

## Law Students' Essay Writing Performance and their Writing Difficulties

**Maleerat Ka-kan-dee**

A senior English lecturer in the faculty of Liberal Arts, Khon Kaen University, Nong Khai Campus

### Abstract

In this study, the researcher used a 5 scale scoring rubric employed by McCann (1989) and Nussbaum and Kardash (2005) as a tool to gauge the overall quality of 60 first year students' writing tasks. The researcher also used a questionnaire to measure the level of students' writing anxiety. Moreover, a semi structure interview is used to investigate the writing difficulties encountered by Thai EFL law students. The results of students' writing tasks provided the valuable understandings that would assist Thai EFL teachers to understand their students' weaknesses. Such valuable description can be used to help Thai EFL teachers improve their teaching activities to meet the demands of their students to develop their writing competences (Flower & Hayes, 1981; Leighton & Gierl; 2007). Knowledge about university students' difficulties with writing is not sufficiently descriptive to effectively identify the right features of students' problems with writing. There is a critical need to know more about the difficulties experienced by Law students, when they compose essays, in order to assess the overall quality of the Law students' writing essays. A 5 scale scoring rubric employed by McCann (1989) and Nussbaum and Kardash (2005) was adopted to gauge the overall quality in this research study. Findings revealed that Law students' writing tasks had weaknesses on various aspects, which lead to ineffective writing. Moreover, Law students experienced the high level of writing anxiety which prevent writing essays effectively.

**Keywords:** Writing difficulties, Writing essays, Law students

### Introduction

Many researchers (Ferretti, Andrews-Weckerly & Lewis, 2007; Neff-van Aertselaer & Dafouz-Milne, 2008) have approved that writing is the hardest model in writing. Unfortunately, both ESL and EFL students at the tertiary level often experience difficulties in the use of both generic structure and detail of subject knowledge required in composing writing. Consequently, by means of the pitfalls in language teaching methods of the past, particularly in the writing skill, a number of research studies (Lertpreedakorn, 2009; Promwinai, 2010) have sought to explore and illustrate how writing can be developed by using effective methods to assess the weaknesses of Thai EFL students' writing ability. There is a need to know more about the specific problems students' experience when composing writing essays. Unfortunately, there is a lack of research on writing difficulties that have predominantly focused on the holistic problems in writing essays. Hence, there is a critical need to investigate the effective practice in order to develop students' writing competence. However, the awareness of teaching writing essays has not been changed into effective practice for assessment and instruction of university students. Moreover, research studies on writing difficulties in Thailand are meagre resulting in a shortfall of insights about the problems that Thai EFL students encounter with writing tasks. Furthermore, the results of this study would put forward some recommendations and suggestions for Thai EFL lecturers in selected public universities in Thailand to gain further insights into the weaknesses of their learners' language variants as these insights can be used to develop their teaching programmes and instructions to more effectively support students' writing development.

### Review of Literature

#### Teaching Writing in ESL/ EFL Contexts

In the area of Second and Foreign Language Instruction, teaching writing has not been changed into an effective way in order to develop students' writing competence. Although, there are a number of teaching strategies for writing in English

as a Second Language (ESL hereafter) or English as a Foreign Language (EFL hereafter) contexts, not many ESL/ EFL writing teachers have a clear understanding on writing approaches. Therefore, much of teaching writing still focuses on a traditional approach that is mainly concentrated on the knowledge about the structure of language and writing improvement as the result of the imitation of input, in the form of texts provided by the instructors. ESL/EFL writing is a hard, complicated and demanding procedure. This difficulty and complexity in ESL/EFL writing arises from the reality that writing accounts for searching out a thesis, fostering support for the claim, formulating, modifying, and finally editing the thesis to ensure an effective, error free writing product. Additionally, ESL/EFL writing is one of the most pivotal genres of language teaching. As claimed by Coffin. (2004, p.3), "students' academic writing continue to be at the centre of teaching and learning in higher education, but it is often an invisible dimension of the curriculum; that is, the rules or conventions governing what counts as academic writing are often assumed to be part of 'common sense' knowledge students have, and are thus not explicitly taught within disciplinary course." To provide an effective ESL/EFL writing instruction is the main responsibility for instructors, researchers, textbook writers and programme coordinators in the area of foreign language teaching, but producing a textbook for most ESL/EFL students is a laborious task because the writing process needs an extensive range of cognitive and linguistic methods of which ESL/EFL students are largely limited. Moreover, research about ESL/EFL writing has developed dramatically over the last 40 years, specifically between the late 1980s and the early 1990s. Generally, there are three main types of ESL/EFL writing strategies including product approach (Silva, 1990; Brown, 2001), process approach (Silva, 1983) and genre-based approach (Hyland, 2003a; Hyland, 2003b).

### **The Difficulties of Writing Essays**

Writing an essay is one of the most prevalent types of assignments set in Thai universities. This genre of writing needs students to generate a well organised essay. Most students at tertiary level have difficulty with generating ideas for writing, planning what to write, organising thoughts, setting goals for effective writing, self-motoring performance and revising for content and mechanics. To write a good piece of writing is often difficult for planning, composing, and revising skills required for effective writing.

Written expression is more effective in social cognitive instances of communication than oral expression. Unlike speaking, writing enables students to convey a message independent of time and space (Hughes, 1996). It is considered man's best academic achievement based on skills or components like mechanics, production, conventions, linguistics and cognition. The act of writing is independent of time and place; the writer has to depend upon formal features to convey the intended meanings. Failure to take advantage of these features correctly causes frustration for the writer (Leisak, 1989). English is the foreign and official language in Thailand as well as an easy language to work with and learn science and technology at higher levels. It is taught as a compulsory subject in schools; however the majority of Thai EFL students cannot communicate properly in English and perceive it as a very difficult subject. Many of the students from the Arts and Humanities areas cannot meet the requirements of the examination in English. The purpose of the study was to explore the difficulties in writing English language. It specifically aimed to know difficulties in writing English language related to grammar, punctuation, L1 interference, vocabulary, and spellings for students with English as a second language. Based on the many research studies, Thai EFL students spend little time in critical writing processes and tend to focus on low-level transcription skills such as handwriting, spelling, capitalization, and punctuation (Graham, 2006; Ka-kan-dee and Kaur, 2015). They are unable to express ideas or demonstrate knowledge in their writing tasks. Additionally, they often struggle with the planning, composing, and revising skills needed for effective writing.

### **Assessment of Writing Performance Issues of reliability and validity in the assessment of writing performance**

According to Weigle (2002), any writing test associated with certain writing, as opposed to completing a selected response or confined production items, can be regarded for performance evaluation. McNamara (1996) recommended that performance evaluation was differentiated in a strong and weak sense. In writing tests English as a foreign language (EFL) and English as a second language (ESL) in the strong sense, the test task will express a real-world task like making an official request, and performance will mainly be judged on real-world criteria as well. The spotlight of performance evaluation is on the thriving of the task completion, and not on the language use in the writing task performance. Messick (1994) stated that the EFL writing is only a medium of the performance and an insufficient circumstance for success. In fact, if aspects of EFL writing ability are highlighted, a larger set of criteria is used to reflect EFL writing ability. Performance of the task itself is the target of the evaluation. On the other hand, in the weak sense of performance evaluation, the centre of the assessment is on the language used. Albeit the task used to make out writing may be similar to real-world tasks, the aim is to bring to light an exposure of writing ability. McNamara (1996) suggested that most language performance tests are

weak in this sense. The difference between the strong and weak form of performance assessment is a crucial conceptual attentiveness. For example, as an EFL writing test in the weak sense is established to draw out a performance of the test-takers EFL writing ability, the scoring criteria are required to clearly express the definitions of the construct of writing competence. Most importantly, raters need to be trained to interpret these criteria in language-related terms. Otherwise, test scores can reflect construct-irrelevant variability such as creativity and neatness. In other words, it is unable to describe the inferences from the task performance to make interpretation in any non-test situation. It is believed that validity of the relevance of test tasks to the expected score representation is considered as the heart of the performance test (Kenyon, 1998).

Messick (1989, p.13) described validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores”. To ensure the relevance and validity of a test, test designers are required to regard all features of the testing setting that considerably influence test performance, including the designation of the formulate domain in terms of the knowledge in topic, test requirements, administration circumstances, and criteria for scoring. Such requirements illustrate what features of the test process are prone to affect test scores and need to be controlled (Messick, 1994). Weigle (2002) introduced one valuable means to form a concept that is required for test construction. In regard to this concept, it can be connected to the three stages in Bachman and Palmer’s (1996) framework of test evolution: the design stage, the operationalisation stage, and the administration stage. To insure the validity of the test at the design stage, McNamara (1996) proposed sampling test content from the communicative tasks experiencing the test-takers in the target language utilise setting to insure content validity. The recommended steps comprise consulting with expert counsellors, investigating available sources on the communicative requirements of the target language situation, exploring and classifying communicative tasks in the target language setting, gathering and investigating texts from the target language setting, and deciding on an extensive test procedure.

In the operationalisation stage, data from the design stage is employed to generate test requirements or detailed process for test writers to comply with the directions. According to Douglas (2000), test requirements consisted of a description of the test detail, the criteria for accuracy and sample tasks. To ensure validity at this stage, it is imperative to draw out the components of writing task that are contained in the proper definition of the construct we want to test. For an EFL writing task to draw out the constituents that accurately define the construct, it is recommended that the writing prompt is necessary to be sufficiently clear and peculiar in order to confine possible interpretations (Horowitz, 1991). In addition, scoring rubric that did not precisely reflect the construct being assessed may influence the validity of interpretations made on the underpinning of test results (McNamara, 1996). The rubrics should thus comprise a precise and unambiguous statement of the constituents of the construct that are being measured. Brown and Bailey (1984); Hamp-Lyons (1991) advised that it is crucial to consider rubrics with a greater number of subscales similar to analytic rubrics. It can be said that they are commonly seen as preferred in providing an outstanding overall consistency of scoring.

Construct validation at design and operationalisation stages roughly concurs with what Weir (1988, as cited in McNamara, 1990) categorised as the construction validity *a priori* and *a posteriori*. *A priori* construct validation referred to as *a priori* construct validation in which test content is relied on a precise theory of language and language use. On the other hand, a *posteriori* construct validation, associates with the empirical and statistical validation of the constructs regarded at the earlier stages using test performance information. This second type of construct validation correlates with the third and final stage in Bachman & Palmer’s (1996) test development process, the administration stage. At this stage, we are concerned with gaining evidence that the test scores actually reflect the elements of the construct represented in the design of the test by distinguishing and elucidating construct-irrelevant aspects in the test setting. Therefore, the evaluation of the performance poses a unique set of challenges. However, with reference to the EFL writing evaluation context, indirect procedures of evaluation are more favourable. Following this reasoning, performance tests need a test-taker to illustrate both language knowledge and the use of that knowledge skill in real performance in communicative settings. It thus provides an outstanding predictive validity. Moreover, it yields interpretation that can be made about test-takers’ future performance in real-world situations depended on test performance. This leads to an effective form of evaluation that demonstrates sample facets of language knowledge differently. It did not yield information about real performance in a particular test context or in contexts in the real world. It is unfavourable that most lecturers experience the problem how to define the real world, and attempt to grab that in the test. This reason leads to the problem of how to score the limited sample that is able to be collected in the test; hence the score gives meaning for the target domain. It is suitable to any instructional situations that equip learners to become proficient communicators. Currently, there is an urgent requirement for distinctive sort of scoring

in ESL and EFL writing evaluation contexts is to help insure that scores reflects remarkable aspects of writing in a balanced method. In order to achieve a rational balance among all those components of good writing, readers are required to pay attentive attention to all those components. It is believed that readers are needed to pay attention to the multidimensionality of ESL and EFL writing in particular for a detailed scoring process. An attentively constructed writing proficiency test or diagnostic test with detailed score reporting is not only of great use for large scale proficiency evaluation of writing but is also useful for the program evaluation application of evaluating change in writing. It also gives the possibility for providing useful data that can be employed in language teaching programs for making exquisite initial placements.

It can be concluded that to validate test score interference is to back up the feasibility of the undifferentiating interpretive argument with proper evidence. Therefore, the argument-based approach to validation is regarded in order to adopt the interpretive argument as the framework for gathering and illustrating validity evidence and to give convincing evidence for its interpretations and assumptions, in particularly its most questionable inferences. Therefore, Kane (1992, p. 527-535) suggested that "to validate a test score one (a) decides on the statements and decisions to be based on test scores, (b) specifies the inferences and assumptions leading from the test scores to these statements and decisions, (c) identifies potential competing interpretations, and (d) seeks evidence supporting the inferences and assumptions in the proposed interpretive argument and refuting potential counterarguments".

### **A holistic scoring rubric for English essays**

With reference to evaluating the overall quality of the participants' written argumentative essays, a 5 scale scoring rubric employed by McCann (1989) and Nussbaum and Kardash (2005) was adopted to rate the overall quality in this research study. This scoring rubric gave rise to a clear cut statement of organization and language use in McCann's (1989) rubric and the detailed description of the effectiveness of argument in Nussbaum and Kardash's (2005) rubric. Peculiarly, this holistic rubric consisted of the following three aspects: the overall effectiveness of argument containing the presence or absence of the potential opposing views, overall organization, and language use. The procedure of validating the holistic rubric required several rounds. In the first round, two raters who are adept English writing instructors teaching English for Academic Purposes 2, individually score 16 writing essays randomly chosen from the information, employing the holistic scoring rubric. With reference to the interrater reliability, the value of coefficient alpha is .82 before negotiation. While rating the essays, the two raters will be cautioned to pay heed to the explicit criteria described in the rubric. Then the researcher will talk over what dimensions of the rubric figure in the scores the raters provide. In the second round, regarding to the feedback from the two raters, the rubric will be improved to ascertain that the descriptions are peculiar and valid. It is imperative that each aspect of the rubric is proper and delineated in the participants' written argumentative essays. In the third round, utilising the improved rubric, the two raters were asked to solely rate another 20 randomly chosen participants' written essays. They were required to note down the criteria for yielding true scores. With reference to the interrater reliability, coefficient alpha value is .88 before negotiation. Then the raters' feedback on the improved rubric is drawn out, and some minor alterations were made. Finally, the researcher and one of the two raters rate all the participants' writing essays employing the final version of the rubric. The score for each participant's essay is the average of two scores from the raters. Therefore, the two raters were needed to discuss and negotiate their scoring until they achieve an agreement.

It should be mentioned that the rubric does not focus on the use of the Toulmin model. The three aspects of the quality of participants' argumentative essays are reflected in the rubric hinged on common criteria for effective essays, as represented in previous research (e.g., McCann, 1989; Nussbaum and Kardash, 2005). In regard to the raters training, exclusive attention is mainly concerned with not displaying bias toward any of the three aspects. In other words, the raters were not guided to any of the three aspects when rating the participants' writing essays.

### **Methodology Research Design**

This research employs a mixed method to investigate the level of writing anxiety of 60 law students by using a questionnaires and a semi structured interview to find out the factors that affect their performances.

The researcher used a 5 scale scoring rubric employed by McCann (1989) and Nussbaum and Kardash (2005) to assess the overall quality of students' writing performance and identify the students' weaknesses in writing essays.

### **Participants**

Data were gathered from 60 first year law students who were enrolled in English for Academic Purposes 2 from a selected public university in Thailand for the academic year 2016. Ethical considerations were adhered to in this study as students' names were not kept anonymous for all data collection procedures and student consent letters were submitted to the students before they decided to participate in the study.

### Research Questions

1. What are the writing difficulties encountered by Thai EFL law students?
2. What are the over all quality of law students' writing performance?
3. What is the level of law students' writing anxiety?

### Research Instruments

Qualitative data were also collected by employing a semi-structured interview to assess the difficulties encountered by 60 law students.

Quantitative data were collected by administrating two sets of writing assignments to the students. These writing prompts were taken from the assignments in the English Academic Purposes 2. These two essay topics were considered as suitable topics for the students to express their ideas. The students were required to choose one topic to write an essay between 250 and 265 words on the topic. The students were given one hour to complete this writing task. Additionally, the researcher also employed a questionnaire to gauge the level of law students' writing anxiety.

### Data Analysis

The quantitative data from the questionnaires were analysed using SPSS to determine the students' level of oral presentation anxiety. A Likert's scale was employed to gauge the level of law students' writing anxiety when they were writing their essays.

The 60 written argumentative essays were gathered from a group of English major students at two selected public universities in Thailand. The written essays were assessed by using a 5 scale rubric scoring to evaluate students' writing assignment. The researcher employed the holistic rubric developed by McCann (1989) and Nussbaum and Kardash (2005) because it provided the clarity to assess the writing submissions and had a high degree of reliability and accuracy. This holistic rubric comprised three dimensions: the overall effectiveness of argument including presence or absence of the possible opposing views, overall organisation and language in general. These three dimensions were chosen to illustrate the quality of an essay relied on general criteria for an effective writing essay.

The two essay topics were distributed to the participants and they were asked to select only one topic to answer the writing prompt. The 60 participants were given one hour to work on this writing task. The two essay topics were given to the participants after the researcher had briefed them about the objectives of the study. This research study aimed to assess law students' writing performance and their weaknesses in writing. Therefore, a total of 60 essays were gathered from law students. The written essays were then systematically rearranged to allow the researcher to trace the written essays back to the participants and to the raters that included two experienced EFL teachers who would be rating all the written essays. The two raters were EFL lecturers from Khon Kaen University, Nong Khai Campus who were proficient in teaching writing.

A semi- structured interview was employed to investigate the writing difficulties when students compose argumentative essays. The purpose of this study was to assess their writing and investigate the weaknesses in their writing essays. The researcher interviewed 60 students and analysed the data by using NVivo 10, a Computer Assisted Qualitative Data Analysis Software (CAQDAS hereafter) to obtain the main barriers in composing writing essays. The researchers used NVivo10 to analyse the data after completing the data transcription. Initially, the researchers constructed the project and the entire transcription document's file was imported into the project. After that the analysing process began:

1. the researcher read the content many times in order to obtain the main themes,
2. the selected themes were used to be coded into NVivo10,

3. another researcher was asked to code the same project,
4. the coding comparison was conducted in order to check inter coder reliability. In this stage, the researchers figured out the agreement level, whether there was agreement or disagreement on each theme or not. If there was no agreement on that theme, the researcher excluded it to keep only the accepted Kappa results above 0.70. Kappa coefficient is employed to measure a proportion of corresponding codes to indicate inter coder reliability.

$$K = ( TA - \sum EF ) \div ( TU - \sum EF )$$

TA= total units of agreement between two users

$\sum EF$  = the expected frequency of agreement occurring by chance

TU = total unit within the sources

### Findings Results the level of law students' writing Anxiety

Level	No.	Percentage
High ( 93 -110 )	45	75.00
Moderate ( 85-92 )	12	20.00
Low ( 34 -84 )	3	5.00
Total	60	100

According to Table 1 shows law students experienced anxiety at the high level (75%) while they were writing essays. Law students with low levels of proficiency are likely to avoid tough and challenging tasks, which they recognise as a personal constraint. These law students have low aspirations and sense of obligation make less effort and may not have, or may quickly lose their confidence to write their essays. In contrast students with a strong sense of capability can build up personal achievement in various ways. They undertake difficult tasks as challenges to be proficient and to provide opportunities for them to demonstrate their strong sense of obligation an endeavour to control the circumstances. Only 5% of the respondents reported to feel low level of writing anxiety, but they believed that their anxiety or worry negatively affected their writing.

### Results of Students' Writing Performance

Sekaran and Bougie (2010) asserted that the Cronbach's alpha coefficient reliability index is acceptable for value above 0.80 and Hair et al. (2010) and Pallant (2010) confirmed the value above 0.70 is satisfying. Table 2 below illustrates the Alpha reliability estimate for interater's reliability in rating students' writing performance. With 0.90, it confirms that the interater's reliability score scale given by the two raters possess a high internal consistency. The scale used in this study was observed as reliable and acceptable for assessing students' writing essays.

Table 2

#### *Interrater's reliability analysis*

Number of students	Number of Scale	Cronbach's coefficient Alpha
60	5	.90

Table 3: below illustrates the frequency and percentage of students' writing task:

Scale Score	Frequency	Percentage
Scale 1	13	21.67%
Scale 2	15	25%
Scale 3	20	33.33%

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Scale 4	11	18.33%
Scale 5	1	1.67%

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Table 3: Frequency and Percentage of Students' writing task

As shown in Table 3, 33.33% of students were rated in scale 3. There were 25 % of students were evaluated in scale 2. There were very few students were rated in scale 4 and 5. Only 1.67 % was rated in scale 5 and 18.33 % in scale 4.

According to the results, it can be concluded that students' writing task have 8 main weaknesses as follows:

1. unfamiliarity with writing rhetorical features
2. insufficient grammar knowledge
3. insufficient in academic vocabulary
4. inability to generate well organised ideas
5. inability to write effective conclusions
6. lack of awareness of the audience's expectation and motivational elements
7. lack of awareness of the planning process of writing
8. inability to think creatively

The findings indicated that Thai EFL students' writing tasks had weaknesses on word choice, grammar and mechanical errors and well-organised structure. These weaknesses were the main barriers which lead to ineffective writing. It was observed that Thai EFL students cannot create persuasive arguments because they used only personal opinions to back up the thesis statement.

In the semi-structured interviews, students were asked whether they liked writing or not. Most students said they did not like writing as evidenced in the excerpts below.

*"I do not like writing at all" Cherry*

*"I hate writing" Metha*

*"I am unskilled for writing because I have no ideas to write" Nancy*

In answering the second question as to whether they like writing. Most students said they do not like to give oral presentations as a tourist guide because they lack confidence in giving oral presentations due to their lack of oral presentation skill which require memorization of the content. The students made the following comments:

*"I do not like writing. I am not confident to express my ideas." Cherry*

*"I am unskilled in writing therefore I hate writing." Nancy*

*"I hate writing because I cannot write a good essay" Metha*

Some students said they like writing but they need to practice writing in order to build up confidence in writing. One of the students stated:

*"Personally, I like writing but I need time to plan for my writing" Bomb*

Students were asked to describe the experience of their previous writing assignment. Most students had anxiety about their writing. Students were very excited which caused them to forget the content. They were not able to write their essays effectively because they lacked training in writing preparation as *evidenced* in the excerpts below.

*"I had an anxiety about writing an essay because we did not have enough practice before writing." Sai*

*"I worried a lot of while writing an essay. I felt pressured because I could not finish my writing on time." Noah*

*"I am very excited. I have to lessen my own emotional excitement but I cannot control it. Then I forget what I prepared to write" Oil*

Some students can only control their excitement by practice writing every day. One male respondent said that he had to practice writing at home every day to build up confidence in writing. He stated that:



*"I have some excitement but I can control while I am writing an essay but I have to practice writing every day to build up my confidence." Pat*

### **Implication for the Development of Writing Essays**

The aim of this study was to assess the overall quality of law students' writing performance and identify the writing difficulties that students encountered when they compose writing essays. It was noted that researchers, educators and policymakers have been aware of that there is a critical need to settle greater attention to the development of writing teaching for university students. The way to improve writing instruction is to develop insights into the diagnostic evaluation of writing. This type of evaluation provides valuable data about students' weaknesses in writing. Moreover, it is helpful for EFL lecturers in selected public universities in Thailand to gain further insights into the weaknesses of their students' language variants that can be used to improve their teaching programmes and instructions to more effectively serve students' writing development.

Additionally, it can also be employed as directions for students to develop their writing. The findings of this study can also equip useful recommendations to curriculum planners and material writers and designers to embody components that focus on writing to understand the range of difficulties students experience when they compose writing essays. Such stakeholders can then provide appropriate teaching strategies to develop students' writing competence in the Thai EFL context.

### **Writing Difficulties**

The goal of this study was to examine the difficulties that law students experienced when writing essays. The findings of the study revealed that the main difficulties faced by law students were vocabulary, grammar structure, interpreting the question, fulfilling task demand, evaluation, rhetorical features, awareness of audience's expectation and motivational elements, topic choice, understanding the question, organised ideas, L1 transfer and translating, generating ideas, planning process, specific supporting details, effective conclusion and creative thinking ability. It has to be pointed out that law students are incompetent in their knowledge of vocabulary and grammar structure. In addition, the students encountered various difficulties ranging from planning the process to generating ideas. These difficulties were crucial barriers in writing essays in the Thai context. The results of this study were similar to the study carried out by Lertpreedakorn (2009) and Kakan-dee and Kaur (2015) whereby they stated that Thai EFL students are incompetent in areas ranging from grammar structure to putting together organised ideas. Similarly, Bennui (2008) reported that most Thai EFL university students are incompetent in their writing skill because of their lack of preparation of English writing and this problem arose due to inadequate performance in their classroom practice. Future research should examine the relationship between different types of writing performance among students.

The description and perspective of the difficulties drawn out by the writing performance promotes the idea that this research approach can be used feasibly as a diagnostic tool to gain valuable comprehension into students' weaknesses. The overall quality of students' writing performance supported understanding about the difficulties that Law students encountered with writing. In addition, the findings highlighted weaknesses in students' ability about writing essays. With the reference to what was revealed by the students' writing performance, this diagnostic tool has the potential to provide lecturers with useful information on how to make interpretations about their students' ability writing.

### **Conclusion**

The aim of this research study was to gauge the overall quality of students' writing performance and identify the difficulties that Thai EFL English major students faced when writing argumentative writing. The findings showed that providing helpful information about learners' weaknesses in their writing task can raise awareness among EFL instructors and learners. This assessment can also be combined with other appropriate teaching approaches toward making significant contributions in having a detailed profile of students' weaknesses in writing argumentative essays. Such valued descriptions would be beneficial for EFL instructors to design and develop their writing programmes and teach effectively to further support learners' writing development.

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