology. Asst. Prof. Dr. Naddhira Sridee³⁷⁹ said focus to all material regarding the topics when you study. If they don't focus how do their success. They should focus the material regarding.

9. As a teacher, how can you help your students to improve their writing skill?

Phra Wichian Parichano, Dr. and Assoc. Prof. Dr. Preecha Kanetnenog³⁸⁰ said suggest them and teach them about how to write, what the method to write, help them by encourage them to practice writing skill, and to get the idea how to write in English usage. Phramaha Suriya Vamedhi, Asst.Prof.Dr.³⁸¹ said he personally teaches them the test writing structure from the famous writer worldwide. He shows them and read them and asked them to follow these style. Assoc. Prof. Kovit Phankaew³⁸² said he gives them writing every day in the class. They must practice every day in his class. He is checking for someone who cannot write correctly in the class. So he is checking everyone. The difficult for him if they are a lot of students it is difficult to do. It should be one room only 30 students enough that he can check everyone but if they are a lot of students it is difficult for teaching. If they are only 30 students that I can check their assignment and their words in the class. It is not modern 30 students that is difficult to do but I have more idea to do other way. If

³⁷⁷ Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁷⁸ Interview with **Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English languages, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁷⁹ Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

³⁸⁰ Interview with **Phra Wichian Parichano, Dr.**, (Thai) and **Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English languages, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁸¹ Interview with **Phramaha Suriya Vamedhi, Asst.Prof.Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th September 2018).

³⁸² Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

they are hundred students It is difficult to improve students. If they are 30 students it is all right, he can share to improve their writing in the class. Ven. Asst. Prof. Dr. W. Piyaratana³⁸³ said providing a proper guidance in writing an assignment. Paying much attention on the student those who are weak in the class. Asst. Prof. Dr. Naddhira Sridee³⁸⁴ said advice to study in Language Institute, improve English grammar, improve 4 skills of English and sacrifice time to find the material.

10. What would you like to suggest your students for English writing assignment?

Phra Wichian Parichano, Dr.³⁸⁵ said he suggests them about the benefits of writing skill. After that he suggests them to write everything they want to. Phramaha Suriya Vamedhi, Asst.Prof.Dr. and Assoc. Prof. Dr. Preecha Kanetnenog³⁸⁶ said read more, write more and practice more! try to write a lot of every words. After reading and writing the idea whatever they have to try a lot of doing usage four skills. By reading, by writing and by practicing, students will improve their writing skill in assignment. Assoc. Prof. Kovit Phankaew³⁸⁷ said they must attend class every period. They must be coming when their teachers' teaching. They must come before the teacher come. They must not talk in the class. They must pay attention when teacher teach. They must ask the problem, if they don't know in the class. They must ask the question when they don't understand. May be other student understand when he answers the question. If teacher doesn't come, they must go to library to read other books may be the book which related to the subject. Because of not enough for listening from the teacher they should understand from other books and other resources. In the class may be not enough when they finished in MCU if they will be the teacher, if they understand well they

³⁸³ Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018).

³⁸⁴ Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018).

³⁸⁵ Interview with **Phra Wichian Parichano, Dr.**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (24th September 2018).

³⁸⁶ Interview with **Phramaha Suriya Vamedhi, Asst.Prof.Dr.**, (Thai)**Assoc. Prof. Dr. Preecha Kanetnon**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (20th November 2018).

³⁸⁷³⁸⁷ Interview with **Assoc. Prof. Kovit Phankaew**, (Thai) an Instructor of English linguistic subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU (27th September 2018).

can teach their student in the future well. May be they won't need learn again when they are teacher in the future that's why they must learn during they are B.A student. Try to do more, try to understand more during they are B.A student here. May be after they completed here they may not try to give knowledge that is not enough. Phra Thitawong Anuttaro³⁸⁸ said his suggestion, if their teacher have more time he need to practice with the students in class room. After teaching or learning in classroom, teacher gives topic to for writing skill, students need to write essays, report and sentences more and more. Teacher also needs to check the writing essays of students surely and correctly. Ven. Asst. Prof. Dr. W. Piyaratana³⁸⁹ said follow up a systematic English program in improving skill in English. Provide guideline a book with containing as how to write an assignment. Asst. Prof. Dr. Naddhira Sridee³⁹⁰ said read a lot of essays, if they need to write they have to read a lot of essay supported by material and make idea or realize the idea they got from reading and try to analyze and write essay by using your knowledge. Collect writing the idea from professors and create new idea material things. Assoc. Prof. Dr. Sudarat Bantaokul³⁹¹ said because he is not English teacher's grammar. So the best way that student should learn more in the English in Language Institute to improve their ability in writing. He thinks, this problem they have to do step by step. For example, the first year student they should ask them to study in the vocabulary, grammar and reading Buddhist text more because he will know they will know about the Buddhist term which they are using to explain an explanation in each course subjects. So if they do not understand the Buddhist term it is also difficult to follow the contents in the class. Nest if they know well in the reading, at first he should have a reading skill particularly in Buddhist text and also in the other text important for the writing ability. When they can use the Buddhist English media to communicate in the class. So then the student will create the interesting in studying and may be they will have some idea some critical thinking in each course subject. This is the creating the idea if they have the idea. If they have known how to use English grammar it is the way to

³⁸⁸ Interview with **Phra Thitawong Anuttaro**, (Thai) an Instructor of English linguistic subject and Department of Foreign Languages, Faculty of Humanities, MCU (28th September 2018)

³⁸⁹ Interview with **Ven. Asst. Prof. Dr. W. Piyaratana**, (Srilanka) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (2 October 2018)

³⁹⁰ Interview with **Asst. Prof. Dr. Naddhira Sridee**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (5 October 2018)

³⁹¹ Interview with **Assoc. Prof. Dr. Sudarat Bantaokul**, (Thai) an Instructor of English and Department of Buddhism, Faculty of Buddhism, MCU (4 October 2018)

improve the writing ability. Reading first, studying well in the grammar and also Buddhist term.

In summary, the finding results from the key informants they mention that students have poor writing problems. Some students don't know even the sentences when they write assignment. The key informants said many students seem to weak grammar, vocabulary and reading skills. As regard to the solution for improvement of English writing skill, key informants suggest the methods of writing assignment that can be helpful for the respondents' English writing skills. These findings are very helpful for the students in writing assignment. After collecting the interview results from the key informants who gave the methods of writing assignment and analyzing its content, the results appear that respondents first need to study grammatical rule so that they can write the sentence correctly in writing their assignment. Second, students need to build their vocabulary in order to be helpful when writing the assignment. Third, students need to read the English books, articles, newspapers, Magazine, scholars' articles and thesis and so forth. Furthermore, reading the books the related subjects or topic assigned by their teacher is also important to overcome the difficult of writing assignment. Because reading and writing go together. It cannot separate each other. Furthermore, practice is also essential to develop their writing skill. The students should continuous practice their writing when they have free time at the temple or home. Going to the library is also important as a student to find some methods of writing assignment. The above mentioned suggested by the key informants are very useful for students to progress the writing assignment. The solution will be helpful for students in writing their assignment if the students applied these ideas.

Chapter V

Conclusion, Discussion and Suggestion

This chapter presents the conclusion of research, discussion and suggestion for further study. The aim of this study is to study the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. Therefore, this chapter is presented the following three main points as the following:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Suggestion for further study

5.1 Conclusion

5.1.1 The purposes of this research are 1) to study the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University and 2) to find out the way of solution of the difficulties of English writing for assignment of English program students of Mahachulalongkornrajavidyalaya University. The method applying for this research is qualitative. The population of the research is ninety-seven university students who are attending from English program (faculty of humanities and faculty of Buddhism) for this research. Sample of the study for this research is fifty university students. After an analysis of the data collection, the finding reveals that there are thirty-eight students from Myanmar in this research. Eight students are from Vietnam. The rest of four students are from Lao, India, Bangladesh and China. The total number of the students are fifty in this research. Regardless of the gender, forty-five students are male respondents and the rest of five are female respondents. Total number of the respondents are fifty.

5.1.2 As regard to the results of the difficulties of English writing for assignment, many students give different answers but the most difficulties for them are grammatical problems. Many students state about the rules of grammar. In results, their teacher also said many students cannot write proper in their assignment. They don't understand sentence structures, clauses and phrases when they are writing the assignment. In addition, they also don't have enough information

related to the topic. It is also a problem for them. Some students said that they know the grammar but they cannot write the assignment assigned by their teachers. It means they also have a lack of reading problems. Some students also answer that many lecturers give many assignments but they don't give any instruction how to write. But only a few students said that writing assignment is not difficult for them and easy or difficult assignment depending on the topic. Some students state that they are afraid of grammatical mistake so it hesitates them to write. Although some students know grammar but they don't know how to write a paragraph such as introduction, main idea, supporting idea, conclusion and so on. The finding results from the key informants they said that students have poor writing problems. Some students even don't know the sentences when they write assignment. The key informants said many students seem to weak grammar, vocabulary and reading skills.

5.1.3 In the section of solution for improvement of English writing skills, key informants suggest the methods of writing an assignment that can be helpful for the respondents' English writing skills. These findings are very helpful for the students in writing the assignment. After collecting the interview results from the key informants who gave the methods of writing an assignment and analyzing its contents, the results appear that respondents first need to study a grammatical rule so that they can write the sentence correctly in their assignment. Second, students need to build their vocabulary in order to be helpful when writing the assignment. Third, student need to read the English books, articles, newspapers, Magazine, scholars' articles and thesis and so forth. Furthermore, reading the books the related subjects or topic assigned by their teacher is also important to overcome the difficulty of writing assignment. Because reading and writing must go together. They cannot separate each other. Furthermore, practice is also essential to develop their writing skill. The students should continuously practice their writing when they have free time at the temple or home. Going to the library is also important as a student to find some methods of writing assignment. The above mentioned suggestions by the key informants are very useful for students to progress the writing assignment. The solution will be helpful for students in writing their assignment if the students applied these ideas.

5.2 Discussion

This section is related to the discussion of the finding results and present how these findings are consistent with other previous studies, the review of the

literature in the chapter two, advantage and disadvantages of this research. The method applying for this research is qualitative. The content analysis is used to analyzed the data in this research. As the researcher mentioned in the chapter four, the first difficulty for assignment writing is grammatical mistake. Key informant also said about this difficulty during the interview. This finding result are similar with theory that mentioned in the literature review. According to theory, spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

Furthermore, Ericson (1999:11) mentions “writing words in correct spelling” when discussing the term writing difficulties. As mervik, Ogden & Rygvold (1999) describe writing difficulties as a difficulty for the student within writing. The student has often difficulties dealing with “the areas of productivity, complexity and grammar”As regard to the grammar mistake Muhammad Shahid Farooq stated opinion of second language learners about Writing Difficulties in English Language; English language enjoys a prominent role in Pakistan as an effective communication medium at local and international circles. It is used as a medium of instruction not only in schools but also in colleges and Universities. The aim of this study was to explore writing difficulties in the English language faced by second language learners. Results of the study indicated that students were facing a lot of difficulties in writing English language due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure. The girls face more writing difficulties than the male students in English language. The method based on identification, investigation, and solutions to language related real-life problems should be used for teaching of English from primary school level to higher levels of education.

In addition, according to Shanghness, the major difficulties of students are related to hand writing and punctuation, syntax, common errors (i.e. problems in the inflection of regular verbs and nouns, subject verb agreement and the use of articles), spelling, vocabulary and beyond the sentence (i.e. problems in presenting and elaborating of a central idea).

And also Spelling is also difficulty for respondents. A key informant said that some students have spelling problem when he gave the assignment. This result is connected with theory in the chapter two. According to the theory it is state that spelling is also a contention in consideration of that student with writing difficulties tend to write in the same way as the word is pronounced. Students who have problem with spelling often avoid words that are difficult for them. When writing they choose another word that might not be appropriate for the context, which later

affects the students writing, since the student does not develop in the writing process. Second difficulty in writing the assignment for the student is about the idea. Many students have difficulty when they were asked to write assignment. Some students know grammar but they don't know how to generate the ideas. This difficulty is similar with theory in the literature review. According to theory it is stated that students with writing difficulties do not only have problem dealing with spelling and forming letters, but also with "generating ideas" for writing, which often leads up to negative thoughts of actual writing. Eventually, the negativity of writing affects the student's learning and this can affect their future studies, such as higher education.

Lack of information is also a problem to write the assignment for the respondents. Just knowing the grammar and vocabulary are not enough to writing the assignment. In the literature review, it had already mentioned that important of reading and writing in development of the writing skill. As regard to the interconnected with the writing and reading the theory is stated that students who have reading disabilities have great difficulties with the writing process. For most of these students, their writing difficulties are due to problems with lower level transcription skills (e.g., spelling, handwriting) rather than higher level composing skills (e.g., generation of ideas, editing, revising, organization). When students with reading disabilities have difficulties with the higher-level skills, it is usually because the lower level transcription skills are not automat zed. Also, students who struggle with transcription skills are devoting much time and energy to this lower level skill, using up their intentional resources that could be directed at the more complex tasks of composing and revising.

That is why some key informants said read more, write more and practice more! By reading, by writing and practicing students will improve their writing skill in assignment. It tries to write a lot of every words. After reading, write the idea whatever they have and try a lot of doing usage four skills reading, writing, speaking, and listening. They must follow up a systematic English program in improving skill in English. Provide guideline a book with containing as how to write an assignment. If they need to write, they have to read a lot of essay supported by material and make idea or realize the idea they got from reading, try to analyze, write essay by using their knowledge and collect writing the idea from professors create new idea material things.

The above statement is about the solution for development of writing skill suggested by the key informants. Their suggestions are about English grammatical skill improvement through diary writing; to study the degree of

usefulness of writing a diary in improvement grammar usage and to study the improvement of English grammatical skill through diary writing of students grade 10 at Mahavijalarornkong Buddhist college. The results of the study revealed that writing a diary could improve ability to write and understanding of English grammar usage including instilling good behavior for the students in English writing and giving inspiration to the students to be a versatile writer. Students were very satisfied and enthusiastic with the improvement of English grammar usage by writing a diary that is the good contribution in improving English writing skill. And they are very satisfied with their own diary writing products. Moreover, experienced writing instructors offer students several strategies for generating ideas. Some of these ideas like using Aristotle's topic. Other teachers will ask students to free write, or brainstorm, or write a discovery draft. Perhaps the best way of helping students to generate ideas is through good old-fashioned dialogue, asking WH-Questions both in conference and in writing workshops.

This section discusses about the finding results and how its finding is consistent with the theory and literature review. The result finding that mentioned in chapter four and conclusion are very important to develop the writing skill for both teachers and students. After conducting this research advantage and disadvantages will be helpful for the lecturers and students for the development of writing assignment in the future. Finally, this research will be useful for English language teaching curriculum in government and private schools in the future.

5.3 Suggestion for further study

Having described the conclusion and discussion of the result finding, this section based on the need states the suggestion for further study. So this research is not a complete research. Further research is necessary to investigate. Therefore, the following titles should be studied.

1. "A study of relationship between reading and writing in writing assignment of English program students of Mahachulalongkornrajavidyalaya University."
2. "A guideline for English program students in writing assignment"
3. "A survey of the vocabulary improvement of BA English program students of Mahachulalongkornrajavidyalaya University."

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Appendix

Appendix A

Interview for student

Research questions and interview for the Thesis Title “**The Difficulties of English Writing for Assignment of English Program Students of Mahachulalongkornrajavidyalaya University**”

Please be honest and answer the questions that are provided two-part as bellow accurately

Name:

ID:

Gender:

Faculty

Country

Part 1: The problem

1. Do you think it is difficult for English writing assignment?

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2. What are the difficulties that you meeting writing your assignment?

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3. What difficulties do you think as your teacher teaches about writing assignment in English?

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4. Which one do you think is the most important for writing in English:
- Good grammar
 - Good vocabulary
 - Ideas and how do you recommend them? Why? (you can choose only one)

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Part 2: The ways for solution

5. What is the way for the solution on difficulties about writing assignment in English?

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6. What is the way for the practice to improve and correct your English writing skill?

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7. What are the steps and strategies do you follow or use in writing your assignment?

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8. Has anyone helped you to improve your writing skill in English? How?

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9. How do you solve the difficulties of your English writing assignment?

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10. What would you like to suggest for English writing assignment?

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Thank you very much for your time and help in this research.

Appendix B

Interview for Lecturer

Research questions and interview for the Thesis Title “**The Difficulties of English Writing for Assignment of English Program Students of Mahachulalongkornrajavidyalaya University**”

Please be honest and answer the questions that are provided two-part as bellow accurately

Name:

ID:

Gender:

Faculty:

Country:

Part 1: The problem

1. Do your students find difficulties when they are writing their assignment?

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2. What do you think about the difficulties of your students in doing homework after writing assignment?

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3. What are the main mistakes for your students in writing English assignment?

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4. How do you think about the difficulties in writing in English as an assignment?

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5. Which one do you think is the most important for writing in English:

- Good grammar
- Good vocabulary
- Ideas and how do you recommend them? Why? (you can choose only one)

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Part 2: The ways for solution

6. Which methods should students follow for the resolution on difficulties about writing assignments in the classroom?

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7. What is the way of students' solution for English writing assignment when you are teaching English class?

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8. What material should students read to succeed for writing skill?

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9. As a teacher, how can you help your students to improve their writing skill?

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10. What would you like to suggest your students for English writing assignment?

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Thank you very much for your time and help in this research.

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