

Appendix A
Rubric From Liao and Wong (2010)

Appendix B

Scoring Rubric

Adapted from Ferris & Hedgcock (1998), pp. 239-240

Content			
	Level	Score	Features
	Excellent	8	Superior understanding of topic and writing context; valuable central purpose defined and supported with sound generalizations and substantial, specific, and relevant details; rich, distinctive content that is original, perceptive, and/or persuasive; strong reader interest
	Good	6	Accurate grasp of topic and writing context; worthwhile central purpose clearly defined and supported with sound generalizations and relevant details; substantial reader interest.
	Fair	4	Acceptable but cursory understanding of topic and writing context; routine purpose supported with adequate generalizations and relevant details; suitable but predictable content that is somewhat sketchy or overly general; occasional repetitive or irrelevant material; one or two unsound generalizations; average reader interest
	Poor	2	Little or no grasp of the topic or writing context; central purpose not apparent, weak
Organization			
	Excellent	8	Exceptionally clear plan connected to purpose; plan developed with consistent attention to proportion, emphasis, logical order, flow, and synthesis of ideas; paragraph(s) coherent, unified, and effectively developed; striking title, introduction, and conclusion
	Good	6	Clear plan related to purpose; plan developed with proportion, emphasis, logical order, and synthesis of ideas; paragraph(s) coherent, unified, and adequately developed; smooth transitions between/within paragraphs; effective title, introduction, and conclusion
	Fair	4	Conventional plan apparent but routinely presented; paragraph(s) adequately unified and coherent, but minimally effective in development; one or two weak topic sentences; transitions between/within paragraphs apparent but abrupt, mechanical, or monotonous; routine title, introduction, and conclusion
	Poor	2	Plan not apparent, inappropriate, undeveloped, or developed with irrelevance, redundancy, inconsistency, or inattention to logical progression; paragraph(s) incoherent, underdeveloped, or not unified; transitions between/within paragraphs unclear, ineffective, or nonexistent; weak or ineffective title, introduction, and conclusion
Vocabulary			
	Excellent	8	Vocabulary distinctive; fresh, precise, concrete, economical, and idiomatic word choice
	Good	6	Clear, accurate, and idiomatic vocabulary; minor errors in word form and occasional weaknesses in word choice
	Fair	4	Satisfactory vocabulary; generally accurate, appropriate, and idiomatic word choice, though occasionally predictable, wordy, or imprecise; limited vocabulary; clarity weakened by errors in S-V and pronoun agreement, point of view, word forms
	Poor	2	Vocabulary unpredictable, inappropriate, non-idiomatic, and/or inaccurate word choice that distracts the reader or obscures content; numerous word form errors

Total score: /24

Appendix B
Writing Accuracy Rubric

Points per Entry	5	3	1	0	Cite Evidence
Content	Understands topic and has given all required information. Purpose of writing is clearly seen.	Accurate understanding of topic, most required information is present, purpose of writing is good but a bit weak.	Little understanding of topic shown. Some required information is present. Purpose of writing is weak and unclear.	No dialogue journal entry for this week.	
Vocabulary	Distinctive and creative word choice. Shows an attempt to use higher-level words. Can use simple and common words well.	Satisfactory vocabulary, accurate, appropriate if somewhat predictable and limited. Meaning is clear most of the time.	Inaccurate word choice that makes understanding difficult – done more than once. Uses very simple words.	No dialogue journal entry for this week.	
Organization	A clear plan for writing is noticed, there is unity, flow and order in topic development.	Some planning of topic noticed, some unity and flow of topic, choppy in a few places, some development of topic.	Little to no planning seen, little to no unity or flow in writing. Poor development of topic.	No dialogue journal entry for this week.	
Grammatical Structure	Sentences have good grammatical structure, any errors are minor, do not impair understanding.	Sentences have adequate grammatical structure, few errors, meaning is fuzzy, but can be discovered.	Sentences have poor grammatical structure, many errors, meaning is difficult to discover.	No dialogue journal entry for this week.	
Mechanics	Few errors in punctuation, capitalization or spelling – meaning is clear in spite of errors.	Some errors in punctuation, capitalization or spelling – meaning can be unclear in some places.	Significant errors in punctuation, capitalization or spelling – meaning is difficult or impossible to find.	No dialogue journal entry for this week.	

Appendix C
Writing Fluency Recording Table

Student Name:

Attribute / Journal #	1	2	3	4	5	6	7	8
Coherence								
Creativity								
Length								
Development								
Communication								

Appendix D
Researchers' Journal Recording Table

Researcher Journal	# of the week the entry is made
Positively talk with researcher outside of class about journals	
Students share entries with others or collaborate with peers	
Students are eager to read returned journals	
Students are eager to hand in completed journals	
Students show excitement in class when journal topic is given	
Students appear bored in class when journal topic is given	
Students appear indifferent to reading researcher response	
Students appear indifferent to completing or handing in journals	
Additional observations	

Appendix E
Guided Questions for Final Journal Entry

The student's will receive these questions prior to writing their final journal entry. They will be asked to answer the questions, but to also write about their thoughts and feelings concerning the dialogue journals, to reflect over the experience and to add anything else they may wish to share.

Tell Me How You Felt About the Journal Writing

1. Did you like the journal writing? Why?
2. What could make the journal writing better for next time?
3. Do you think writing is more fun now?
4. Do you think you got better at writing?
5. Is writing easier now?
6. What didn't you like?
7. What would you like me to know about this journal writing?

Appendix F
Recording Table for Final Journal Entry

Finale journal

Student Name _____

Students have improved view of writing

Students don't have an improved view of writing

Students think writing is more enjoyable

Students don't think writing is more enjoyable

Students think they improved as writers

Students don't think they improved as writers

Students think writing is easier now

Students don't think writing is easier now

Students found the overall writing easy

Students found the overall writing hard

Students have less anxiety about writing

Students have the same amount of anxiety about writing

Students found the dialogue journals enjoyable

Students would like to continue the dialogue journals

Students are indifferent to dialogue journals or dislike them

Students would like their journals corrected

Students liked not having their journals corrected

Students have additional thoughts:

Appendix G
Student B Week Four Journal Entry

Subject : _____

Date : . . .

"If I could go anywhere in the world,
I want to go the lake around high mountain
and could see blue sky and if has different fish
in the lake.

So that I can sit in a boat, take a rest and
fishing. I will bake the fish I caught and eat it
with beer. And then I will talk with my about
the fish we caught. Whose fish are big and
beautiful.

That sounds very relaxing and peaceful. I
like this idea, because it reminds me that you don't
have to travel to far away places to have fun and
something you enjoy.

There are many beautiful places here in Thailand.
If I could go to any of the places, I like a place
as is in a "Hua Hin" beach. If it is a
real place, it sounds wonderful. If this something you
thought up, then you have a very good imagination!

Appendix H
Student S Week Five Journal Entry

Subject : _____

Date : . . .

My story is about ~~very~~ sad a story

My story is sad story, it is ~~about~~ true story in my life it just happened last year on November.

My second sister is the best child of parents, she was studied at grade 6 and then she went to Bangkok to work and earning ^{the} money to support his family, they were my parents my ~~other~~ brothers and sisters for 3 years.

And ~~that~~ those 3 years I ~~also~~ ^{planned} also studied at high school.

and she said to me "do you like to go study in Bangkok and also look after ^{my} son?" So I went there and studied ~~there~~ for 3 years of high school. During my course I was stayed and lived with her and she was paid for me in all the things. After I

was finished my High school I came back to the village and stayed in the village for two years. and my mom was brought the information about this centre and she was support me again and she was the best sister of me but it is very bad ~~and~~ and very sad that is

I and my parents were lose her last year in November.

That is my sad story with my lose best sister.

Appendix I
Student J Week Six

Subject : _____

Date : . . .

" " "
Motorbike

"I think the motorbike was a good invention

"Before I had to walk to the field, to the market and to the school. I was always very tired. It was too hot in the summer. It was too wet in winter.

"Before the motorbike is very difficult and no one travelled. But now I can drive to the field, to the school and to the market. In the summer the rain is cooler on the bike. In the winter my feet do not get wet. I thank God for the motorbike.

Appendix J
Student R Final Reflection Journal

My feel really good with writing English, but sometime I cannot write correctly "what I want to say or write". This problem was always make me upset for writing English.

I found writing English is very interesting because after finish writing, I want somebody to check my work and really excited to know "what I was wrong" and "what I need to learn more". Thank you so much for corrected my journals. If next time also we keep doing like that and correct or check for everybody is better way to improve writing in English.

Now, I thing writing is more fun because I get better at writing in English. That is my though.

"How do you think about my writing!" I really want to hear your answer from you. It was easy, but sometime hard. Sometime I'm worry about my grammar. I know I need to learn more and practise a lot.

I like to know about Grammar and how to put the words to order.

Because our language and English language are different and opposite order.

I like to writing the journal and happy to keep doing.

RESUME

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