A Study of Writing Strategies of Proficient Writers

when Composing Argumentative Texts: A Sociocultural Perspective

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เรื่อง

การศึกษากลวิธีการเขียนเรียงความเชิงโต้แย้งของนักศึกษา
ที่มีความสามารถในการเขียนภาษาอังกฤษสูง

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โดย

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Abstract

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Based on Engeström's model of structure of a human activity system (1987) which was developed from the Activity Theory proposed by A.N. Leontiev, this study attempts to explore relatively uncharted waters—writing strategies in a Thai EFL context—from a new set of eyes. The study takes into account social, historical and political contexts that have yet to be methodically unraveled by the cognitive process theory advocates.

The study unveils various writing strategies utilized by five proficient college writers who completed an English argumentative writing course. Through a week-long writing process in the study, the five participants—chosen on the ground of their linguistic competence—were to write a composition of argumentative rhetoric. Their written products of two topics—including any forms of note-taking, their writing logs, videotapes recording their writing activities, stimulated recall, and interviews—were used to analyze their mediating writing strategies.

It has been found that the participants employed a number of similar strategies which can be categorized into four main types: artifact-mediated, rule-mediated, community-mediated, and role-mediated strategies, whereas a few strategies were used only by one or two participants. The results were in line which those of previous research which have shown that the extent to which the writers adopt strategies depends greatly on their background.

Of all four main types, artifact-mediated strategies were the most widely-used strategies, while community-mediated strategies were limitedly employed with conditions.

All participants also reported to have target readers and goals in mind while writing. They took two roles as an author as well as a reader. One of the participants was found to use learner-meditated strategies, a subcategory the researcher have added based on the findings of this present study.

Pedagogical implications and recommendations have been proposed with the hope to help create a learning environment where learners' strategies and skills are properly promoted.