PROMOTING THE DEVELOPMENT OF GENRE FEATURES IN WRITING JOURNAL ENTRIES AND BOOK REVIEWS

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Abstract

This study attempts to show the writing progress of Burmese migrant worker students' writings before and after they were taught to write journal entries and book reviews using a genre framework based on Systemic Functional Linguistics (1994). The journal entries promoted writing practice and added motivation by encouraging the writing of the students' personal stories, while the reviews of simplified novels (graded readers) developed the linguistic knowledge of the book review as a common text type. The specific teaching of the framework of recounts was intended to develop the students' ability to write their stories in their journals. Likewise, teaching the students to understand narrative structure and its language was intended to develop their ability to choose the major stages of a narrative to summarize and focus on the main elements that are included in it.

The main objective of the research was to promote the development of their writing, focusing on the way they produced the text organization and language features of the text types journal and book review. The data of this study is in the form of 100 each of journal entries and book reviews. 10 students wrote 10 each, and their writings are analyzed based on a framework adapted from Derewianka (1990).

The findings indicate how the text organization and language features in the genre framework the students developed when they wrote the journal entries and book reviews. The five language features in the SFL genre framework are specific participants; verb tense; action verbs in recount genre, and a variety of verb processes in the narrative genre; linking items to do with time; and pronouns.

In the journal entries, the results show that among those five language features, some nouns and pronouns are used alternatively in an appropriate way, but some are used redundantly in the journal entries. Thematic variety, including the use of marked theme, increases somewhat after the recount instruction. The use of action verbs (Material Process) is the most significant evidence of the students' development in their journals. Most students used more action verbs after instruction than beforehand and the appropriateness also improved. After getting the genre instruction, most students got a better awareness of past tense and use of linking items to do with time. The students could exhibit their skill with them more than beforehand.

In the book reviews, students were able to summarize the major stages of the story more precisely, drawing on awareness of narrative structure. However, because of the limited time available and the heavy writing schedule the course entailed, the students may not have developed their writing as much as they otherwise would have. The great benefit to them was in terms of getting two kinds of intense writing practice, and the chance to put their often remarkable stories into words.

Based on giving a different set of instructions to the students, recommendations are made for further research which would lead to a different output.

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Chapter One

Introduction

1.1 Introduction

This thesis is an investigation of the writing progress of Burmese migrant workers who study at the Overseas Karen Refugees Social Organization in Bangkok. The OKRSO is an organization of Karen people who are one of the minority ethnic groups in Burma. When Karen people come to Thailand to work as migrant workers, OKRSO helps them to get job opportunities, and if they have social problems, the organization gives advice to help find solutions. The study compares Burmese migrant worker students' writings before and after they were taught to write journal entries and book reviews using a genre framework. Previous to the instruction at OKRSO, the students had attended general English courses, but had little experience in writing whole texts. These students have the determination to continue their education, but writing in English is very challenging for them because of their limited writing practice and language proficiency. In the future, the students plan to sit for a scholarship entrance examination for university, which includes writing in English.

The purpose of the study, then, was to promote the development of their writing, focusing on the way they produced the language features of the text types *journal* and *book review*. There were three main reasons to choose these two kinds of writing: journaling promotes writing practice and adds motivation by encouraging the writing of the students' sometimes very touching personal stories, while book reviews develop the linguistic knowledge of this common text type, which ideally can develop the students' ability to think and write critically. Finally, the coursebook, in which the

writing focus was on journal writing and book reviews, supported the students' writing development as discussed above.

1.2 Background

1.2.1. Burmese students in Thailand

There are over 50 English language learning centers in Thailand for Burmese migrant workers. These centers are located around Chiang Mai, Mae Sot and Bangkok respectively. Over 2000 Burmese migrant workers are working in Thailand and learning English in these centers. OKRSO is one of the centers for the migrant workers. When Karen migrant workers want to find jobs, English language is necessary to communicate with their employers. Thus, OKRSO provides a classroom and English language teachers for the Karen people.

Among these Burmese learners, there are two different groups in terms of educational background. In one of the groups, the students are lower than high school level; their aim for learning English is to communicate with their bosses at work; and their learning focus is on speaking. In the other group, the students have passed the high school examination, which is called post-ten education in Burma because high school concludes with the 10th grade; and their purpose for learning English is to continue their education to the tertiary level if they have an opportunity. Thus, the students in the latter group have learned the four skills in English and their need is to improve their written English, which is the main component to continue their education.

In this thesis, the targeted students are the second group who want to continue to the tertiary education level. However, not only does this group lack writing practice, they need to develop their linguistic knowledge in terms of vocabulary and more advanced grammar patterns. It is in order to be exposed to writing practice and

to develop adequate lexis and grammar knowledge to write at a level adequate for university studies that the students took the course which is the focus of this research.

1.2.2 Life goals and educational aims of the target students

In the migrant learning center Overseas Karen Refugees Social Organization (OKRSO), there were altogether 34 students. Among them, ten students were in the writing class which is the subject of the study. The class met six hours per week at the OKRSO office.

The students in the study were very motivated to improve their English language skills, not only for the extrinsic reasons discussed above, but in order to be able to express their feelings. Being members of a marginalized group in their own country, they have special experiences to tell about, yet they are inhibited when they have to write.

There are several reasons for this. The first is simply their inexperience in writing, like any other students who have limited proficiency in a language. The other reasons are more personal. First, when they were in the primary and secondary school, they often suffered corporal punishment unless they strictly followed the teacher's instructions in the class; in particular, they were punished for making mistakes. Secondly, in their present situation, they are afraid that, if they write their real story, someone will insult or even threaten them for their migrant status. Thus, in the writing class, these students need to be given encouragement not to be shy about their status, but just to write and to be reassured that everyone who reads their stories will empathize. As the teacher of this class, the researcher, who is also from a minority ethnic group of the students' country, was able to give appropriate encouragement to the students to express themselves in writing and to work toward furthering their educational goals.

As stated above, the main extrinsic goal of the 10 students participating in the study was to try to continue their education. In Burma, the students who pass the tenth standard examination in a high school can attend a university. However, these ten students had financial problems, and they have to support their families. So, they could not simply attend the university and, instead, had to come to Thailand to work. The students were working toward applying for a bursary or school fees waiver. To have a chance to succeed in this and thus to attain a tertiary education, written communication is very important.

Thus, writing was a very important goal for these students for two reasons. In terms of their life goals, writing became the key to furthering their education and thus having more opportunities in life than they would have otherwise. Secondly, however, many of their lives had been filled with unusual and even traumatic experiences, and learning to tell about these experiences was a way for them to practice and develop their writing in an intrinsically motivating and intensely personal context. The two goals for writing could be said to work together, and this symbiotic relationship is to be studied in this thesis.

1.2.3. Course study aims and materials

1.2.3.1. Dual focus of the course

The course was thus a chance for the participants to begin to express themselves and write their story as members of an ethnic group growing up as a minority within their own country. It was at once a kind of therapy and, at the same time, a preparation for learning how to do academic writing toward their hoped-for tertiary education. The two aims thus provided the rationale for the choice of writing tasks. The first, the writing of journals, essentially served the aim of allowing the students to practice their writing about topics of their own choice. Later in the course, they were guided toward

writing their journals as recounts, in a first step of teaching them to pay attention to form in writing.

Simultaneously, in a reading-writing component, they read graded readers and wrote reviews of them. In this component of the course, formal academic writing was focused on from the beginning in the form of the book reviews. However, midway through the course, instruction in the narrative genre was given in order to strengthen the focus on formal aspects of writing (see section 1.3). The text types that were the writing focus of the class were not random choices, however, but were supported by the teaching materials assigned for this course level. At the same time, they were appropriate text types to further the two aims of the students in writing as described above.

1.2.3.2. Course books from the Curriculum Project

The Curriculum Project (C.P) was set up with the purpose of developing a curriculum to effectively address the needs of post-ten education Burmese students. In Burma, from Grade One to Grade Five is called Primary Education and Grade Six to Grade Ten is Secondary Education. Thus, post-ten education means the students have passed Grade Ten and are pre-university level. o fulfill the students' needs, the Curriculum Project has published a series of course books especially for the Burmese migrant workers studying in Thailand and along the Thai-Burma border area. Among the different kinds of course books, *Reading and Writing, Modules One, Two and Three* are prescribed text books for writing skills in the migrant learning centers in Mae Sot and Bangkok. *Module One* (see Appendix 1) was used in the course taught to gather the data for this study because the content focuses on journal and book review writing.

Journal writing was appropriate for free writing, from which the students were able to get writing exposure and a large amount of practice. Learning to write book reviews was relevant to developing genre and linguistic knowledge they needed for further academic work. Moreover, in the book reviews, the students were able to write personal responses, and either recommend the reviewed books or not. Because they were reading fiction in order to write about it, the readers could also connect to universal themes found in literature and to their own perspectives in order to make a comment in review writing (Bushman and Bushman 1994: 95).

By the reading of graded readers that the students did in order to write the book reviews, they also were able to absorb other aspects of language more indirectly: ideas to write about, lexis, knowledge of grammatical structures and mechanics and the features of another genre, the narrative genre.

1.3 Rationale

Previous to the course in which the study was carried out, "General English", the participants had had more conventional four-skill courses in which writing was mostly done in the form of exercises at the sentence level, with short paragraphs being the longest texts written.

In the course taught for this study, the students were asked to write more extensive texts. In the journal writing, they chose what to write about and had freedom, especially at the beginning, about how they wrote. This gave them the chance for relatively free self-expression in writing and substantial writing practice. At the same time, they were being introduced to the idea of writing with form in mind by the book reviews, which they wrote after getting the input of fictional works of many kinds in the graded readers.

At the beginning of the course, the students wrote journal entries and book reviews without any special instruction from the teacher, but following the coursebook, which did give input about both journals and book reviews. Midway through the course, the instructor gave special lessons on writing the genres of *recounts* and *narratives*.

The purposes of adding genre instruction were as follows:

1. To compare the students' ability to use appropriate language in their journals, including recounting events, before getting the instruction with their ability to focus on the features of recount after getting the instruction about this genre.
2. In writing book reviews, to draw on the awareness of narrative structure to read and analyze a fictional work more accurately, and to write about its features more precisely, including giving a well-founded comment about its quality.

The language features of the Recount Genre, as theoretized by teacher practicioners of Systemic-Functional Linguistics (Derewianka 1990, Martin 1989 and Rose 2006, among others) were used to teach the journal writing component because many of the students' experiences as retold in their journals were also recounts (Derewianka 1990: 14-17). Specific teaching of recounts was intended to develop the students' ability to write their stories in their journals with greater awareness of the organization and language features of the genre.

The instruction given in the coursebook on writing book reviews provided the students with models for this genre from the beginning of the course. The added instruction in the text organization and language features of the Narrative Genre as described by Derewianka (1990: 40-42) was intended to focus and deepen the writers' understanding of the texts they were reading. It was expected that this understanding

of narrative structure and language would be reflected in their writing about fiction in the book reviews, thus expanding their ability to write critically about this genre.

Therefore, this research study focuses on what language features the students used and developed in their journal entries and book reviews after receiving specific instruction in the relevant genres.

1.4 Objectives

The objectives of this study were to improve the migrant worker students' writing of the events of their lives in their journals by teaching the text organization and language features of the recount genre; and to expand their resources in writing book reviews about fiction by teaching them the features of the narrative genre.

1.5 Research Questions

This study aims to answer the following questions:

1. How did the participants' journal writing, especially their writing of personal stories, change after exposure to the framework of the Recount Genre?
2. How was the participants' review writing about fiction improved by the explicit teaching of the language features and structure of the Narrative Genre?

1.6 Definition of terms

Genre

Genre can be defined in many ways, but in the Hallidayan framework utilized here, it refers to broad categories of writings having a recognizable overall structure (text organization) and using specific linguistic structures (language features). Within these categories, such as Instruction, Recount, Description, Narrative, etc., various specific text types can be analyzed, for example, within the Instruction genre can be found

diverse text types: recipes, rules for games, electronics manuals, etc. Any language features where special terms are used, for example, in the Recount genre participants, process and material process, linking items (to do with time), that they can be adverbials (for example, On the other hand,.....) or conjunctive expressions (for example, When I woke up, ...).Genre helps learners not only to see how grammar and vocabularly choices create meanings, but to understand how language itself works and its basis in Hallidayan functional linguistics (Halliday 1994, cited in Hyland 2007: 153) and sociocultural theories of learning (Vygotsky 1978, cited in Hyland 2007: 153).

Theme

According to Halliday (1994: 38), "The Theme can be identified as that element which comes in first position in the clause. In other words, the theme tells what the focus of the clause is, what the speaker wants to talk about in the clause.

Marked Theme

A Theme that is something other than the Subject is called Marked Theme. The most usual form of Marked Theme is an adverbial group, for example, *today, suddenly, somewhat distractedly*, or a prepositional phrase, for example, *at night, in the corner, without much hope* (Halliday 1994: 44).

Unmarked Theme

The Unmarked Theme is the subject of the clause. According to Halliday (1994: 44), in everyday conversation the item most often functioning as Unmarked Theme is the first person pronoun *I.* Any common or proper noun that as head of the clause takes the function of subject is also called the Unmarked Theme.

1.7 Organization of the thesis

There are five chapters in the thesis.

Chapter one – Introduction commences with a general introduction to the study. It includes the background, the rationale, the objectives of the study, the research questions and the definitions.

Chapter two – Literature Review gives the theoretical foundation for the later chapters, including a discussion of genre approaches, especially the Australian (Hallidayan) approach which gives a precise method for promoting the development of the text organization and language features in writing journal entries and book reviews.

Chapter three – Research Methodology discusses the methodology adopted in the study, including a restatement of the research questions, description of the research context and participants, the procedure of data collection and method of data analysis.

Chapter four - Data Analysis reports the results of the data analysis of the students' writing and discusses the findings arising from the analysis.

Chapter five – Conclusion summarizes the results of the study, including its limitations, comments on the significance of the findings, and offers recommendations for further research.

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Chapter Two

Literature Review

2.1 Introduction

The review consists of the theories and implementation of the analysis of the development of language features and text organization in writing journal entries and book reviews. Firstly, the traditional writing instruction and the Burmese classroom are described in Section 2.2. Then, Section 2.3 shows the theoretical background of journal writing and book reviews, Section 2.3.1, 2.3.2 and 2.3.3 respectively review studies of the benefits of journal writing, the advantages of writing book reviews and the importance of the connection between reading and writing processes.

Finally, in Section 2.4, Genres and the teaching of writing according to the approaches and concepts of Systemic Functional Linguistics are discussed in Section 2.4.1, 2.4.2 and 2.4.3 respectively. In this section there is a focus on the framework of Recount (2.4.3.1) and Narrative (2.4.3.2) genres that are to be applied to the writing of journals and book reviews in this thesis.

2.2 Traditional writing instruction and the Burmese classroom

According to Homstad and Thorson (1994: 10), "Writing has commonly been viewed as a support skill, used to reinforce the acquisition of grammar, as in the grammar-translation method, or to support the memorization of language structures, as in the audio-lingual method." Although this viewpoint about the relationship of grammar to learning to write and speak a language has long been abandoned in other educational systems, the Burmese way of teaching language in general and writing in particular still has much similarity with the description above.

The participants in this study are Burmese students, and following the common strategy for teaching composition in Burma, most teachers hold to the idea that writing is only taught sentence by sentence and paragraph by paragraph, with focus only on correct grammar. Such teachers' point of view was that grammar can support the writing of compositions, and if the students acquire linguistic knowledge, they can write. Therefore, the teachers used to reinforce the acquisition of grammar by practicing repeatedly to memorize the language structures.

In modern language theory and practice, the communicative approach has long since taken the place of the traditional approach described above because it is now understood how language proficiency develops through communication (Homstad and Thorson 1994). This principle has been applied, not just to the teaching of oral language, but to writing as well.

2.3 Theoretical background

2.3.1 The benefits of writing journals

Ling (2001: 53) said "Many factors such as motivation, anxiety, learning environment, and teaching approaches hinder EFL learners from writing effectively". Thus, to get motivation and release anxiety, learning environment is very important. Students should get motivation to write in their writing class, and they will be able to write effectively if they are free from anxiety.

Moreover, Bruning and Horn (2000: 28) stated the following table in which four motivation-enhancing conditions are included.

Table 2.1 Factors in developing motivation to write

Cluster	Related Motivation-Enhancing Conditions
Nurturing functional beliefs about writing	• Creating a classroom community supporting writing and other literacy activities • Displaying the ways that teachers use writing personally • Finding writing tasks that assure student success

	• Providing opportunities for students to build expertise in areas they will write about • ***Using brief daily writing activities to encourage regular writing*** • Encouraging writing in a wide variety of genres
Fostering student engagement through authentic writing goals and contexts	• Having students find examples of different kinds of writing (e.g, self-expressive, persuasive, entertaining) • ***Encouraging students to write about topic of personal interest*** • Having students write for a variety of audiences • Establishing improved communication as purpose for revision • Intergrating writing into instruction in other disciplines (e.g science, math, social studies)
Providing a supportive context for writing	• Breaking complex writing tasks into parts • Encouraging goal setting and monitoring of progress • Assisting students in setting writing goals that are neither too challenging nor too simple • ***Teaching writing strategies and helping students learn*** • Giving feedback on progress toward writing goals • Using peers as writing partners in literacy communities
Creating a positive emotional environment	• Modelling positive attitudes toward writing • ***Creating a safe environment for writing*** • ***Giving students choices about what they will write*** • Providing feedback allowing students to retain control over their writng • Utilizing natural outcomes (e.g, communication sucess) as feedback source • Training students to engage in positive self-talk about writing • Helping students reframe anxiety, stress as natural arousal

(Bruning and Horn 2000: 28)

The factors ***in bold and italic*** (emphasis provided by researcher) in each stage of the motivation-enhancing conditions can be applied to journal writing when it allows the students to write their daily activities, personal experience and own events. Moreover, the students can write about topics of personal interest, and they have choices about what they will write. Furthermore, writing journal entries means freedom of expression and the fact of a safe environment for writing is included.

Additionally, they can write what they did and what happened in the past in the diary to create a meaningful social record because Martin states that

> People who speak languages with writing systems have more than their memories to go on. They can, if they wish, make permanent records of what has happened. Many people use a diary in this way to keep track of things. And young children, very soon after first learning to write, use language in this way. They write about what has happened to them: playing with friends, visits to relatives, trips and so on (1985: 3)

Hence, both adults and young learners can write in diaries or journals about the real situation around them, depending on their level of English .The students in the study have many personal events and feelings to tell about and need to get a chance to write them down as a record. Although they are not young children, their trips and friends are written in the journals in the study. Recalling their memories to write their previous trip is also a pleasure for them; another benefit of journal writing is that it is enjoyable.

Furthermore, Quirke (2001: 12-13) adds, "The journal is an attempt to bring the fun back into writing through genuine communication between teacher and student." As the participants in this study are familiar with a teacher-centered approach and come from rote-learning, they have less communication with the teacher. The journals make for more understanding between teacher and students and the communication between them is better. The teacher gets empathy for the students' life through their journals and pays much more attention to creating a lively classroom atmosphere with fun.

2.3.2 The advantages of writing book reviews

What distinguishes a book report and a book review is that the former is factual, while the latter is critical. According to Ur (1997: 164), "a book report can be a fairly routine, rather boring, exercise"; it is usually done in order to check that students have read the book rather than for the sake of the writing. Both book reports and book

reviews need "some preliminary guidance...on content and organization"; but the writing of the latter one has more meaning, as Ur asserts.

As Malecki (2001: 97) remarks,

> Book Reviews are different from Book Reports in several ways. A book review is a critical evaluation of the book that provides a thoughtful and in-depth analysis, and evaluation of the main idea, and purpose of the book. In a word, it presents the assessment of the quality, meaning, and significance of the book.

Hence, writing the summary of the book is not sufficient for a book review. Critical evaluation is needed in book review writing, and it should go deep into analysis. Assessing the quality, meaning and significance of the book are needed in reviews; that is how they differ from reports.

The online source 'How to Write a Fiction Book Review' (n.d.) notes that in book review writing, three main abilities are necessary: the ability to read, understand and analyze. If the students read the book thoroughly to summarize the main stages of the story, they are able to create a good book report. Moreover, if they write competent critical comments after writing the summary, they are able to compose a book review. How to write a book review is based on how much understanding there is of the book because there is a connection between the reading and writing process.

2.3.3 The importance of the connection between reading and writing processes

For many years, reading and writing researchers (Trosky and Wook 1982; Tierney, Soter, O'Flahavan and McGinley 1989; McGinley 1992, cited in Smith 2001) have acknowledged the importance of the connection between the reading and writing processes. To show how the reading and writing processes are connected, Stotsky (1983, cited in Eisterhold 1990: 88) found the following.

> There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poor writers. There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poor readers.

According to the comparison of better and poor, the facts stated above show that writing depends on reading. The more students read, the more they can write well, and writing potential will be increased if reading achievement is high.

In this study, the students have to write book reviews in which analysis is included. Unless they understand what the story is, the analysis will be poor because, as Smith (2001) notes, "Reading and writing are recognized as parallel, connected and complementary."

For the book reviews, the students have to read graded reader story books. Graded readers are books that have been written at a particular level or simplified books adapted from novels (Hill 2001: 301). One may ask why graded readers have been chosen as the reading and review-writing material of the participants in the study. The ability to read independently and to learn from reading is the foundation for what has been learnt. As these students are not yet proficient in English reading, simplified material allowed them to read comfortably at their level and write about it.

2.4 Genre approaches to the teaching of writing

2.4.1 Concepts of genre

In recent years, genre has been an important concept in literacy and language education, particularly concerning the teaching of writing (Ling 2001: 53). Martin (1985: 33) describes genre as "a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture". Thus, the specific social goals become the main focus of this approach, which is important to students who want to use their writing skills for real-life purposes. Derewianka (2003: 133) states that "the term

genre has in recent times been extended beyond its traditional use in literary contexts to include all purposeful uses of language. In language teaching, to fulfill the students' needs is the main objective, and the genres are purposeful uses".

Kay and Dudley-Evans point out that all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes (1998: 309). Therefore, the communicative purpose and the structural features should be identified when genres are used in writing classes (Paltridge 1996: 237-243). Moreover, Hyland (1990: 153) points out that "a genre approach is based on the notion that the structure of a text contributes significantly to the realization of its meanings and that a description of the linguistic structures and language features can be an important pedagogical resource and provide learners with comprehensible input". Thus, studying text from the point of genre is a way for students to go beyond a traditional grammar-bound way of language learning to bring it alive for their own purposes, whether for self-expression (journal) or for more formal academic use (book review).

2.4.2 Approaches to the study and teaching of genre

There are different approaches to genre, and different groups working in the field of genre theory have differing points of view. The goal that they all have in common is to enable learners to understand and produce texts. The genre instruction supports the learners; Hyland (2007: 148) states that

> Instead of focusing on the process of composition, the content of texts, or the abstract prescriptions of disembodied grammars, genre pedagogies enable teachers to ground their courses in the texts that students will have to write in their target contexts, thereby supporting learners to participate effectively in the world outside the ESL classroom.

Hence, focusing on writing for the target context rather than exclusively on the process, content and grammar is the supportive way to involve English as a second language learners effectively in composition.

Moreover, Johns (2003: 95) is focused on "how the various theories of genre influence approaches to classroom teaching, particularly as applicable in English as a second language/ English as a foreign language (ESL/EFL) contexts" and she explains the three main approaches to the teaching of composition: Sydney or Systemic Functional Languistics (SFL) School, English for Specific Purposes (ESP), and The New Rhetoric. In the Sydney School or SFL approach, the genre is based on how the organization of language is related to its use and social context. ESP/EAP genre analysis have been conducted by John Swales (1990). This analysis focuses on English for Academic Purposes (EAP). The purpose of teaching The New Rhetoric approach is mainly for L1 students.

Henry and Roseberry (1998: 147) evaluated the Genre-based approach to the teaching of EAP/ESP writing and said "The aim of genre-based language teaching is to raise learners' awareness of both the rhetorical organization and the linguistic features closely associated with the genre." Thus, the approach is used to determine the generic structure and linguistic features for academic focus.

As Gerot (1996: 217) remarked in a genre-based approach to teaching English literacy in Australia, Genre-based approach focuses on texts and making meaning with them, exploring how purposes for writing influence the overall shape of the text and the linguistic choices. Additionally, Burns (2001: 200) points out that "Systemic functional approaches to language learning and teaching fit well with communicative language teaching as they provide teachers and learners with a means of exploring language use within a framework of culture and social purpose." Hence, when the

students in this study write their journals with Recount framework and book reviews in Narrative as well, their texts are analyzed in systemic functional approach. Both the researcher and the students explore the language in the framework.

Furthermore, Derewianka (2003: 135) states, "In genre-based approaches the emphasis is on the creation of meaning at the level of the whole text." Therefore, genre-based composition can be called realization of the whole text, unlike the sentence level instruction the Burmese study participants had before. In writing journals and book reviews, the main purpose is to produce the whole texts rather than sentence by sentence and paragraph by paragraph.

Modern approaches to writing have included especially the process approach, where the writer goes on a "discovery of meaning" as he/she writes (Zamel 1982), working out what he/she wants to communicate in multiple drafts with the help of the teacher and in cooperation with other students in the classroom. This approach has been very popular in the teaching of composition over recent years. However, its disadvantage is that it does not give students, in particular non-native speakers, enough guidance about ways to structure their writing, leaving too much to their own intuitions.

The communicative approach fills this gap by informing about another more systematic way of teaching writing, focusing on the different genres which are written for real-life purposes, and whose text organization and language features have been thoroughly researched using the framework of Systemic-Functional Grammar (see Halliday 1994; Foley 2007). This genre approach has been used with great success to teach writing to both L1 and L2 students in Australia (Rose 2006), and is the approach used in this thesis.

2.4.3 The Australian (Hallidayan) approach to genre

As discussed above, this approach to teaching writing focuses on teaching the characteristics of the different genres. Among the various kinds of genres (text types) in Derewianka (1990), Recount Genre is chosen for journal writing and Narrative Genre is for book reviews. The criteria for choosing those genres are based on the content of the coursebook and the context of the target students. In the coursebook, two main types of writing are covered: the writing of journal entries and book reviews. Writing journal entries and writing personal recount are related to each other.

2.4.3.1 Recount genre

Recount writing is to tell what happened in the past, and the text organization framework for the Recount Genre has three parts: Orientation, Chronological sequence of events, and a Conclusion, often containing a personal comment. The language features of this Genre are five: Specific participants, Pronouns, Linking items to do with time, Use of Simple Past tense and Marerial Process (Action Verbs). For specific features of Recount, see Derewianka 1990: 14-17).

2.4.3.2 Narrative genre

Narrative genre is chosen as a way to teach students to read and write about the fictional texts they review with more understanding. In order to help the students to analyze what they read and to write about it, they were given instruction in the Narrative Genre so that they were able to "summarize the major stages of the story concisely, drawing on their awareness of narrative structure, and to evaluate specific features of the text" (Derewianka 1990: 38). Similar to Recount, Narrative Genre can be analyzed for its text organization and language features. The Text Organization can be analyzed according to the parts of a typical narrative as Orientation, Complication and Resolution. Like the Recount, the Narrative Genre distinguishes five Language

Features, whose details differ in some respects from those given above for Recount (for specific language features of Narrative, see Derewianka 1990: 32-46).

Since the genre approach, specifically the Hallidayan model, has been shown to lead to effective writing in both groups of students, it was the approach used in this study, in both the instructional phase in the middle of the course, and to analyze the students' writing before and after the instruction (see Chapter 3).

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Chapter Three

Research Methodology

3.1 Introduction

Chapter Three, Research Methodology, describes the methodology adopted in the study, including a restatement of the research questions, description of the participants and research context, the procedure for data collection and method of data analysis.

3. 2 Restatement of the research questions

This study aims to answer the following questions:

1. How did the participants' journal writing, especially their writing of personal stories, change after exposure to the framework of the Recount Genre?
2. How was the participants' review writing about fiction improved by the explicit teaching of the language features and structure of the Narrative Genre?

3.3. Description of the research context

The research study was carried out at the Overseas Karen Refugees Social Organization (OKRSO) office in Bangkok, Thailand. At OKRSO office, a weekend English class has been established since 2004. For the research study, the weekend English class included 10 migrant worker students who had completed 10 years of school education. Seven students were female and three were male. Their age-range was twenty to thiryears old.

Each student had to write 10 journal entries and 10 book reviews as a component of the six week writing course. Normally, the classroom timetable was from 6:00 pm to 9:00 pm on Saturdays and 9:00 am to 12:00 noon on Sundays excluding 15 minutes break, i.e. six hours per week. The teaching hours amounted to

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36 hours for this study, and the researcher followed the coursebook instruction for the first 18 hours. Mid-way through the study, she added the framework of Recount and Narrative Genre instructions to the coursebook for the second half of the course.

In this study, the course book was *Reading and Writing Module One* (see Appendix 1) in which the focus is on journal writing and book reviews. Additionally, 10 simplified readers (see book list in Appendix 1) were used for extensive reading and book review writing. Every Sunday night, the students chose two books for their extensive reading. They read them at home, and the following Saturday and Sunday, they wrote book reviews about them in class.

3.4 Data collection procedure

The students wrote five journal entries before and five after getting the Recount genre instruction. According to the timetable, from 6:00 pm to 7:30 pm on Saturdays and from 9:00 am to 10:30 am on Sundays were the periods of teaching and writing journal entries. For the book reviews, the timetable was from 7:45 to 9:15 pm on Saturdays and from 10:45 am to 12:15 pm on Sundays. Within six weeks, the total number of journal writing periods and book reviews was 12 each. However, the students were not able to do the writing on the first day and last day. On the first day they were given an introduction about journal writing and book reviews, whileon the last day, they celebrated certification ceremony. Therefore, 10 journal entries and 10 book reviews were written and collected from each student over the period of the class..

3.4.1 Journal writing instruction

In the first six weeks, the researcher taught how to write journal entries by using the coursebook. For instance, on the first day, the researcher explained what a journal is and asked who had kept journals before, in what language, how they wrote them, and

how often. Those were questions included in the coursebook (see Appendix 1:2). Then, the students had to interview each other by using those questions in discussion. After that, the researcher showed sample journal entries (Appendix- 1:3-6) and the students compared them with each other.

On the second day, the researcher wrote a model journal entry on the board and the students had to brainstorm what they could write about in a journal. They made a list of topics and their teacher created four activities following the coursebook (Appendix- 1:7). Similarly, the teacher demonstrated first by the coursebook and the students wrote their personal journals

In the third through the sixth class period, the students wrote their personal journals following a similar model, with the teacher first demonstrating what was given in the coursebook. During the first six weeks, there was no specific topics for the journal entries and the students could write about anything they wanted. They wrote either about events that had happened in the past or others that were timeless. The instructions in the first half of the course had to do with explaining what a journal entry is and whatstudents could write about, as well as examining the samples to see how to write to be interesting for the readers and to strengthen the writing habit.

Mid-way through the course the students were taught the text organization and language features of Recount genre so that they could apply these to writing about five past events in their lives. The purpose of teaching the Recount genre was to elicit personal which would teach them to write the past events in chronological order, to use the simple past tense in their event writing, and to apply other typical features of recount writing in their journal entries. At this point in the study, the students were given a specific topic to write about: "An Unforgettable Event" in their lives. They wrote five events. The instruction in the second half of the course focused on the

framework of Recount genre. (Table 3.1) The framework and method of analysis of the students' event writing in journal entries are given in more detail in Section 3.5.

3.4.2 Book review writing instruction

In the first six weeks, the students were taught how to write book reviews by using the coursebook. For instance, on the first day, the researcher explained the differences between book reports and book reviews by showing examples and according to Ur (1997: 164). (See Chapter 2, Section 2.2.2) Then the students were asked questions from the coursebook (Appendix 1:9). Moreover, the students had to interview each other by using questions on page 10 and 11 (Appendix 1:10-11). As explained above, the students were not able to write book reviewson this day. However, at the end of the class, they were assigned to read a book, graded reader novel (See Chapter 1, Section 1.2.3.2) at home and on the second day they would write their first book review.

On the second day, the students learnt how to write a book review by the coursebook framework (Appendix 1:20) and they identified the title, author, main character, setting, plot, readers' opinion and meaning of the book on the sample book review (Appendix 1:16). The researcher wrote a model book review on board and taught the coursebook (Appendix 1:12-13) in which the students had to match the sample book reviews and the pictures of the book covers. Then the students wrote their first book review on that day. In the third through the sixth class period, the students wrote their book reviews following a similar model, with the teacher first demonstrating what was given in the coursebook. The instructions in the first half of the course were based on the coursebook and students wrote five book reviews.

Mid-way through the course the students were taught the text organization and language features of Narrative Genre (Table 3.2) so that they could apply these to

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writing another five book reviews. The purpose of teaching Narrative genre was to help students draw on the awareness of narrative structure to read and analyze a fictional work more accurately, and to write about its features more precisely in their book reviews. As part of their review writing, the students were to comment on the books they read, and it was thought that the study of Narrative genre would help them do that more critically. The instruction in the second half of the course focused on the framework of Narrative genre (Table 3.2). The method of analyzing Narrative and book reviews to show what changed before and after exposure to the genre instruction is discussed in Section 3.5.

3.5 Data analysis

3.5.1 Journals

The students' journal entries are analyzed using both qualitative and quantitative methods. The qualitative analysis of the journals is carried out by selecting typical text extracts to analyze how the students wrote when they started the course and in what ways they improved after the Recount instruction. Of the students' first five journal entries before the Recount Genre instruction, some tell about past events, but some are timeless descriptions or reflections. In order to compare the journal writing before and after the Recount instruction, the students' journal entries which are related to the past event writing were mainly chosen in the pre-instruction phase. Examples of these entries were analyzed according to the text organization and language features of the Recount genre to see how appropriately the students wrote recounts before the instruction was given.

After the students had learnt the Recount Genre mid-way through the course, they were asked to write about five outstanding events in their lives ("Unforgettable Events"). Then, among the journal entries before the Recount Genre instruction, some

examples from the past event writing (Recount) displayed in the journals were chosen. The the chosen journal entries were compared to the event writing after the genre was taught, focusing on how the students' journal writing, especially their writing of personal stories, changed after exposure to the framework of the Recount Genre.

The text organization and language features framework (Table 3.1) was adapted from Derewianka (1990) to provide criteria for evaluating the text organization and language features found in the journals both before and after the instruction.

Table 3.1 Text Organization and Language Features Framework of Recount Genre for Journal Entries

Text Organization	Introduction (Who, what, where, when)	Events (Chronological sequence)	Personal Comment

Language features	Specific participants and pronouns	Use of simple past tense	Use of material process (action verbs)	Use of linking items, to do with time

(Adapted from Derewianka 1990: 14-17)

The framework here is based on Halliday's Systemic Functional Grammar and that it uses functional terms. Each genre is analyzed in terms of its Text Organization and Language Features which distinguish it from every other genre. The Recount genre has a three-part structure which includes an Introduction giving specific details about the event, then the phases of the event in chronological order, and finally a personal comment. The Language Features specify that a recount is about specific people or things (participants), not general ones, that it uses past tense and mainly action verbs (material process), and that it links the events and details of the story

together by using mostly time adverbials and conjunctive clauses (linking items to do with time) (Derewianka 1990: 14-17). The students' writings were evaluated in terms of how basically or complexly they used these features to tell their stories. A development from more basic to more complex was expected after the Recount instruction was given.

In addition to the qualitative analysis of text just discussed, counts were done of the length of writing, the number of appropriately used action verbs, and the use of linking items to do with time before and after the Recount instruction. The purpose was to find out whether there was an increase in quantity and an improvement in the appropriacy of use of these typical features of Recount writing. An improvement in the use of these features would show that the recount instruction had a measurable effect.

3.5.2 Book reviews

In learning to write book reviews, firstly the students followed the instructions in the coursebook, which were intended to be used to write reviews of narratives (stories or novels). The first five book reviews were written according to the coursebook instructions in which the structure of book review writing was given as follows: (1) Introduction: title, author and main characters; (2) Summary: setting and plot; (3) Conclusion: opinion of the reader and lesson of the story (Appendix 1:20). This provided a basic outline according to which the students could write their reviews of graded readers which was equivalent to the Text Organization provided in the Genre approach (see Text Organization above for Recount Genre, Table 3.1).

Mid-way through the study, the students learnt about the specific characteristics of the Narrative genre and wrote another five book reviews. They

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learnt to apply the Narrative Genre framework by discussion in the class. The rearcher taught the framework of Narrative Genre to the students (Table 3.2).

The purpose of teaching Narrative Genre was to give the students a new awareness of narrative structure, so that they could read and analyze their fictional texts with greater understanding and write the book reviews of them with greater precision and depth. This includes their use of language to summarize the story accurately, give information about the setting, characters, plot and the conflict that arises in the story, as well as to give a meaningful personal comment about the book at the end.

The table below shows an adaptation of Derewianka's system for presenting the text organization and language features of the Narrative Genre. The text organization is very similar to that presented in the coursebook for book reviews, but with slightly altered names. They represent the framework presented to the students for learning about Narrative Genre, and are also used to evaluate the students' application of narrative features in writing their reviews after the instruction.

Table 3.2 Text Organization and Language Features Framework of Book Review and Narrative Genre

Text Organization	Orientation (Title, Author, Main characters)	Summary (Complication & Resolution)	Critical comments

Language features	Specific participants and pronouns	Use of relevant verb tense	Use of variety of verbs (Refer to what the participants did or said or felt or thought)	Use of linking items to do with time

(Adapted from Derewianka 1990: 42)

In writing their book reviews, the students can follow the main steps in the story development. Thus, in the Introduction to their review, they will include the information given in the story Orientation. In the Summary part, they will include the setting and the plot development, which includes a Complication and Resolution, and finally, they will write a personal comment that takes a critical look at how the orientation, setting and plot are carried out. The framework in this table is intended to allow the researcher to compare to what extent the elements of Narrative structure are included in the reviews written after the instruction and whether there is improvement. In this framework, "relevant verb tenses" mean normally, past tense used but when dialogue included, the tense may change to the present or future. The "variety of verbs" stands for the verbs of material, mental, verbal, relational, existential processes include in Narrative writing to show what, how and why the participants did in the story and how the event happened as well. (Derewianka 1990: 42)

The students' book reviews are analyzed by selecting two students' reviews: one each from the first-half of the course of those two examplified students and another from the second-half; to analyze how the students wrote reviews when they started the course and in what ways they improved after the Narrative instruction.

To show how the students used the features before and after exposure to the Narrative genre, the students' book reviews were analyzed comparatively, to see how they incorporated the five language features of the framework as well as the organizational features of a narrative text.

3.6 Conclusion

In order to answer the research questions, the journal entries were collected and analyzed by the genre-based framework of Recount, and the book reviews were

analyzed using an adapted Narrative framework. In addition, the journal entries which were relevant for the past event writing in the first half of the course were compared to the students' recounting of "Unforgettable Events" in the second half. Thus, the use of the genre features by the students before and after exposure to Recount genre is seen. Furthermore, the students' book reviews were analyzed before and after the teaching of the Narrative genre framework, in order to see what changes occurred in their handling of the narrative texts in the reviews. The analysis of the recount and narrative texts, which shows to what extent changes occurred as the course went on, is presented in Chapter 4, Data Analysis and Findings.

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Chapter Four

Data Analysis and Findings

4.1 Introduction

This chapter presents the findings of a research study based on the analysis of students' text organization and linguistic features in writing journal entries and book reviews. The purpose of the research study is to examine the research questions restated in Chapter 3 (Section 3.2). The research questions concern what has changed before and after the students' exposure to instruction in the genre-based frameworks of Recount and Narrative.

In the first six sessions of the course in which the study was conducted, the students followed the coursebook procedures for the writing of journal entries and book reviews. Midway through the course, the students were given specific instruction in Recount and Narrative Genres. Their production in the journals and in the book review writing before and after the instruction was compared using the two relevant genre frameworks to find out to what extent their writing had developed because of the genre lessons they had received.

Before the Recount Genre instruction, the students were free to write on any topic they chose for the journal entries. Five journal entries each were written by the ten students, and a variety of genres was found, among them Description, Report and Recount. Consequently, the writing exhibited a variety of features characteristic of these different genres. Participants in the journal texts were not only human beings, but also places and things, and simple present and past tense were written, and various adverbials and linking expressions used. To analyze the features the students

exhibited in journal writing, the text organization and language features framework (See Ch. 3, Table 3.1, adapted from Derewianka 1990) was set.

Concerning the book review writing, before the Narrative Genre instruction was given, the students wrote five book reviews. They followed the coursebook instruction to write their reviews in the first six sections. (See 3.4.2 on page 24). In the second half of the course, the students were taught the characteristics of the Recount and Narrative Genres. The purpose of giving Recount genre instruction was to improve the participants' ability to write about past events in the journal entries, and that of Narrative instruction was to draw on the awareness of narrative structure to read and analyze a fictional work more accurately, and to apply that awareness in writing the book reviews.

For the journal entries, the students were then given a specific topic to write their weekly five journal entries about for the remaining weeks of the course; the topic was an "Unforgettable Event." The topic of unforgettable events is a typical topic to elicit a 'personal recount', although a 'factual' or 'imaginative' recount (Derewianka 1990: 15) could theoretically have also been chosen. Thus, there was a clear connection between the instruction and the task the students were given to do.

For the book reviews, the students were taught to apply the Narrative Genre to draw on the awareness of narrative structure to read and analyze a fictional work more accurately, and to write about its features more precisely in their book reviews. As part of their review writing, the students were to comment on the books they read, and it was thought that the study of Narrative genre would help them do that more critically. The instruction in the second half of the course focused on the framework of Narrative genre (Table 3.2).

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4.2 Analysis of students' linguistic features in journal entries

Analyzing a selection of the students' journal writing qualitatively according to the text organization and linguistic features and comparing their use of these features before and after the Recount instruction answers the first research question, which asks how the participants' journal writing, especially their writing of personal stories, changed after the Recount instruction.

In the pre-instruction phase, the students wrote about anything they wanted to. The researcher did not give any title or topic to the students, just encouraged them to feel free to express themselves in their writing. Thus, they wrote in various genres. Among the journal entries that had been written, some examples from the past event writing (Recount) displayed in the journals were chosen for analysis by the researcher. The purpose of choosing these journals was to analyze them according to the text organization and language features from Table 3.1 in order to be able to compare them to the event writing which was assigned in the second half of the course.

The task invited these students, many of whom had had unusual and sometimes difficult experiences in life, to tell a story from their lives that meant a lot to them, if they wished. This was intended to motivate the writing of Recounts. By the instruction, the students were given the possibility to extend their genre repertoire by using the other recount types, factual and imaginative, in future.

In this study, the students' personal recount writing in their journal entries were analyzed by the text organization and the language features framework of the Recount Genre (Table 3.1) and compared before and after the genre instruction was given. Firstly, some students' pieces of journals were extracted to examplify how they used the language features, then compared what the changes before and after Recount

Genre instruction. After that, the other students' whole texts were chosen to illustrate how their text structures changed before and after the Genre instruction.

4.2.1 Use of Specific Participants and Pronouns

In the various kinds of student journal entries, the participants are not only human beings, but also places and things. When the writers named the participants, they used nouns and pronouns alternately. Thus, the treatment of the *specific participants* and *pronouns* has been combined in the analysis. Among their journal entries, the researcher chose short paragraphs to exemplify the different kinds of specific participants that occur in various contexts.

The specific participants in the students' journals are the students themselves, their relatives, friends and bosses. It is typical of the nature of journals that, when allowed to choose their topic, the students often write about their personal feelings, and thus it is only natural that the majority of the specific participants are *they themselves* and *human and non-human participants who relate to their lives*. The noun participants are in ***bold and italics*** and the pronouns are in ***bold, italic and underlined***.

To find out how the students' use of the specific participants and pronouns, S-7's writings were analyzed as an example. The following paragraphs were extracted from S-7's Journal-4 before the genre instruction and Event-2 after the instruction.

> In the year 2008, ***I*** met ***a good friend*** at Sunday English class in OKRSO. ***His*** name is ***Saw Zin Maung Maung Zaw.*** At first, ***I*** thought that ***he*** was a proud boy. ***He*** was very clean. ***He*** loved beauty very much. ***His*** clothes and make up were very great like an actor. (S-7, Journal-4)

> ***I*** would like to talk about an event in ***my*** childhood. ***It*** was happened in the ***rainy season***. ***My school life*** was so difficult and not easy to go to ***school.*** In ***the rainy season***, all the places in ***my*** village were flooding. ***The teachers*** could not come to teach ***us*** at that time because transportation was not good. One day, ***I*** took a boat to go to ***school*** with ***my father***. On the way to ***school***, it

was ***raining*** very heavily with strong wind. Immediately, ***the wave*** attacked ***my boat*** strongly. And ***my boat*** sank into the water. ***I*** was also in the water. ***I*** could not swim well. ***My*** books in ***my*** bag were floating in the water. (S -7, Event-2)

Before the genre instruction, the student S-7 named her friend and herself as the specific participants in the Journal-4. She used the pronoun forms *he/his* redundantly. After the instruction, her thematic choice was more developed. When she started each sentence, she used different pronouns as the specific participants *I, It, My school life, My boat, My books*. Some sentences started with pronouns and some with specific participants *the rainy season, The teachers, the wave.* Thus, after the Recount genre instruction, the student S-7 developed in the use of specific participants and pronouns and the improvement of thematic choice was significant. She used Marked Theme in one of the sentences "*In the rainy season, all the places in my village were flooding.*" Before getting the Genre instruction, normally, she used Unmarked Theme but after the instruction, she could start her sentence with prepositional phrase.

To exemplify another student, S-5's writing before and after the genre instruction, her Journal-5 and Event-4 were selected.

I had a lot of friends in my life. ***Some*** were my classmates and ***some*** were my neighbors. Among ***them***, there was ***a special friend*** who was the most helpful person ***I*** had ever met in my life. ***She*** is ***May Oo***. (S-5, Journal-5)

In November, 2008, ***I*** went to the ***American embassy*** to bring ***my madam***'s passport. At 11:00 am in the morning, ***I*** got there. ***Many people*** were in front of the embassy when ***I*** arrived at the gate. ***They*** waited to get inside and ***me***, too. A few hours later, ***it*** was my turn. ***The securities*** told ***me*** to show the ***ID card*** to get inside. (S-5, Event-4)

Before the genre instruction, when S-5 introduced a friend who was special in some way; she put some care into the introduction, specifying either its circumstances or else the group of friends (classmates, neighbors) from whom this one stood out.

She created coherence by using a variety of participants and pronouns: *I, some, them, who, she*. The pronouns connect back to the nouns across the clauses, thus connecting the parts of the text; for example, *...friends...some...among them...special friend.* According to her sentence construction, the specific participants and pronous were subjects and, since they started the sentence, were also the Themes of the clauses, mostly Unmarked Themes.

After the genre instruction, S-5 tried to write about a past event in which she was the main actor but other participants appeared. Thus, the specific participants were herself, *American embassy, madam, many people, the securities, ID cards.* Again, she created coherence by using a variety of participants and pronouns: *I, They, me, it.* Moreover, the way she presented specific participants and pronouns was more developed. Before the genre instruction, she mostly used specific participants and pronouns as the clausal subject; thus they were Unmarked Themes. After the genre instruction, she started the sentences *"In November 2008, I" "At 11:00 am in the morning, I"*; she thus introduced adverbial groups as Marked Themes into her writing. The most usual form of Marked Theme starts with adverbial group. Therefore, S-5 improved in the use of specific participants and pronouns by giving greater variety to their functions.

In summary of this section, the thematic choice of S-7 was more developed and the functions of S-5's clauses gave greater variety to her writing after the instruction in Recount.

4.2.2 Use of tenses

Although no instructions had been given about genres, or about what topics to write about, in the students' journal entries written early in the course, the use of tenses is often acceptable. However, the use of simple past tense was not consistent, and the

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following short paragraphs are extracted from different students' journals to illustrate how they used the tenses.

The passage below is extracted from Journal-2 in the first half of the course and is written by Student I.D-5.

> I ***visited*** my best friend Yen Yen Aung's house. She ***invites*** me to have dinner with her. She ***told*** me that she ***cooked*** so many kinds of Thai curries and some deserts for me. When I ***went*** to her house, I ***waited*** for thirty minutes. Then, I ***got*** a bus. I ***see*** a lot of people on the streets and they ***are wearing*** red shirts. The Bus ***stopped*** on the streets. I ***did not know*** what to do. Then, the bus driver ***tells*** me that the street ***was*** already closed. I ***asks*** the driver what ***happened*** on the street. He ***do not tell*** me. At that time, I ***had to walk*** with red shirts and I ***am*** afraid of their guns. I ***tried*** hard to avoid and ***pass*** that people and that event ***was*** my new experience. (S-5, J-2)

S-5 started her first sentence in the past tense though the reader did not know when it happened. Then, she used simple present tense in the next sentence. After that, past tense appeared again. Therefore, she used a mixture of verb tenses before Recount genre instruction. However, she used many simple past tense verbs in the journal, J-2. Her writing was understandable even though it was difficult to know when the event occurred.

The following paragraphs are written by the same student S-5 and are extracted from Event-5, which she wrote at the end of the second half of the course; they may be compared to her writing in the first half.

> In August, 2006, I ***went*** to a celebration. At the celebration, most people ***were*** Burmese migrant workers. After celebration, the police ***came*** to that place to check ID card. I ***hoped*** everything ***would be fine*** to me because I ***had*** ID card. The police ***checked*** ID cards until 9:00 pm. Finally, the police ***took*** all people to the jail by bus. I ***stayed*** with other people in jail. When I ***went*** into the jail, I ***saw*** three ladies standing at the entrance door. They ***were*** very rude. Everybody ***paid*** 20 baht to them. But one lady ***asked*** about money to pay for what. They ***were*** angry and ***tried*** to fight her.
> I ***saw*** many different people, languages and ages. In the room I ***could not sit*** because a lot of people ***were*** in the room. I ***was*** very hungry but I ***did not want*** to eat anything because the toilet ***was*** very bad. I ***stayed*** in the jail one night and one day. The police ***sent*** all Burmese people to the Thai- Burma border. This ***was*** my first experience in jail and I ***got*** new experience. (S-5, Event-5)

In her Event-5, the student, S-5 started with the time marker *August 2006* and recounted where she went and what happened there in chronological order. In the retelling, the fact that it was a past event was highlighted by the time marker, and that all the sentences were constructed in the simple past tense. She also created cohesion in the passage by beginning with a variety of other Marked Themes: *At the celebration, After celebration, Finally, When I went into the jail.* All of these create more coherence in the text by specifying the time each detail or incident took place.

As another example of how the students developed their use of tenses with the Recount instruction, the following paragraphs are extracted from student S-8. The first passage below is extracted from her Journal-1, that is from before Recount Genre instruction was given.

> Yesterday, I ***went*** to the market with my friends. We ***bought*** a lot of vegetables and some meat for the following days. And we ***came*** back with taxi. And then we ***started*** the class at 6:45pm. After class, my friends and I ***looked for*** something to eat from the kitchen. We ***didn't find*** anything to eat. But, I ***remember*** that I ***have*** two packets of noodles. I ***take*** them from my house. So, we ***eat*** noodle salad together. The salad ***was*** a little salty.
> After having noodle salad, I ***take*** a shower and ***went*** to bed. I ***could not sleep*** because there ***were*** seven people and all ***are*** in a small room. It ***was*** very hot. So, I ***could not sleep*** well. The next morning, I ***felt*** very sleepy. And I ***come down*** to cook some food. I ***started to cook*** pork curry. Because I ***was*** sleepy, the curry ***is*** very spicy. I ***think***, I ***put*** chilli two times.
> I ***didn't tell*** any one about this. And when we ***eat*** lunch, the curry ***was*** so spicy that my friends ***do not eat*** a lot. Although the curry ***is*** pork, nobody ***ate*** a lot. So, there ***were*** a lot of pork curry ***remained*** on that day. It ***was*** really funny. And I ***didn't tell*** anybody about that. (S-8, J-1)

Although S-8 started the time marker, *yesterday* she used both simple present and past tense verbs. She could write the past event but the verb tenses were mixed. Before the Recount genre instruction, she did not know that simple past tense verbs should be used in writing past events. It contains a number of fairly mature Marked Themes, that have the effect of giving cohesion: *After having noodle salad, Although*

the curry is pork,... but it was hard to see what the entry is about. It has several topics, not much structure to it as a piece of writing.

After the Recount genre instruction, the same student, S-8, wrote about a past event that had taken place in November 1992. She writes about the robbery with great clarity.

> It ***happened*** in November, 1992 in my village. At midnight, I ***heard*** someone ***knocked*** the door loudly and my dad ***opened*** the door. I ***saw*** three men ***came*** into the house. They ***covered*** their faces with black masks. My mom, aunty, my sister and I ***were*** so afraid. They ***grabbed*** my mom. We ***were*** quiet and ***sat*** down on the floor with big eyes. They ***asked*** my dad to give all of our belongings. At last, my father ***brought*** what we ***had*** from his room and ***gave*** them. They ***told*** my Mom and my aunty to take off their earrings and rings. So, they ***gave*** them to the robbers.
> In my village, that ***was*** the first time. I ***was*** nearly dead on that night. After the terrible event, we ***moved*** to another town. I ***thought*** that all of us ***would be dead*** that night. (S-8, Event-5)

After getting the Recount genre instruction, the writer recounted her event by using the simple past tense consistently. In the first sentence, she included a time marker to highlight that the event was in the past and all the sentences were constructed in the simple past tense. When she had written her journals previously, she had mixed a few present tense verbs into the mostly past-tense timeframe, as in her Journal-1. Before getting the Recount genre instruction, she used a mixture of past and present tense verbs. After the instruction, she wrote all simple past tense verbs consistently in the past event writing. Thus, she recognized that simple past tense verbs have to be used in Recount writing and her consistency in using them was a kind of development.

In summary, both S-5 and S-8 did not use all simple past tense verbs in their previous events before Recount genre instruction, but after the instruction, they could use it uniformly, a definite development in their writing.

4.2.3 Use of adverbials and conjunctions, especially linking items to do with time

Before the instruction in the recount genre, the students had freedom to focus on their feelings in the journal entries and to write about any topic (or genre) they chose. Thus, the student participants' use of adverbials and conjunctions is very simple, and only a few linking devices to do with time can be seen in the first half of the course. After teaching the recount genre, the researcher gave the title "Unforgettable events" as a topic to write on in the form of recount. One of the ways that this could help the students develop their writing was for them to be able to use more linking items to do with time in their event writing.

The following paragraphs display examples of conjunctions and how they are used in the text before the instruction is given.

> My nephew is nine years old and he has good complexion. He is a good-looking and clever child. ***When*** I lived with him, I used to teach him how to be polite to the other. I left my hometown a couple of years but I still kept in touch with them. I often call them and I always joke them on phone. ***When*** I talked with them, I feel like I got a big pleasure.
> ***During*** I stay away from them, I have attained a lot of knowledge and experiences. ***When*** I go back to my hometown, I will share my knowledge and experiences to them to develop their lives. (S-1, Journal-3)

The student S-1 seems at first to be writing a description of her nephew, but then the focus changes to her relationship to the boy and his family. Thus she starts in present tense, but then switches to mostly to past tense and tries to connect from one sentence to another by using ***when***-clauses. However, not all are appropriate. Instead of using ***during,*** a preposition, she should have used the conjunction *while* because here it introduces a clause *I stay [stayed/have stayed] away from them.* Thus, the paragraph contains elements of description, recount in a habitual mode *When I lived with him, I used to teach him...*, habitual present *when I talked with them, I feel like...,*

and future recount *When I go back to my hometown, I will....* The confusion of tenses tends to lessen the cohesive force of the linking expressions to do with time here.

In the second half of the course, after getting the genre instruction, S-1 explained what she did at the water festival step by step in the event below. The student wrote about her event in chronological order by using linking items to do with time.

> ***In the morning***, I played water with my friends and sisters in front of my house. ***In the evening***, we stopped playing water. ***The next day***, we made snacks. We treated the other people who came to our village. ***After that***, we played water again. One of my friends drank a lot on that day. I did not know where she went to drink. ***At the time***, she danced and fell down and she slept on the ground. ***In a moment***, she woke up and she told us that she was very very happy. We understood her and we let her free. ***When the festival ended***, we washed for the old people heads. ***After that***, we prayed for the good things in the New Year. Although the festival ended, I was very happy because I was with new mind in the New Year. (S-1, Event-3)

While reading this student's writing, the reader can follow the activities as they take place one after another in the water festival. The writer uses linking items to do with time (adverbials of time and sequence) in a logical manner. Before she was taught the Recount genre, she confused the tenses, which tended to lessen the cohesive force of the linking expressions to do with time. After getting the Recount genre instruction, she could put an event in sequential order by using linking items to do with time.

The next student's (S-7's) use of adverbials and conjunctions to do with time are compared below, starting with a text that also tells about the Burmese water festival.

> ***On the first day***, it was very crowded in water festival and I was very happy playing water with people there. There was a mountain call Zane Kyite. There was a pagoda on top of it. So ***the next day***, I went to the pagoda on top of that mountain.

I went there with my cousin. We took food to the mountain. I had never climbed the mountain before. I was tired but I was very happy to do the new things. ***When*** I got there, I took a rest. ***When*** I looked down from the mountain, I saw the natural beauty of the village. It was very beautiful. I saw the white cloud from the top of the mountain. I could see everything from the top of the mountain. I felt very good. (S-7, Journal-5)

In Journal-5, the last pre-instruction journal entry, S-7 wrote what she did on the pilgrimage during the water festival in Mon State; thus, she wrote a Recount of a past event. In the paragraphs, some adverbials are noun groups that emphasize what she did in sequence: *on the first day,* and *the next day.* There are also two *when*-clauses that act as themes identifying the time something occurred. There are even some elements of description as she tells what she saw as she looked down from the mountain. Thus, all the adverbials are *linking items to do with time* which connect the events in chronological. Even though she had not been taught the Recount Genre, her writing showed some previous knowledge of it. The combination of the two, past tense recount and appropriate time expressions to link the parts of the recount together, makes for a cohesive text.

To illustrate how that student, S-7, applied her prior knowledge of using adverbials and linking items to do with time in the event writing after the Recount genre instruction, her Event-4 is analyzed below.

Last year, I went to Dream World park with my friends on Christmas. We woke up ***in the early morning*** **on that day**. ***Firstly***, we changed our clothes and make-up. ***Secondly***, we hired taxi car. ***Then***, we left our house ***at 8:00 am*** on that day. ***Finally***, we arrived at there ***at 9:00 am***.
Around the park, there were a lot of people. ***As soon as*** we arrived there, we shouted Happy Christmas to the other people. ***After that***, we played the cars and many things. ***Before*** we left the park, we took photos. We all were very happy and went back ***in the evening***. (S-7, Event-4)

In the Event-4 of Student S-7, the most significant feature is the frequency with which she used the linking device. She started with the past time marker *Last year* and put all the sentences in a timeline. She wrote the activities that she did one

after another by using the linking items to do with time. All the activities were presented in chronological order.

Before getting the Recount genre instruction, the student had already got the knowledge of use of adverbials and linking items to do with time and used it in appropriate way in her Journal-5. After the instruction was given, she could use more in her Event-4 and the frequency was higher than before instruction. She used them in sequential order when she wrote her past recount and because of using many linking items and time devices, her activities were seen step by step in tight sequence. From the comparison of these two texts, she had already learnt how to use adverbials or linking items to do with time even though she had not got the Recount Genre instruction yet. Then, she had a chance to apply her prior knowledge to the event writing after genre instruction. After practicing the Recount writing, she could used more linking devices in the events.

4.2.4 Use of material process (action verbs)

In Section 4.2.4 of this chapter, the students' use of verb tense was discussed in the context of the topics they wrote about and the genres they seemed to be writing their texts in. As has been emphasized above, in the first part of the course the students were free to write about any topic they chose; therefore a variety of verbs might be used, and these might be found in present or past tense depending on the genre written. However, many students did write Recounts of past experiences and thus often, but not always, used material *process* (action) verbs in the past tense. As has also been explained above, midway through the course, students were given instruction in writing Recounts, including *material process* verbs as a specific feature of this genre.

One way to find out whether there is development of the students' journal writing is to compare the students' writing of journal entries in the first and second parts of the course. **Since the instruction midway through the course was on Recount writing, and the use of material process verbs in past tense is an important feature of Recount writing, one way to assess the development of the journal writing is by comparing the *use of material process verbs in Recounts* in the first and second half of the course.** Thus, in this section, a comparison is made between *all* material process verbs used in the first part of the course and those that are *used appropriately* to the Recount genre. This finding is then compared to the use of material process verbs *after the instruction* in Recount has been given.

Therefore, the use of material process in the students' journals has been analyzed in two stages, quantitative and qualitative. Firstly, the total number of action verbs was counted to know how many were used. Secondly, the researcher analyzed whether the use of action verbs and the simple past tense were appropriate for the content (i.e. in Recounts). Then, the total number of action verbs was compared to the number of appropriately used verbs by percentage. The total number of action verbs shows the frequency with which Recounts were being written, and the number of appropriately used verbs shows how the students were able to use the action verbs in their Recounts.

In this section of the analysis, only the material process verbs were counted, even though other types of verbs were included in the texts. This study is focused especially on how the students used the language features of Recount Genre before and after getting instruction. Thus, in terms of verbs, only the use of material process verbs was focused on for the count.

(a) All action verbs in the journals before the Recount Genre instruction

Action verbs are 'doing verbs' (for example: jump, run, throw), and material process consists of doings and happenings that can be called action processes.

The first stage represents a count of how many action verbs the students used in their journals in the first half of the course. All action verbs were counted, no matter in what tense they occur, and the frequencies of action verbs are shown. The following table shows only the number; the action verbs that the table represents can be seen in Appendix 2.

Table 4.1 Total number of students' material process verbs in the first five journal entries before giving the Recount genre instruction

	Journal 1	Journal 2	Journal 3	Journal 4	Journal 5	Total number of action verbs
S-1	6	15	9	-	-	30
S-2	9	8	-	-	-	17
S-3	-	11	6	9	19	45
S-4	11	2	-	8	9	30
S-5	7	5	15	-	14	41
S-6	1	5	6	10	13	35
S-7	4	5	3	6	10	28
S-8	4	7	8	3	12	34
S-9	13	6	12	7	15	53
S-10	4	8	11	-	11	34
Grand Total	**59**	**72**	**70**	**43**	**103**	**347**

In their journals, the students used a variety of verbs appropriate to the different genres they wrote. However, here the researcher has counted only the

material processes (action verbs) because students were taught Recount midway through the course and then given an assignment to write only Recounts. Thus, to compare the frequency of these verbs to the frequency of the action verbs used in the specific assignment given after the Recount genre instruction is a way to show the effect of the instruction quantitatively. If their Recount writing also improved in appropriacy after the instruction, it can be seen in the qualitative part.

(b) Use of appropriate action verbs in terms of the content of the journals before Recount instruction

This is the second stage of the quantitative analysis of the action verbs (material process) before the genre instruction. Among the total number of action verbs in journal entries in the first half of the course, how many are appropriately used? *In Recount Genre,' appropriately used' verbs are mostly those that are material processes and used in the past tense.* The researcher analyzed the action verbs which were appropriate for the content of Recounts written by the students in their journals in the first half of the course. The following table shows only the number of appropriate action verbs used in the journal entries; the actual action verbs that the students wrote can be seen in Appendix-3.

Table 4.2. The number of appropriate action verbs (material process) used in the first five journal entries before giving the Recount genre instruction

	Journal 1	Journal 2	Journal 3	Journal 4	Journal 5	Total number of action verbs
S-1	1	12	9	-	-	22
S-2	9	8	-	-	-	17
S-3	-	4	6	9	19	38
S-4	4	2	-	7	7	20

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S-5	1	1	14	-	14	30
S-6	0	5	6	9	13	33
S-7	2	1	3	5	10	21
S-8	3	5	7	3	12	30
S-9	11	6	12	7	14	50
S- 10	4	8	10	-	11	33
Grand Total	**35**	**52**	**67**	**40**	**100**	**294**

An example of a text in which action verbs are used in an appropriate way is given below:

> I would like to talk about my picnic. I ***went*** to the beach with my friends last month. There were hotels. We were the total of six people. We ***got up*** 6:00 am on that day. We ***made*** food and ***put*** it ***into*** boxes. We ***went*** there by car. We ***started to go*** for the picnic at 8:00 am on that day and ***arrived*** at the beach at 10:00 am.
> Around the beach, people were relaxing. As soon as we ***arrived*** there, we ***changed*** our dresses. Then we ***went to swim*** and ***play*** football. After that, we ***took*** shower. When we were tired, we ***took*** rest. We saw a lot of couples playing with their children. We **ate** rice and drank coconut juice. We all were very happy and ***went back*** in the evening. (S-9, J-5)

In the above Recount written by S-9, all the verbs are written consistently in the past tense. Among the various kind of verbs, 14 action verbs are used in the simple past to tell what the participants did on the day of the picnic. In the second part, a number of expressions to do with time are also used to link the actions together. Thus, it can be said that in the case of this text, 100% of the material process verbs are used appropriately.

(c) All action verbs in the journals after the Recount Genre instruction

To compare the students' event writing in the journal entries before getting the instruction to their ability after gaining knowledge of the Recount genre the same

procedure is followed here. First, the total number of action verbs in the students' recounted events are counted, then the verbs are counted that are used appropriately for the context. Then a percentage of appropriately used verbs to total material process verbs is given. The following table shows the total number of action verbs in the students' event recounts after Recount Genre was taught. This table shows only the number of action verbs in the writings; the action verbs that the students used can be seen in Appendix 4.

Table 4.3 Total number of students' material process verbs in the Unforgettable Events after the Recount Genre instruction

	Event 1	Event 2	Event 3	Event 4	Event 5	Total number of action verbs
S-1	7	9	9	12	13	50
S-2	6	8	12	13	13	52
S-3	12	21	26	29	-	88
S-4	6	10	-	-	8	24
S-5	14	-	8	16	21	59
S-6	25	12	16	14	35	102
S-7	13	6	15	6	18	58
S-8	-	17	17	18	16	68
S-9	9	7	6	14	12	48
S-10	9	12	14	14	17	66
Grand total	**101**	**102**	**123**	**136**	**153**	**615**

(d) Action verbs in appropriate use in the journals after the Recount Genre instruction

This is the second stage of the quantitative analysis of the action verbs (material process) in the post-instruction phase of the course. Among the total action verbs, how many are appropriate? The researcher analyzed the action verbs which were appropriately in the past tense for event writing, and were put in the simple past tense correctly. The following table shows only the number of appropriate action verbs used in the events; the actual action verbs written can be seen in Appendix-5.

Table 4.4 The number of appropriate action verbs (material process) used in the Unforgettable Events after the Recount Genre instruction

	Event 1	Event 2	Event 3	Event 4	Event 5	Total number of action verbs in appropriate used
S-1	5	9	9	12	13	48
S-2	6	8	12	11	12	49
S-3	11	19	23	23	-	76
S-4	5	10	-	-	8	23
S-5	9	-	7	15	18	49
S-6	23	11	16	14	34	98
S-7	10	5	15	6	18	54
S-8	-	11	12	15	14	52
S-9	9	7	6	13	11	46
S-10	9	12	12	14	17	64
Grand total	**87**	**92**	**112**	**123**	**145**	**559**

In this research study, the total number and appropriate number of action verbs were counted because in Recount, material process is the most frequent process (verb

type) written and it is usually in the past tense. This part focuses on comparing the prior use of material process verbs before students got the Recount genre instruction to their use of the verbs after getting the instruction, to see if it has improved. The following example of event text in which action verbs are used in an appropriate way is discussed below.

> When I was nine years old, my mother and father ***got divorced***. The beginning of the problem was my father ***sold*** a pair of our oxen. He ***did not pay*** any money to my mother and he ***did not come back*** home. He ***moved to live*** in his little farm. My mother ***went*** to the farm and told him to come home. But he ***did not come***. Our home was in Mikayin village. My father ***moved*** to his farm which is far from our village. When he wanted to get rice and other cooking things he ***went back*** to his sister's home.
> One day my mother knew that my father ***came back*** to his sister. She told me to go there and asked my father to come back home. I wanted my father to come back home too. That's why I ***went*** to my aunt's home. I saw my father was lying down with his nephew. I told my father that I miss him so much. He looked at me once. He did not speak. So, I asked him again. He told me that he was not my father and not to call him father. Then, I was very sad and cried. (S-9, E-5)

The above event is an extract of Event-5 written by S-9. She wrote about the bitterness of the broken family as an Unforgettable Event in which she used a variety of verbs including many action verbs in simple past tense. In the recount, the action verbs were a main component showing what happened, when and why. The same student had presented some material processes in her Journal-5 before getting Recount genre instruction.

(e) Comparison between percentage of appropriately used in action verbs (material process) before and after the Recount Genre instruction

The figures in Table 4.5 and 4.6 are compared to show how many appropriate action verbs the students used before getting the instruction in the first part of that course compared to after the instruction was given in the second half of the course.

Table 4.5 Percentage of appropriately used action verbs (material process) in the journal entries before the Recount genre instruction

	Journals	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	S-9	S-10
Before being taught the recount genre	J 1	16.66	100	-	36.36	14.28	0	50	75	84.61	100
	J 2	80	100	36.36	100	20	100	20	71.43	100	100
	J 3	100	-	100	-	93.33	100	100	87.5	100	90.9
	J 4	-	-	100	87.5	-	90	83.33	100	100	-
	J 5	-	-	100	77.77	100	100	100	100	93.33	100
	Average	**65.55**	**100**	**84.09**	**75.41**	**56.90**	**78**	**70.67**	**86.79**	**95.59**	**97.73**
Grand Total	81.073 %										

By finding the average of the percentages of appropriately used material process verbs in the writing of each student before the Recount instruction (Tables 4.1and 4.2) the percentage of all appropriately used verbs before the instruction can be found (Table 4.5). Once again, if the students write Recounts, 'appropriate' verbs means that they are mostly material process and used in past tense. Before getting the Recount genre instruction, the average percentage of appropriateness for all the students' journals is over 81 %, which is already quite high.

The following table (Table 4.6) shows how many appropriate action verbs the students used in their event writings after getting the Recount genre instruction in the second part of the course, and the average percentage of appropriateness. By finding the average of the percentages of appropriately used material process verbs in the writing of each student after the Recount instruction (Tables 4.3 and 4.4) the percentage of all appropriately used verbs after the instruction can be found (Table 4.6).

Table 4.6 Percentage of the appropriateness of the action verbs (material process) used in the Unforgettable Events after the Recount genre instruction

	Events	S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8	S-9	S-10
After teaching the recount genre	Event 1	71.42	84.62	79.31	83.33	64.28	92	76.92	-	91.67	100
	Event 2	100	92.31	88.46	100	-	91.67	83.33	64.71	92.86	100
	Event 3	100	100	90.48	-	87.5	97.14	100	70.59	100	85.71
	Event 4	100	100	91.67	-	85.71	100	100	83.33	100	100
	Event 5	100	100	-	100	93.75	100	100	87.5	100	100
	Average	**94.28**	**95.39**	**87.48**	**94.44**	**82.81**	**96.16**	**92.05**	**76.53**	**96.91**	**97.14**
Grand Total	**91.319 %**										

As can be seen, the percentage of appropriately used verbs in the Unforgettable Events stands at 91.3%. Comparing Table 4.5 to 4.6, the figures show that from the pre- instruction to post-instruction period, there was an increase from 81.1 % to 91.3 % in appropriately used material process verbs. Since the percentage was already quite high before the instruction, the overall increase in accuracy is not so significant However, among the ten students, seven (except S-2, S-8, and S-10) improved the percentage of appropriateness of their use of action verbs after the Recount Genre instruction. Before the genre instruction, S-1 was at 65.6% but after the instruction was given, she reached 94.3 %; S-5 increased from just under 60% to nearly 83%; and S-6 and S-7 also improved from 78% and 70.7% to 96.2% and 92.05% respectively. These students had an especially large increase in appropriate use of verbs. According to the comparison, 70% of the students developed the appropriateness of their use of action verbs after the Recount genre instruction was given.

4.3 Analysis of students' text organization in journal entries

According to the framework of Recount genre, there are two parts: text organization and language features (Table 3.1). In Section 4.2, the analysis focused on how the students' language features changed in their journal writings before and after the genre instruction. Section 4.3, the focus is mainly on the text organization framework to exemplify how the students developed in their writing of personal stories.

The paragraph below was written by Student-6 before the Recount Genre instruction. It was her journal J-3, which shows her cooking experience and how it affected her relationship with her aunt, and, finally, her opinion about cooking

> When I was ten years old, I learnt to cook from my mother. After I cooked for many days I could cook better and better. Everyone who ate my curry said "Delicious". I was very happy and proud as a good cook.
> One day, my aunt gave me a bowl of Karen curry Tarlarpot. When I tested it, I told her that it was not as good as mine. She was very sad and she looked at me with her angry face. Later on, she said that she would not give me the curry anymore.
> I felt so sad and I asked myself again and again "Am I wrong?" that I told the truth. Since then I didn't want to be a good cook anymore. I didn't want the others to be sad. Now, I don't like cook but I still love to eat good food.
> (S-6, J-3)

S-6 wrote her cooking experience in three paragraphs. In the first paragraph, she introduced who did what and when it happened. Although the specific participants in the introduction were only three people; her mother, herself and everyone, it was not boring. The readers could hear the active tone "*Everyone who ate my curry said "Delicious.*" In the second paragraph, she linked the sentences by the use of examples. It is easy to understand what happened with her aunt. In the third paragraph, when she gave comment on the event, she wrote her feeling about cooking, for instance *"I felt so sad" "I didn't want to be a good cook anymore. I didn't want them to be sad."* According to her text structure, it is very clear and three paragraphs: introduction, event and comment involved in her writing. Therefore, the student had

got some prior knowledge of language features and the framework of text organization before the Genre instruction.

To illustrate how that student S-6 changed the text organization after exposure to the framework of the Recount Genre, her Event-4 is analyzed below.

> In 2001, I came to Thailand for working to earn money. I was sixteen years old. I got a job directly when I arrived at Bangkok. I worked with Thai family as a housekeeper. I could not speak Thai and never work before. I stayed with this family for one week.
> One day, my madam wanted me to go to the market. I did not remember how to get the market. It was at 5:00 pm, I went to the market on foot but I did not arrive at the market. I lost my way. I returned home but I lost the way to go home, too. It was nearly dark and raining heavily. I did not find the way. I would like to phone to my cousin, but I did not know how to use the phone. Moreover, I did not remember phone number very well. I was walking on platform and looking for the way. My body was wet. I was very scary and I was afraid of asking the people in the street. I thought, if I asked them they would know I was a Burmese and they would call police. Then, I saw a van crossed in front of me. I followed the car without thinking anything. I saw a driver and a lady. A lady opened the door. When they saw me, they looked very surprised. I did not know how to say them except crying. They asked me something but I did not understand. When they knew, I could not speak Thai, they used body language. They gave me a paper and a pen to write down and they showed me to phone by body language. I wrote down but it was not correct. It was still raining. I thought he would help me to get home. On the way, he pointed to house by house.
> Finally, I found the way to go my cousin's boss's house. He rang the bell. A few minutes later, my cousin opened the door. When she saw me, she cried. I did not know how to tell him, my tears came down from my eyes and I wanted to say thank you so much. After that, I never meet him a gain until now. I did not know who he is. I can never forget about him in my life. He is very kind. (S-6, E-4)

The first thing to notice was the length of her writing. Before the genre instruction, she could also write introduction, events in chronological order and personal comment in J-3. However, in the Event-4 which was the second last of the course, she could write more. Furthermore, she followed the genre instruction and expanded the text organization framework. First, she started with a time marker *"In 2001"* to highlight the fact that it was a past event. Then, she gave the background for the event she tells about: why she was in Bangkok and what her circumstances were:

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cannot speak Thai, never worked before. All good background information for the story she gave.

In the body paragraph, she showed her events in series from the beginning to the end. She started sentences with Marked Themes *"One day, my madam; It was at 5:00 pm, I; Moreover, I; Then, I; When they saw me, When they knew, On the way."* She described her events step by step in detail. Thus, she improved in both language features and text organization. Before getting the Recount genre instruction, she wrote about the conflict with her aunt in the body paragraph. Therefore, there was few sequential order in her body paragraph. After the instruction, she paid attention to the chronological sequence. That was one of the significant features of event writing and the student developed in writing past events in order.

In the concluding paragraph, she showed her personal comment, for instance *"my tears came down from my eyes and I wanted to say thank you so much"* *"I can never forget about him in my life because he is very kind"*. Thus, she could express her feeling in the personal comment section. In her event, she followed the text orgranization framework of Recount and could write introduction, body paragraph and personal comment very well.

In summary, S-6 improved in journal writing after getting Recount genre exposure because she could write more by writing her events in detail and followed the Recount instruction to get 3 stages of text organization. Moreover, her writing style also developed, measured by the language features framework.

To examplify how different students wrote their journals, the following paragraphs were written by another student, S-2. The passage below was written before getting the genre instruction and it was about love affairs of a foreigner and Thai lady.

I would like to talk about foreigners in Thailand. There are many interesting places and beautiful ladies in Thailand. Most of the foreigner men fall in love with Thai ladies. Most Thai ladies marry with foreigners for their benefits.
One day, I saw some foreigners sat down on the platform. They requested some money from other people like baggers. I went to a foreigner who requested money on the platform. Beside him, there was a dirty big bag and one small white board. On the white board, he wrote some words. I asked him "What happened to you?" He said that he fell in love with a Thai lady. They met in the bar and they lived together without getting married. Unfortunately, that lady already had husband. And she took all his money and went away from him. He lost a lot of money and also his passport. He could not go back to his country. Moreover, he had not got enough money to spend. He faced with big trouble and he was very simple. He tried to contact the embassy but he was unlucky.
I was sad to see him and I paid some money to him. After seeing his event, I don't dare to love Thai ladies. (S-2, J-2)

S-2 introduced what he would write in the journal, and some foreigners and most of the foreigner men are his specific participants. The student used simple present tense verbs as timeless expressions. For instance, "*are, fall in love, marry.*" Then, the student wrote what he saw and did, that is, recounted the event in the second paragraph. He started "*One day*" to highlight that had already happened and used simple past tense verbs. Thus, he had the ability to use simple past tense verbs in the event writing. Additionally, some sentences were started with adverbial groups " *One day, Moreover, On the white board, Unfortunately, Beside him.*" When he wrote the event, he connected the sentences by the example adverbials and used several action verbs in that body paragraph, for instance *"went, wrote, took, tried..."* After writing that event, he concluded by showing his feeling "*I was sad, I don't dare to love Thai ladies*" According to his journal writing, the student introduced first, then recounted the event and concluded with a personal comment. Therefore, his journal entry was related to the text organization framework of Recount genre.

In the second half of the course, the same student S-2 explained how his boss was good to him with some concrete examples in the past events.

In the year 2005, I met with a guest house owner who was from Japan. I was really thankful to him because he helped me very much. Because of him, I got a good job in his Japanese guest house.
First, I worked there as a receptionist. My boss gave me so many chances. I had got chances to attend "English and Computer Center (ECC)" and weekend English class in "Overseas Karen Refugees' Social Organization (OKRSO)." I got improvement in my English and Computer skills. My boss was very kind to me and loved me like his son. So, after a few months later, he promoted me as the restaurant manager in the guest house. At that time, I was in trouble. It was a big opportunity for me but I had never controlled many people before. It was my first experience to control the eighteen staffs in the guest house. All staffs were my friends and I was always happy with them. I tried hard at work but unfortunately, there was economic crisis. Then, he had to stop his business in Thailand.
I was very sorry. If I did not meet with my boss, I would not get good chances. All the events with the Japanese boss were unforgettable for me.
(S-2, E-3)

In his Event-3, the student S-2 included in the introduction when the event took place, with whom, who the specific participants were, and how it occured. As the text organization framework of Recount Genre demands, the writer of E-3 answered the questions who, what, where and when in the introduction. Thus, compared to his journal-2, the introduction of the event is well-developed. Furthermore, starting the prepositional phrase "*Because of him*" was also one of the improvements in writing.

When he wrote the event, he recounted what happened by using adverbial groups as linking items to do with time to emphasize the chronological order, for instance, "*First, So, after a few months later, At that time, Then.*" Those linking devices showed the sequence and series of the event, one of the important elements in Recount Genre. The many specific participants given, " *receptionist, English and Computer Center (ECC), Overseas Karen Refugees' Social Organization (OKRSO), restaurant manager, eighteen staffs in the guest house...*" also reperesent technical vocabulary having to do with the restaurant business and the refugee context in the place. Thus, the student improved thematic choice by using those various kinds of specific participants which were appropriate lexis for the topic of the Recount.

After writing the event, the student showed his feeling in the conclusion. In that last paragraph, S-2 wrote "If I did not meet with my boss, I would not get good chances". It was a kind of development in using past tense in a complex sentence. He could use simple past tense consistently in the journal, but now his sentence construction is "If..." clause. Therefore, after practicing the use of simple past tense, S-2 developed in that area.

In summary, S-2 developed in personal story writing, especially the introduction part of text organization. Before getting the Recount genre instruction, his introduction was vague and it was difficult to follow the direction. After getting the instruction, he could write more clearly. Furthermore, his language features were also developed beyond the basic level in the second and third paragraph of the event.

To conclude the analysis of the journal writing, the representative texts of certain students from before and after the instruction were discussed to show how their writing developed and improved. The next section discusses the findings from the analysis of the students' writing of book reiviews.

4.4 Analysis of students' text organization and linguistic features in book reviews

The second of the research questions restated in Chapter 3 deals with how the students' book reviews changed after they had exposure to the Narrative Genre. The findings for this question are discussed in Section 4.4. The way the students presented their book reviews was analyzed according to how they wrote before and after the instruction. Their way of writing about the books in their reviews was analyzed using the text organization and language features framework of the Narrative Genre by Derewianka (1990:42).

In the pre-instruction phase, the students followed the procedure for writing book reviews that was prescribed in the coursebook (Appendix 1:20). The students

wrote five book reviews in the first-half of the course by following the coursebook instruction in which the structure of book review writing was given as follows: (1) Introduction: title, author and main characters; (2) Summary: setting and plot; (3) Conclusion: opinion of the reader and lesson of the story.

Mid-way through the study, the students were given the Narrative Genre instruction in connection with writing their book reviews, in order to sharpen their awareness of narrative structure so that they could read and analyze a fictional work more accurately, and write about its features more precisely. They wrote five book reviews in the second-half of the course. The students' book reviews were analyzed according to the text organization and language features framework of Narrative Genre (Table 3.2) and compared before and after the genre instruction was given.

In this part, instead of analyzing the reviews according to the individual linguistic features, as was done for the journal entries and event writing, the researcher has focused on whichever of the following text organization and linguistic features seemed most important for analysis of the individual book reviews. The features have been marked in the texts in the way noted below:

Specific participants	- in brackets- ( )
Use of relevant verb tense	- in *italics*
Use of variety of verbs	- in **bold**
Use of linking items to do with time	- <u>underlined</u>
Use of pronouns	- " "

Almost all the students wrote their book reviews according to a similar pattern. This was probably partly due to the nature of book review writing, which, while it shows individual variation, requires certain information to be present in the text organization so that it serves the reader. Also, the coursebook the students used

actually had a very clearly organized unit on book review writing; thus the students already had a pattern for writing the genre even before the teacher's instruction was given midway through the course.

Thus, instead of analyzing all the book reviews, the researcher has selected two students' book reviews to exemplify the different styles of review writing. The students wrote five book reviews before gaining their new knowledge of Narrative genre and five after getting the genre instructions. Among 10 book reviews, two students' (S-10 and S-9) book reviews from the pre-instruction and the post-instruction period were compared to examine whether and how the participants' review writing about fiction was improved by the explicit teaching of the language features and structure of the Narrative Genre. In the analysis, the total number of book reviews are four.

4.4.1 Analysis of students' text organization and language features in book reviews before and after Narrative instruction

The first book the students wrote a review of was *The Six Napoleon Busts* by Sir Arthur Conan Doyle. *The Six Napoleon Busts* is a detective story in which Inspector Lestrade, the private detective Sherlock Holmes and his friend Dr. Watson try to figure out the murder case. At last, they are able to catch the murderer, Beppo, who has committed the crime, because of a black pearl that was embedded in one of the Napoleon busts.

The student I.D 10, S-10 introduced the book as follows

> The title of the book ***is*** (The Six Napoleon Busts). "It" ***was written*** by (Sir Arthur Conan Doyle) There ***are*** four main characters in this story. "They" ***are*** (Lestrade, Sherlock Holmes, Watson and Beppo).
> S-10, B.R-1

In writing the Introduction part of the review, student S-10 followed the instructions of the coursebook exactly. In the coursebook, the sequence of information for the Introduction was the *title* of the book, the *author* and the *main characters*. Thus, the student introduced the names, *The Six Napoleon Busts, Sir Arthur Conandoyle, Lestrade, Sherlock Holmes, Watson* and *Beppo*, as **the specific participants** in the introduction part. He used two kinds of processes, *relational (is, are, was)* and *material (written)*. Therefore, in terms of **variety of verbs,** there were only two types. He wrote **simple present tense** except when he named the author. Perhaps his thinking was that the writing of the book was in the past, while the name of the book and the main characters (once created) are always the same and never change. Therefore, he used one **simple past tense** and the other verbs were in **simple present tense.** When he referred to the book, the **pronoun** was *it,* and for the specific participants he used *they.* Thus, the pronouns were subject pronouns. All of the sentences begin with the subject, so there are no Marked Themes.

The following paragraphs were written in the second part of the book review. This part deals with the setting and plot of the story. This part is the core of any narrative and forms the central part of the book review as well. Thus, after the Introduction, the students had to write a plot summary of the story. The following paragraphs give the Summary of *The Six Napoleon Busts* by student I.D 10, written in his first book review as the continuation of the Introduction part.

> One evening, (Lestrade) ***visited*** (Holmes') house in (London). "They" ***talked*** about the (Napoleon busts). "He" ***explained*** that the (Napoleon busts) ***were broken*** by someone. "They" ***did not know*** why. "They" ***started to investigate*** about the case the next morning. At the same time, there ***was*** a crime. "They" ***got*** some strange thing from the crime.
> "It" ***helped*** "them" to investigate the case. So, "they" ***had to enquiry*** about (the murderer) and about (the Napoleon busts) too. Finally, "they" ***caught*** (the victim of the broken Napoleon busts and the crime). In both cases, (the victim) ***was*** the same. (S-10, B.R-1)

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In the summary, the student started with the time marker *One evening* and wrote about one of the participants *Lestrade.* The **specific participants** are the main characters, and in the summary writing the student used **the linking items to do with time**, *one evening, the next morning, at the same time* and *finally* to introduce the steps of the unfolding events. This gives a clear sense of order to the summary which helps the reader follow. On the other hand, the use of **pronouns** is rather ambiguous in the sentence *He explained that the Napoleon busts...*, since the pronoun *he* can refer to either Lestrade or Holmes. Moreover, the two sentences *They did not know why* and *They started to investigate...* have no referent, and it can be said in general that there is only a weak pattern of cohesiveness developed through use of the pronoun subjects. All the sentences are constructed in **the simple past tense** as appropriate to a story plot summary. The student wrote a **variety of verb** *processes: visited, talked, explained, were broken, did not know, started to investigate, was, helped, had to enquiry* and *caught,* as demanded by the content, e.g. action, speech, mental representation, relation, behaviour and existential.

The above analysis of the student S-10's first book review shows that he could write the summary of the content adequately even though he had not been given the Narrative Genre instruction yet. He could manipulate all the language features sufficiently well to write the setting and plot of the story, although the pattern of cohesiveness was not strong.

The third part of the book review, giving the critical comments, was a point of particular feature of book reviews, as contrasted with book reports. Thus, that part is an especially important aspect of the analysis. To illustrate how the student improved by the explicit teaching of the language features and structure of the Narrative Genre,

selected student comments and suggestions as written in the Critical Comment part of the review were analyzed.

The following paragraph is the critical comment of the first book review of student S-10.

> The story ***is*** interesting but (I) ***think*** it ***is*** not good for (young generations) because there ***were*** a lot of fighting scenes in the story. (I) ***don't want*** (the young generations) ***to imitate*** the bad things from the story. (I) ***would like to suggest*** only (the adult readers) ***to read*** this book because (we) ***can learn*** about how ***to solve*** the problems in clever ways like (Holmes).
> S-10, B.R-1

The above comment appeared in the first book review of the student S-10 before Narrative Genre instruction. He wrote his point of view and suggestion in the comment. Thus, first person **pronoun** *I* and *We* were seen as the **specific participants**. Moreover, other **specific participants**, *young generations* and *adult readers*, were brought into the comparison of who should read such a story. When the student, S-10 identified his opinion about why the younger generations should not read the story and why adults should read it, he used **a variety of verb processes in simple present tense**, such as *think, don't want (young generation) to imitate, like to suggest, can learn.* While giving his reasons for the young generation not reading the story, the student used **simple past tense**: *there were a lot of fighting scenes in the story.*

Almost all of the analysis focused on the language features framework of the Narrative Genre. After this linguistic analysis, the text organization of the student's (S-10's) book review was analyzed to see how the text as a whole is presented in his review. According to the pattern of the first part, the Introduction, the text just gave information, and the student used a very simple and basic structure. In the second part, the Summary, the text structure focused on the coursebook instruction to write

the setting and plot of the story. Although the student was able to write the summary of the story adequately, it was like a memory recall, which simply wrote down the facts that he read. As he had not learnt Narrative Genre framework yet, the pattern of cohesiveness was not strong, and he had no chance to apply the knowledge of Complication and Resolution to the story. However, he could give good critical comments in the Comment or Recommendation part. His comments and suggestion can be said to be good becasue he gave not only comments but also reasons. The reason was a reflected on the plot of the story, and unless he had understood the story, he could not have given that suggestion.

To illustrate how the participant's review writing about fiction was improved by the explicit teaching of the language features and structure of the Narrative Genre, the same student's, S-10's, last book review was chosen for analysis. As the last book for review, the students wrote about *Hotel Casanova* by Sue Leather. *Hotel Casanova* is an 'eternal triangle' love story, in which Dino, the main character, first marries a mean girl, Carla. He soon becomes afraid of her, but then he meets his old flame, Maria. Finally, Dino elopes with Maria and runs away from his wife, who, by the end of the story, is dead.

> The book (Hotel Casanova) ***was written*** by (Sue Leather). "It" ***was*** about a young boy and "his" love story. There ***were*** three main characters (Dino, Maria and Carla.) S-10, B.R-10

The procedure for introducing this review is the same as for the first one. Thus, the **specific participants** were again the title of the book, its author and its main characters, that is, *Hotel Casanova, Sue Leather, Dino, Maria* and *Carla.* However, the use of tenses was uniform in the above introduction. The student wrote **simple past tense** for all his statements. Perhaps the student gained the knowledge of writing simple past tense consistently from studying the Recount genre and applied it

in his Introduction to his book review. The use of a **pronoun** that referred to the book was the same as in the first book review.

Although the use of language features was the same, the difference between the first and last introduction was text structure. Therefore, in the introduction part of the book reviews, the sentence structure was developed.

To illustrate how the student's review writing in the second part was also improved by studying the language features and structure of the Narrative Genre, the same student S-10's summary of the last book review was chosen for analysis. The following passage is the summary of the last book review *Hotel Casanova.*

> This story ***is*** about love and money. (Dino) ***came*** from (Rocella village in Italy). "He" ***worked*** at the reception of (Hotel Grand) in the city. "His" boss ***liked*** "him" because "he" ***was*** a good boy. (Maria) ***was*** a waitress at (Hotel Grand) too. "She" ***was*** (Dino's friend from Rocella). (Dino) ***had*** "his" plans that "he" ***would get*** married at the age of twenty-six and "he" ***would own*** a Hotel at the age of thirty. When "he" ***was*** a twenty one years old, "he" ***met*** a woman called (Carla). When "he" ***saw*** "her", "he" ***loved*** "her" at once.
>
> One day, "they" ***got married***. After that, (Carla) ***bought*** a Hotel for (Dino). One day, "he" ***knew*** that (Carla) ***had*** "her" ex-husband before and "she" ***killed*** "him". Then, "she" ***got married*** with (Dino). "He" ***was*** afraid of "her". After a month later, (Dino) ***met*** "his" old friend (Maria). "She" ***came to work*** at "his" hotel. "He" ***gave*** a job and "they" ***met*** each other in "this" hotel.
>
> After a few months later, (Dino) ***told*** (Maria) that "he" ***loved*** "her". Then "he" ***talked*** about (Carla). (Carla) ***knew*** all about "them". One day, (Dino) and (Maria) ***got out*** of the hotel. (Carla) ***followed*** "them" by boat but "they" ***did not know*** about "it". Finally, (Carla) ***was*** dead with boat-accident. After that, (Dino) and (Maria) ***loved*** each other forever. (S-10, B.R-10)

The above paragraphs are the summary of the content in book review B.R.-10 written by S-10. Compared to his book reviews before getting the genre instruction, the first noticeable feature in this one is the length. The student was able to expand his summary writing after getting the knowledge of complication and resolution from the genre instruction. He also organized his material according to paragraphs in a logical way to bring out the complicating elements. In the first paragraph, he introduced what

the specific participants did in the story, in the second one, he wrote about the complication itself, and in the last paragraph he gives the resolution. Thus it is very clear how the student applies the knowledge of Complication and Resolution in his summary.

Apart from the overall organization, the specific language features are also used to good effect to achieve a coherent retelling of the story. The writer starts with the theme as a good way to capture the reader's attention: *This story is about love and money*. Then, **the specific participant** is introduced by name, *Dino*, along with his role at the hotel and the boss's attitude toward him. These details concisely show his place as the "hero" of the story. When the next specific participant, *Maria*, is introduced, her role at the hotel and relationship to Dino are similarly specified. In addition, explicit cohesion is created between the two by the adverb "too". Dino's central place in the story is emphasized by the writer telling about the plans he has for his future, which are connected to a time frame (*at the age of 26 years, 30 years*). When the writer brings in another specific participant, "Carla", he links these two main ***specific participants*** via a subordinate clause **adverbial of time**, *When he was a twenty one years old, he met a woman called Carla.* This serves to connect this event in time to Dino's plans for his life and give a strong sense of cohesion through the time expressions; the way this is done may cause the reader to wonder whether the event of meeting Carla will interrupt Dino's plans or help fulfill them.

After that, the writer takes up the Complication part in which he uses **linking items to do with time** in many ways. This is because of the complex time structure of the story, in which one of the specific participants, "Dino" had plans for more than one point in the story's timeline, and another participant "Carla" carried out various actions over time which tended to complicate the plans of the other character.

Compared to the other stories read by the students, "Hotel Casanova" has many time layers and complicated time sequences. It becomes apparent that the student is consciously applying the knowledge of the Complication which he got from Narrative genre instruction. Apart from the *when*-clauses already discussed above, a number of time words and phrases are used in both the complication and the resolution parts, most of them more than once: *one day, after that, then, after a month later/few months later* and *finally.* These time elements create a strong sense of cohesion to the events and a strong forward movement to the summary.

The analysis of **verb tense** and **variable verb process** as used in the three paragraphs; Introduction, Complication and Resolution, shows that the student used *simple present, past and future tenses* in a way apropriate to each discourse context of his review. When he talked about the story itself (metalanguage) in the Introduction, he used the simple present tense "*This story is about love and money*", while he wrote simple past and future tenses to summarize it. He used only simple past tense when he explained what happened in the story after Dino and Carla got married as complicated events in sequence. Similarly, he used simple past tense in the Resolution part. With the exception of the somewhat awkward expression *was dead* instead of *died,* the pattern of past tense narration, though simple, enables a relatively effective recount of the events of the story.

In both complication and resolution paragraphs, use of pronouns is mostly subject **pronouns** *he* and *she.* Although these alternate naturally with the noun participants, they are sometimes ambiguous, for example, *<u>One day</u>, "he" **knew** that (Carla) **had** "her" ex-husband <u>before</u> and "she" **killed** "him"*. Because of the context, we know that the first "he" is Dino, but who did Carla kill? Was it her ex-

husband, or Dino? Thus, again it is the ***pronouns*** that are the weakest element in an otherwise cohesive and well-developed summary.

After the Narrative Genre instruction, this student exhibited a much developed ability to use the five language features effectively in his summary in comparison with his B.R-1. Moreover, he could apply the knowledge of Complication and Resolution to bring out these narrative elements effectively in his final book review. After analyzing the second part, the following paragraph is the critical comment of the last book review of the student S-10. This comment shows not only the development of the language features, but also how the student learned to be critical in his writing about reading.

> After reading the book, (I) ***got*** the lessons. (Dino) ***was*** a clever young boy. If (I) ***were*** "him", (I) ***would do*** like "him" too. (Carla) ***was*** in trouble at last because "she" ***was*** bad. (Dino and Maria) ***were*** good people. So, "they" ***escaped*** from danger and "they" ***got*** happiness. This ***was*** nature. (We) ***got*** trouble if (we) ***did*** bad things. For the people "who" ***were*** good, "they" ***got*** happiness. (I) ***think*** this book ***was*** very good. "It" ***gave*** "us" about life lessons. So, "it" ***was*** good for everyone. (I) ***would like to suggest*** that everyone ***should read*** "it". (S-10, B.R-10)

The overall view of his comment shows the moral lesson that can be seen in his general conclusion. First he compared the good and bad characters among the participants from the story and then drew a conclusion by using the **time expression** *at last.*

He started with time marker *after* and wrote the first person **pronoun** *I* that is unavoidable to show personal comment. Then, he made a comment by comparison between the main characters, *Dino, Carla* and *Maria*, and people the in real world, *I* and *We*. Thus, the main character of the story and people in reality are **specific participants.** He himself is one of the specific participants, *I,* and imagined that *If I were him, I would do like him too.* Due to that sentence, the student could use the

conditional tense and subjunctive "were" used in appropriate way. He realized that the past tense, plural form had to be used in an impossible situation like the imagination. He used **simple past tense** in writing comments on the story: *Dino was a clever young boy, Carla was in trouble because she was bad.* Furthermore, he used a **variety of verbs in simple past tense** when he drew a conclusion: *We got trouble if we did bad things. For the people who were good, they got happiness.* However, he wrote **simple present tense**, *think, would like to suggest,* when he showed his opinion.

The fact that a good comment was given shows that the student understood the story completely when he read it. He had given a reasonably good comment in the first book review, but the last one is better because his comment on the last review reflected on the theme of the story.

In summary, the student S-10 developed his book review writing after the Narrative Genre instruction by being able to write longer texts with more detail and depth, a text structure that gave more attention to Narrative structure and language features that were developed even in the introduction part. Finally, his conclusion ended with a meaningful critical comment.

To show how another student presented his review in a different way, the first and last book reviews of the student S-9 were chosen.

> The title of the book ***is*** (The Six Napoleon Busts). The author ***is*** (Sir Arthur Conan Doyle). There ***are*** two main characters. "They" ***are*** (Lestrad and Sherlock Holmes). (Lestrade) ***was*** a (police detective) and (Holmes) ***was*** a (private detective).
> One evening, (Lestrades) ***visited*** (Holmes) and ***told*** "him" that "someone" ***stole*** and ***destroyed*** (the Napoleon busts). There ***were*** (six busts of Napoleon) in (London). At the same time, a man ***was murdered***. (The detectives) ***got*** some clues about (an ugly man). That man ***was*** (Beppo). So, (the detectives) ***investigated*** the cases. At the end of the story, "they" ***caught*** (the victim). It ***was*** (Beppo). "He" ***was*** (the victim) of two (crimes). "He" ***destroyed*** (the

busts) because "he" ***wanted to get*** (the pearl) from (the bust). "He" also ***killed*** (the man). At last, "he" ***was put into*** the prison.
(I) ***like*** "their" (ideas in the story). (I) ***think*** "this" (book) ***will be useful*** for "everyone" because "we" ***can take*** (good examples) about the way to ***solve*** (the problems). (S-9, B.R-1)

In the first book review, student S-9 wrote three paragraphs and followed the coursebook instruction on review writing. In the first paragraph, she introduced the details of the book by using simple and basic text structure. Thus, the specific participants and pronouns were used in the subject positon as Unmarked Themes. All the verbs used in the introduction were Relational process, *is, are, was,* ,and show no variety. No adverbial groups were found in this paragraph, although the next paragraph started with the linking item about time *One evening.*

S-9 wrote four linking devices which are time expression in the summary of the story in the second paragraph, which is the core part. Thus, when she retold the story, she set the plot in chronological sequence by using time expressions. Therefore, some sentences started with adverbial groups as Marked Themes. The reader could clearly follow the plot summary, in which a variety of verbs are included. Material (e.g, *destroyed*), Verbal (e.g, told), Relational (e.g, *The author is, They are*), Mental (e.g, *think*) and Existential (e.g, *There are*) Processes were found in the story retelling part to show what happened, how and why. All the events had already happened, thus the student used the simple past tense consistently in her summary.

After retelling the story, she gave her personal comment. Therefore, the first person pronoun *I* was the specific participant, and because she was describing her feeling, the verbs she used were Mental process, i.e., *like, think.* Moreover, when she gave comment that book should be read, the other specific participants were used

ideas in the story, good example, problems and the pronouns *their, everyone, we* and those participants and pronouns highlight the book was good.

The above analysis of the student S-9's first book review shows that she could write the review adequately even though she had not been given the Narrative Genre instruction yet. She could manipulate all language features and text organizations are sufficiently well to write book reviews.

To illustrate how the student's review writing about fiction was improved by the explicit teaching of the language features and structure of the Narrative Genre, the same student S-9's last book review was chosen for analysis.

> The title of the book ***is*** (Hotel Casanova) and "it" ***was written*** by (Sue Leather). "It" ***is*** about (love problems). (Dino) ***was*** (a young man from Italy). "His" (best friend) ***was*** (Maria) and (another beautiful girl) ***was*** (Carla).
>
> (Dino) ***worked*** at (the reception of Hotel Grand). "He" ***had*** (a plan). When he was thirty years old, "he" ***would get married***. At first, "he" ***loved*** (Maria). But, when Carla came to Hotel Grand, "he" ***liked*** "her" at once. (Dino) ***got married*** with (Carla). Then, "he" ***wanted to get*** "his" own (Hotel) and (Carla) ***bought*** (Hotel Casonava) for "him". (Dino) ***worked*** all the time in (Hotel Casanova) and "he" ***felt*** unhappy. "He" ***wanted to go out*** for rest. But, (Carla) ***did not want*** "him" to ***go out*** without "her". "He" ***began to know*** (Carla) ***was*** not good.
>
> One day, (Dino) ***knew*** that (Carla) ***had*** (husband) and "she" ***killed*** "her" (husband). At that time, "his" (old friend, Maria) ***came to work*** in (Hotel Casanova). (Dino) ***gave*** "her" work as a (waitress). Finally, "they" ***went*** away from the (Hotel). (Carla) ***followed*** "them" and "she" ***wanted to kill*** "them". "They" ***escaped*** from (Carla) and "they" ***loved*** each other forever.
>
> "It" ***is*** (a love story) and happy ending. But, (I) ***don't like*** (Dino and Carla). (Dino) ***loved*** (Maria) at first but "he" ***got married*** with (Carla). When he knew Carla killed her first husband, "he" ***went away*** from "her". And "he" ***loved*** (Maria) again. So, (I) ***don'l like*** "him". (I) ***don't like*** (Carla) who ***killed*** "her" (husband). (I) ***think,*** (women) ***should not kill*** "their" (husbands) and (men) ***should not get married*** again and again.
> (S-9, B.R-10)

The above paragraphs are the last book review of S-9. Compared to her book reviews before getting the genre instruction, the first noticeable feature in this one is

the length. The student was able to expand her summary writing after getting the knowledge of complication and resolution from the genre instruction. She also organizes her material according to paragraphs in a logical way to bring out the complication elements. In the first paragraph, she introduces what the specific participants did in the story, in the second one, she writes about the complication itself and in the last paragraph, she gives the resolution. Thus, it is very clear how the student applies the knowledge of Complication and Resolution in her summary.

The student developed not only in writing the summary of the Complication and Resolution part, but in the way she applied her language features in the introduction. She intorduced the book title, author and theme of the story in sequence, which is a good way to catch the reader's attention. Then, the specific participants are introduced by names and distinctive adjectives *young man from Italy, best friend, beautiful girl.* When she retold the story, she started with the specific participant's position. Then, she connected the sentences with a variety of linking items to do with time *When he was thirty years old, At first, when Carla came to Hotel Grand, at once, Then, One day, At that time, Finally.* Using time expression or adverbial groups serve to connect the events in sequential order and give a strong sense of cohesion through the time. According to the complex time structure of the story, the plot is very complicated. Thus, the writer took up the Complication part in which she used linking devices in several ways. Furthermore, she used a variety of verbs in the Complication part to show what and how the specific participants did in the story. S-9 Material (e.g, worked, killed, came, followed, gave), Relational (e.g, is, was), Mental (e.g, loved, liked, think) processes in the story retelling and thus gave variety to the summary. In the Narrative Genre framework, the use of a variety of verbs refers to what the participants did or said or felt or thought. Therefore, the student S-9's summary

writing gave more attention to Narrative structure and was more developed in language features than the earlier review.

After writing the summary according to Complication and Resolution, S-9 gave a meaningful critical comment at the end. Her comment can be said to be a meaningful one because she wrapped up the story "*It is a love story and happy ending*" and before giving the comment, she criticized the specific participants as evidence, "*I don't like Dino and Carla. Dino loved Maria at first but he got married with Carla. When he knew Carla killed her first husband, he went away from her. And he loved Maria again. So, I don't like him and Carla who killed her husband.*" Finally, she showed her personal opinion on gender "*I think, women should not kill their husbands and men should not get married again and again.*"

In summary, the student S-9 improved in review writing after exposure to the framework of the Narrative Genre. She exhibited a much developed ability to use the language features effectively. Her book review contained a longer text with more detail and depth in comparison with her B.R-1. She could apply the knowledge of Complication and Resolution to bring out these narrative elements effectively in her final book review. Her meaningful critical comment concluded the review.

Chapter Five

Conclusion

5.1 General conclusion

The research study focused on the comparison between the participants' writing before and after exposure to the genre-based frameworks of Recount in journal writing and Narrative in book reviews. The students were instructed for 36 hours and of that, the researcher taught only from the coursebook for 18 hours. Mid-way through the course, the framework of genre instruction was added. When the researcher explained how to write event in the journals, she applied the Recount Genre. When the students learnt in book review writing, the researcher explained them by using Narrative Genre framework.

The researcher collected all the students' writings to analyze how the students wrote journal entries and book reviews before and after they received genre instruction. First, she compared the students' journals written before the Recount genre instruction was given with the writing after it.. Also mid-way through the research study, she gave the specific topic "Unforgettable Events" to the students, whereas they had not had any particular topic in the first 18 hours. The purpose of giving the specific topic was to compare their previous event writing in the journal entries to their writing after getting knowledge of the Recount genre. The topic of 'unforgettable events' is a typical topic to elicit a 'personal recount', although a 'factual' or 'imaginative' recount could, theoretically, have also been chosen. Thus, there was a clear connection between the instruction and the task the students were given to do. Moreover, by the instruction, they were given the possibility to extend

their genre repertoire by using the other recount types, factual and imaginative, in future.

In order to show how students improved their writing after the mid-course instruction described above, the researcher chose some students' journals to exemplify how they used the five language features, that is, *specific participants, simple past tense, action verbs, linking items to do with time*, and *pronouns,* in order to create cohesive and effective texts. In terms of the *specific participants* and *pronouns*,, the students could, when they began the course, already use these more or less in an appropriate way, but some of them learned to vary the theme of their clauses from only Unmarked Themes to sometimes beginning with an adverbial phrase as a Marked Theme. All the students wrote a personal recount, thus the specific participant "I" was unavoidable in their journals, although it was often overused as the theme of the clause. The participants were introduced into the journal entries with more or less attention to variety, depending on the skill level of the writers. In examining *specific participants* and *pronouns* the researcher analyzed specific themes they raised in the journals. However, the real thematic development was seen in their retelling of events. Instead of using "I" redundantly, other references occurred as they developed their recounts toward the end of the course, and that showed the development in the use of specific participants and pronouns.

In regard to another one of the language features, the action verbs (material process), it could already be observed that the students used many action verbs, as well as other processes, in their journals before getting the genre instruction, especially when they wrote recounts of past events. Among the action verbs, some were used in an appropriate way (that is, in the correct tense), but others were not. In the pre-instruction period, although the maximum percentage of appropriateness of

the action verbs used in the texts was 100 %, the minimum was just 16.66%. After getting the recount genre instruction, the student who used material process only 16.66% appropriately in the first half of the course developed to 100 % toward the end. *(See Chapter 4 for the complete figures). Most students not only employed more* action verbs in the post-instruction period than beforehand, but they also used them more appropriately, that is, more often in the past tense, than before. This quantitative evidence makes the students' development in the writing of their journals, specifically recount writing, the easiest to observe. In a word, concerning the simple past tense, while some students could not use it in an appropriate way before the instruction, after getting the genre instruction, the students got a measurably greater awareness of using past tense for recounts than they had before. It should be noted that as the pre-instruction rate was already relatively high, the increase was only about 10%; these students were already good recounters in terms of their verb use.

In terms of the last language feature studied, the linking items to do with time, most students knew something about using them before the instruction. After getting the genre instruction, they were often able to use the linking items in the event writing, not only to put the events in chronological order, but in order to create a stronger sense of cohesion in the texts.

After demonstrating how the participants' journal writing, especially their writing of personal stories, changed after exposure to the framework of the Recount Genre, the researcher analyzed the book reviews. In instructing the students on book reviews, the researcher focused on the Narrative genre. After getting the genre instruction, the students whose work was analyzed were able to summarize the major stages of the story more precisely, drawing on an awareness of narrative structure (that is, scene-setting—conflict development—resolution) and give more effective

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personal comments or recommendations at the end. They had learned about Narrative writing and thus they had greater ability to write book reviews in which they demonstrated not only the skills of retelling a story, but also critiquing what they read. That is, after getting exposure to the language features and structure of the Narrative Genre framework, these students' review writing about fiction improved.

5.2 Limitation of the study

The study had only modest results in terms of developing students' language features because of three main obstacles: time limitations, students' lack of previous writing experience, and errors in methodology. In terms of the time limitation, the class had only 36 contact hours, all of them on the weekends, rather than being a daily class. Moreover, the students were migrant workers who often have not sufficient time to study at home. Thus, the class time had to include both the instruction and all the writing assignments. This probably led to an overload on the students, who could not absorb all that they were expected to learn and produce in the short time. This partially explains the apparent lack of progress.

Another obstacle was the students' prior experience in writing. In previous classes, taken when they lived in their own country, they did not get any practice in writing whole texts because their language instruction focused almost solely on the learning of grammar. Thus their experience in writing was only at sentence level, or at most short paragraph writing. Thus, the OKRSO course represented a very large step for the students. If the researcher had taken this situation into account, she could have designed her lessons for the study in a less demanding way. Nevertheless, the students seemed to take full advantage of the unusual opportunity to practice their writing, and to enjoy it as well. As the sample texts show, many were able to transfer their

previously learned language skills quite effectively to the writing tasks, even at the beginning of the course. This also shows their high motivation to write.

The most serious obstacle to being able to show as great an improvement in student writing as hoped for consisted in errors in methodology on the part of the teacher. The researcher used the coursebook in the first 18 hours, which, among other materials, gave instruction in review writing, as well as an introduction to journaling. Then, mid-way through the research, she added the recount and narrative genres. Although this instruction was intended to help develop the students' journal and book review writing, the coursebook instruction and the genre instruction that were given as a treatment were more similar to each other than had been realized at the beginning of the course. Thus, less evidence of change could be found than would have otherwise been expected. Furthermore, it would be quite difficult to show conclusively that any improvement was an effect of the instructions and not simply of the additional practice.

In this thesis study, the students' improvement, especially in writing Recounts, could be shown the most clearly in their used of action verbs (material process) , linking items to do with time. and the use of simple past tense in writing journal entries. The improvement in the use of the specific participants and pronouns was seen in the greater thematic choice in the students' writing toward the end of the course, which gave greater variety to the writing..

In the book review portion of the course, the students had to write about the characters, setting, and plot of the books they read, as well as their comments on them. The purpose of adding the Narrative genre instruction to the book review writing was so the students would learn to relate the major stages of the story precisely, drawing on an awareness of narrative structure which the special instruction

emphasized. Furthermore, a deeper understanding of the narratives read was expected to enable them to comment meaningfully on the stories at the end. Although in some cases, such effects were visible, the large number of tasks imposed on the learners in a short time may have made it impossible for them to absorb this instruction in a meaningful way. Furthermore, the students may not have understood well the rather subtle connection between the Narrative instruction and the somewhat different generic demands of writing book reviews.

To overcome the significant barriers mentioned above, some suggestions are given for future research in the same areas.

5.3 Recommendations for further research

For further research of a similar kind, several possible changes to the research design should be implemented. The first is *to extend the time* of the research period. At least a three month course should be devoted to any study involving the development of the writing of genres. In this way, there would be enough time to use an appropriate genre approach fully, i.e., Curriculum Cycle (see Derewianka 1990), and see real progress in the development of writing skills.

Another change to the research design involves *the way the instruction is given*. In this study, on the one hand, the coursebook instruction overlapped with the genre instruction given as the intervention midway through the course. On the other hand, it did not appear to become entirely clear how the Narrative instruction was supposed to change the students' writing of book reviews. Further similar research should make a clear distinction between a natural writing situation (no instruction) at the beginning of the course, and instruction of one genre, and only one, that clearly relates to the kind of writing the students are doing. By making at least these two possible changes, the limitations of this study might be overcome.

Moreover, further research should study the effects of teaching Exposition to improve the students' ability to write reviews. Expository writing (see Derewianka 1991: 75) teaches analytic as well as interpretive skills, both of which are needed in review writing. In addition, it teaches writers how to give critical comments using support. This could lead to real improvement in the writing of book reviews, even about narrative works. It is also a genre that students going on to university, as these Burmese students were, definitely need for their success.

5.4. Conclusion

In spite of some limitations to this study, the researcher has come away from the experience convinced that researching into journal entries is fascinating and enjoyable for both the researcher and the participants. In this research, the students learned to express their personal stories in their journals, which were published as a small book, and thus got the empathy and understanding of their readers. On the personal side, the writers had the opportunity to release their feelings by writing about them. They also bonded with each other and developed warm relationships through writing about their common situation. By learning to write the text type of the book review, they also took a step toward their other goal, which was developing their skills in academic writing so they can someday fulfill their professional goals by completing a university degree.

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Second Edition

Reading and Writing Module 1

Writing Journals and Book Reviews

The Curriculum Project

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In this module you will look at the following:

- *what a journal is*
- *why people keep journals*
- *what sort of things people write about*
- *fast writing*
- *why, where, when and how people read*
- *what things people read*
- *different types of books: non-fiction and fiction*
- *what you like to read*
- *techniques for better reading*
- *how to read faster*
- *what's in a book review*
- *a book review by a learner*
- *how to write book reviews*

The second edition of this module was completed in February 2008

What is Extensive Reading and Writing?

a. Look up 'extensive' in the dictionary. Write down the definition.

b. Can you guess what extensive reading is? What about extensive writing?

c. What do you think are the benefits of extensive reading and writing?

extensive reading	extensive writing

1. What is a journal?

DISCUSSION

a. Do you know the words 'journal' or 'diary'?
Do you write in a journal?
Have you ever kept a journal?
In what language?
How often do/did you write?
What do/did you write about?

ACTIVITY

b. Interview three learners, and complete the chart.

	Learner 1	Learner 2	Learner 3
Have you ever kept a journal?			
Do you keep a journal now?			
What language do/did/would you write your journal in?			
How often do/did/would you write?			
What do/did/would you write about?			
Why do/did/would you keep a journal?			
What do/did/would you like and dislike about keeping a journal?			

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2. Looking at journal entries

EXERCISE

a. Look at the journal entry, and answer these questions:

1) What is it about?
   Make a list of topics.

2) Is it interesting to read? Why/why not?

3) Who do you think this person is?
   What do you know about this person?

4) Are there any grammar or spelling mistakes in this journal entry?
   Is this important? Why/why not?

> Tuesday, August 3
> Now we have an English class in our Mae Tao clinic and I am one of the trainee in this class. I would like to attend this class to improve my English. Now I can say that we have a good teacher who are teaching us very clear and simple. But after it will be difficult or not I am not sure.
> Even I know this class will useful for me, but sometimes I afraid to talk in front of the people. Because my English pronunciation is very bad. So I have to practice more and more in this class and our teacher can help this kind of thing. To improve our English.

EXERCISE

b. Work in groups. Read the five journal entries on pages 4 and 5, and complete the chart.

	What is it about?	What do you know about the writer?
1		
2		
3		
4		
5		

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1

This week I worked at office and make data entry. Also put some case report Pathology from new arrive of some mobile Health clinic report in to the computer with chart to show rate of disease by thousands per month. I studied my course but very difficult to fill and answer the question. So before how can I do, I need you helping and you suggestion to continue this program.

To improve my English cost I need a teacher to teach me and to do study I need one facilitator or coordinator to guide and advice me for to do it. From then I want to get more English. Also believe and hope this program if effective for me I will improve my English.

2

Seven days ago my grandmother suddenly had to go to the hospital. Because she had get a stomachache at night when I wasn't at home. Then I took him to the hospital and I had to take care her. I almost spent my time for her and took care her at night. I just slept 2 hours and the other 22 hours I had not slept. But as soon as she get better and on the 7 of August, in 2002 she had come back to home. So that I was very pleased when I saw her. Unless she goes to the hospital, otherwise she will die. Although she is feeling nice at the moment. But she still has a stomachache a bit. I hope that she will be better as soon.

3

My name is Saw Shwe Oo. I am 46 years old now. But I feel that I still like I am about 30 years old. I make joke. I was born in Basein of Delta area in Burma. Most of the people in the village and town are Karen.

When I was young my parents with me had change at least seven place to live. And also I had change 4 school for study. I have finished high school in Burma in 1974. In the school I am strong in Mathematic and Science (also English a little).

I am interested to work in Karen state to work with Karen people for the Karen People. So I decided to come to Karen State since 1975. At that time I chosed to work in the medical service. I worked in many places in Burma, but always I want to go back to my home town. Since that time I start still far away with English book and English Language. I was engaged with English only when I write the name for the medicine and disease and medical data.

Now I am interested in malaria, TB and HIV prevention. I want to education for people about this. I have a plan to have programme in this prevention.

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4

I would like to tell about the toddy trees which I remember always when I was in childhood in Burma. We owned a land which was full of Toddy trees. It was one km length and 2 km wide. It was belonged to my grandpa and grandma. When they were getting old, they gave it to my parents.

The toddy trees used to grow along the seaside and the sea rushed to the shore every days. Many different kind of birds were seen there and we could get a lot of seafood and also there were many poisonous snakes that we were afraid. However, the people who stayed there they liked to eat snakes like their curries.

The toddy branches really look like coconut palm trees. But it is not too high just as coconut trees. The toddy trees have no stems. The toddy branches are directly from the ground or mud. The fruits are quite different between this two trees. The toddy tree fruits are more smaller and also they look different shapes. Farther more, the lower parts of toddy trees are covered with water or mud always.

We can make many things from the toddy trees. The leaves are for roofs. The leaves are made many kind of toys for children too. We can makes a drink just as beer. We can eat the fruits and the branches are made for fences and rafts.

Generally, the toddy trees are useful in our areas and it makes money too.

5

Last month I studied about Cambodia. It was very interesting when I read it. This lesson was taught by Teacher Edmund. If you look at the Cambodia the situation was very confused. A lot of people in Cambodian complained with the government. If you were an educated person they'll kill you. If you wear a pair of glasses, if your hand was soft and if you speak English and French they will kill you exactly. There has been many kinds of corruption in Cambodia. The policemen collected the tax from the beggars. To tell the truth, everything in Cambodia was unfair and very bad. These are all about that I have learnt.

DISCUSSION

C. In groups, discuss each journal entry. Are they interesting? Why/why not?

DISCUSSION

d. Read journal entries 6 and 7. Are they interesting? Why/why not?

6

Saturday:
6:00 – 8:00
Woke up, washed face, made breakfast
9:00 – 12:15
Attended student committee meeting
12:30 – 1:30
Had lunch
1:30 – 4:30
Attended student committee meeting
5:00 – 7:00
Made dinner, had a shower, visited a friend
7:00 – 9:00
Read a magazine
9:00 – 10:00
Listened to radio
10:30
Slept

7

This week I work some in the office on Saturday I met my teacher in Mae Tao at 1:00pm and introduced, asked some questions about how I studied English also my job now.

Today I went to English class and studies how to speak to each other and some adjectives. We wrote some exercises and read some reading.

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WRITE

e. Compare these parts of journal entries 5 and 7.

Last month I studied about Cambodia. It was very interesting when I read it. This lesson was taught by Teacher Edmund. If you look at the Cambodia the situation was very confused. A lot of people in Cambodian complained with the government. If you were an educated person they'll kill you.

Today I went to English class and studies how to speak to each other and some adjectives. We wrote some exercises and read some reading.

How are they similar? How are they different?

3. Writing a journal entry

BRAINSTORM

a. What can you write about in a journal? Make a list of topics.

ACTIVITY

b. Fast Writing

1) Write about this topic in five minutes:
What do you like to do in your free time?

2) How many words did you write? Count them.
Who wrote the most words?

3) Work in pairs. Exchange writing with your partner.
Read your partner's writing. Are there many mistakes?
Can you understand it?
Tell the class what your partner wrote.

ACTIVITY

c. Write about this topic in three minutes:
What's your favourite place?
How many words did you write? Count them.

ACTIVITY

d. Write about this topic in two minutes: *What problems do you have at the moment?*
How many words did you write? Count them.

ACTIVITY

e. Write about this topic in one minute: *What did you learn in your last English class?*
How many words did you write? Count them.

DISCUSSION

f. Read what these learners say about their writing. Discuss in groups. Is it the same for you?

1. I can write and give people to understand but usually I know that my writing is confusing for other people.
2. I can write as much as I can if I can understand the topic but it takes time for me because I need to think of vocabulary and grammar.
3. I can write not bad if the idea is clear to me. But I can't write very well if the issue is really difficult.
4. I usually write in simple sentences. Sometimes I put higher sentence to make it interesting.
5. I can write almost everything I want to write in English but I can't use big words, just simple words.

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ACTIVITY

g. Who and What?

1. Your teacher will give you a topic, and a piece of paper.
   Spend ten minutes writing as much as you can about this topic.
   Don't write the topic or your name on the front of the paper!
   Give your writing to the teacher. The teacher will put it on the wall.

2. Work in groups. Identify: Who wrote each piece of writing?
   What was their topic?

DISCUSSION

h. Discuss these questions in groups.

1. How often should language learners write journals?
   Every day? Once a week? Once a month? As often as they like?

2. How much should language learners write in each journal entry?
   A paragraph? Half a page? A page? As much as they want?

3. What should language learners write about?
   Should the teacher give learners a topic?
   Should learners decide what they want to write about?

Compare your ideas with other groups, and ask what your teacher thinks.

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4. Introduction to Reading

BRAINSTORM

a. What do you read? Work in groups. Make a list of all the things you can read.

books, newspapers...

DISCUSSION

b. Where do you read? When do you read? How do you read?

Do you read outside or inside? At night? In the early mornings? Under a tree? In the bathroom? Lying down? Sitting at a table?

If I am really interested, I read at night when it is silent.

- A 3rd year student at a post-10 school

I like to read in the park. I lie on the grass for hours and hours with a good novel.

- A teacher from New Zealand

DISCUSSION

c. When did you learn to read? Who taught you to read? How many languages can you read?

I can read 4 languages: Burmese, Kachin, English and Chinese. I can read Kachin because it is my first language. Burmese I learned at school. My grandmother and many teachers taught me English. I also learned Chinese at school.

- A 2nd year student at a post-10

EXERCISE

d. How often do you read? Do you like to read?

Do you read every night? Or only for schoolwork? Do you read for fun? Why/why not?

Read these opinions. Do these people like reading in English?
Rank their opinions on the chart. 1 is done already.

1. Because we are bored to read and it is noisy... it makes us miserable and angry and not interested in the book we read.

   - A 1st year student at a post-10

2. It depends on the story and our reading skills. If you understand the story, it makes you feel emotion.

   - A 3rd year student at a post-10

3. It is easier to read what teachers give us to read than to read a newspaper or novel.

   - A 1st year university student

4. I only read English because I need to. At work I have to read instructions. That's enough for me!

   - An engineer from France

5. I enjoy reading - it's my hobby. I often read books in other languages, too. I like action stories in English. This improves my English a lot.

   - A university student from Egypt

6. I read novels sometime and understand. But what is difficult for me is I don't know about the culture.

   - A middle school teacher

1

Likes to read — Doesn't like to read

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ACTIVITY

e. Questionnaire

Copy the questionnaire onto a piece of paper. Answer the questions.
DON'T write your name on the questionnaire! Your teacher will give you a number.
Write the number on the questionnaire, and put it on the wall.
Can you identify other learners' questionnaires? Who wrote what?

Reading Questionnaire Number _____	
1. Where do you read?	
2. When do you read?	
3. How often do you read?	
4. Where do you get books?	
5. What languages can you read?	
6. When did you learn to read?	
7. Who taught you to read?	
8. What are you reading now?	
9. What's your favourite book?	
10. Who's your favourite writer?	
11. Do you like to read?	

BRAINSTORM

f. Why do you read? Work in groups. Make a list of all the reasons people read.

- to find out what is happening in the world

ACTIVITY

g. Interview

1. Ask your teacher these questions. Think of some more questions about reading.

2. Work in pairs. Interview your partner about her/his reading habits.

5. Choosing a Book

BRAINSTORM

a. Types of book

1. Work in groups. How many types of book can you think of? Make a list.

biography
love story

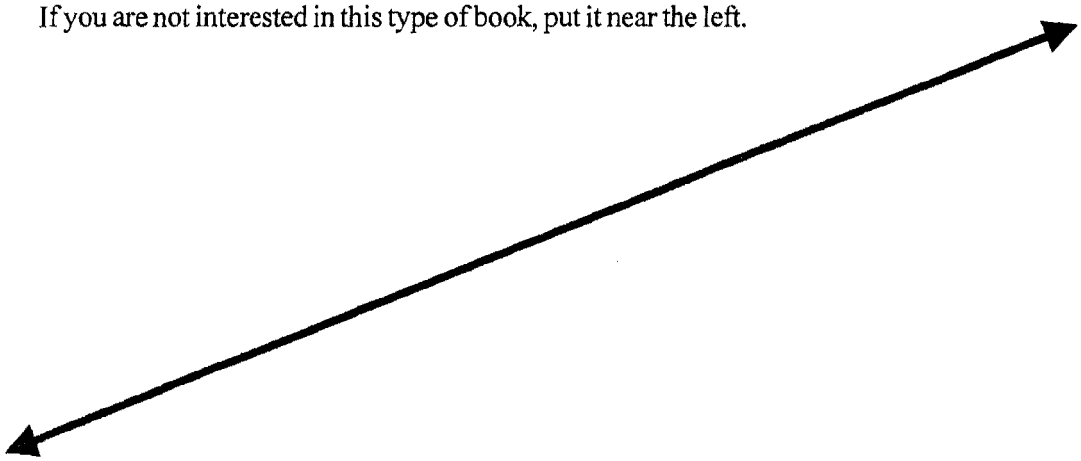
2. Classify these into ***fiction*** and ***non-fiction***.

ACTIVITY

b. What do you like reading?

Look at your list above. Rank the books in order of interest.
If you are very interested in this type of book, put it near the right.
If you are not interested in this type of book, put it near the left.

very interested



not interested

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EXERCISE

C. Match the books.

1. On pages 12 and 13, there are 17 book covers. What are the titles of these books?

2. What types of books are these?

3. Here are five short descriptions of books. Match the books with the descriptions.

4. Which books do you want to read?

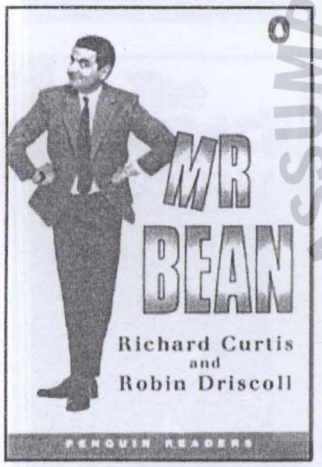
1. Some terrorists hijack a plane. The Prime Minister must decide what to do. But the Prime Minister is a person, with a family. What can you do, if someone is pointing a gun at your family? The terrorists are waiting.

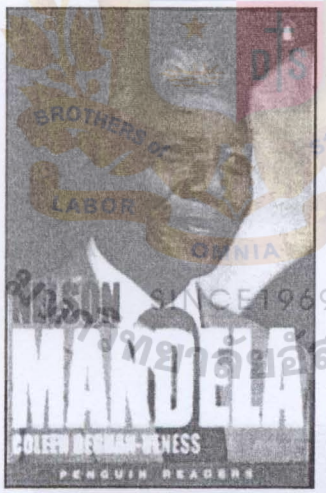
2. He works as a driver. She works in her father's shop. They like each other very much, and they want to go to the cinema together. Will they succeed?

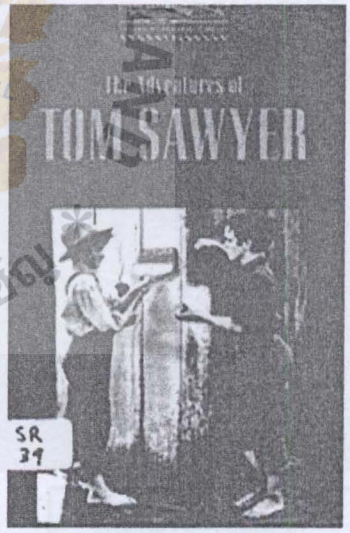
3. The true story of a brave woman in the early days of the USA. Americans wanted independence. They didn't want to be a British colony. Phyllis wrote about this, but the British did not like her writing.

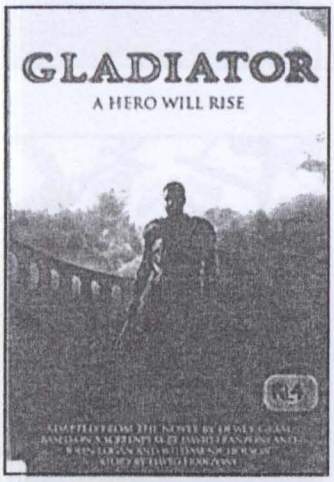
4. Katrina Kirby is a young detective. Somebody has murdered Sir Michael Grey. Who did it? His wife? His friend? His secretary? His housekeeper? His wife's brother? Katrina must find out.

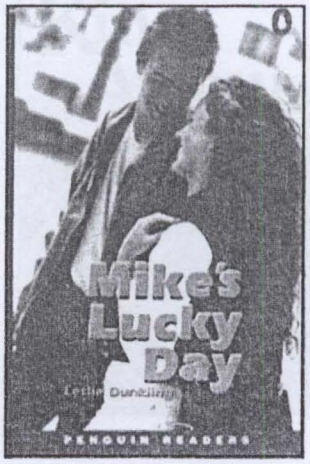
5. The most famous football team in the world. Here is the story of the games, the fans and the great players like David Beckham and Eric Cantona.











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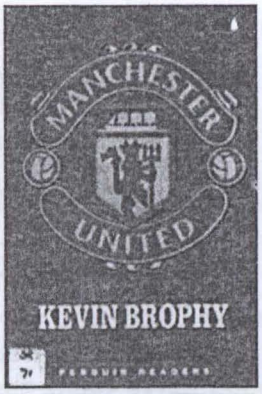

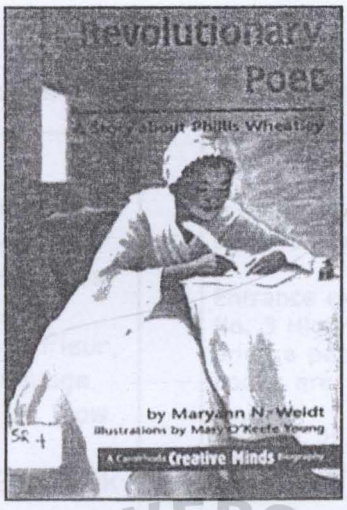

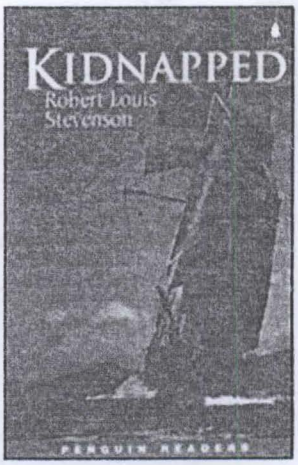

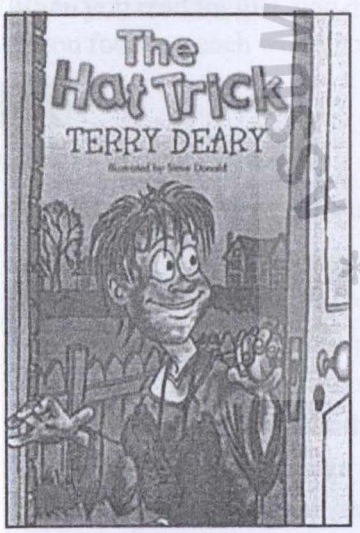

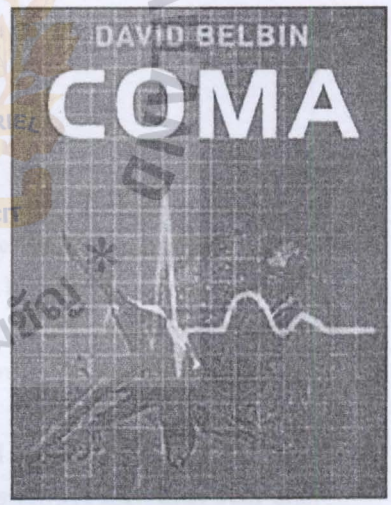

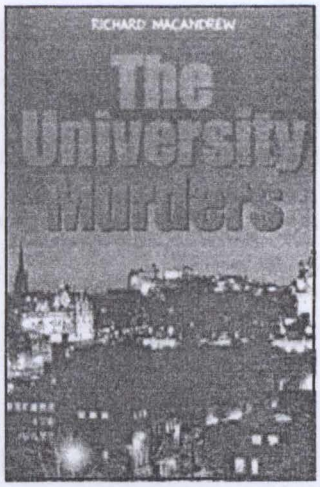

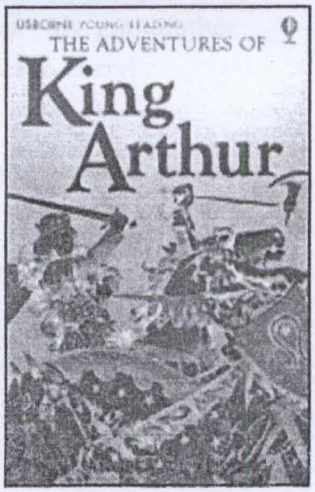

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6. Reading a Book

EXERCISE

a. How do you read?

Here are two texts. Which text do you have to read carefully?

Dear Mu Mu,

How are you? I hope your family is well. Is your mother still working in her shop? What about your brother's headaches? Is he better now?
I have a new sister. Her name is Fleur, which means 'flower' in our language. She is very small, and cries a lot. Now our house is very crowded!
I hope you can visit us soon. Good luck with your exams!

Love, Marie

Scholarship Examinations

Do you want to apply for a scholarship to study at Central International University?

Entrance exams will be on March 31, at No. 3 High School. All applicants must bring a pen and writing paper. No other books are allowed.

Science, History, Geography: 10 am
English, Burmese, Maths: 2pm

Contact Daw Win for more information on 543-987 or dawwinciu@mm.edu

With the examination notice, it is important to understand all the information.
With the letter, you only need to know the main points. There are two main types of reading:

reading for gist and ***reading for detail***

When you read for gist, you don't need to understand every word.
If you focus on each word, it will take you a very long time to read it!

EXERCISE

b. Guessing from context

1. Read this text quickly. How much do you understand?

We live in a large hytgzp beside the river. I live with my parents, my grandfather and my three ckwalses. My two older ckwalses sleep in my bedroom, but my younger ckwalse sleeps with my parents in their kowsge room. Every morning, before fjovip, I go to the chicken house and qidmfpt the eggs. I don't like qidmfpting eggs, because I am afraid of the chickens.

There is one huge chicken with a gyamish beak, and small, horrible eyes. She always puxpexs at me loudly, and I am afraid she might msssmpyt me. Last year she almost msssmpyted me, but I ran away and climbed an uopppo. My grandfather said that he will niniborz her soon, and we can eat delicious chicken curry!

2. Work in groups. Can you guess the meanings of these 'words'?
hytgzp, ckwalse, kowsge, fjovip, qidmfpt, gyamish, puxpex, msssmpyt, uopppo, niniborz

DISCUSSION

c. Is each word important?

Work in groups. Look at the words in **b 2**.
Is it important to understand the exact meanings of these words?

EXERCISE

d. Reading fast

1. Read this text in 40 seconds.

Oo Reh was sitting in his 8th standard English class. It was a hot afternoon, and he was feeling sleepy. It was a grammar lesson and Oo Reh was bored. He hated grammar. He wanted to leave school and work. He wanted to be a gardener. Oo Reh loved flowers and trees. Oo Reh looked out of the window. He looked at the trees and flowers. Then he started day-dreaming.

After 10 minutes the teacher stopped talking. She asked the students to do a grammar exercise in their books. The students took out their exercise books and started writing.

The teacher looked at Oo Reh. He wasn't writing.

The teacher asked, "Why aren't you writing, Oo Reh?"

Oo Reh stopped dreaming and said, "What, Miss?"

2. Cover the text, and answer these questions.

1. Does Oo Reh like grammar?
2. Does he like school?
3. What job does he want?
4. What did the teacher want the learners to do?
5. Was Oo Reh doing the exercises?

EXERCISE

e. Reading slowly

1. Read this text in 3 minutes.

"Wake up, Oo Reh!" the teacher said. "Why aren't you writing?"

Oo Reh thought for a moment and replied, "I no have pencil."

The teacher looked at Oo Reh and said, "'I no have pencil?' That is wrong. You mean, 'I don't have a pencil.'"

Oo Reh didn't understand the teacher. He said, "Sorry, Miss."

The teacher said in an angry voice, "I DON'T HAVE a pencil. You DON'T HAVE a pencil. She DOESN'T HAVE a pencil. He DOESN'T HAVE a pencil. It DOESN'T HAVE a pencil. We DON'T HAVE a pencil. They DON'T HAVE a pencil. Now, Oo Reh. Do you understand?"

Oo Reh looked at the teacher for a moment, and then he said, "Oh dear! What happened to all the pencils?"

2. Cover the text, and answer these questions.

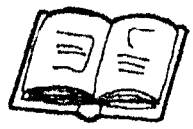
1. Why wasn't Oo Reh writing?
2. Was the teacher happy?
3. Did Oo Reh understand the teacher's speaking?
4. Is Oo Reh good at grammar?
5. Why did he think the pencils were not there?

DISCUSSION

f. Which was easier?

Compare the slow and fast reading. Which was easier?

7. Looking at Book Reviews



EXERCISE

a. Useful words and phrases

These words and phrases are all things you need for a review of a story book.
Match these words and phrases with the definitions.

title	the writer of the book
author	where and when the story happens
main characters	what happens in the story
setting	the name of the book
plot	what you think about the book
reader's opinion	the main point of the book
message/meaning of the book	the main people in the story

EXERCISE

b. Identify the parts

Here is a book review. Identify the *title, author(s), main character, setting, plot, reader's opinion* and *message/meaning of the book.*

title ——— *The Wells of Pandi Warra* by John Milne and Stephen Andrews

The Wells of Pandi Warra is the story of a small village in the middle of the African Desert. The village is a long way from the big city, so it is very isolated. The main character is Motta, a young boy from the village. When refugees arrive in the village, Motta helps them. But unfortunately, there are problems with the village water supply. The book tells the story of how Motta solves these problems.

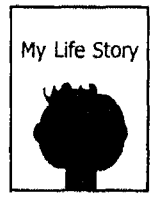
I liked this book because it was exciting, and I learned about another culture. It is relevant to the situation here. People must try to understand each other, and learn about other people's situations. That way everyone can work together to solve problems.

Fiction and non-fiction reviews

If you are reviewing a *non-fiction* book, the information might be a little different. There might not be any *main characters*, or a *plot*. Instead, you might have a *situation* or *topic*. For example, if you are reading a book on endangered animals in Asia, the *topic* is endangered animals, and the *situation* is that they are dying, and people are trying to rescue them. Also, there might not be any *message/meaning*, as some non-fiction books are just facts. However, there may be a *main point* or *main idea*, such as that we should help protect endangered animals.

EXERCISE

d. 'My Life Story'



Imagine a book with the title 'My Life Story'.
What and who are the *author, main character, setting* and *plot*?
Complete the chart.

author	main characters	setting	plot

What do you think the meaning/message of your life story is?

ACTIVITY

e. Texts around the room

Your teacher will put four book reviews around the room.
Use the information from these reviews to complete the chart.

title	author	main characters	setting	plot	meaning/ message	opinion
Nelson Mandela						
Life Lines						
K's First case						
Island of Blue Dolphins						

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DISCUSSION

f. A book review by a learner

This review was written by a 3rd year student at a post-10 school.
Read it quickly. In groups, discuss this review. Is it a good review, or not?

Last week I read a book about the diligente. story. It was writen by "Daniel Defoe". It want to tell you elventuality of the book, by brefly.

The charater in this story was called Robinson Crusoe. Robinson was born in the year 1632, in the city of York, of a good family. His hobby was to go to the sea but his father was begged him not to do it.

One day he left quietly to the sea with his friends without asked his father. After a few day they faced a feanful storm. The wind and waves threw their ship. The ship was badly broken and they were all thrown into the water.

But he was not die by good fortune. A great wave took him and carried him on towards the shore. It left him on the land. He had to stay on the land by solitry life for ten years.

He was trying to look for the way out and built a boat. And then he was sailing with its boat. He was sailing on the sea about 10 days. Finally he had arrived at home.

So we don't have to be depression and in everytime we have to look for achevement for any part of our life.

8. Writing a Book Review

ACTIVITY

a. Short story review

1. This story is from the book 'The Adventures of Tom Sawyer' by Mark Twain. Read it quickly.

Saturday was a beautiful day. It was summer and the sun was hot and there were flowers in all the gardens. It was a day for everybody to be happy. Tom came out of his house with a brush and a big pot of white paint in his hand. He looked at the fence; it was three meters high and thirty meters long. He put his brush in the paint and painted some of the fence. He did it again. Then he stopped and looked at the fence, put down his brush and sat down. There were hours of work in front of him and he was the unhappiest boy in the village.

After ten minutes Tom had an idea, a wonderful idea. He took up the brush again and began to work. He saw his friend Joe Harper in the street, but he didn't look at him. Joe had an apple in his hand. He came up to Tom and looked at the fence.

'I *am* sorry, Tom.'

Tom said nothing. The paint brush moved up and down.

'Working for your aunt?' said Joe. 'I'm going down to the river. I'm sorry you can't come with me.'

Tom put down his brush. 'You call this work?' he said.

'Painting a fence?' said Joe. 'Of course it's work!'

'Perhaps it is and perhaps it isn't. But I like it,' said Tom. 'I can go to the river any day. I can't paint a fence very often.

Joe watched Tom for about five minutes. Tom painted very slowly and carefully. He often stopped, moved back from the fence and looked at his work with a smile. Joe began to get very interested, and said:

'Tom, can I paint a little?'

Tom thought a second. 'I'm sorry, Joe. You see, my aunt wants me to do it because I'm good at painting. My brother Sid wanted to paint, too, but she said no.'

'Oh, please , Tom, just a little. I'm good at painting too. Hey, do you want some of my apple?'

'No, Joe, I can't –'

'OK, you can have *all* my apple!'

Tom gave Joe a brush. He did not smile, but for first time that day he was a very happy boy. He sat down and ate Joe's apple. More friends came to laugh at Tom, but soon they all wanted to paint, too. By the afternoon Tom had three balls, and old knife, a cat with one eye, an old blue bottle, and a lot of other exciting things. He was the richest boy in the village, and the fence – all thirty meters of it – was a beautiful white. He went back to the house.

'Aunt Polly! Can I go and play now?'

Aunt Polly came out of the house to look. When she saw the beautiful white fence, she was very pleased. She took Tom into the house and gave him an apple.

'Well, you can go and play. But don't come home late.'

Tom quickly took a second apple and ran off.

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EXERCISE

2. Work in pairs. Write the information about this story.

Title:

Author:

Main characters:

Setting:

Plot:

Your opinion:

Message/meaning of the story:

3. Write a review of this story.

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BRAINSTORM

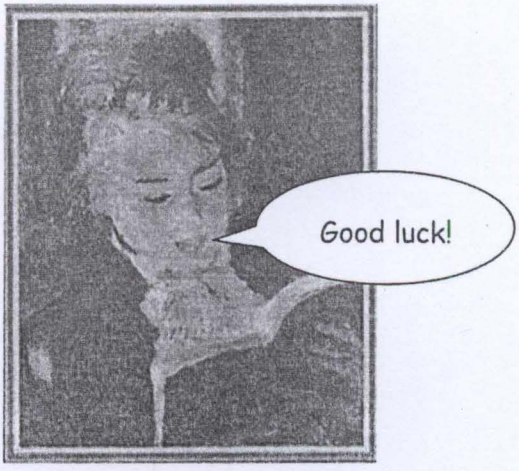
b. Step by step

What steps are involved in writing a book review? Make a list.

1. Choose a book.

ASSIGNMENT

c. Write a book review



Appendix 2

Total list of Students' material process verbs in first five journal entries before teaching the Recount genre

All action verbs

	Journal 1	Journal 2	Journal 3	Journal 4	Journal 5
Student I.D 1	got, tried, left, go, try to get out, try to train	picked up, offered, go, help, came, make, donated, played (2), threw, tried, cooked, ate (2), made	visited, cooked, went, spent, got, wore, protested, shot, tried	Absent	Absent
Student I.D 2	come, get, marry, went, wrote, met, took, tried, paid	came (2), looked around, found, went, designed, tried, beat	Absent	Absent	Absent
Student I.D 3	Absent	went (4), did, met, did, made, sent (2), fell down	destroyed, served, helped, planned, tried (2)	did (2), taught (2), tried (2), found, prepared (2)	went (2), got, came, carried, took, played (2), visited (2), followed (4), found, bit (2), tried, walked
Student I.D 4	give, ran, played, fell down, climbed, took, took care of, make, destroyed, sell, go	tries, try	Absent	tried, started to do, worked, did, caught, took (2), gave	arrived, work (2), attend, passed, come, do, visit, tried (2)
Student I.D 5	grow, spent, taught, pushed, cleaned, grew, made	came, pass, borrowed, lent, helped	came (3), arrived (2), looked for (2), helped, taught, got, worked, knock, went, hid, opened	Absent	went to study, came (2), left, looked for, got (2), went, sent, took (2), arrived at, got off, spent

Student I.D 6	use	worked, got, went, met, looked after	learnt to cook, cooked (2), gave, tested, ate	tried, got married, married, taught, learnt, wrote, grow up, separated, pushed (2)	grew, helped, woke up, went (2), showed how to dig, started to work, took (2), made, arrived, cooked, passed
Student I.D 7	made (2), left (2)	grew, went to play, worked, helped, went	met (2), gave	left, studied, returned, took, supported, came	went (5), took (2), had never climbed, got, came to visit
Student I.D 8	went, drew, arrived at, came	gave, tried to help, supported, took care of, went (2), helped	met, went (4), followed, introduced, dated, came	teaches, try to learn, helps,	went (2), bought, came back, looked for, took (2), woke up, came down, started to cook, ate (2)
Student I.D 9	worked, cooked, washed, ironed, took care of, made, got up, ate, went, woke up, treated, took, started to work,	went to visit, came back (2), sent, walked, arrived at	drank, took care of, did, sold (2), earned, came back (2), shot, stole, caught, let go	got married, drank, sold, arrived, looked for, borrowed, sent	went (2), got up, made, put into, started, reached (2), changed, went to swim, play, took (2), ate, drank
Student I.D 10	help, try, passed, came	change, makes, pay, go out, copy (2), do, come out	failed, tried to find, sent, passed, changed, started to change, got, tried, passed, receive, planned to come	Absent	started, try hard, started to study, got (4), took, studied, went, finished

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Appendix 3

Use of appropriate action verbs in first five journal entries before teaching the Recount genre

	Journal 1	Journal 2	Journal 3	Journal 4	Journal 5
Student I.D 1	went	picked up, offered, came, donated, played (2), threw, tried, cooked, ate (2), made	visited, cooked, went, spent, got, wore, protested, shot, tried	Absent	Absent
Student I.D 2	come, get, marry, went, wrote, met, took, tried, paid	came (2), looked around, found, went, designed, tried, beat	Absent	Absent	Absent
Student I.D 3	Absent	went, sent (2), fell down	destroyed, served, helped, planned, tried (2)	did (2), taught (2), tried (2), found, prepared (2)	went (2), got, came, carried, took, played (2), visited (2), followed (4), found, bit (2), tried, walked
Student I.D 4	give, make, sell, go	tries, try	Absent	tried, started to do, worked, caught, took (2), gave	arrived, work (2), attend, passed, come, do, visit
Student I.D 5	grow	pass	came (3), arrived (2), looked for (2), helped, taught, got, worked, went, hid, opened	Absent	went to study, came (2), left, looked for, got (2), went, sent, took (2), arrived at, got off, spent

Student I.D 6	use	worked, got, went, met, looked after	learnt to cook, cooked (2), gave, tested, ate	tried, got married, married, taught, learnt, wrote, separated, pushed (2)	grew, helped, woke up, went (2), showed how to dig, started to work, took (2), made, arrived, cooked, passed
Student I.D 7	left (2)	went	met (2), gave	left, studied, returned, took, supported	went (5), took (2), had never climbed, got, came to visit
Student I.D 8	went, drew, arrived at	tried to help, supported, took care of, went (2)	met, went (4), followed, introduced, dated	teaches, try to learn, helps,	went (2), bought, came back, looked for, took (2), woke up, came down, started to cook, ate (2)
Student I.D 9	worked, cooked, washed, ironed, took care of, got up, went, woke up, treated, took, started to work,	went to visit, came back (2), sent, walked, arrived at	drank, took care of, did, sold (2), earned, came back (2), shot, stole, caught, let go	got married, drank, sold, arrived, looked for, borrowed, sent	went (2), got up, made, put into, started, reached (2), changed, went to swim, took (2), ate, drank
Student I.D 10	help, try, passed, came	change, makes, pay, go out, copy (2), do, come out	failed, tried to find, sent, passed, changed, started to change, got, tried, passed, planned to come	Absent	started, try hard, started to study, got (4), took, studied, went, finished

Appendix 4

Total list of students' material process verbs in the Unforgettable Events after teaching the Recount genre

All action verbs

	Event 1	Event 2	Event 3	Event 4	Event 5
Student I.D 1	studied, went, attended, came, punished, took, work	fought (2), slapped, kicked back, took, left (2), did, went	took (2), took care of (2), worked, fulfilled, sent (2), reached,	attended, went (2), got (2), got out, jumped into, came to help, took (2), tried to take out, woke up, dropped	left (3), pushed, sold, arrived at, searched, met, came to pick up, put, moved, got, arrived,
Student I.D 2	applied (2), tried to apply, got (2), finished	reached, came, went, spent, arrived, locked, quit, got	met, helped (2), gave (2), worked (2), got (2), supported, gave, stopped	reached (3), came (2), gave, got off (2), got (2), helped (2), got out	went, went to bring, gave, got (2), reach, came (3), fought, wore, arrived, happened
Student I.D 3	was attended, played (2), beat, did not do, used, went out, cleaned, got (3), am trying	were attended, visited (3), arrived, played (2), climbed up, got, tried, did to move, moved, directed, tried to change, changed, fell down (2), hold, came, beat, did not swim	were finding, treated, tried to get, went (4), arrived, was hidden, went out, played (2), came (2), ran, arrived at, did not go (2), moved, rise up, tried to beat, protected (2), did not beat, did, were trying	went (7), got (3), reached, took out, did not give, was trying, did (2), was come, took, get, teach, help, gave (2), followed, reached, met, filled, did not attend, did not do	Absent

Student I.D 4	tried (2), got, passed, went to meet, did not get	visited, helped, walked, changed into, came (2), did not meet, had changed, met	Absent	Absent	tried, arranged, left, got up, sent, came (2), arrived
Student I.D 5	compete, come (2), studied, helps, wrote, borrowed, put, return, borrowed, went, returned, arrived (2)	Absent	Swimming (2), went, went to swim (2), swam, punished, help	went (3), came (2), checked, took, arrived, separated, paid, going, tried to fight, came to give, took, sent, got	came to earn, got, arrived (2), went, did not arrive, returned, was working, follow, opened (2), used, gave (2), wrote, left, took, pointed, rang, meet, clasped
Student I.D 6	helped, went to study, started, went to sleep, woke up, study, finished studying, went, studied, studying, arrived, came out, took, went, went to meet, put, did not come back, went back, was closed, came back, took, followed, arrived, came back, went	operated, taught, tried, go, went, left, tried, came back, studied, came, went, helped	got (3), did not come (2), played, came, turned, left, went (2), took (2), borrowed, prepared, tried	got, sold, did not give, did not come (3), went (3), cooked, ate, came (2), dropped	left (5), sailed (6), took care of, did (3), made, sold (4), pushed, came, walked, went (2), did not sell, changed (2), was left, wore, put, tried, fell off, held (2),
Student I.D 7	did not get, left, went, try, got (2), took, came (2), pass (2), try, did not buy	was happened, took, attacked, sank, were floating, saved	arrived (3), came (2), did not work (2), sent, ate (2), finished, worked, cleaned, bought (2)	met (3), helped (2), used	got (3), passed (2), moved, continued to study, took (3), did, gave (2), did not give, did not take, tried (2), did not get

Student I.D 8	Absent	did, checked, bought, went, made, worked, was taking care of, gave, was starting, was starting to go, were starting, took, was trying (2), started, got (2)	happened, was studying, was sitting, went (2), arrived, were playing, were jumping, were playing, pushed, fell, came, did not touch, tried to move, reached, did, came	arrived, pointed to go, gave, went (2), took (2), stopped, happened, was waiting, was not moving, found (2), get, left, walked, was looking for, solved	got, was happened, were sitting, went, knocked, opened, came, covered, hold, grabbed, gave (3), brought, moved, didn't kill
Student I.D 9	started (2), did not attend, got up, cooked, paid, ended, met, helped	came, went (3), reached, ate, did not take	passed, started to teach, tried to teach (2), tried, came	played (2), opened, bought, drank, stopped, made, treated, came, went, was drunk, fell down, woke up, washed	studied (2), finished, came (3), got, sent, arrived, checked, was studying, helped
Student I.D 10	came (2), went, came to take, did not come (2), did not give, did, got	brought, studied, transferred, checked, went to show, wrote (2), tried, did not follow, beat, taught, guided	was studying, study, close, studied (2), helped, cooked, ate, went to study, started to study, was falling down (2), came, woke up	went (4), took (2), wore, reached, stopped (2), was prepared, was started, was paying homage, am studying	got, passed, got to receive, received, did not get (3), failed, was punished, was sent, was pushed, tried (2), took, used, were changed, found

Appendix 5

Use of appropriate action verbs in the Unforgettable Events after teaching the Recount genre

	Event 1	Event 2	Event 3	Event 4	Event 5
Student I.D 1	studied, went, attended, came, took	fought (2), slapped, kicked back, took, left (2), did, went	took (2), took care of (2), worked, fulfilled, sent (2), reached,	attended, went (2), got (2), got out, jumped into, came to help, took (2), tried to take out, woke up, dropped	left (3), pushed, sold, arrived at, searched, met, came to pick up, put, moved, got, arrived,
Student I.D 2	applied (2), tried to apply, got (2), finished	reached, came, went, spent, arrived, locked, quit, got	met, helped (2), gave (2), worked (2), got (2), supported, gave, stopped	reached (3), came (2), gave, got off (2), helped (2), got out	went, went to bring, gave, got (2), came (3), fought, wore, arrived, happened
Student I.D 3	played (2), beat, did not do, used, went out, cleaned, got (3), am trying	visited (3), arrived, played (2), climbed up, got, tried, did to move, moved, tried to change, changed, fell down (2), hold, came, beat, did not swim	treated, tried to get, went (4), arrived, went out, played (2), came (2), ran, arrived at, did not go (2), moved, rise up, tried to beat, protected (2), did not beat, did	went (7), got (3), reached, took out, did not give, did (2), took, gave (2), followed, reached, met, did not attend, did not do	Absent
Student I.D 4	tried (2), passed, went to meet, did not get	visited, helped, walked, changed into, came (2), did not meet, had changed, met, meet	Absent	Absent	tried, arranged, left, sent, came (2), arrived, got

Student I.D 5	studied, wrote, borrowed, put, borrowed, went, returned, arrived (2)	Absent	Swimming (2), went, went to swim (2), swam, punished	went (3), came (2), checked, took, arrived, separated, paid, tried to fight, came to give, took, sent, got	came to earn, got, arrived (2), went, did not arrive, returned, opened (2), used, gave (2), wrote, left, took, pointed, rang, clasped
Student I.D 6	helped, went to study, started, went to sleep, woke up, finished studying, went, studied, arrived, came out, took, went, went to meet, put, did not come back, went back, was closed, came back, took, followed, arrived, came back, went	operated, taught, tried, went (2), left, tried, came back, studied, came, helped	got (3), did not come (2), played, came, turned, left, went (2), took (2), borrowed, prepared, tried	got, sold, did not give, did not come (3), went (3), cooked, ate, came (2), dropped	left (5), sailed (6), took care of, did (3), made, sold (4), pushed, came, walked, went (2), did not sell, changed (2), was left, wore, put, tried, fell off, held (2), got (2)
Student I.D 7	did not get, left, went, try, got (2), took, came (2), did not buy	was happened, took, attacked, sank, saved	arrived (3), came (2), did not work (2), sent, ate (2), finished, worked, cleaned, bought (2)	met (3), helped (2), used	got (3), passed (2), moved, continued to study, took (3), did, gave (2), did not give, did not take, tried (2), did not get
Student I.D 8	Absent	did, checked, bought, went, made, worked, gave, took, started, got (2)	happened, went (2), arrived, pushed, fell, came, did not touch, tried to move, reached, did, came	arrived, pointed to go, gave, went (2), took (2), stopped, happened, found (2), get, left, walked, solved	got, was happened, went, knocked, opened, came, covered, grabbed, gave (3), brought, moved, didn't kill

Student I.D 9	started (2), did not attend, got up, cooked, paid, ended, met, helped	came, went (3), reached, ate, did not take	passed, started to teach, tried to teach (2), tried, came	played (2), opened, bought, drank, stopped, made, treated, came, went, fell down,washed	studied (2), finished, came (3), got, sent, arrived, checked, helped
Student I.D 10	came (2), went, came to take, did not come (2), did not give, did, got	brought, studied, transferred, checked, went to show, wrote (2), tried, did not follow, beat, taught, guided	was studying, study, close, studied (2), helped, cooked, ate, went to study, started to study, came, woke up	went (4), took (2), wore, reached, stopped (2), was prepared, was started, was paying homage, am studying	got, passed, got to receive, received, did not get (3), failed, was punished, was sent, was pushed, tried (2), took, used, were changed, found

APPENDIX 6

Student Journal Entries and Book Reviews

(a) Students' Journal Entries

Journal 1, Student I.D 6

I think my house is the most beautiful house in my village. My village is near the bank of the Than lwin river. A large temple is near the river bank. And next to the temple is my house. It is not wood house and brick house. It is not a big house and it is just simple. The house is very small. The house is about two feet above the ground.

It has a small bed room, a living room and a small kitchen. Even though the house is quite small, it is beautiful for me. There is a small garden in front of the house too. The garden is full with beautiful flowers. And my house is not far from the river. So, we carry water from the river very easily. All houses in my village are bigger than my house. But, I think my house is the most beautiful house and I love my house very much.

Journal 1, Student I.D 9

I worked at a Korea family house. They spoke Thai language. I could understand but I could not speak well. That was not a big problem between my boss and I. Sometimes, I was unhappy because of the baby. He was a seven months baby. He was always crying.

At home, I cooked, washed, ironed, took care of the baby. In the morning, I made breakfast for my boss family. My boss got up at 7: 00 am and he ate breakfast. When he went to his work, his wife did not get up yet. At the time, the baby woke up. I treated the baby with a bottle of milk. And I took a shower.

Then I started to work again. In the evening, I finished all my daily works. They were my daily works in my boss house.

Journal 1, Student I.D 8

Yesterday, I went to the market with my friends. We bought a lot of vegetables and some meat for the following days. And we came back with taxi. And then we started the class at 6:45pm. After class, my friends and I looked for something to eat from the kitchen. We didn't find anything to eat. But, I remember that I have two packets of noodles. I take them from my house. So, we have noodle salad together. The salad was a little salty.

After having noodle salad, I take a shower and went to bed. I could not sleep because there were seven people and all are in a small room. It was very hot. So, I could not sleep well. The next morning, I felt very sleepy. And I come down to cook some food. I started to cook pork curry. Because I was sleepy, the curry is very spicy. I think, I put chilli two times.

I didn't tell any one about this. And when we eat lunch, the curry was so spicy that my friends do not eat a lot. Although the curry is pork, nobody ate a lot. So, there were a lot of pork curry remained on that day. It was really funny. And I didn't tell anybody till now.
(S-8, J-1)

Journal 2, Student I.D 1

One summer in the year 2000, I had made very great work. It was in one of the water festival days in April. In the early morning on that day, I picked up flowers and I offered to the God. After that my friends and I go to the monastery and help to donate good food to all the people who came to the monastery.

My mother loved to cook and make different kinds of snacks. And she was the cook in the monastery kitchen. My mother also cooked festival soup at home and we donated some of the soup to the temple and some to the neighbors again. After that, it was very hot in the afternoon and I played water with my friends. When my friends threw cold water to me, I felt very cold but I felt very good. And I tried to make all the people to be happy in the festival.

Some teenagers danced, played traditional games and ate water festival soup in my house. My mother made it with boiling rice and beans salads. It was very delicious and we got chance to eat it only once a year. So, everybody was very happy eating it in water festival. And all the people ate a lot.

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Journal 2, Student I.D 4

I am a student who is trying hard in learning English language. The English course in OKRSO office is valuable for me but I have to be hurry for everything to attend the class. I am like an emergency student. I am worried that if I have to be hurry, I cannot catch the lessons in the class. But, I hope everything will be ok.

Our teacher tries hard for us. I try hard in my study. And all my classmates have a lot of stress. As for me, I feel worry and I aim to try hard continuously.

During I am learning English, all of my classmates and I have to buy food, cook and clean everything at that office. All of us are responsible for that office. If we something bad happen, the officers tell that it is our fault. Sometimes, I feel bored and I want to give up in my learning. But, I always encourage myself that this is the beginning of my life. All are my experiences. Thus, I would like to think all are god gifts for me.

Today I just finish MinMaHaw exam that held in the office. Before the exam, I was very excited but after that I feel good because I could do well in the exam. Although my English cannot improve quickly, I think if my teacher knows about this good news, she will be happy. She was very kind to me and she is one of my teachers who always reinforce me.

Journal 2, Student I.D 5

I visits my best friend Yen Yen Aung's house. She invite me to have dinner with her. She told me that she cooked so many kinds of Thai curries and some deserts for me. When I went to her house, I waited for thirty minutes. Then, I got a bus. I see a lot of people on the streets and they was wearing red shirts. The Bus stopped on the streets. I did not know what to do. Then, the bus driver tells me that the street was already closed. I asks the driver what happened on the street. He do not tell me. At that time, I had to walk with red shirts and I am afraid of their guns. I tried hard to avoid and pass that people and that event was my new experience. (S-5, J-2)

Journal 3, Student I.D 5

I like gardening. It is like taking physical exercise because we need to move all the time. I have a small garden in front of my house and I grow various kinds of plants and flowers. There were mango, guava, jackfruit, pineapple, jasmine, lily and some orchids.

When I had free time, I spent most of my leisure hours in the garden. My family enjoyed gardening. My father always taught me that we had to care our

environment. So, whenever I saw my green garden, it pushed me to water the plants and flowers. I always cleaned and cared the garden. It was rather tired but I was quite happy.

My heart was filled with satisfaction when I saw colorful flowers bloomed in my garden. I could feel various fragrances from the flowers. It was very delightful to look the beautiful scene in my garden. Every morning, I felt sweet fragrances from the flowers. I grew different kinds of flowers which made my garden more attractive. So, all my friends and neighbor gazed my garden. I do not think that I can find the garden which is beautiful than my garden.

Journal 3, Student I.D 1

My nephew is nine years old and he has good complexion. He is a good-looking and clever child. When I lived with him, I used to teach him how to be polite to the other. I left my hometown a couple of years but I still kept in touch with them. I often call them and I always joke them on phone. When I talked with them, I feel like I got a big pleasure.

During I stay away from them, I have attained a lot of knowledge and experiences. When I go back to my hometown, I will share my knowledge and experiences to them to develop their lives. (S-1, J-3)

Journal 4, Student I.D 7

In the year 2008, I met a good friend at Sunday English class in OKRSO. His name is Saw Zin Maung Maung Zaw. At first, I thought that he was a proud boy. He was very clean. He loved beauty very much. His clothes and make up were very great like an actor. But, he was very polite and helpful.

When I became close friend with him, I knew that he was not a proud boy. He was a lovely funny friend. I liked his mind. All the teachers loved him too because he was a clever and hard working student. One day in class, he told me his dream that he wanted to be a famous designer. He decided he must become a designer one day. I wished for him to succeed in his life.

He is five years older than me. He loved me liked his sister. He gave me the good suggestions to do the best things. He was very kind to all of his friends too. Although we met each other in a short time, I would not forget the great time with him. I will always remember him in my memory.

Journal 4, Student I.D 8

No one can live alone. In my life, I can't live without friends. No friends, no life for me. I had a lot of friends. But, I have only one perfect friend who really loves me. My perfect friend is Aye Win. We are old friends and she is younger than me.

Aye Win is a very beautiful girl. She has long hair, bright eyes, slim body (like a model). Moreover, she is taller than me and looks very smart. I copy a lot of her styles. She teaches me how to dress beautifully. I also try to learn how to dress like her.

Not only her body but also her mind is very nice. She is very good on me all the time. When I talked to her about something, she listened to me till the end. I like that very much.

She has good manner. So, everybody loves her. She has a lot of friends. She likes to help everybody as mush as she can. Sometimes, she told me funny things about her childhood. I like her comic very much because it was very funny and interesting for me. When I had problem or hard time, she always helps me. I am lucky that I have got a friend like her. I love Aye Win very much. And I will try to good on her forever

Journal 5, Student I.D 5

I had a lot of friends in my life. Some were my classmates, and some were my neighbors. Among them there was a special friend who was the most helpful person I had ever met in my life. She is May Oo. She was a thin girl with a lovely innocent face. She had long hair and she looked graceful. She had beautiful eyes and eyebrow. She was beautiful as a princess, but she was not proud. She had kind heart and patient to everyone. She came from a good rich Family and she was very honest.

She was ambitious and hard working. So, she was always at the top of our class. But, I was opposite with her. I was weak in English and Mathematics. She always explained the lessons to me patiently and repeatedly until I understood. So, although I was weak in study, i always pass examination regularly because of her help. Her favorite hobby was reading. She read all Kinds of books. She also liked watching movies, and singing songs. We want to watch movies very often. We sang songs although we did not have good voice.

She was always ready to help me. Sometimes, I borrowed money from her and she willingly lent to me. I forgot to give her back for many times. But, she never talked about that. She helped me in so many ways especially with my studies. She was the most outstanding student in our class. I had never seen friend who was intelligent, helpful and sweet like her.

Journal 5, Student I.D 9

I would like to talk about my picnic. I went to the beach with my friends last month. There were hotels. We were the total of six people. We got up 6:00 am on that day. We made food and put it into boxes. We went there by car. We started to go for the picnic at 8:00 am on that day and arrived at the beach at 10:00 am.

Around the beach, people were relaxing. As soon as we arrived there, we changed our dresses. Then we went to swim and play football. After that, we took shower. When we were tired, we took rest. We saw a lot of couples playing with their children. We ate rice and drank coconut juice. We all were very happy and went back in the evening.

(b) Students' Unforgettable Events

Event 1, Student I.D 3

When I was young, I lived with my parents in my village. At that time, I was 6 years old. I was the youngest in my relatives. So, everybody loved me. My father and mother were finding money. My father was a compounder and my mother was a nurse. They treated many patients from my village and the other villages. They tried to get much money for their children's education. At that time, I lived with my parents but my brother and sister lived in Pathein.

One day, my father told me to attend to school. I did not want to attend the school. On the first day of the school, I went to school with my friends. But when I arrived at a church, I stayed there. I knew that my father and my mother went out to their work after a few minutes later. Then, I went to my house and I told my grandmother "Today, I do not want to go to school and I will go tomorrow". My grandmother said nothing. So, I joined other friends and played with them. Unfortunately, my parents came back early. They saw me when I played with my friends. I also saw them, then I run to my grandmother. My parent arrived at home and called me, but I did not go. If I went there, my father would beat me. So, I sat beside my grandmother and I moved nothing. Finally, my father came to me and tried to beat me. At that time, my grandmother protected me. So, my father went back.

I did everyday like that. My grandmother also protected me everyday. Finally, I did not go to school. I did not know the value of education. When I saw baggers and workers, I knew about the value of education and my parent's love. So, I attended school from the next year.

Event 2, Student I.D 4

When I saw him at the first time, I was excited. It was the first time in my life. After the final exam, standard eight and nine students visited together to the famous pagoda that was on the top of the mountain. At that time, I was unhealthy and skinny. I could not carry my bag to the mountain. Then, a handsome guy helped me. He was from standard nine. He looked very honest. That was the beginning of my love story.

We walked to the mountain without talking each other. When he looked at me, my face changed the pink colour. He looked at me very often. I thought, after the visit to pagoda, we would be apart. Then, I feel sorry. On the way home, we came back by the night bus. Although, the night was silent, my heart was beating loudly. I still remember the full moon was bright on the sky at that night.

I hoped to meet him again but the summer holidays were long. I waited for the school re-open day. When I was in the ten standard, we were in the same class and same major. We became friends in the class. After the high school, everything was disappeared. I did not meet him very often but I met him again after four years later, by accidently. At that time, we were surprised because our feeling didn't change and then we loved each other. Teacher, don't show my love story to the other students.

Event 2, Student I.D 7

I would like to talk about an event in my childhood. It was happened in the rainy season. My school life was so difficult and not easy to go to school. In the rainy season, all the places in my village were flooding. The teachers could not come to teach us at that time because transportation was not good.

One day, I took a boat to go to school with my father. On the way to school, it was raining very heavily with strong wind. Immediately, the wave attacked my boat strongly. And my boat sank into the water. I was also in the water. I could not swim well. My books in my bag were floating in the water.

I was nearly dead on that day. But, I was so lucky because of my father. My father saved my life without thinking anything. I realized that my father's love was valuable for me. My father is a good father. At that time, I understood his love. I cannot forget about an unexpected event on that day. I am always thanking to my father again and again.

Event 3, Student I.D 1

In the morning, I played water with my friends and sisters in front of my house. In the evening, we stopped playing water. The next day, we made snacks. We treated the other people who came to our village. After that, we played water again.

One of my friends drank a lot on that day. I did not know where she went to drink. At the time, she danced and fell down and she slept on the ground. In a moment, she woke up and she told us that she was very very happy. We understood her and we let her free. When the festival ended, we washed for the old people heads.

After that, we prayed for the good things in the New Year. Although the festival ended, I was very happy because I was with new mind in the New Year. (S-1, E-3)

Event 3, Student I.D-2

In the year 2005, I met with a guest house owner who was from Japan. I was really thankful to him because he helped me very much. Because of him, I got a good job in his Japanese guest house.

First, I worked there as a receptionist. My boss gave me so many chances. I had got chances to attend "English and Computer Center (ECC)" and weekend English class in "Overseas Karen Refugees' Social Organization (OKRSO)." I got improvement in my English and Computer skills. My boss was very kind to me and loved me like his son. So, after a few months later, he promoted me as the restaurant manager in the guest house. At that time, I was in trouble. It was a big opportunity for me but I had never controlled many people before. It was my first experience to control the eighteen staffs in the guest house. All staffs were my friends and I was always happy with them.

I tried hard at work but unfortunately, there was economic crisis. Then, he had to stop his business in Thailand.

I was very sorry. If I did not meet with my boss, I would not get good chances. All the events with the Japanese boss were unforgettable for me.
(S-2, E-3)

Event 3, Student I.D 10

When I was at home, I studied my lessons after dinner. Before having dinner, I helped my parents. One night, my mother cooked good curries. I was very hungry on that night. So, I ate a lot and I was very full. After that, I went to study in my room. My parents were watching news outside my room.

I studied alone in my room. I was sitting on my chair and reading some notes from school lessons. I felt so sleepy when I started to study. I could not control myself. Nobody knew I was sleepy. After a few hours, there was a loud noise from my room because I was falling down from chair and my forehead hit a small box beside the chair. Suddenly, my parents came into my room and they saw I was falling down on the floor with sleepy face. They all laughed at me and when I woke up the next morning, the right side of my forehead was bigger than normal. But, there was no cut. My parents laughed at me again that morning. I was so shy when they saw me like that. But, I was happy to see their smiling faces. This was really a sweet and an unforgettable event. It was also very funny

Event 4, Student I.D 5,

On November 27 in 2008, I went to the American embassy. I went there to bring my madam's passport. She has to go back to American on December first. She is American. I got there at 11:00 am. When I reached there, many people were in front of the embassy. Many people were waiting for getting inside.

A few hours later, I got my turn. After that, the securities told me to show the ID card. They asked me in Thai language but I answered them by English. They looked at me because my face looked like a Thai and I spoke English. After that, I showed my pink labor card to them. When I showed my labor card, they were surprised. Because they knew I am Burmese. They talked to each other. They were gossiping each other a few minutes. And I heard what they were talking. Later on, they told me "you cannot get into the embassy."

I asked them, "Could you explain me please, let me know who told you Burmese people cannot get into the embassy? Do you think I am murderer?" I fought back with them. I told them by Thai language loudly and angrily. They said to each other. They thought I couldn't speak Thai. Many foreigners are behind me. They had to wait for our fighting. A few minutes later, a man came near the gate. He was wearing the black

suite. He asked the security about the situation. The securities explained him. He came to me and apologized me. After that, I got inside the embassy. When I arrived at my madam house, I told her all about the situation that happened today. She was so angry and could not believe that.

Event 4, Student I.D 6

In 2001, I came to Thailand for working to earn money. I was sixteen years old. I got a job directly when I arrived at Bangkok. I worked with Thai family as a housekeeper. I could not speak Thai and never work before. I stayed with this family for one week. One day, my madam wanted me to go to the market. I did not remember how to get the market. It was at 5:00 pm, I went to the market on foot but I did not arrive at the market. I lost my way. I returned home but I lost the way to go home, too. It was nearly dark and raining heavily. I did not find the way.

I would like to phone to my cousin, but I did not know how to use the phone. Moreover, I did not remember phone number well. I was working on platform and looking for the way. My body was wet. I was very scary and I was afraid of asking the people in the street. I thought, if I asked them they would know I was a Burmese and they would call police. Then, I saw a van crossed in front of me. I followed the car without thinking anything. I saw a driver and a lady. A lady opened the door. When they saw me they looked very surprised. I did not know how to say them except crying. They asked me something but I did not understand.

When they knew I could not speak Thai, they used body language. They gave me a paper and a pen to write down and they showed me to phone by body language. I wrote down but it was not correct. It was still raining. I thought he would help me to get home. On the way, he pointed to house by house. Fortunately, I found the way to go my cousin's boss's house. He rang the bell. A few minutes later, my cousin opened the door. When she saw me, she cried. I did not know how to tell him, my tears came down from my eyes and I wanted to say thank you so much. After that, I never meet him a gain until now. I did not know who he is. I can never forget a bout him in my life.

Event 5, Student I.D 6

After my father went away, my mother worked hard very much. She made snacks and I sold the snacks at the pier. I went to the ship ladder and walked around near the ladder. I did not sell the snacks every time. I changed my goods like vegetable, fruit, fish, etc. I sold everything, our village product.

One day, I sold mangoes. I wore a poor skirt. It had no button because it was very old skirt. So, I tied with a clip. When the ship left from the pier, I tried to jump down to the land. By the time, the clip on my skirt fell down. I held it with one hand not

to fall down, another hand held a tray of mangoes. But it was too late. A sailor told me to follow with their ship. I had no choice and went to another village.

In the evening, when the ship arrived at my village, I ran to home quickly. My mother waited for me at home. When I arrived at home, I explained about that. I will never forget about the event on that day.

Event 5, Student I.D 5

In August, 2006, I went to a celebration. At the celebration, most people were Burmese migrant workers. After celebration, the police came to that place to check ID card. I hoped everything would be fine to me because I had ID card. The police checked ID cards until 9:00 pm. Finally, the police took all people to the jail by bus. I stayed with other people in jail. When I went into the jail, I saw three ladies standing at the entrance door. They were very rude. Everybody paid 20 baht to them. But one lady asked about money to pay for what. They were angry and tried to fight her.

I saw many different people, languages and ages. In the room I could not sit because a lot of people were in the room. I was very hungry but I did not want to eat anything because the toilet was very bad. I stayed in the jail one night and one day. The police sent all Burmese people to the Thai- Burma border. This was my first experience in jail and I got new experience.

Event 5, Student I.D 8

It happened in November, 1992 in my village. At midnight, I heard someone knocked the door loudly and my dad opened the door.

I saw three men came into the house. They covered their faces with black masks. My mom, aunty, my sister and I were so afraid. They grabbed my mom. We were quiet and sat down on the floor with big eyes. They asked my dad to give all of our belongings. At last, my father brought what we had from his room and gave them. They told my Mom and my aunty to take off their earrings and rings. So, they gave them to the robbers.

In my village, that was the first time. I was nearly dead on that night. After the terrible event, we moved to another town. I thought that all of us would be dead that night. (S-8, E-5)

(c) Students' Book Reviews before the Narrative Genre Instruction

The Six Napoleons (Student I.D 1)

This book was written by Sir Arthur Conan Doyle. There were four main Characters, Inspector Lestrade, Sherlock Holmes, Watson and Beppo. This story was a detective story. In this story, the detectives searched Black Pearl from Napoleon busts.

The Black Pearl was stolen by the thief Beppo and he hid it in his Napoleon bust. The police searched the Black pearl for a long time but they could not find it. When the police found Beppo, he was sent to prison. When he was in prison, his bust was sold. When Beppo came out from the prison, he did bad things again for the black pearl. Holmes was so clever that he could find the truth about Beppo. Finally, Beppo was arrested again and he did not get back the black pearl too.

The detective Holmes caught the thief in this story. I like Holmes. There are not a lot of hard words and I can understand it easily. I think this book is good for everyone because we can get many lessons from the story. So, I would like to suggest everyone to read this book. (B.R 1, S 1)

The Six Napoleons (Student I.D 2)

The title of the book is "The Six Napoleons". It was written by Sir Arthur Conan Doyle. It was a detective story about Napoleon busts. The main characters were Inspector Lestrad, Sherlock Holmes and Watson.

In the story, a man tried to steal and break Napoleon busts because there was a secret. That man is Beppo. He was a murderer. He went to prison many times. Before he went to prison, he made the similar six Napoleon busts in a company. After he got out from prison, there was no bust in the company. All were sold. Beppo tried to find them. The police followed to catch him. He tried to find out another busts but the police caught him before he didn't find the things. Detective Holmes bought the last bust from other people. After that, he broke the bust. They found the pearl inside one of the bust and Holmes showed the secret of the case.

The story is interesting but I think it is not good for young generations. There were a lot of fighting scenes in the story. Only the adult readers should read this book. (B.R 1, S 2)

The Adventure of Tom Sawyer (Student I.D 3)

The title of the book is "The Adventure of Tom Sawyer". This book was written by Mark Twain. Tom Sawyer is a main character in this book. He was a very clever boy.

One day, Tom's aunt ordered him to paint the fence. He did not want to do this. At that time his friend Joe came to him and Tom had got an idea. He wanted to see his friend's painting. Finally, his friend was interested in painting. At first, Tom did not agree. After that, Joe gave his apple and he requested to paint. Then, his other friends came. Everybody was interested in painting the fence. Finally, the fence was very beautiful. So, his aunt gave him an apple and he went out to play with his friends.

This is a good book for me. In my opinion, everyone should read it. (B.R 2, S 3)

The Adventure of Tom Sawyer (Student I.D 4)

Yesterday, I read the book "The Adventures of Tom Sawyer". It was written by Mark Twain. The main character was Tom who lived with his aunt.

In the summer holidays, Tom was unhappy because he had to paint the fence. The fence was three meters high and thirty meters long. When he painted the fence, one of his friends came to him and said sorry for the work. He laughed at his friend and he tried to persuade his friend to paint the fence. And later his friend was interested to paint the fence. At that time, all his friends came to him and requested him to paint the fence. Finally, all his friends painted the fence. Each of his friends gave him the snacks. They all did it well. Tom's aunt was very happy and she gave an apple to Tom.

This story is very interesting. I like it very much. Tom is a clever boy. The story is good example for the children. I have known that we have to be clever when we do something. (B.R 2, S 4)

K's First Case (Student I.D 5)

Last Wednesday, I read the book "K's First Case". It was written by L.G Alexander. This story is about detective. In the story, the main characters were Katrina, Michael, Elizabeth, Colonel, Angela and Mrs. Flack.

Michael was not rich before he got married with Elizabeth. He was in the Army. After he got married with her, he became a rich man because Elizabeth's family was rich. Elizabeth's brother was Andrew. Andrew did not like Michael. Michael spent money like water and he liked beautiful young women. Angela was Michael's secretary. They loved each other but Angela loved him because of money. Colonel was his old friend from Army. Michael lent a lot of money to Colonel. Mrs. Flack was a housekeeper of Elizabeth.

One evening, Michael was dead in his study room. Before he died, all the people had dinner together. Mrs. Flack prepared dinner for them. Normally, Michael went to the study room for his works after dinner. Angela also worked with him but on that day, Michael was alone in the study room. The doors and windows were closed from inside. There was blood and water on his chest. He was killed with something sharp. The police did not see a knife or a gun in the room. There was not any secret way in the room and no poison. Katrina was excellent detective. People called her "K". She asked questions to all people one by one. Finally, she knew the murderer.

This story was very interesting and exciting for readers. I learnt about smart, clever and excellent jobs of detective in this story. (B.R 3, S 5)

K's First Case (Student I.D 6)

K's first case is a detective story. L-G Alexander wrote it. The main character in this story was a rich man, Michale Gray or Mike.

He died in his study room alone. Every single window and door were locked from inside. Nobody can get into the room. His chest stacked with a sharp thing. Water and blood came out from the wound. There were five people in the house. They were his friend, maid, his girl-friend, his wife and his brother in-law.

K was a detective in this crime. She asked many kinds of question to those people. According to the situation of the death body of Mike and information from those five people, K knew the murder might be one of them. And she knew Mike was dead by mechanism shot, it was hiding behind the fridge.

Angela, his secretary and girl friend wanted his money. Colonel, he borrowed Michale's money because he gambled and lost that money. His wife was jealous, she did not want her husband married another woman. His brother in-law hated him because Mike wasted their family's money like water. Nancy killed Mike because she loved her madam. K could solve her first case very well.

In this book K solved the problem very smart and I want to be a detective like K. (B.R 3, S 6)

Blue Carbuncle (Student I.D 7)

The title of the book is "The Blue Carbuncle". It was written by Sir Arthur Conan Doyle. The main Character was Holmes. He was a famous private detective.

One day, Peterson gave the goose and hat to Holmes. But, Holmes took only hat. He did not take the goose. Peterson's wife saw a beautiful blue jewel in the goose. They enquired about the blue jewel. The name of the thief is Ryder. He stole the blue jewel from the rich woman. He put the blue carbuncle inside the goose. His sister sold the goose. And the goose was sold from one person to another. At the end, Holmes could catch the thief, Ryder. But, he left the thief because it was Christmas and Holmes thought that he would not steal things again.

It is good but I was so confused with the story while reading. There were a lot of names in the story. I couldn't remember all the names in the story.

(B.R 4, S 7)

Blue Carbuncle (Student I.D 8)

I read the book "The Blue Carbuncle". It was written by Sir Arthur Conan Doyle. There were four people in the story. They were Sherlock Holmes, Watson, Peterson and Ryders. Mr. Holmes was clever private detective. Watson was Mr. Holmes' friend. Peterson stayed with Holmes in the same flat. Ryders was a worker at the hotel.

One day, Peterson came into Homes' room and showed him some kind of jewel. And he said, when he cut the goose, he saw that jewel inside from the goose. When Homes saw that jewel, he knew and he explained, this jewel was called Blue Carbuncle. When he went out, someone broke his door and stole his Blue Carbuncle. Holmes started to enquire where the goose came from. Finally, he knew who sold goose and where. Then he met James who worked under a manager at the hotel.

James knew that one of guess had Blue Carbuncle. So, when the guess went out, he took the jewel. He went back to his sister's house and put it a goose's mouse. And he went back to hotel. Hs sister sold all the geese. So he looked for the geese. James apologized to forgive him and gave promise not to steal again. Holmes forgave James because the day was Christmas

I recommend that everyone should read the book. It is very good.

(B.R 4, S 8)

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The Big Picture (Student I.D 9)

The title of the story is "The Big Picture". The Author is Sue Leather. There were nine people in the story. The main character was Ken Harada. He was a photographer.

One day, he got a big picture. It was the picture of the famous sumo and his girl friend. Yakuza gunman wanted the photo because in the picture the gunman killed a man at the back of the Sumo. Ken didn't know about that. Yakuza gunman followed him and he was arrested. Then, the gunman asked about the photo. Ken put that photo somewhere and he told the wrong place. After that, he escaped and he went to the police station. The police caught the gunman. Finally, the gunman got punishment. Ken sold the big picture and he got sixty million yen. At the end of the story, he lived happily with his family.

It is a very good story for me. I got the lesson that if we do something in our lives; we have to be very careful. (B.R 5, S 9)

The Big Picture (Student I.D 10)

The Big Picture, one of the books of Sue Leather is about a Japanese photographer and the problems with his photo. There are four main characters in the book: Ken Harada, Sachiko, Takahanada and the fat man.

Ken was a photographer and Sachiko was his wife. Ken took photos of famous stars and he sold them. Sometimes, his work was good but sometimes bad. Sachiko always needed money. One day, he took a photo of a famous Sumo star Takahanada. Unfortunately, there was a bad man killing a man in his photo at the back of the Sumo star. That killer was the fat man. Ken was in trouble with his photo. The fat man wanted to get the photo. Ken was caught by the fat man. He found ways to run out and he escaped. After that, he told everything about the fat man to the police. At first, Ken did not know why the fat man caught him. Later on, he knew that the fat man was killing a man in his photo of Takahanada. He showed his photo to the police and the police could arrest the fat man. Ken got a lot of money for his photo and he was very happy with his family. Ken was a clever man.

If I were Ken, I will try to make the photo from film first. This story is very good and exciting. I have learned about the way to face with problems. I liked this story very much. The writer wrote the story simple and short. It is easy to read and easy to understand. (B.R 5, S 10)

(d) Students' Book Reviews after the Narrative Genre Instruction

Hotel Casanova (Student I.D 1)

This story was written by Sue Leather. It is about love and family problems. The main character was the young man who came from Roccelle village in Italy.

The young man was Dino. He worked at Hotel Grand as a receptionist. One day, a beautiful rich girl Carla came to Hotel Grand. They fell in love with each other and Dino got married with Carla. After they married, Carla bought Hotel Casanova for him. Dino worked every day in his Hotel and he felt unhappy. He wanted to go out for rest. But, Carla did not want him to go out without her. At that time Dino felt angry and he began to know Carla was not good. One day, Dino knew that Carla had husband and she killed her husband.

When he was unhappy, his old friend, Maria came to work in his hotel. Dino told Maria everything about Carla. They both tried to get out from the Hotel. Carla followed them and she wanted to kill them. Finally, they escaped from Carla.

It is a love story and I was very happy to read it. It has some hard words. I think this book can give happiness to everyone. So, I would like to suggest everyone to read this good book. (B.R 10, S 1)

Hotel Casanova (Student I.D 2)

Last week, I read a book called "Hotel Casanova." It is about love. It was written by "Sue Leather". There were three main characters. They were Dino, Maria and Carla.

Dino was twenty one years old. He worked Hotel Grand in Venice city in Italy. He came from Roccella village. He had a big plan. When he was twenty-six years old, he would get married and when he was thirty years old, he would own a hotel. Maria lived in the same villager with Dino. She also worked at Hotel Grand as a waitress.

One day, Dino met Carla at the Hotel Grand. At that time, they fell in love with each other and they got married. After that, Dino became the owner of "Hotel Casanova" in Italy. He worked hard there everyday. One day, he thought that he should go somewhere to take a rest. Carla did not approve him to go because she was worried that Dino left her alone and he would take a new girlfriend. They argued with each other and Carla said Dino, "I will tell the police that you killed my husband". Dino was surprised and he didn't know that Carla had ex-husband before. Carla killed her first husband and he was afraid of that Carla would kill him like her ex-husband.

Dino met with Maria again at his hotel. They were very happy to meet each other again. And Dino told about his problem to Maria. Carla knew all the situations about them. Then, they tried to leave. They didn't know that Carla followed them. Carla got a big accident on the way. At last, Dino found a real love with Maria. They loved each other forever.

This is a good story. It is very simple and easy to understand. I have learned that the good things always come to good people. And bad people always get trouble at last. This story is a good example to know about life. (B.R 10, S 2)

Martin Luther King (Student I.D 3)

The book "Martin Luther King" was written by Coleen Degnan Veness. The main character was Martin Luther King. This book was the Martin Luther King's biography and the political situation of America in the half of 1900s.

Martin was a black African-American. He was a smart and clever boy since he was young. He became a preacher. At that time, the segregation between black and white people was very bad. Black people were slaves. They could not live like white people. They were separated in everywhere. Martin hated it. As a preacher, he addressed to the people and people liked him very much. He organized people and led them to against the unfair law. He became the president of many organizations. White people did not like Martin. Martin was arrested many times. He was known as a super hero in international newspaper and magazines. He got a Novel Peace Prize for peace.

He was shot. Then, he was dead when he arrived at the hospital before his dream came true. After he was dead, his wife continues his works. But, his dream hasn't come true yet. Nowadays, Martin Luther King's birthday is international day in America.

This book is good for everyone even it is difficult to understand. I can't remember the years. But, everyone must know the politic, justice and fair. I like this book very much even I do not understand well about the politics

(B.R 9, S 3)

Martin Luther King (Student I.D 4)

The book "Martin Luther King" was written by Coleen Degnan-Veness. It is about the African-American man called Martin Luther King. It is the real story. He is the main character. He is not a president. But, he is better than president. He had done great works for black people. He has been famous around the world for his works for his people.

Around the year 1960s in America South, there was a big segregation between black and white people. Black people were oppressed under white people. The situations were so bad. At that time, a young man called Martin Luther King was started to solve these problems. He loved his country but he hated white men's laws. He wanted to change it. He had a very great dream. He led thousands of his black people to protest against the government. The police fought back him. But, he told his people to face all the violence with love. He was arrested again and again. But, he still tried and did not give up. There were also some black people who opposed him. He tried to organize them. He was doing these things for a long time. And he got a Noble Peace Prize. In the year 1968, he was murdered by a bad group of American. His dream hasn't come true yet. But now, the segregation in America is almost disappeared. He was so clever and patriotic. He was very great.

If I get a chance for my people like him, I will try hard like him. This is a precious book for me. I have known how other people survived their lives in difficulties. I think everyone should read this because it is a real story and we should know how other people survived their lives in difficulties.

(B.R 9, S 4)

Silver Blaze (Student I.D 5)

In this story, the main characters were Holmes, Watson, John, Colonel and Silver Blaze. Silver Blaze was an excellent race horse. It always wins many prizes for his owner. Colonel was the owner of silver blaze. John was a trainer of silver blaze.

One evening, a maid carried super curry for young stable-boys. On the way, she met a stranger. A stranger asked her about silver blaze but she did not say anything to him. She scared and afraid. John went to the stable to check silver blaze. Silver Blaze was lost and John was dead. Holmes and Watson went to the place of John died.

Holmes knew that who took the horses even the dog stay in the stable. This show the dog knew the thief. It was John; he took out of silver blaze from stable. He put drug in the curry of young stable boys for long sleep. He wanted to bet on silver blaze losing the race. He would like to cut the horse legs. If he cut the horse's leg, it could not run well in the race. But silver blaze frightened and kick John's head.

(B.R 8, S 5)

Silver Blaze (Student I.D 6)

This case is about a horse. Sir Authur Conan Doyle wrote this book. The main characters were a horse and a trainer.

Sliver Blaze was a race horse. John was his trainer. John was murdered at night and Sliver Blaze was lost. Stable-boy fell asleep because of drug in the curry he had eaten. Sliver Blaze would entertain in next race. Sliver Blaze won in every race. Someone try to stop him not to entertain in next race. Holmes solved this case. He found out where Sliver Blaze was hidden.

After he found sliver Blaze, he told the guy who found Sliver Blaze to entertain the race. After Sliver blaze won the race, Holmes explained Colonel, the owner about the murder. John had tried to hurt Sliver Blaze not to win the race. Unfortunately it was not success. When Sliver Blaze was trying to escape, he murdered his trainer, John.

This story is not attractive and excited. This story doesn't give so much knowledge. I don't like this story. (B.R 8, S 6)

The Stranger (Student I.D 7)

The title of the book is "The Stranger". It was written by Norman Whitney. The main characters of the book were Dave, Anna and Peter.

The stranger is Dave. One day, he went to a small village at midnight. He wanted to buy the house. He got a wooden house. It was Mr. Smith's house. Mr. Smith was dead. The house was in the corner of the main street and beside the church. Anna and Peter were villagers. A few days later, the villagers were surprised. They saw a big sign "The Corner Shop" in front of Dave's house. Anna's boyfriend was Peter. They were going to marry soon. They worked hard and saved money.

Peter was poor. Dave was rich and he was good looking. Anna loved both Peter and Dave. She thought about Dave because he is a stranger. When Dave left from the corner shop, she opened the door and looked inside. But, there was nothing special. After that, Anna was very ill. At the end, there was a big fire at the corner shop. Dave was laughing in the fire and died in the fire. Anna was also dead.

This is a strange story. From this story, I got the lesson "We should not believe other people easily". (B.R 7, S 7)

The Stranger (Student I.D 8)

The book title is "The Stranger". It was written by Norman Whitney. It was about the person who had a super power. There were six main characters in the story. They were Dave, Anna, Peter, Greta Gordon, Mike, and Arthur Riseman. Dave own the corner shop and has natural power. Anna was Dave's assistant and Peter was Anna's boyfriend. Greta Gordon, Mike and Arthur Riseman were Dave's special customers.

One day, Dave arrived at the village and bought a wooden house. He opened the corner shop. The villagers were very happy because they could get everything. Anna worked Dave's corner shop and Peter helped her sometimes. One day, one of customers called Greta Gordon came to see Dave. He met Greta Gordon with his special order room. Anna was very interested in her because she was famous actress. Mike and Mr. Riseman were also his special customers and he took them to the special order room like Greta Gordon. When they came out, they didn't take their suitcases. Anna noticed that. So she interested in that room. She asked Dave. Dave said, they needed his help and he helped them. So they gave something special or money.

Dave loved Anna but she has already boyfriend. Sometimes, Dave and Anna went to the movie and shopping. One day when Dave went out, the special room was opened. Anna came into the room and found broken leg and airplane. At that time, Dave came back and held on her hand. She was scary. So she runs outside and towards her house. Since that time, Anna never came back to work his shop because she got fever and lie on the bed the whole day. Then, the corner shop was fire. The villagers saw Dave was in the fire. After that, nobody saw him again. Anna was also dead.

I think this book is a ghost story or a magic. I haven't seen like that before. Young people shouldn't read it. (B.R 7, S 8)

The Beginning of Everything Else (Student I.D 9)

The book title is "The Beginning of Everything Else". The author is Kevin Williamson. The main characters were Dawson, Joey, Pacey and Jen. They were four teenagers who lived in the small town. They attended the same high school.

Joey was very poor. Her mother was dead when she was young. She lived with her sister. Dawson's family was very rich. He loved watching movies. He planned to make a movie for the movie festival. Pacey was a funny boy and he was always nervous with girls. His father was the chief police in the town. His brother was a policeman too. His father and brogher didn't like Pacey. Jen came from New York to take care of her grandfather. She also attended at the high school.

Dawson, Joey and Pacey were old friends. Jen was their new friend. In the story, Joey and Pacey were actors in Dawson's movie. Dawson was Joey' best friend but Joey loved him. Dawson did not love her. He loved Jen. Pacey was nervous with girls. Once, he loved his teacher but the teacher did not love him. At the end of the story, Dawson and Jen loved each other and Joey was alone.

I was pity for Joey. I did not want Dawson to love Jen. The teenagers' lives were very complicated. I think it was nature. I like this book very much and everyone should read it. We should know about the nature of teenagers. (B.R 6, S 9)

The Beginning of Everything Else (Student I.D 10)

The title of the book is "The beginning of Everything Else". It was written by Kevin Williamson. There were four main characters in this book, Dawson, Joey, Pacey and Jen. They all were in the same high school in Boston, U.S.A. Dawson, Joey and Pacey were old friends. Dawson was born in a rich family but Joey and Pacey were not.

Dawson was making a film and Joey and Pacey were actors in his film. They all were fifteen years old. Their mind started to change at this age. Joey was trying to change her friendship with Dawson. She loved him but Dawson did not love her. Pacey was working in a movie rental shop. He misunderstood a very beautiful and old-aged woman called Tamara. He thought that the old lady loved him but it was a misunderstanding. Jen came to Boston for helping her grandma. She came from New York. She was a new friend of Dawson, Joey and Pacey. She was so cute that Dawson loved her at once. Joey was jealous about this. There were many problems between Dawson and Joey. Finally, Joey give up Dawson.

I thought that Pacey was a foolish boy. He made useless things in the whole story. Dawson was also a selfish boy. He didn't care about Joey and he did as he wished. I was so pitiful for Joey. I thought that the ending of the story wasn't good. But, I would say that was an interesting and good story. (B.R 6, S 10)

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