AN EXPLORATORY STUDY OF COMMUNICATIVE
COMPETENCE OF THAI STUDENTS' WRITING THROUGH
AN ONLINE KEYPAL PROJECT

APIWAN O'DONNELL

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS
IN ENGLISH LANGUAGE TEACHING
MA-ELT

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

FEBRUARY 2011

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Thesis Title   An Exploratory of the Development of Thai Students'
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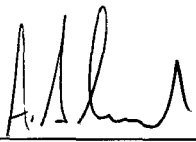
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PLAGIARISM STATEMENT

I certify that all this material in this study which is not my own work has been identified and acknowledged, and no material is included for which a degree has been conferred upon me.

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Date :_____ <u>February 2011</u>

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ABSTRACT

This study looked for the benefits of using an online keypal project to help improve students' communicative competence during an eight week period. In this study, there were 10 Matayom 5 (year 12) Amnualsilpa school students (five males and five females aged 17-18) who constitute one whole class and they were the volunteers. The timed essays as a class assignment was used as pre and post test to give some vindication of the benefits of using an online keypal project to help develop students' communicative competence based on the Systemic Functional Grammar framework by M.A.K. Halliday which sees language first and foremost as a system of communication and analyzes grammar to discover how it is organized to allow writers to make and exchange meaning through the texts. Also, emails from students when they interacted with their American keypals during the project were used to investigate the development of students' communicative as there were real readers and giving some purposes to their writing.

The overall results have shown that interactions from the real readers affected the development of students' writing which were thematic development, sentence structure and their ability to express ideas and feelings. These have been shown in the students' post-test after eight weeks of communicating with the real reader. This study may help to promote the use of an online keypal project as a student's writing assignment to improve their writing and communicating skills. Since the students realized writing is one kind of communications they should be able to write to reach their communicative goals.

In addition, the findings have shown that motivation is one of the factors that affected the level of students' writing ability. It can go up and down any time depending on their level of interest. Therefore, having a real reader can help them to engage with their writing activity.

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Introduction

1.1 Introduction

This study aims to explore Thai students' writing through an online keypal project. In this chapter, the researcher will introduce the background, rational, aims of the study, research questions, significance of the study, a definition of terms used in this study and the thesis organization.

1.2 Background of study

In non-English speaking countries, such as Thailand, students do not frequently have a chance to write in English. Most of the time when they write in English it is at school for academic purposes such as in class essays or timed essay exams, as this is the main focus for schools, which must grade the students' work. Students often see academic writing as 'an alien form of literacy designed to disguise the author and deal directly with facts, which is impersonal and faceless discourse' (Hyland 2002: 351).

In this artificial writing situation, the usual one in language classrooms, the students often lack motivation and interest in writing because they do not see any real purpose in it. Teachers, too, may become fossilized in their way of thinking about their students' writing abilities, focusing too much on accuracy and not enough on content. This is because, like students, the teachers do not see writing as a practiced skill in the 'real world' and ignore the fact that writing is an interactive activity, in which the students need to know

who they have to interact with and why. The reader is considered as an important factor because when the students write they create a picture of their readers and attribute to their readers certain experiences, knowledge, opinions and beliefs on the basis of which the students build their message (Porto 2001: 39). Writing in the real world, unlike the classroom is not an end in itself, but rather a purposeful activity: ' For in normal circumstances we do not just sit down to write when the spirit takes us. (…) Writing is a provoked activity, it is located in ongoing social life' (Widdowson 1984:64, cited in Porto 2001: 39).

When the students are assigned to write a timed essay in class, students do not often have enough time to plan their writing, this will affect their output as L2 production is often not automatic. Furthermore, the ' classroom setting ' does not provide the real-life purpose of communicating as the teacher typically acts as a 'knower/informer' and the student acts as an 'information seeker'(Ellis 1997: 227).

In this situation, it is hard for the teachers to see or judge the students' communicative competence through their essay writing in the class, as there is no interaction and real communicative goals are missing. However, the objective of the L2 writing course should not be to focus just on grammatical accuracy but rather on communicative competence to teach students to use language to communicate in the real world.

Some of the serious problems that Thai students have when they write in English are wrong word choice and incorrect sentence structure this can produce an unclear message and lead to the readers' misunderstanding the text. This in turn will affect students' communicative competence as the students may not be able to reach their communicative goals. A number of research projects have looked at this problem. One of

the recent research projects focuses on time limitation factor and time pressure that the students feel when in class (Tangpermpoon 2007: 31). This study uses the data from students' journals, as there is evidence to show that when journaling students produce natural language as they can write at home, free from constraints. This is not enough regarding to the factors that can affect ones' language such as topic, addressee, situation, purpose and so on. Another problem that demotivates students when writing in real world situations is a lack of communication skill as they do not have chance to practice often. The students can write and follow the conversation unless the topic changes and they are caught unprepared or they do not know about the topic. Nonetheless, there are very few studies done on writing via email especially in L2 writing classrooms. Most of the studies completed are also not done in the Thai educational setting.

1.3   Rationale of the study

The course of second language teaching methodology has never run smooth, and the development of communicative language teaching in recent years is no exception (Savignon 1997: 15). Teachers try to find writing tasks to give the students opportunities to practice writing in English. But in Thailand, most of the tasks created by the teachers require the students to use traditional grammar even though they do not mean to. When the teachers assign the students to write a journal at home the students are aware that the task is for the teachers. Therefore, it is hard for the students to write naturally as they must communicate with their teacher. This makes it hard for the teachers to see the students' communicative competence. Thai students find it hard to improve their writing skills in English as most of the tasks they have are not focused on real communication. Communication tasks involve the learner in comprehending, manipulating, producing, or interacting in the target language

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while their attention is principally focused on meaning rather than form (Nobuyoshi and Ellis 1993: 203). The reason for this study is to find out if putting second language learners in an environment where they have to use English to communicate to the real readers in the real world helps to improve their written English communication skills. To be able to develop communication skills students must learn, practice and realise when communication is taking place. Then, it gives students the opportunity to raise their awareness of the complex nature of communication and to improve their social skills and effectiveness by enabling them to have a greater influence on what they communicate (Thompson 2003: 11). Communicative competence is very important as teachers can use it to help students reach their communicative goals which should be the main goal of a language learner.

In this study the timed essays, class assignments, and the keypal emails are used to research if the learners' communicative competence improve during the eight weeks of the key pals project. These two types of texts are investigated by using the Systemic Functional Grammar (SFG) of M.A.K. Halliday. Its conceptual framework is based on how the language is used to express the meaning through the texts by looking at each element in a language (Halliday 2004: 15). By using SFG framework to analyze the language which sees grammar as essentially a 'natural grammar' rather than a traditional grammar, the improvement of students' communicative competence are revealed. After analyzing and comparing each text, the timed essays and then emails, the results should present that students' communicative competence gradually improve through the course of the eight weeks key pals study and also show any improvement in their communicative competence between their pre and post tests timed essays.

Also, it is important to look at what elements in learners' language improve and help them to become better communicators when writing in the real world and also in the classroom setting.

1.4 Purpose of the study

This study looks for answers to the research questions below. The results of which may help to promote the use of tasks where learners communicate with people rather than the teachers as the learners should practice writing in the real communication where they have their real readers and purposes. This should help the learners gradually improve their communicative competence.

The study mainly investigates the development of the student's communicative competence by comparing their pre and post tests that they complete in class. To see if they improve after they had complete an eight week online keypal project.

1.5 Research questions

This study is based on the following research questions:

1. In what ways does giving students opportunities to write to their real reader over an eight week period improve their communicative competence?

2. How does participating in the online keypal project have an effect on the students timed essay writing? If so, what?

1.6 Significance of the study

This study may help teachers to think about the factors that can affect the way that the students write. The researcher hopes that this research will give strong support to communication in the real world as the most important focus of writing instruction and for teachers to use authentic writing tasks in the classroom instead and only timed essays in order to develop the learners' communicative competence as they reach their communicative goals.

1.7 Definition of terms as used in this study

Communicative competence refers to the knowledge that users of a language have internalized to enable them to understand and produce messages in the language. In this study, the function of language is the perspective to the elaboration of a theory of communicative competence. There are three basic functions of language defined by Halliday, that correspond to general categories of needs met by language; ideational, interpersonal and textual (Savignon 2004: 20).

Systemic functional grammar is grammar based on systemic theory which is a theory of meaning as choice. Each system in the network represents a choice: not a conscious decision made in real time but a set of possible alternatives. It is a theory of grammar that is orientated towards the discourse semantics (Halliday 1994: 15). Nearly every clause of English expresses the three aspects of meaning represented by metafunctions (three general ideas of meaning).

- *The ideational metafunction* is to understand the environment. The writers represent how they represent their experiences of the world around them and inside them and also represent how they relate those experiences. The grammar tools which are verb groups and noun groups are shown in this part.

- *The interpersonal metafunction* is to act on the others in it. It is concerned with how the writers express who they are when communicating to others and also how they express their attitudes and judgments through the texts. Modal verbs and adverbials are often analysed in this part.

- *The textual metafunction* is concerned with the whole system: how the writer express and organise their experiences, relationships, attitudes and judgments to make the texts meaningful in terms of what meanings they want to convey. This part can be analyzed by looking at the whole clause and the way that the writers arrange the words to make their texts cohesive and coherent.

1.8   Organization of the thesis

Chapter one introduces the background and the importance of real world communication for second language learners, states the rationale, purpose, research questions, significance of this study and defines the key terms used in this study.

In *Chapter two,* the researcher reviews literature including the brief introduction of human language, the theories of language view on the nature of grammar, SFG and grammatical functions, the theories of communicative competence are presented. Finally, the use of a key

pals project as the authentic materials to helps develop learners' communicative competence are discussed.

In *Chapter three,* the researcher presents the research framework, the methods and procedures of the data collection, the participants of this study and the method of data analysis.

In *Chapter four,* the researcher analyzes the data and answers the research questions, and then, presents the conclusion of the analysis.

In *Chapter five*, the researcher explains the main findings of this research, and limitations of the study with the suggestions for further research are discussed.

Chapter 2

Literature Review

2.1 Introduction

The purpose of this chapter is to provide a brief overview of theoretical constructs of systemic functional grammar which adds another perspective to the elaboration of a theory of communicative competence along with the ideas toward authentic communication tasks.

2.2 Language as part of a system of human communication

All creatures communicate with their own species, and many communicate across the species divide. However, human language is different from animal languages and all non-human systems of communication as it is not governed by any fixed rules, creative, generative, and it is unique to the human species (Nunan 2007: 11).

The term 'language' can be used to refer to any system of communication. It is a very broad topic and is hard to define as people see it in different ways and it is all around. Language can refer to anything such as computer programming systems, language of music or language of mathematics. The focus here is on human language as it is the most complex system. According to Montgomery,

Language, indeed, is best understood as a set of interlocking relationships in which a linguistic form takes on the meaning it does by virtue of its place within the total system of signs

(Montgomery 1995: xxv, cited in Thompson 2003: 37).

Therefore, each element in a language has its own function that connects to the others to form meaning. This helps people to communicate to meet their needs. Language is a complex system of units which provide meaningful communication. The units can be words, clauses, sentences or whole texts.

In real life, people interpret other people's language all the time and expect other people to interpret their own. One way of doing this is to look behind the literal, formal meaning of what is said or written, and to consider what the sender of a message intends to achieve with it, to try to understand its function (Cook 2004: 24).

The success of a particular communication depends on the willingness of others to understand and on the interpretation of the meaning. The meaning is never one-sided as there is more than one person involved (Savignon 2004: 10). In many languages, words have more than one meaning and an appropriate word must be chosen so that the communication can take place. Sometimes, it depends on the negotiation of meaning between people who share some degree of understanding or have similar symbolic systems (2004: 14).

For many people, language and grammar are the same. Learning a language is like learning grammar rules (Nunan 2007: 70). There are some definitions of grammar which come from the experts:

Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language

(Richard et al. 1985, cited in Nunan 2007: 71).

Grammar may be roughly defined as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning

(Ur 1989:4, cited in Nunan 2007: 71).

The principles for word formation and sequencing that some linguists use to identify rules for determining grammatical correctness is difficult for the language learners to achieve. The learners would find it hard to reach their communicative goals if they must follow these rules to make their texts meaningful.

There are a number of theories of language view on the nature of grammar. The two well-known theories are mentalism and functionalism. For the mentalists, grammar is a highly abstract system of rules for generating correct (or well-formed) utterance at the level of the sentence. For them, grammar is all about form, and they reject any suggestion that there is a relationship between grammar and meaning (Nunan 2007: 72). Noam Chomsky is the linguist who invented mentalism. This model is called a descriptive grammar. It does not tell the learners how they should speak or write but explains how it is possible for them to use a language and understand and make judgment about well-formedness (Fromkin et al. 2007: 13). Also, the mental grammar shows what people know about the sounds, words, phrases, and sentences of those languages.

On the other hand, functionalism by Michael Halliday, which is against the idea of mentalism or mental grammar, is popular among the linguists. The functionalists claim that form and meaning are inseparable. Systemic-functional linguistics is their model of grammar. In fact, they argue that grammar only make sense if it is studied as a resource for creating meaning (Nunan 2007: 73). The functionalists want to prescribe rather than describe the rules of grammar, which gives rise to the writing of prescriptive grammars (2007: 14). Also, this model of language helps people to understand the way that language systems function to facilitate communication as language is a tool for communication according to the functionalist approach.

Systemic functional approach reconsiders grammatical forms in terms of which forms people use, in which contexts, for which purposes. In actual language use, form and function cannot exist separately. But in formal grammar, form is treated separately from function (Coffin et al. 2009: 8).

Halliday (1994: 18) states that only by looking at language in use or in its contexts of situation people are able to understand the functions served by particular grammatical structure. Language has evolved in the service of social functions. Halliday has been concerned with moving away from the purely formal or structural preoccupations that have dominated linguistic theory toward a composition of structural and functional approaches in the study of language. This idea relates to the characteristics of communicative competence.

Table 1 Examples of different viewpoints between a prescriptive and a descriptive grammar (Nunan 2007: 77)

	Example of a prescriptive rule	**Descriptive comment**
Latin and Greek The unchanging form of these languages, the high prestige they held in European education, and the undisputed brilliance of classical literature led to their adoption as models of linguistic excellence by grammarians of other languages.	You should say or write it is I and not it is me, because the verb be is followed by the nominative case in Latin not the accusative case.	The Latin rule is not universal. In Arabic, for example, be is followed by the accusative. In English, me is the educated informal norm; I is felt to be very formal. In French, only moi is possible (c'est moi, etc.)
The written language Writing is more careful, prestigious and permanent than speech, especially in the	You should say and write whom and not who in such sentences as ___ did you	Whom is common in writing, and in formal styles of speech, but who is more acceptable in informal

context of literature. People are therefore often told to speak as they would write.	speak to?	speech. The rules which govern acceptable speech and writing are often very different.
Logic Many people feel that language should be judged insofar as it follows the principles of logic. Mathematics, from this viewpoint, is the ideal use of language.	You should not say I have not done nothing because two negatives make a positive.	Here, two negatives do not make a positive, but more emphatic negative – a construction which is found in many languages (e.g. French, Russian). The example is not acceptable in standard English, but this is the result of societal factors, not the dictates of logic.

2.3 How grammatical system works to create a meaningful message

2.3.1 A System of Grammar

Grammatical system can be described in different levels as shown in figure 2.1

A TEXT in a LANGUAGE

consists of one or more

CLAUSE COMPLEXES

which each consists of one or more

CLAUSES

which each consists of one or more

GROUPS or PHRASES

which each consists of one or more

WORDS

which each consists of one or more

MORPHEMES
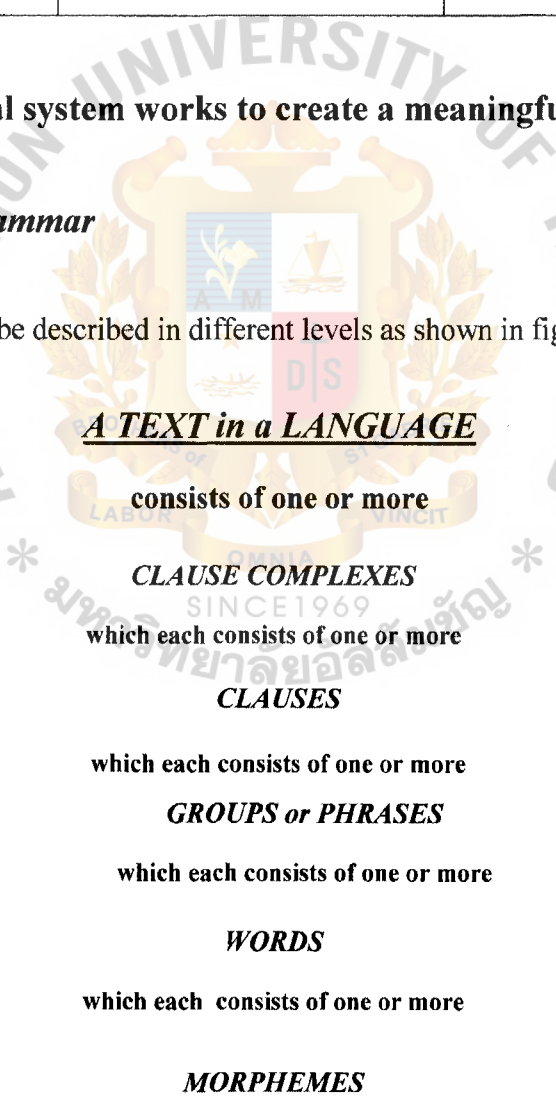
Rules & Conventions of English Grammar: RELC 2003 (Adapted from Foley 2003)

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Halliday (1994: 35-36) developed an approach to deal with the grammatical system by considering the functions of grammar by meaning. These functions are called metafunctions (three general areas of meaning).

2.3.2 Meaning in grammar

Grammar is a resource for making and exchanging meanings. In the grammatical structure, there are three types of meaning (Lock 1996: 8): experiential, interpersonal, and textual. Nearly every clause of English expresses these three aspects of meaning at the same time.

Each of the three general areas of meaning represented by metafunctions is associated with the three register variables and with different language systems, as shown in Figure 2.2 (Coffin et al. 2009: 226).

Figure 2.2	Register Variable	Metafunction	Language (some examples)
Register - Metafunction-	Field ⟷	Ideational meaning ⟷	Subjects, objects, and adjuncts, specialised lexis
Language	Tenor ⟷	Interpersonal meaning ⟷	Speech function, modality
Relationship	Mode ⟷	Textual meaning ⟷	Clause structure, exophoric/anaphoric reference, lexical density
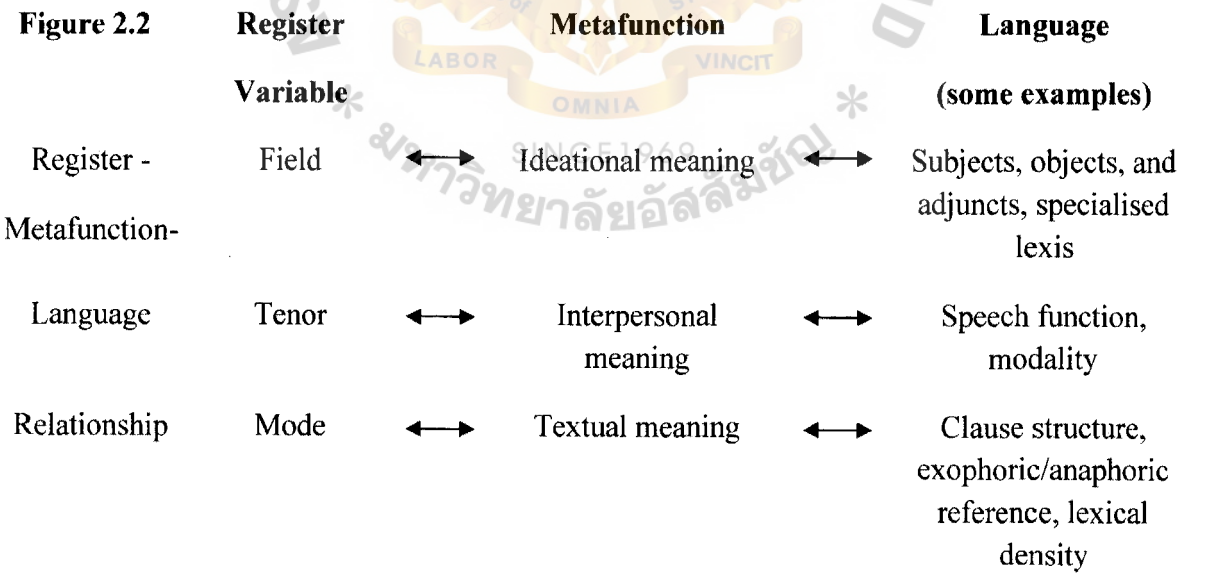
2.3.2.1 Experiential meaning (Ideational/Experiential metafunction)

Experiential meaning is to do with way language represents peoples experience of the world as well as the inner world of people' thoughts and feelings. In other words, it is concerned with how people talk about actions, happenings, feelings, beliefs, situations, states, things involved in them, and the relevant circumstances of time, place, manner, and so on.
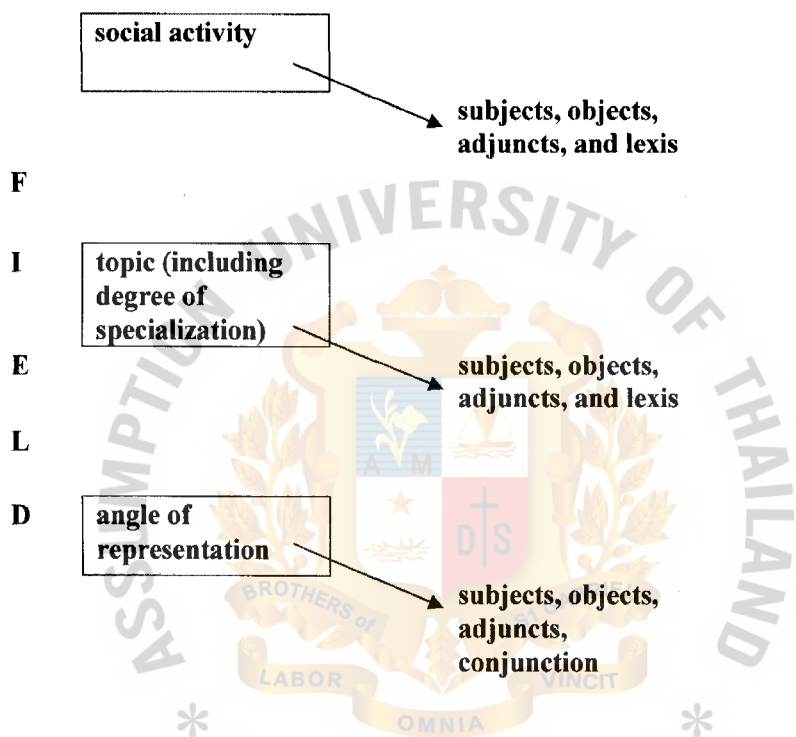
Figure 2.3 Resource for representing the world (Coffin et al. 2009: 285)

2.3.2.2 Interpersonal meaning (Interpersonal metafunction)

Interpersonal meaning looks at the way in which people act upon each other through language – giving and requesting information, getting people to do things, and offering to do things themselves – and the ways in which they express their judgments and attitudes about such things as likelihood, necessity, and desirability.
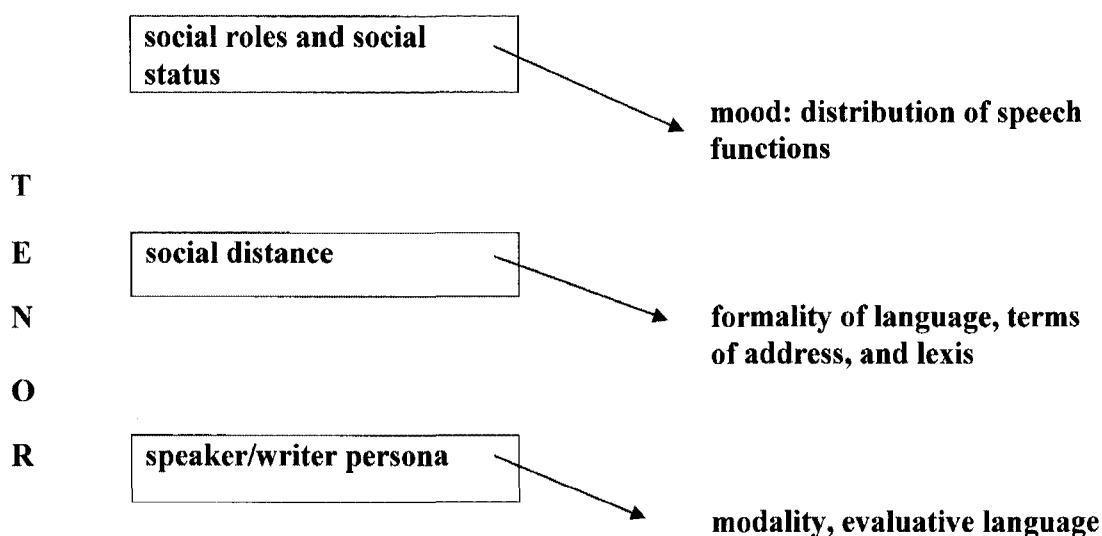
Figure 2.4 The connection between tenor and language (Coffin et al. 2009: 354)

2.3.2.3 Textual meaning (Textual metafunction)

Textual meaning is concerned with the ways in which a piece of language is organized in relation to its context. Textual meaning is important as it creates coherence in spoken and written text.

Each of the three general areas of meaning is associated with the three register variables and with different language systems, as shown in figure 2.5 (Coffin et al. 2009: 433).

M

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┌─────────────────────┐
│ interactivity       │ ──→   interruptions, overlap, clause
└─────────────────────┘        structure


┌─────────────────────┐
│ spontaneity         │ ──→   repetitions, mid-utterance
└─────────────────────┘        corrections, lexical density,
                               and lexis, nominalisation,
                               theme (hyper/macro theme)


┌─────────────────────┐
│ communicative distance│ ──→ theme, nominalisation,
└─────────────────────┘        cohesive devices:
                               exophoric/endophoric
                               reference, lexical sets
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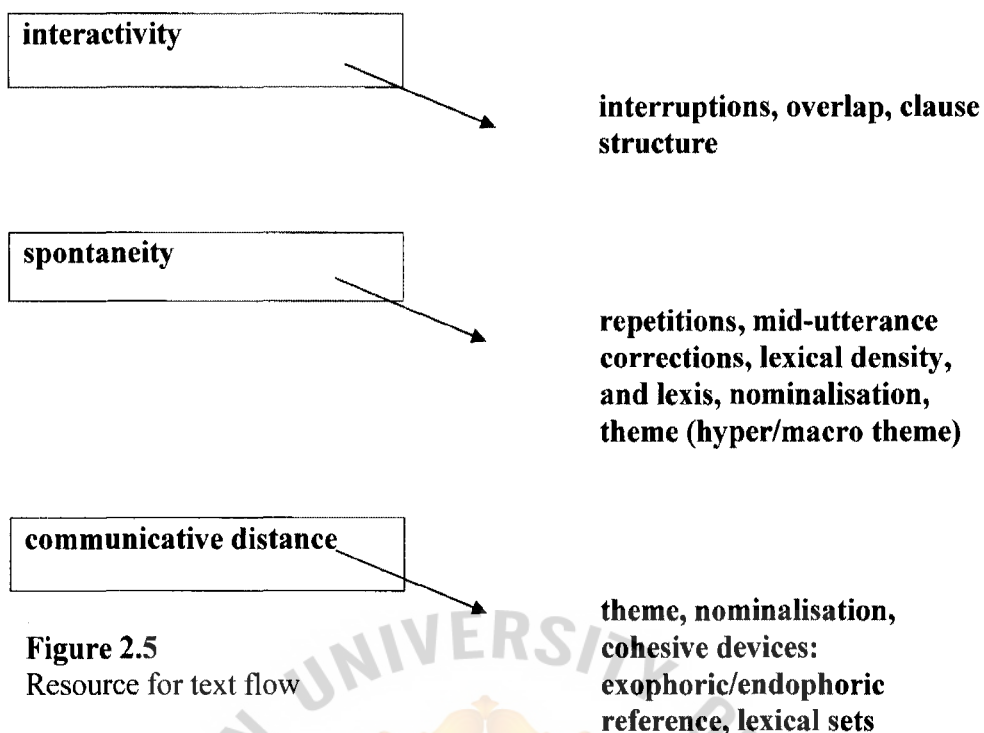
Figure 2.5
Resource for text flow

2.3.3 *Grammatical functions*

In order to explore the contribution to meaning of any unit of grammatical structure, it is necessary to consider its function in context. Functions, in this sense, are the different things people do with language represented by different linguistic expressions (Lock 1996: 10). To explore grammar as a communicative resource it is better to investigate how language itself is organized to enable a speaker or a writer to express different kinds of meanings.

<u>Subject</u> refers to a unit in a clause that which is the concern of the message,

that of which something is being predicated (i.e. on which rests the truth of the argument)

and is the doer of the action Halliday (1994: 30).

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Predicator is an element realized by a verbal group. The predicator itself is non-finite (1994: 79).

Processes refer to the units in the clauses that consist of three components: the process itself, participants (subjects) in the process and circumstances associated with the process. These provide the frame of reference for interpreting our experience of what goes on (1994: 107).

- *Material processes* are processes of doing. They express the idea that someone does something or something happens (1994: 109).

- *Mental processes* are processes of sensing. In the clause of mental process, there is always one participant who is human; this is one that senses- feels, thinks, likes or perceives (1994: 114).

- *Relational processes* are processes of being but it is not in the sense of existing rather than something is being said to be something else (1994: 119). These processes do not provide information, but relate two elements. The relationship can be one of 'being' or one of 'having' (Foley 2003).

- *Behavioural processes* are processes of physiological and psychological behaviour, like breathing, coughing, smiling, dreaming and staring (Halliday 1994: 139).

- *Verbal processes* are processes of saying. But, saying has to be interpreted in a rather broad sense; it covers any kind of symbolic exchange of meaning (1994: 140).

- *Existential processes* show that something exists or happens. For example, there was a little guinea-pig (1994:142).

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Circumstances are the elements that occur freely in all types of process and they are equally as important as processes. Circumstances serve as an expansion of something else as some processes cannot stand on their own (1994: 151).

Table 2 Types of circumstantial element (Halliday 1994: 151)

	Type	specific categories (subtypes)
1	Extent	distance, duration
2	Location	place, time
3	Manner	means, quality, comparison
4	Cause	reason, purpose, behalf
5	Contingency	condition, concession, default
6	Accompaniment	comitation, addition
7	Role	guise, product
8	Matter	
9	Angle	

Polarity is the choice between positive and negative. In English, polarity is expressed in the *Finite element*; each finite verbal operator has two forms, one positive, is, was, has, can, etc., the other negative, isn't, wasn't, hasn't, can't (or is not, cannot...), etc (1994: 88).

Modality is the unit that shows how speakers and writers take up a position, express an opinion or point of view or make a judgment. Modality can be expressed by Modal Finite and Mood Adjunct.

- *Modal Finite verb* (Halliday 1994:76)

  High: must, ought to, has to/had to

  Median: will, would, should, is to/was to

  Low: can, may, could, might

  Note: There may also take a negative form e.g. can't.

- *Mood adjuncts* express a wide range of modality (Halliday 1994: 82).

Table 3 Type of mood adjuncts

Type	Example
probability	probably, possibly, certainly, perhaps, maybe
usuality	usually, sometimes, always, never, seldom, rarely, ever
readiness	willingly, readily, gladly, certainly, easily
obligation	definitely, absolutely, possibly, at all costs, by all means
time	yet, still, already, once, soon, just
typically	occasionally, generally, regularly, mainly, for the most part
obviousness	of course, surely, obviously, clearly

intensity	just, simply, merely, only, even, actually, really, in fact
degree	quite, almost, nearly, scarcely, hardly, absolutely, totally, utterly, entirely, completely

Comment adjuncts refer to the units in the clauses which express the speaker/writer's attitude to the proposition as a whole (1994: 83). They make an assessment of the whole clause, either about the exchange itself or the meaning (thankfully, unfortunately, regretfully, obviously, understandably, etc.).

Conjunctive adjuncts are the conjunctions; therefore, however, and, but, so, hence, etc. Also, they include *the continuitives* oh, yes, well often found in spoken text (Foley 2003). They set up a contextualizing relationship with some other portion of the text (1994: 84).

Complement is an element that has the potential of being a subject but is not. It is typically realized by a nominal group (Halliday 1994: 80).

Theme refers to a position where the meaning is attached to first position in the clause. It is the element which serves as the point of departure of the message (1994: 37).

- *Topical Theme* is the theme extends from the beginning of the clause up to the first element that has a function in transitivity.

- *Textual Theme* is any combination of continuative, structural and conjunctive, in that order. A continuative is one of a small set of discourse signalers, yes, no, well, oh, now, which signal that a new move is beginning (1994: 53)

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- *Interpersonal Theme* is any combination of vocative, modal, mood making (1994: 54).

- *Marked Theme* occurs when the Theme needs to be foregrounded in some way to emphasize important information or signal aspects of text organization (Foley 2003).

Rheme is the part in which the Theme is developed (1994: 37).

Nominal group refers to a group which contains the noun preceded and followed by various other items all of them in some way characterizing the noun. They occur in a certain sequence but some variation is possible (1994: 180). There are *deictic, numerative, epithet, classifier, head(thing) and pre and post modifier.*

- *Deictic* is the element indicates whether or not some specific subset of the <u>Thing</u> is intended; and if so, which. It is either (i) specific or (ii) non-specific, e.g. *the, those, this, that, my, its, yours, one's* (1994: 181).

- *Numerative* refers to the elements which indicate some numerical feature of the subset: either quantity or order, either exact or inexact, e.g. *two trains, many trains, the second train* (1994: 184).

- *Epithet* is the element indicates some quality of the subset, e.g. *old, long, blue, fast, silly, fantastic* (1994: 184).

- *Classifier* indicates a particular subclass of the thing in question, e.g. *electric trains, passenger trains, wooden trains* (1994: 185).

- *Premodifier* is grammatical items like not and rather and so; there is no lexical premodification in the adverbial group. Therefore, it is more like a 'Submodification'

in nominal group, which *Submodifier* relating to the adverbial group as their Subhead (1994: 210).

- *Postmodifier* is rankshifted or embedded in the nominal group. They may be embedded clauses, or embedded prepositional phrases.

Clause complex is a main clause together with other clauses that modify it. It enables the readers to account in full the functional organization of sentences as there are relations between clauses in terms of the logical component of the linguistic-semantic relations that make up the logic of natural language (1994: 216).

Table 4 The Function of Grammatical Units

Grammatical unit	Grammatical function
Subject (grammatical subject)	represents that something is predicated
Finite	expresses tense and modality
Process	provides the frame of reference for interpreting our experience of what goes on.
Circumstance	serves as an expansion of something else
Complement	is an object or an attribute in a clause
Predicator	combines with the finite to express tense
Mood Adjunct	expresses speaker/writer judgment about probability, usuality, obligation and inclination.(interpersonal meaning). There are modal finite verbs which are on a scale: low, median, and high.
Comment Adjunct	expresses the speaker and writer's attitude to the proposition as a whole
Conjunctive Adjunct	creates cohesion in the text, constructs a context for the clause
Theme (psychological subject)	represents the concern of the message
Rheme	supplements the theme, the remainder of each clause

2.4 Theories of Communicative Competence

Chomsky (1965, cited in Yano 2003: 29) made a distinction between grammatical competence and performance. The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language and the latter is the actual use of language in concrete situation.

Hymes (1972, cited in Yano 2003: 30) pointed out that Chomsky's linguistic competence does not look at the most important linguistic ability which is the ability to produce and comprehend utterances in appropriate context. He also introduced the idea of communicative competence which includes both linguistic competence or implicit and explicit knowledge of the rules of grammar, and contextual or sociolinguistic knowledge of the rules of language use in the context.

Canale and Swain (1980: 20) defined communicative competence in the context of second language teaching as a synthesis of basic knowledge of grammatical principles, knowledge of how language is used in social setting to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse.

According to Savignon (1997: 14), some characteristics of communicative competence are;

- Communicative competence is a dynamic rather than static concept. It depends on the negotiation of meaning between two or more people who to share some degree the same symbolic system. In this sense, communicative competence is an interpersonal rather than an intrapersonal trait.

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- Communicative competence can be applied to both written and spoken language, as well as to many other symbolic systems.

- Communicative competence is context specific. Communication takes place in various situation and success in a particular role depends on one's understanding of the context and prior experiences of a similar kind. Success requires making appropriate choices of register and style in terms of the situation and the other participants.

- There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability and performance as the overt manifestation of that ability. Competence is what one knows and performance is what one does. However, only performance is observable. To develop, maintain, or evaluate competence people need to see it through performance.

- Communicative competence is relative, not absolute, and depends on the cooperation of all the participants. It makes sense, then, to speak of degrees of communicative competence.

The work of M.A.K. Halliday adds another perspective to the elaboration of a theory of communicative competence, that of the functions of language (Savignon 2004: 18). This means that language has evolved in the service social functions. Halliday has been moving away from the form or structure. Functional approach is the study of language by looking at language in use or in its context of situation. Then, people are able to understand the functions served by a particular grammatical structure.

Humans use language for many purposes: to command, to describe, to request, to agree, to report, to avoid, to hide intent, to get attention, and so on. The function of a

particular utterance or a text in written language can be understood only when the utterance is placed in its context of situation. Humans are sociable by nature and they always adapt many forms of social functions of language. There are three basic functions which are called metafunctions in the terminology of the present theory that correspond to general categories of need met by language: ideational function is where language serves for the expression of content of the speakers or writer's experience of the world including the world in the subconscious, interpersonal function is where language serves to establish and maintain social relations, and textual function is where language is constructed into distinguishable relevant passages and not just random sentences (Halliday 1994: xiii).

Grammar is the central processing unit of a language where the meaning comes from the combination of different inputs that have different functions. It would not be possible to mean more than one thing at a time without a grammar in the system (1994: xxxiv). Most of the time people use grammar naturally when they speak or write. A functional grammar is a natural grammar as everything in a language can be explained.

2.4.1 A classroom model of communicative competence

To develop learners' communicative competence communication tasks have been used to let learners practice their target language and communication skills. Communication tasks have been defined as tasks that involve the learner in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on meaning rather than form (Nunan 1989: 10, cited in Nobuyoshi and Ellis 1993: 203). Brumfit (1984, cited in Nobuyoshi and Ellis 1993: 203) clearly show how important communication tasks are in aiding both the fluency and accuracy of learners. Communication tasks aid fluency

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by letting learners use their linguistic knowledge in natural and spontaneous language, such as when taking part in a conversation. They also contribute to the learners accuracy (linguistic competence) by letting learners discover new linguistic forms during the course of the communicating, and also by increasing their control over already-acquired forms. Learners acquire new forms when input is made comprehensible through negotiating for meaning (Young and Doughty 1987: 213, cited in Nobuyoshi and Ellis 1993: 203).

Communication tasks have the following characteristics (Ellis 1982, cited in Nobuyoshi and Ellis 1993: 204):

- There must be a communicative purpose (i.e. not just a linguistic goal).

- There must be a focus on message rather than on the linguistic code.

- There must be some kind of gap (e.g. an information or opinion gap).

- There must be opportunity for negotiation when performing the task.

- The participant must choose the resources- verbal and non-verbal- required for performing the task (i.e. they are not supplied with the means for performing the task).

2.5 Email as instructional or learning tool

The nature of the writing process is to have an audience and a purpose. That means writing is one kind of authentic communication. For the learners to write or practice their writing skills, they need to have a real audience and purpose of writing. This comes from the fact that writing is an interactive activity (Widdowson 1984, cited in Porto 2001:

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39). Without a clear sense of these the writer cannot decide what to write about and his/her writing will be incoherent and maybe almost unreadable requiring a lot of help from the teacher.

It is now widely recognised that learners of a second language need opportunities to use the target language above and beyond that which can achieved in classroom practice. One of those opportunities that has increased in popularity in recent years is email, and there is now much written in the literature about various projects where language learners are coupled with native speakers in 'key-pal' relationships (Stockwell 2003: 37).

Having a key-pal provides students with opportunities for writing in English for genuine reasons. They have real readers to write to, that is to say, other students interested in what way they have to say, as opposed to a teacher who they know maybe only reading their text out of duty, to assess them and give them a grade (Fedderholdt 2001: 274). Writing to a key-pal, does not mean that students will become more careless with their English but rather it makes the learners realize that they need to write as carefully as possible as they care about being understood (Blough 1989, cited in Fedderholdt 2001: 274). This focuses clearly on writing as communicative activity. A key-pal provides an opportunity for the students to compare their own standards with those of others. By exchanging emails with students from another country, students can compare and assess their work with relation to their key-pals, enjoying their own strengths as well as realizing what their key-pals are better at, and trying to reach the same competency within the same area. Also, key-pals allow students to discover different cultural settings in a natural way which is one of the best reasons for using email correspondence in writing classes.

The authentic materials such as key pals can help the teacher to achieve the aims of enriching students' experience in the learning and use of English, sensitizing them to the use

of English in the real world (Wong et al.1995: 318). The language learners must realize that they learn a language for communication in the real world which is different from a classroom where the teacher creates a non-real situation. This is very difficult for the learners to develop their communicative competence. Key-pals is one of the communicative writing activities that use authentic text. It helps to bridge the gap between classroom knowledge and learners' capacity to participate in real world event (Wilkins 1976:79, cited in Guariento and Morley 2001: 347).

A research on email key pals participated by the students in Kyoto Sangyo University showed that having electronic pen pals is a highly motivating way to promote reading and writing practice because it provided students with opportunity to really use the language outside the classroom context. The activity also enhanced students' writing ability as they experiment and practice using the language (Rob 1996: 8-10).

Another research on email use in the virtual ESL and EFL classroom showed the effectiveness of using email compared to academic writing. This was done by investigating how email functions as an instructional tool. From the results, email exchange strongly motivates participation in classroom activities (Nagel 1999: 23-27).

Harrison and Kitao (cited in Harrison: 2006: 141-142) claimed that their study revealed largely positive student reactions to email exchange projects, with students citing improvements in reading, writing and vocabulary skills, comfort levels regarding English-language communication with foreigners, and increased awareness about interest in foreign cultures.

According to Prabhu (1987:1, cited in Sowden 2003: 378),

... the development of communicative competence in second language learners requires not systemization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication.

Therefore, teachers should create an environment where learning will take place of its own accord, the central focus being the task. Set a task as authentic as possible. The learners will have a chance to negotiate meaning and close information gaps. Then, the proficiency in the language will increase naturally in response to the demands made on it (Sowden 2003: 378).

Rather than focusing on real world situations outside the learning situation, Breen (1985, cited in Guariento and Morley 2001: 350) argues that the most authentic activities exploit the potential authenticity of learning situation. One of the main authentic activities within a language classroom is communication about how best to communicate. Also, all of everyday procedures, the learning tasks, types of data, and the materials to be selected and worked on, the actual needs, interests, and preferred ways of working of all the people gathered in the classroom, all provide sufficient authentic potential for communication (Breen 1985: 67, cited in Guariento and Morley 2001: 350).

One of the major problems that email faces as a tool in the classroom is that despite the many benefits that the interactions appear to give learners, while enthusiasm is high at the start, the number of email communications between the learners generally tends to drop off, sometimes completely, as time progress (Stockwell 2003: 38).

Furthermore, Widdowson is concerned with the learners' response to the text. The authentic tasks may not be useful if learners are not engaged (2001: 350). According to

Widdowson (1980, cited in Lee 1995: 323), proper interaction between learners and materials will not occur unless the learner can respond to the material appropriately.

Stockwell and Levy (2001 cited in Stockwell 2003: 39) agreed that learners with lower proficiency levels will often lack the linguistic resources to continue with email interactions for an extended period of time with native speakers. Similarly, learners who have limited computing experience may experience difficulties in sustaining interactions as the actual task of writing the emails itself becomes too demanding, and learners may write shorter message, or even cease completely. Therefore, the teachers must ensure that the learners have sufficient linguistic and computing skills to be able to write the email messages without too difficulty.

These theories are the basis of this study, which has the purpose of looking at how students' communicative competence improves during an online key pals project. This involves a detailed of the texts written by the students which will hopefully reveal in specific terms the progress or a lack of progress they have made. Such an analysis will reduce the aspect of evaluation based on a relative assessment. This is to say the lexico-grammatical analysis following the model proposed in SFG will substantiate the assessment made at the end of the study. By doing this, the researcher will be able to find out if using a real life communication increases the learners' ability to communicate in English via an authentic written text.

Chapter 3

Research Methodology

3.1 Introduction

This chapter presents the framework of research design. It describes the background information of the research context, the research theory, the procedure for data collection, and the method of data analysis.

3.2 Research questions

This study is based on the following research questions:

1. In what ways does giving students opportunities to write to their real reader over an eight week period improve their communicative competence?

2. How does participating in the key pals project have an effect on the students timed essay writing? If so, what?

3.3 Research context

In this study, the research targets Thai second language learners' communicative competence which shows in their timed essays as a class assignment that is always assigned twenty minutes before the lesson finishes (pre and post test) and emails during 8 weeks. The research took place at Amnuay Silpa school in Bangkok which is a private bilingual school

that teaches both the Thai curriculum and the National Curriculum of England and Wales. The students can earn their I-GCSE and I-ALEVELs. The school only employs native speaker teachers who have a teaching degree from their native country. The school has also introduced an entrance test for all levels in the secondary program.

3.4 Research participants

The research participants for this study were Mathayom five or Year twelve students from Amnuay Silpa school. The research group consisted of ten Thai students (five males and five females aged 17-18) who constitute one whole class and they were the volunteers. Most of them have been enrolled in this school for at least eight years but have been doing their I-GCSE and I-ALEVELs for a year. Therefore, the average levels of English of the research participants is quite low. The research participants always learn how to write English in class guided by the teacher. They also have homework assignment and receive feedback from the teachers.

3.5 Method of data collection

3.5.1 Data sources

In this study, two types of data were collected, these are timed class essays and emails. There are two timed class essays and several emails from each student. Timed class essays were used as pre and post tests. The data from the emails came from the conversation between students and their American key pals who study at a public school in Minnesota, USA during an eight week period. The students are all a similar year level and age.

3.5.2 Data collection

The data in this analysis were two sets of writings done by ten students in Year twelve. The data is collected the in following ways. In the first week of the study the students were asked to complete a timed essay during class time which is about thirty minutes. The topic was set by the researcher for the pre-test was 'What I look for in a good friend'. The first essay was used as pre test. Then, the researcher provided the students with an American student's email address. The students were told to initiate the conversation with their key pals by sending the first email. During the eight week project the students were given a topic each week that they should write about. The researcher expected each student to send at least one email a week to their friend. The students were not allowed to use abbreviations such as those that are found in Internet communications or SMS messages because they are ambiguous and are hard to analyse. The researcher collected every email during the eight weeks. The week after an online keypal project finished the students must complete another timed essay during the class. The topic was 'What is a bad friend?' This second essay was used as post test. Both pre and post tests were collected after the class and emails were collected as the students must forward their emails to the researchers. During the whole process their teacher did not interact with them.

3.6 Method of data analysis

3.6.1 The framework of research

The data is analyzed by using systemic functional linguistic framework by Halliday (2004). This systemic theory is a theory of meaning as choice, by which a language, or any

other semiotic system, is interpreted as a network of interlocking options. Therefore, in this perspective grammar is part of a system of meaning, it is part of a system which creates a text. The systemic functional grammar sees language first and foremost as a system of communication and analyzes grammar to discover how it is organized to allow writers to make and exchange meaning through the texts (Lock 1996: 1). It shows how language is used by the learner and also the choices that they make when they write a text to express the meaning. There are many functions of language; to share information, to entertain, to enquire, to construct ideas, and so on.

3.6.2 Data analysis

According to systemic functional framework of Halliday (2004), each element in a language is explained by reference to its function in the total linguistic system. In this study, the selected elements of the three perspectives are used to see if any of the students' communicative competence improve during an eight weeks project. For ideational or experiential level *processes* and *circumstances* are analyzed. *Modals*, *finite verbs* and *adjuncts* are analyzed for interpersonal level and *themes* and *clauses* are analyzed for the textual level. The analysis of this study is in the table which has all three metafunctions. All texts are split into individual clauses which are categorized into dependent or independent clause. Every word in each clause is realized individually depends on its function.

Those elements are chosen to be the main focus of this study because the pre and post test topics are about judgment and personal opinion. To be able to see the students' writing ability and their communicative competence those elements are the important tools of writing that

students use to make their texts cohesive, interesting and help them reach their communicative goal.

The procedure of data analysis are as follows:

Step 1: By critically analyzing the pre-test texts, emails, and the post-test texts based on SFG framework, each element of language is revealed in the tables and there is one table per one clause. The clauses in the texts are split up into individual clauses and are grouped into dependent and independent clauses. In this analysis, the clause complexes are realized. This is because the more clause complexes the students write, the more cohesive and coherent the text is. This shows the development of the learners' communicative competence. In addition, the number of clause complexes reveals the students' writing skill because they should not use clause complexes when they are not necessary. The reason for this is that they can make their texts too difficult for the readers to comprehend. The selected elements which are used at the experiential perspective are processes and circumstances, at the Interpersonal perspective are subjects, adjuncts, modals, finite/non-finite verbs, and at the Textual perspective are themes and rhemes.

Step 2: After all the elements in each clause there are the tables containing the data for each student. These are made to see how the elements change from pre test though the emails until the post test. For example, the number of circumstances gradually increases.

Step 3: Comparing the information from the frequency table of each student by looking at their pre and post test along with the actual texts. This is to see if any elements change which can reflect the development of the learners' communicative competence. Then, look at the individual emails to see if there are any changes that affect the students' post-test.

Step 4: Decide whether or not the students have improved their communicative competence during the project by using evidence from the analysis.

Analytical Examples:

I.   Abbreviations used in the analysis in this study

IND./DEP. Cl. (Independent / Dependent Clause)	Pred. (Predicator)
Proc. (Process)	Top. (Topical)
FN (Finite)	Text. (Textual)
Adj. (Adjunct)	M.T. (Marked Topical)
Conj. (Conjunctive)	Interp. (Interpersonal)
Circ. (Circumstance)	NF (Non- Finite)
Comp. (Complement)	Neg. (Negative)
s. pres. (Simple Present Tense)	pres.con. (Present Continuous)
past. (Past Tense)	pres. perf. (Present Perfect)
past. perf. con. (Past Perfect Continuous)	accomp. (Accompaniment)
pres. perf. con. (Present Perfect Continuous)	^A^ (A is to be deleted.)
[A] (A is a relative clause.)	A* (A is added.)
(A) (A is a correct word)	Subj. (Subject)

II. Analytical example from the pre-test

I'm sure that everyone should have friends because it hard to live on this world without friends.

IND. Cl. 1. I'm sure

Independent clause	I	'm	sure
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 1.1 that everyone should have friends

Dependent clause	that	everyone	should	have	friends
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 1.2 because it hard to live on this world without friends.

Dependent clause	because	it	is*	hard	to live on (in) this world without friends.
Experiential			Proc. (Relational)		Circ. cause
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 2. You can't stay alone.

Independent clause	You	can	't	stay	alone.
Experiential		Proc.		(Behavioural)	Circ. manner
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	
Textual	Top. Theme	Rheme			

IND. Cl. 3. Friend not mean someone who study in the same school in the same year with you.

Independent clause	Friend	does*	not	mean	someone [who study (studies) in the same school in the same year with you.]
Experiential		Proc.		(Relational)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. 4. Everyone can be your friend even your parents.

Independent clause	Everyone	can	be	your friend	even your parents.
Experiential		Proc. (Relational)			
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 5. In my opinion, good friends are one of your friends or more than one.

Independent clause	In my opinion,	good friends	are	one of your friends or morn than one.
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

IND. Cl. 6. Good friends are someone who you can talk to and help you all the time.

Independent clause	Good friends	are	someone [who you can talk to and help (helps) you all the time.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 7. I have many friends

Independent clause	I	have	many friends
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 8. and ten of them are my good friends.

Independent clause	and	ten of them	are		my good friends.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)		Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 9. I can talk to them about everything

Independent clause	I	can	talk	to them about everything
Experiential		Proc. (Verbal)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

and when I have problems they help me better

DEP. Cl. 10.1 and when I have problems

Dependent clause	and	when	they	have	problems
Experiential				Proc. (Relational)	
Interpersonal	Adj.(conj.)		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. they help me to feel better.

Independent clause	they	help	me to feel better.
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 11. They can teach me to do my homework

Independent clause	They	can	teach	me	to do my homework
Experiential		Proc. (Material)			Circ. cause
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 12. and always make me happy.

Independent clause	and	always	make	me happy.
Experiential		Circ. extent	Proc. (Material)	
Interpersonal	Adj.(conj.)	Adj.(mood)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme		

IND. Cl. 13. Everybody should have good friends.

Independent clause	Everybody	should	have	good friends.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

If you have good friend, many problem can be solved.

DEP. Cl. 14.1 If you have good friend,

Dependent clause	If	you	have	good friend (friends),
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 14. many problem can be solved.

Independent clause	many problem (problems)	can	be solved.
Experiential		Proc. (Material)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme		

IND. Cl. 15. To keep your good friends you must trust them

Independent clause	To keep your good friends	you	must	trust	them
Experiential	Circ. cause		Proc. (Mental)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	M.T. Theme	Rheme			

IND. Cl. 16. and be sincere with them.

Independent clause	and	be	sincere with them.
Experiential		Proc. (Relational)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

3.7 Conclusion

The purpose of this chapter has been to provide information on the method of data collection and explain the method of analysis that will be used in this study. The next chapter will focus on the analysis of the data and the interpretation of the data collected to answer the research questions.

Chapter 4

Data Analysis

4.1 Introduction

On the basis of the systemic functional grammar framework discussed in Chapter Three, the data analysis in this chapter focuses on the pre and post test which are the class essays and also looks at emails written by the students during an eight week period. For pre and post test, students must use the topics given by the researcher. In emails, students could write independently and there were also suggested topics for them to use. In order to answer the research questions, the procedure of analysis in each part is presented below.

To answer the first research question, the pre and post test are analysed by using SFG framework (Halliday 2004). The students' texts are separated into individual clauses. In the analysis, clause complexes are classified. Each unit in the clauses are catagorised and are put in the tables depending on its function. Each clause has its own table. Numerical data of pre and post test analysis are recorded in the student's individual table. Those elements from the three metafunctions are interpreted and discussed along with numerical data and actual text. Then, pre and post test are compared to see if there are any differences between them.

To answer the second research question, the emails are analysed in the same way as pre and post test. Also, the numerical data are recorded in the student's individual table. The marked elements in the analysis of the emails are discussed and compared to the post-test to see if there is any effect from the online keypal project.

4.2 Research analysis

4.2.1 Student (A)

<u>What I look for in a good friend</u>

'Friend' is a person who help you when you're at school and help you to do your homework when you don't understand. In a good friend, I think that it mean what you hope from your friend and I think it doesn't matter what your friend looks like but he or she should be a good person. Everybody must have and want to have a good person to be their friend.

For me, a good friend must be a very good person and I can talk to them all the time and feel good when I stay with them. If they good to me, I will good to them too. I don't like doing things by myself. I want to work as a group or couple so that I can get some suggestions from my friends. I would like to have a friend who can start the conversation not just sit and quiet. I want someone who can make me happy and laugh all the time. They should care me and make sure that I'm saft.

Friend is a important word. It's hard to find a good friend. It use time like a year. Don't loose them, if you have one now.

Clause Division and Analysis of Text Pre-test (A)

Clause complex

'Friend' is a person who help you when you're at school

IND. Cl. 1. 'Friend' is a person who help you

Independent clause	'Friend'	is	a person [who help (helps) you]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 1.2 when you're at school

Dependent clause	when	you	're	at school.
Experiential			Proc. (Relational)	Circ. location
Interpersonal		Subj.	FN (s. pres.)	
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

and help you to do your homework when you don't understand.

IND. Cl. 2. and help you

Independent clause	and	help (helps)	you
Experiential		Proc. (Material)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

DEP. Cl. 2.1 to do your homework

Dependent clause [n.f.]	to do	your homework
Experiential	Proc. (Material)	
Interpersonal	Pred.	Comp.
Textual	Rheme	

DEP. Cl. 2.2 when you don't understand.

Dependent clause	when	you	do	not	understand.
Experiential			Proc.		(Mental)
Interpersonal		Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

In a good friend, I think that it mean what you hope from your friend

IND. Cl. 3. In a good friend, I think

Independent clause	In a good friend,	I	think
Experiential	Circ. location		Proc. (Mental)
Interpersonal		Subj.	FN (s. pres.)
Textual	M.T. Theme	Rheme	

DEP. Cl. 3.1 that it mean what you hope from your friend

Dependent clause	that	it	mean (means)	what you hope from your friend
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

and I think it doesn't matter what your friend looks like

IND. Cl. 4. and I think

Independent clause	and	I	think
Experiential			Proc. (Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

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DEP. Cl. 4.1 it doesn't matter

Dependent clause	it	does	n't	matter
Experiential		Proc.		(Mental)
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Top. Theme	Rheme		

DEP. Cl. 4.2 what your friend looks like

Dependent clause	what	your friend	looks	like
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Pred.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 5. but he or she should be a good person.

Independent clause	but	he or she	should	be	a good person.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 6. Everybody must have

Independent clause	Everybody	must	have
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme	Rheme	

IND. Cl. 7. and want to have a good person to be their friend.

Independent clause	and	want to	have	a good person to be their friend.
Experiential		Proc. (Relational)		
Interpersonal	Adj. (conj.)	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Rheme		

IND. Cl. 8. For me, a good friend must be a very good person

Independent clause	For me,	a good friend	must	be	a very good person
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Interp. Theme	Top. Theme	Rheme		

IND. Cl. 9. and I can talk to them all the time

Independent clause	and	I	can	talk	to them	all the time
Experiential			Proc. (Verbal)		Circ. location	Circ. extent
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.		
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

and feel good when I stay with them

IND. Cl. 10. and feel good

Independent clause	and	feel	good
Experiential		Proc. (Mental)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

DEP. Cl. 10.1 when I stay with them.

Dependent clause	when	I	stay	with them.
Experiential			Proc. (Material)	Circ. accomp.
Interpersonal		Subj.	FN (s. pres.)	
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

If they good to me, I will good to them too.

DEP. Cl. 11.1 If they good to me,

Dependent clause	If	they	are*		good	to me,
Experiential			Proc. (Relational)			
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)		Comp.	Circ. location
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. 11. I will good to them too.

Independent clause	I	will	be*	good	to them	too.
Experiential		Proc. (Relational)			Circ. location	Circ. accomp.
Interpersonal	Subj.	FN (modal)	Pred.	Comp.		
Textual	Top. Theme	Rheme				

IND. Cl. 12. I don't like doing things by myself.

Independent clause	I	do	n't	like	doing things	by myself.
Experiential		Proc.		(Mental)		Circ. manner
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.	
Textual	Top. Theme	Rheme				

IND. Cl. 13. I want to work as a group or couple

Independent clause	I	want to work	as a group or couple
Experiential		Proc. (Behavioural)	Circ. manner
Interpersonal	Subj.	FN (s. pres.)	Pred.
Textual	Top. Theme	Rheme	

IND. Cl. 14. so that I can get some suggestions from my friends.

Independent clause	so that	I	can	get	some suggestions	from my friends.
Experiential			Proc. (Material)			Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.	
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

IND. Cl. 15. I would like to have a friend who can start the conversation not just sit and quiet.

Independent clause	I	would	like to have	a friend [who can start the conversation not just sit and be* quiet.]
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

IND. Cl. 16. I want someone who can make me happy and laugh all the time.

Independent clause	I	want	someone [who can make me happy and laugh all the time.]
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 17. They should care me

Independent clause	They	should	care about*	me
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

and make sure that I'm saft.

IND. Cl. 18. and make sure

Independent clause	and	make	sure
Experiential		Proc. (Mental)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Pred.
Textual	Text. Theme	Rheme	

DEP. Cl. 18.1 that I'm saft.

Dependent clause	that	I	'm	saft (safe).
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 19. Friend is a important word.

Independent clause	Friend	is	a (an) important word.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 20. It's hard to find a good friend.

Independent clause	It	's	hard	to find a good friend
Experiential		Proc. (Relational)		Circ. cause
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

IND. Cl. 21. It use time like a year.

Independent clause	It	use (takes)	time	like a year.
Experiential		Proc. (Material)		Circ. extent
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

Clause complex

Don't loose them if you have one now.

IND. Cl. 22. Don't loose them

Independent clause	Do	n't	loose (lose)	them
Experiential	Proc.		(Material)	
Interpersonal	FN(s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 22.1 if you have one now.

Dependent clause	if	you	have	one	now.
Experiential			Proc. (Relational)		Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

Clause Division and Analysis of Text Post-test (A)

IND. Cl. 1. In my life, I have many friends.

Independent clause	In my life,	I	have	many friends.
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 2. Some of them are good

Independent clause	Some of them	are	good
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 3. and some are bad.

Independent clause	and	some	are	bad.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

Nobody want to have a bad friend because he or she can ruin their life.

IND. Cl. 4. Nobody want to have a bad friend

Independent clause	Nobody	want (wants) to		have	a bad friend
Experiential		Proc. (Relational)			
Interpersonal	Subj.	FN (s. pres.)		Pred.	Comp.
Textual	Top. Theme	Rheme			

DEP. Cl. 4.1 because he or she can ruin their life.

Dependent clause	because	he or she	can	ruin	their life.
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 5. Can we not have bad friends?

Independent clause	Can	we	not	have	bad friends?
Experiential	Proc.			(Relational)	
Interpersonal	FN(modal)	Subj.	Adj. (neg.)	Pred.	Comp.
Textual	Interp. Theme	Top. Theme	Rheme		

Clause complex

I think it not possible.

IND. Cl. 6. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 6.1 it not possible.

Dependent clause	It	is*	not	possible.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Adj. (conj.)	Comp.
Textual	Top. Theme	Rheme		

Clause complex

I don't want to think about my bad friends because I feel sad.

IND. Cl. 7. I don't want to think about my bad friends

Independent clause	I	do	n't	want to think	about my bad friends
Experiential		Proc.		(Mental)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

DEP. Cl. 7.1 because I feel sad.

Dependent clause	because	I	feel	sad.
Experiential			Proc. (Mental)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 8. A bad friend is a person who don't care what the other people think.

Independent clause	A bad friend	is	a person [who do(does)n't care of* what people think.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

He or she doesn't think before they do things.

IND. Cl. 9. He or she doesn't think

Independent clause	He or she	does	n't	think
Experiential		Proc.		(Mental)
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Top. Theme	Rheme		

DEP. Cl. 9.1 before they do things

Dependent clause	before	they	do	things.
Experiential			Proc. (Material)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. At school, I have some bad friends.

Independent clause	At school,	I	have	some bad friends.
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 11. They always made troubles in my class

Independent clause	They	always	made (make)	troubles	in my class.
Experiential		Circ. extent	Proc. (Material)		Circ. location
Interpersonal	Subj.	Adj. (mood)	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 12. and my teacher get angry with them all the time.

Independent clause	and	my teacher	get (gets)	angry with them	all the time.
Experiential			Proc. (Material)		Circ. extent
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 13. Outside the class, they talk about everyone in a bad way after school or during lunch time.

Independent clause	Outside the class,	they	talk	about	everyone	in a bad way	after school or during lunch time.
Experiential	Circ. location		Proc. (Verbal)			Circ. manner	Circ. location
Interpersonal		Subj.	FN (s. pres.)	Pred.	Comp.		
Textual	M.T. Theme	Top. Theme	Rheme				

Clause complex

I don't want to hear the gossips because I don't think they are truth.

IND. Cl. 14. I don't want to hear the gossips

Independent clause	I	do	n't	want to hear	the gossips
Experiential		Proc.		(Behavioural)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

DEP. Cl. 14.1 because I don't think

Dependent clause	because	I	do	n't	think
Experiential			Pred.		(Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 14.2 they are truth.

Dependent clause	they	are	the* truth.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 15. Some bad friends like to steal things from their friends.

Independent clause	Some bad friends	like to	steal	things	from their friends.
Experiential		Proc. (Behavioural)			Circ. location
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 16. They not sincere.

Independent clause	They	are*	not	sincere.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Top. Theme	Rheme		

Clause complex

I think these people are very bad.

IND. Cl. 17. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 17.1 these people are very bad.

Dependent clause	these people	are	very bad.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

If you know who is bad you should stay away from them.

DEP. Cl. 18.1 If you know

Dependent clause	If	you	know
Experiential			Proc. (Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

DEP. Cl. 18.2 who is bad,

Dependent clause	who	is	bad,
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 18. you should stay away from them.

Independent clause	you	should	stay away	from them
Experiential		Proc. (Behavioural)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 19. Bad people can put you in the trouble

Independent clause	Bad people	can	put	you	in the trouble
Experiential		Proc. (Material)			Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 20. and they will not help you.

Independent clause	and	they	will	not	help	you.
Experiential					(Behavioural)	
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

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Clause complex

I think we should look at ourselves.

IND. Cl. 21. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 21.1 we should look at ourselves

Dependent clause	we	should	look	at ourselves
Experiential		Proc. (Behavioural)		Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	
Textual	Top. Theme	Rheme		

Clause complex

and make sure that we're not our friends bad friend before we think about other people.

IND. Cl. 22. and make sure

Independent clause	and	make	sure
Experiential		Proc. (Mental)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Pred.
Textual	Text. Theme	Rheme	

DEP. Cl. 22.1 that we're not our friends bad friend

Dependent clause	that	we	're	not	our friends'* bad friend
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 22.2 before we think about other people.

Dependent clause	before	we	think	about	other people.
Experiential			Proc. (Mental)		
Interpersonal		Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Student A		Pre Test	E1	E2	E3	E4	E5	E6	E7	E8	Post Test
	Total Cl.	31	19	2	1	19	8	28	5	12	34
	IND Cl.	22	17	2	1	16	8	26	5	10	22
	DEP. Cl.	9	2	-	-	3	-	2	-	2	12
	Cl. Complex	10	2	-	-	3	3	3	-	2	10
Experiential	**Process**										
	Material	5	9	-	-	6	2	8	3	4	5
	Relational	15	6	-	-	5	5	12	1	6	13
	Verbal	1	1	-	-	1	-	1	-	-	-
	Mental	9	3	-	1	3	-	2	1	2	10
	Existential	-	-	-	-	1	1	-	-	-	-
	Behavioral	1	-	2	-	1	-	-	-	-	5
	Circumstance										
	Location	7	6	1	-	3	2	12	3	6	8
	Extent	2	2	-	-	1	-	3	-	2	2
	Manner	2	-	-	-	-	-	3	-	-	1
	Accompaniment	2	1	-	-	1	1	1	-	-	-
	Cause	1	-	-	-	-	-	2	-	-	-
	Role	-	-	-	-	-	-	-	-	-	-
	Matter	-	-	-	-	-	-	-	-	-	-
Interpersonal	**Finite**										
	Present	23	16	1	1	17	8	16	3	8	29
	Past	-	-	-	-	1	-	5	-	2	-
	Present perfect	-	-	-	-	-	-	-	-	-	-
	Present continuous	-	1	-	-	-	-	-	1	-	-
	Present perfect continuous	-	-	-	-	-	-	-	-	-	
	Past perfect continuous	-	-	-	-	-	-	-	-	-	
	Modal	8	2	1	-	1	-	7	1	2	5
	Adjunct										
	Mood	-	-	-	-	-	-	2	-	1	1
	Comment	-	-	-	-	-	-	-	-	-	-
	Negative polarity	4	-	1	-	1	-	2	-	-	7
	Conjunctive	10	5	-	-	5	-	5	2	3	8
Textual	**Theme**										
	Topical	13	9	2	1	7	7	15	2	6	19
	Marked topical	1	3	-	-	2	1	4	1	2	3
	Textual	4	1	-	-	2	-	1	-	-	1
	Textual+Topical	12	6	-	-	5	-	6	2	3	10
	Textual+Marked topical	-	-	-	-	-	-	-	-	-	-
	Interpersonal+ Topical	1	-	-	-	2	-	2	-	1	1
	Interpersonal+ Marked topical	-	-	-	-	-	-	-	-	-	-

4.2.1.1 Comments on student (A) pre and post test

What I look for in a good friend (pre-test)

Student (A) has shown her personal opinion in this text as she used a lot of Mental processes such as *think, like* and *want* along with modals and Interpersonal theme. The problem is that the writer always wrote *and, and I* or *and I think* which make the text dense and repetitious. In consequence, the text has too many clause complexes.

In general the writer made a few grammatical errors with simple present tense ,but the string of clauses running together were still understandable although it was more like spoken than written text.

The main recommendation would be to use shorter sentences by avoiding using unnecessary conjunctions. It helps reduce the number of clause complex. Even though she used *I* and *you* which are friendly and personalized, the whole text was just about the writer's opinion which is more like an article in a magazine or a newspaper. The writer did not make the reader feel that she cared or that she wrote it for them. This would help to make the text sound more interactive, interesting and more mature.

What is a bad friend? (post-test text)

Simple present tense is student (A)'s grammatical error. She improved in reducing the number of clause complexes and also stopped being repetitive. The writer used modality which were modals and mood adjuncts to help express her personal opinion. The use of Marked topical themes along with other themes gave variety to the text.

Examples of Marked topical themes used in student (A)'s post-test

In my life, I have many friends. At school, I have some bad friends.

Outside the class, they talk about everyone in a bad way

The writer gave opinion about bad friends, shared her personal experience and gave guidance to the readers which showed her concern of the readers.

Example: If you know who is bad, you should stay away from them.

Overall, student A has benefitted from this program. The most important thing is that she realized that writing is a communication.

4.2.1.2 Some development which were shown at points in student (A)'s emails during 8 weeks (Analysis of student (A)'s emails as shown in the appendix)

During 8 weeks, student (A) wrote 8 emails and they have different length.

In the 1st email, student (A) used more Marked Topical theme compared to her pre-test. The reason of using them was to get attention from her friend as the purpose of this email was to introduce herself and she followed the topic all the way through. The adverbial of time which were used at the beginning of the clauses made the theme to be Marked Topical theme. The examples of this are '**Now**, I study at Amnuay Silpa school.' in clause 4, '**Every day after school**, I have to train riding horse.' in clause 5 and '**Tomorrow**, I have final test.' in clause 14. Student (A) used them to introduce herself which focused on the present or what she is doing at the moment. The rising number of Marked Topical theme made the themes more varied so that the whole text sounds lively and naturally.

In email 4, the thematic development was shown by looking at the number of each theme. Student (A) started to use Interpersonal theme and used the other themes less than in the previous emails which shows her ability to use different kinds of theme and made her text interesting and cohesive. Therefore, the numbers of each theme are not very different. Student (A) used more Interpersonal theme as she started to interact with her friend by asking questions. The topic was about Bangkok so she used Marked Topical themes as the adverbial of place and time to make her story sounds interesting. For example, '**In Bangkok**, I live in Bangsue.' in clause 3 shows that student (A) wanted to tell her friend where she lives which is in Bangkok. '**Now**, I need to sleep.' in clause 16 she emphasized that she is very tired so that she must go to bed and that was the most important thing at that time when writing email. The themes in this email are varied as many types of theme were used which are Topical theme, Marked Topical theme, Textual theme, Textual + Topical theme and Interpersonal Theme. This email has the same numbers of clause as the first email but the themes are more varied. This shows that student (A) became more flexible and comfortable in writing and her sentence structure has developed by looking at the different ways to write a sentence as there are many types of sentence. For example, when she questioned her friend she knew that she must start the sentence with verb.

Also, student (A) used every type of process which are the verbal group describes some series of activities. Student (A) wrote about Bangkok in many ways. She wrote about the place where something exists and what people in Bangkok like to do. Existential process is not often used by low level students as it tells that something exists which is similar to Relational process (have, has). Therefore, low level students often use have/has instead of there is/are as most of the time people use Relational process.

Examples:

clause	type of process
IND. Cl. 2 How **are** you?	Relational
IND. Cl. 4 Did(Do) you know this name?	Mental
DEP. Cl. 6.1 that it (is) **called** the Centre for teenagers	Verbal
IND. Cl. 7. **There are** so many things to do or buy.	Existential
IND. Cl. 8. Many people come to **do** many things.	Material
IND. Cl.1. Didn't **see** you for long time	Behavioural

In email 6, student (A) wrote many clauses she wrote a similar number in the pre and post test. Also, there are many circumstances in these emails which are more frequent than in the pre and post test text and they vary but most of them are circumstance of location. As topic was about her hero so she wrote about her leader which is her sister. By reading this email, leader in this sense could also mean hero. What improve in this email is that student (A) was able to add lots of extra information in her text. She might be interested in this topic as it was about her sister. The themes are varied but in this email student (A) used Interpersonal theme by saying her opinion straight forwardly as in clause 24, '**From my point of view**, good leaders should not believe in something easily.' As this email is about opinions, student (A) used many modals and started using mood adjuncts which also shows some development as this type of text the writer is supposed to use modal and mood adjunct to show some feeling and opinion.

Student (A) did not write a lot in email 8 which is her last email, but she still used many circumstances to help add extra information. Most of them were about location and extent as the topic was about the favorite vacation spot. She must give her friend the information of that place, where it is, when she went and how long she stayed there. Also, student (A) told her friend her past experience and the feeling about it so that she used many kinds of process along with modals and mood adjunct to express attitude toward that place. Student (A)

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continued using different types of theme to make the text interesting and also she was trying to interact with her friend by asking questions to get the feedback.

Conclusion

Student (A) can write very well and develop her writing when she is in the real communication as she seemed to want to know what her friend thinks about what she wrote. Also, she asked questions when she wanted her friend to tell her something. As a result, the variety of themes, the number of modalities have increased in her post-test.

4.2.2 Student (B)

What I look for in a good friend

Everyone must have a friend. Everyone have a different friend because we can make friends with other people around the world. We can take a good thing from a good friend.

Sometimes, I have a problem and I don't want to tell my parents. The first thing that I do is tell my friend and find the way to solve the problem. A good friend can help you anything such as homework and help me in the critical situation. When they help me, I feel impression. If I have a chance, I will help them back. You can find friends as much as you want but how much good friend do you receive? I have a few good friends in my life but the relationship between they and me is very good.

If you have a good friend, you must trust them. I don't want them to help me every time but if they want, they can do. Everyone should have a good friend who is sincere forever. When you know that you have a good friend, you will be very happy.

Clause Division and Analysis of Text Pre-test (B)

IND. Cl. 1. Everyone must have a friend.

Independent clause	Everyone	must	have	a friend.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

Everyone have a different friend because we can make friends with other people around the world.

IND. Cl. 2. Everyone have a different friend

Independent clause	Everyone	have (has)	^a^ different friend (friends)
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 2.1 because we can make friends with other people around the world.

Dependent clause	because	we	can make friends with		other people	around the world.
Experiential			Proc. (Behavioral)			Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.	
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. 3. We can take a good thing from a good friend.

Independent clause	We	can	take	a good thing	from a good friend.
Experiential		Proc. (Material)			Cir. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 4. Sometimes, I have a problem

Independent clause	Sometimes,	I	have	a problem
Experiential	Circ. extent		Proc. (Relational)	
Interpersonal	Adj. (mood)	Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 5. and I don't want to tell my parents.

Independent clause	and	I	do	not	want to tell	my parents.
Experiential			Proc.		(Verbal)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. 6. The first thing that I do is tell my friend

Independent clause	The first thing that I do	is	tell (telling) my friend and find (finding) the way to solve the problem.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 7. A good friend can help you anything such as homework

Independent clause	A good friend	can	help	you anything (everything) such as homework
Experiential		Proc. (Behavioural)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 8. and help me in the critical situation.

Independent clause	and	help	me (you)	in the critical situation.
Experiential		Proc. (Behavioural)		Circ. location
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.	
Textual	Text. Theme	Rheme		

Clause complex

When they help me, I feel impression.

DEP. Cl. 9.1 When they help me,

Dependent clause	When	they	help	me,
Experiential			Proc. (Behavioural)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 9. I feel impression.

Independent clause	I	feel	impression (impressed).
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

If I have a chance, I will help them back.

DEP. Cl. 10.1 If I have a chance,

Dependent clause	If	I	have	a chance,
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. I will help them back.

Independent clause	I	will	help	them back.
Experiential		Proc. (Behavioural)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

You can find friends as much as you want

IND. Cl. 11. You can find friends

Independent clause	You	can	find	friends
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 11.1 as much as you want

Dependent clause	as much (many) as	you	want
Experiential			Proc. (Mental)
Interpersonal		Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

IND. Cl. 12. but how much good friend do you receive?

Independent clause	but	how much (many) good friend (friends)	do	you	receive?
Experiential			Proc.		(Material)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	Pred.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 13. I have a few good friends in my life

Independent clause	I	have	a few good friends	in my life
Experiential		Proc. (Relational)		Circ. location
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

IND. Cl. 14. but the relationship between they and me is very good.

Independent clause	but (and)	the relationship between they (them) and me	is	very good.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

If you have a good friend, you must trust them.

DEP. Cl. 15.1 If you have a good friend,

Dependent clause	If	you	have	a good friends,
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 15. you must trust them.

Independent clause	you	must	trust	them.
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 16. I don't want them to help me every time

Independent clause	I	do	n't	want	them to help me	every time
Experiential		Proc.		(Mental)		Circ. extent
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.	
Textual	Top. Theme	Rheme				

Clause complex

but if they want, they can do.

DEP. Cl. 17.1 but if they want,

Dependent clause	but	if	they	want,
Experiential				Proc. (Mental)
Interpersonal	Adj. (conj.)	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme

IND. Cl. 17. they can do.

Independent clause	they	can	do.
Experiential		Proc. (Material)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme	Rheme	

Clause complex

IND. Cl. 18. Everyone should have a good friend who is sincere forever.

Independent clause	Everyone	should	have	a good friend [who is sincere forever.]
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

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Clause complex

When you know that you have a good friend, you will be very happy.

DEP. Cl. 19.1 When you know

Dependent clause	When	you	know
Experiential			Proc. (Mental)
Interpersonal		Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

DEP. Cl. 19.2 that you have a good friend,

Dependent clause	that	you	have	a good friends,
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 19. you will be very happy.

Independent clause	you	will	be	very happy.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

What is a bad friend?

Everyone have bad friends around themselves but they don't know what their bad friends think about them. Some people can accept their bad friend's behaviour but some people can't. However, we're living in a large society so we must meet bad people and we should have an idea of what bad friend is.

In my point of view, a bad friend is someone who have a very bad manner. I have a few bad friends. They are insincere, selfish and narrow mind. Most of the time, they like to gossip about my other friends. Sometimes, they lie to me and my teacher and we always get angry with them. I can't cope with some of my bad friends because they're very bad. I think I hate them. Therefore, I love to be away from them.

A bad friend is someone who is not a good person. This may come from several reason such as insincere, selfish and narrow mind. Have you thought about being a bad friend of someone? You might be but you don't know.

Clause Division and Analysis of Text Post-test (B)

IND. Cl. 1. Everyone have bad friends around themselves

Independent clause	Everyone	have (has)	bad friends	around themselves
Experiential		Proc. (Relational)		Circ. location
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

IND. Cl. 2. but they don't know

Independent clause	but	they	do	n't	know
Experiential			Proc.		(Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 3. what their bad friends think about them.

Independent clause	what	their bad friends	think	about	them.
Experiential			Proc. (Mental)		
Interpersonal		Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 4. Some people can accept their bad friend's behaviour

Independent clause	Some people	can	accept	their bad friend's behaviour
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 5. but some people can't.

Independent clause	but	some people	can	n't.
Experiential			Proc. (Mental)	
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Adj. (neg.)
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 6. However, we're living in a large society

Independent clause	However,	we	're	living	in a large society
Experiential			Proc. (Material)		Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (pres. con.)	Pred.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 7. so we must meet bad people

Independent clause	so	we	must	meet	bad people
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 8 and we should have an idea of

Independent clause	and	we	should	have	an idea of
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 9. what bad friend is.

Independent clause	what	bad friend	is
Experiential			Proc. (Relational)
Interpersonal		Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

Clause complex

IND. Cl. 10. In my point of view, a bad friend is someone who have a very bad manner.

Independent clause	In my point of view,	a bad friend	is	someone [who have (has) a very bad manner.]
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

IND. Cl. 11. I have a few bad friends.

Independent clause	I	have	a few bad friends.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 12. They are insincere, selfish and narrow mind.

Independent clause	They	are	insincere, selfish and narrow mind (minded).
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 13. Most of the time, they like to gossip about my other friends.

Independent clause	Most of the time,	they	like to	gossip	about my other friends.
Experiential	Circ. extent		Proc. (Verbal)		Circ. matter
Interpersonal	Adj. (mood)	Subj.	FN (s. pres.)	Pred.	
Textual	M.T. Theme	Rheme			

IND. Cl. 14. Sometimes, they lie to me and my teacher

Independent clause	Sometimes,	they	lie	to me and my teacher
Experiential	Circ. extent		Proc. (Verbal)	Circ. location
Interpersonal	Adj. (mood)	Subj.	FN (s. pres.)	
Textual	M.T. Theme	Rheme		

IND. Cl. 15. and we always get angry with them.

Independent clause	and	we	get	angry with	them.
Experiential			Proc. (Mental)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

I can't cope with some of my bad friends because they're very bad.

IND. Cl. 16. I can't cope with some of my bad friends

Independent clause	I	can	n't	cope	with some of my bad friends
Experiential		Proc.		(Mental)	
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

DEP. Cl. 16.1 because they're very bad.

Dependent clause	because	they	're	very bad.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 17. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

IND. Cl. 18. I hate them.

Independent clause	I	hate	them
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 19. Therefore, I love to be away from them.

Independent clause	Therefore,	I	love to	be	away from them.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

IND. Cl. 20. A bad friend is someone who is not a good person.

Independent clause	A bad friend	is	someone [who is not a good person.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 21. This may come from several reason such as insincere, selfish and narrow mind.

Independent clause	This	may	come	from several reason (reasons) such as insincere, selfish and narrow mind (minded).
Experiential		Proc. (Material)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 22. Have you thought about being a bad friend of someone?

Independent clause	Have	you	thought	about being a bad friend of someone?
Experiential	Proc.		(Mental)	
Interpersonal	FN (pres. perf.)	Subj.	Pred.	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

IND. Cl. 23. You might be

Independent clause	You	might	be
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme	Rheme	

IND. Cl. 24. but you don't know.

Independent clause	but	you	do	n't	know.
Experiential			Proc.		(Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Text. Theme	Top. Theme	Rheme		

Student B			Pre Test	E1	E2	E3	E4	E5	Post Test
		Total Cl.	27	19	32	33	17	21	25
		IND Cl.	19	17	27	24	14	19	24
		DEP. Cl.	8	2	5	9	3	2	1
		Cl. Complex	8	3	8	8	3	6	3
Experiential		**Process**							
		Material	3	4	9	9	11	10	4
		Relational	11	5	14	10	3	7	10
		Verbal	1	-	4	2	1	-	2
		Mental	7	-	1	4	-	4	10
		Existential	-	1	2	1	-	-	-
		Behavioural	5	9	1	6	2	-	-
		Circumstance							
		Location	4	9	11	9	7	3	4
		Extent	2	2	3	2	3	-	2
		Manner	-	1	1	1	-	-	-
		Accompaniment	-	1	-	2	-	2	-
		Cause	-	-	1	-	2	1	-
		Role	-	-	-	-	-	1	-
		Matter	-	-	2	2	-	-	1
Interpersonal		**Finite**							
		Present	17	16	28	20	9	7	16
		Past	-	1	-	4	3	12	-
		Present perfect	-	-	-	-	-	-	1
		Present continuous	-	-	-	-	2	-	1
		Present perfect continuous	-	-	-	-	-	-	-
		Past perfect continuous	-	-	-	1	-	-	-
		Modal	10	2	4	8	3	2	7
		Adjunct							
		Mood	-	2	1	3	2	1	2
		Comment	-	-	-	-	-	-	-
		Negative polarity	2	2	5	4	1	1	4
		Conjunctive	8	7	6	11	4	6	9
Textual		**Theme**							
		Topical	14	10	20	17	9	11	10
		Marked topical	1	2	4	3	2	3	2
		Textual	1	2	1	-	1	1	-
		Textual+Topical	11	4	7	11	5	5	11
		Textual+Marked topical	-	1	-	2	-	-	-
		Interpersonal+ Topical	-	-	-	-	-	1	2
		Interpersonal+ Marked topical	-	-	-	-	-	-	-

4.2.2.1 Comments on student (B) pre and post test

What I look for in a good friend (pre-test)

Student(B) always used the same words such as *everyone*, *I* and *and I* which made the text sound repetitive and was not interesting.

Examples of repetitions:

Everyone must have a friend, Everyone have a different friend , Everyone should have a good friend

Most clause complexes were from the repetition of *and*.

Examples:

Sometimes, I have a problem and I don't want to tell my parents. The first thing that I do is tell my friend and find the way to solve the problem. A good friend can help you anything such as homework and help me in the critical situation.

The thematic development is very personalized as the student always wrote *I* or *and I*. Modality is marked and was used along with Mental processes to help express opinion.

Even though the writer made a few grammatical errors with plurals and subject-verb agreement, the text was still understandable. As he used the word *everyone* many times and did not show any strong feelings or ideas about what he looks for in a good friend, it seems that student (B) wrote about the fact or general idea plus his personal story.

The main recommendation would be to use shorter sentences by reducing the amount of unnecessary conjunctions which caused by the repetition. Also, the writer should use more themes such as Interpersonal theme and use adjuncts to help give personal opinion.

What is a bad friend? (post-test text)

Student (B) used a lot less clause complexes and did not repeat the same word as many times as in the pre-test text. The writer still wrote in the same friendly way but was able to give the readers his strong opinion of what a bad friend is by using Interpersonal themes, adjuncts and Mental processes. Subject-verb agreement is still be the writer's grammatical errors.

Example:

In my point of view, a bad friend is someone who have(has) a very bad manner.

Overall, student (B) has benefitted from this program. The most dominant indication of this is thematic development as they are varied. The writer seems to reach the purpose of writing about this topic as he obviously shows his personal opinion and also tries to interact with the readers by asking question **(Have you thought about being a bad friend of someone?)**, providing his personal story about his bad friend as well as tried to make the readers think while reading his text.

4.2.2.2 Some development which were shown at points in student (B)'s emails during 8 weeks (Analysis of student (B)'s emails as shown in the appendix)

During 8 weeks, student (B) wrote only 5 emails but most of them are long.

The way that he wrote emails were very similar to his essay as he did not seem to try to communicate. He followed the topics and wrote like an essay. He only wanted to give information to his friend and realized the importance of having a real reader. But, there is not a lot of interaction in his emails apart from greetings.

By comparing the pre-test to his emails, all emails are better than the pre-test. There are many reasons. 1) He was able to add extra information by using many circumstances in emails rather than the pre-test. 2) He used mood adjuncts along with modals when expressing his feeling and opinion in every email which he did not use any of them in the pre-test. 3) Themes in emails are more varied than in the pre-test as he used a lot of Marked Topical themes when writing emails as most of them were about giving information about something so he used them to get attention from his friend.

Conclusion

Student (B) wrote better in his emails and there is little evidence to show his development. He used mood adjuncts, modals and Interpersonal theme in his post-test to express his ideas and feelings regarding the topic. Even though his emails are more like an essay, there are some interactions between him and his friend. This makes the themes in his post-test varied as he has shown interaction in his post-test. However, he did not use many circumstances to helps add extra information.

4.2.3 Student (C)

What I look for in a good friend?

I'm sure that everyone should have friends because it hard to live on this world without friends. You can't stay alone. Friend not mean someone who study in the same school in the same year with you. Everyone can be your friend even your parents.

In my opinion, good friends are one of your friends or more than one. Good friends are someone who you can talk to and help you all the time. I have many friends and ten of them are my good friends. I can talk to them about everything and when I have problems they help me to feel better. They can teach me to do my homework and always make me happy.

Everybody should have good friends. If you have good friend, many problem can be solved. To keep your good friends you have to trust them and be sincere with them.

Clause Division and Analysis of Pre-test (C)

Clause complex

I'm sure that everyone should have friends because it hard to live on this world without friends.

IND. Cl. 1. I'm sure

Independent clause	I	'm	sure
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 1.1 that everyone should have friends

Dependent clause	that	everyone	should	have	friends
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 1.2 because it hard to live on this world without friends.

Dependent clause	because	it	is*	hard	to live on (in) this world without friends.
Experiential			Proc. (Relational)		Circ. cause
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 2. You can't stay alone.

Independent clause	You	can	't	stay	alone.
Experiential		Proc.		(Material)	Circ. manner
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	
Textual	Top. Theme	Rheme			

Clause complex

IND. Cl. 3. Friend not mean someone who study in the same school in the same year with you.

Independent clause	Friend	does*	not	mean	someone [who study (studies) in the same school in the same year with you.]
Experiential		Proc.		(Relational)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. 4. Everyone can be your friend even your parents.

Independent clause	Everyone	can	be	your friend	even your parents.
Experiential		Proc. (Relational)			
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 5. In my opinion, good friends are one of your friends or more than one.

Independent clause	In my opinion,	good friends	are	one of your friends or morn than one.
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 6. Good friends are someone who you can talk to and help you all the time.

Independent clause	Good friends	are	someone [who you can talk to and help (helps) you all the time.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 7. I have many friends

Independent clause	I	have	many friends
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 8. and ten of them are my good friends.

Independent clause	and	ten of them	are	my good friends.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 9. I can talk to them about everything

Independent clause	I	can	talk	to them about everything
Experiential		Proc. (Verbal)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

and when I have problems they help me better

DEP. Cl. 10.1 and when I have problems

Dependent clause	and	when	they	have	problems
Experiential				Proc. (Relational)	
Interpersonal	Adj.(conj.)		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. they help me to feel better.

Independent clause	they	help	me to feel better.
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 11. They can teach me to do my homework

Independent clause	They	can	teach	me	to do my homework
Experiential		Proc. (Material)			Circ. cause
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 12. and always make me happy.

Independent clause	and	always	make	me happy.
Experiential		Circ. extent	Proc. (Material)	
Interpersonal	Adj.(conj.)	Adj.(mood)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme		

IND. Cl. 13. Everybody should have good friends.

Independent clause	Everybody	should	have	good friends.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

If you have good friend, many problem can be solved.

DEP. Cl. 14.1 If you have good friend,

Dependent clause	If	you	have	good friend (friends),
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 14. many problem can be solved.

Independent clause	many problem (problems)	can	be solved.
Experiential		Proc. (Material)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme		

IND. Cl. 15. To keep your good friends you must trust them

Independent clause	To keep your good friends	you	must	trust	them
Experiential	Circ. cause		Proc. (Mental)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	M.T. Theme	Rheme			

IND. Cl. 16. and be sincere with them.

Independent clause	and	be	sincere with them.
Experiential		Proc. (Relational)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

Clause Division and Analysis of Post-test (C)

IND. Cl. 1. Everybody need to have friend

Independent clause	Everybody	need(needs) to have		friend (friends)
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 2. but not all of our friend are good friends.

Independent clause	but	not	all of our friend (friends)	are	good friends.
Experiential				Proc. (Relational)	
Interpersonal	Adj. (conj.)	Adj.(neg.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	-me	Top. Theme	Rhe-	

IND. Cl. 3. Some of your friends are ignorant and selfish.

Independent clause	Some of your friends	are	ignorant and selfish.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 4. They don't care anything about you.

Independent clause	They	do	n't	care	anything	about you.
Experiential		Proc. (Mental)				Circ. matter
Interpersonal	Subj.	FN (s. pres.)	Adj.(neg.)	Pred.	Comp.	
Textual	Top. Theme	Rheme				

IND. Cl. 5. They want to get the benefit from you.

Independent clause	They	want to	get	the benefit	from you.
Experiential		Proc. (Material)			Circ. location
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

For example, bad friends want to be with you because you rich.

IND. Cl. 6. For example, bad friends want to be with you

Independent clause	For example,	bad friends	want to	be	with you
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 6.1 because you rich.

Dependent clause	because	you	are*	rich.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

They want to pay for them so that they not have to pay.

IND. Cl. 7. They want you to pay for them

Independent clause	They	want	you to pay for them
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 7.1 so that they not have to pay.

Dependent clause	so that	they	do*	not	have to pay.
Experiential			Proc.		(Material)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

Bad friends want to be your friend because you're clever.

IND. Cl. 8. Bad friends want to be your friend

Independent clause	Bad friends	want to	be	your friend
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 8.1 because you're clever.

Dependent clause	because	you	're	clever.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

They want to copy your homework or assignment so that they don't have to do it.

IND. Cl. 9. They want to copy your homework or assignment

Independent clause	They	want to	copy	your homework or assignment
Experiential		Proc. (Material)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 9.1 so that they don't have to do it.

Dependent clause	so that	they	do	n't	have to do	it.
Experiential			Proc. (Material)			
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

If you know that you have bad friends, you have to stay away to them.

DEP. 10.1 If you know

Dependent clause	If	you	know
Experiential			Proc. (Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	

DEP. 10.2 that you have bad friends,

Dependent clause	that	you	have	bad friends,
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. you have to stay away from them.

Independent clause	you	have to	stay	away from them.
Experiential		Proc. (Material)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

Actually, you should try to tell them how bad they are so that they can improve.

IND. Cl. 11. Actually, you should tell them how bad they are

Independent clause	Actually,	you	should	tell	them how bad they are
Experiential			Proc. (Verbal)		
Interpersonal	Adj. (mood)	Subj.	FN (modal)	Pred.	Comp.
Textual	-me	Top. Theme	Rhe-		

DEP. Cl. 11.1 so that they can improve.

Dependent clause	so that	they	can	improve.
Experiential			Proc. (Material)	
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.
Textual	Text. Theme	Top. Theme	Rheme	

Student C		Pre Test	E1	E2	Post Test
	Total Cl.	20	12	23	18
	IND Cl.	16	12	19	11
	DEP. Cl.	4	-	4	7
	Cl. Complex	5	-	4	6
Experiential	**Process**				
	Material	4	2	5	6
	Relational	13	6	12	8
	Verbal	1	1	1	1
	Mental	2	1	3	3
	Existential	-	-	1	-
	Behavioural	-	2	1	-
	Circumstance				
	Location	1	7	7	1
	Extent	1	2	1	-
	Manner	1	-	-	-
	Accompaniment	-	1	1	1
	Cause	3	-	-	-
	Role	-	-	-	-
	Matter	-	-	-	1
Interpersonal	**Finite**				
	Present	12	11	17	16
	Past	-	-	-	-
	Present perfect	-	-	-	-
	Present continuous	-	-	-	-
	Present perfect continuous	-	-	-	-
	Past perfect continuous	-	-	-	-
	Modal	8	1	6	2
	Adjunct				
	Mood	1	3	1	1
	Comment	-	-	-	-
	Negative polarity	2	-	1	4
	Conjunctive	6	1	7	8
Textual	**Theme**				
	Topical	11	6	14	9
	Marked topical	1	5	-	-
	Textual	2	-	-	-
	Textual+Topical	5	1	9	9
	Textual+Marked topical	-	-	-	-
	Interpersonal+Topical	1	-	-	-
	Interpersonal+ Marked topical	-	-	-	-

4.2.3.1 Comments on student (C)'s pre and post test

What I look for in a good friend (pre-test)

Student (C) did not write a lot in his pre-test text, but he gave the readers his personal opinion of what he looks for in a good friend as he used Interpersonal theme, adjuncts and modals to help express his feeling. The writer used *I, you* and *everyone* so that the thematic development are personalized and are varied. This is because there are Marked Topical theme, Textual theme, Textual+ Topical theme and Interpersonal + Topical theme in his text.

In general the writer made a few grammatical errors with prepositions and subject-verb agreement. The text was like a persuasive text rather than giving personal opinion because the writer always gave reasons to support why people should have a good friend. Moreover, in the conclusion he referred back to his idea that everyone should have a good friend which is not the main purpose of writing in this topic.

Examples:

I'm sure that everyone should have friends because it hard to live on this world without friends. (from an introduction)

Everybody should have good friends. If you have good friend, many problem can be solved. (from a conclusion)

The main recommendation would be to focus more on the second paragraph as it should have details of what he looks for in a good friend. He should try to write the introduction precisely and try to write more especially in the second paragraph or cut out some parts that are not important in the first paragraph. This would allow him to express his personal opinion more clearly.

What is a bad friend? (post-test text)

Student (C) wrote less than the pre-test and did not give his personal opinion about what bad friend is clearly. His post-test is more like giving information with guidance which people could find in a newspaper or a magazine. The number of modality has gone down and the thematic development is personalized. There are only Topical and Textual themes used.

Student (C) has not benefitted from this program as the post-test text does not show any improvement.

4.2.3.2 Some development which were shown at points in student (C)'s emails during 8 weeks (Analysis of student (C)'s emails as shown in the appendix)

Student (C) wrote only 2 emails during 8 weeks which shows that he was not interested in this project.

By looking at his emails, they are both similar. In his first email, he used only simple sentence structure as there are no dependent clause and clause complex. But, he put his effort in his second email as it is a lot longer than the first one and there are 4 clause complexes. He used every kind of process and used more modals. Student (C) wrote less and used simple sentence structure in his first email but he used many Marked Topical Themes which he did not have it at all in his second email. Also, in both emails, he seemed to try to add extra information in his texts as there were many circumstances used.

Conclusion

Student (C) only wrote 2 emails. They were quite good but did not have any effect on his post-test. This shows that his ability is not certain and it depends on his effort and interest.

4.2.4 Student (D)

> ### What I look for in a good friend
>
> Friend is someone who stand with me when I happy or sad. He or she doesn't perfect friend but he or she must be honest. We can find friends everywhere but I not sure that they are good. I want to have many friends for the party but I want a few friends who will listen to my feeling.
>
> I think that I have many friends when I was young, but now I'm sixteen years old and I found experiences. Our society is not so good. I must do good things to the others so that they will be good to me. I wanted to have a perfect friend before but it is impossible. In my life, I want someone who always understand me. He or she should be helpful. When I make a mistake, he or she will forgive me.
>
> I think that everybody can be my friends but not many people are my best friend.

Clause Division and Analysis of Text Pre-test (D)

Clause complex

Friend is someone who stand with me when I happy or sad.

IND. Cl. 1. Friend is someone who stand with me

Independent clause	Friend	is	someone [who stand (stands) with me]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 1.1 when I happy or sad.

Dependent clause	when	I	am*	happy or sad.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 2. He or she doesn't perfect friend

Independent clause	He or she	does (is)	n't	a* perfect friend
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 3. but he or she must be honest.

Independent clause	but	he or she	must	be	honest.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 4. We can find friends everywhere

Independent clause	We	can	find	friends	everywhere
Experiential		Proc. (Material)			Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

but I not sure that they are good.

IND. Cl. 5. but I not sure

Independent clause	but	I	am*	not	sure
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 5.1 that they are good.

Dependent clause	that	they	are	good.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 6. I want to have many friends for the party

Independent clause	I	want to have	many friends	for the party
Experiential		Proc. (Relational)		Circ. cause
Interpersonal	Subj.	FN (s. pres.) / Pred.	Comp.	
Textual	Top. Theme	Rheme		

Clause complex

IND. Cl. 7. but I want a few friends who will listen to my feeling.

Independent clause	but	I	want	a few friends [who will listen to my feeling.]
Experiential			Proc. (Mental)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

I think that I have many friends when I was young,

IND. Cl. 8. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 8.1 that I have many friends

Dependent clause	that	I	have	many friends
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

DEP. Cl. 8.2 when I was young

Dependent clause	when	I	was		young,
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 9. but now I'm sixteen years old

Independent clause	but	now	I	'm	sixteen years old
Experiential		Circ. location		Proc. (Relational)	
Interpersonal	Adj. (conj.)		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	M.T. Theme	Rheme		

IND. Cl. 10. and I found experiences.

Independent clause	and	I	found (have got)		experiences.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (pres.perf.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 11. Our society is not so good.

Independent clause	Our society	is	not	so good.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Top. Theme	Rheme		

Clause complex

I must do good things to the others so that they will be good to me.

IND. Cl. 12. I must do good things to the others

Independent clause	I	must	do	good things	to the others
Experiential		Proc. (Material)			Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

DEP. Cl. 12.1 so that they will be good to me.

Dependent clause	so that	they	will	be	good	to me.
Experiential			Proc. (Relational)			Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.	
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. 13. I wanted to have a perfect friend before

Independent clause	I	wanted to have		a perfect friend	before
Experiential		Proc. (Relational)			Circ. location
Interpersonal	Subj.	FN (past.)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 14. but it is impossible.

Independent clause	but	it	is	impossible.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 15. In my life, I want someone who always understand me.

Independent clause	In my life,	I	want	someone [who always understand (understands) me.]
Experiential	Circ. location		Proc. (Mental)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 16. He or she should be helpful.

Independent clause	He or she	should	be	helpful.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

When I make a mistake, he or she will forgive me.

DEP. Cl. 17.1 When I make a mistake,

Dependent clause	When	I	make	a mistake,
Experiential			Proc. (Material)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 17. he or she will forgive me.

Independent clause	he or she	will	forgive	me.
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

I think that everybody can be my friends

IND. Cl. 18. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 18.1 that everybody can be my friends

Dependent clause	that	everybody	can	be	my friends
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 19. but not many people are my best friend.

Independent clause	but	not	many people	are	my best friends.
Experiential				Proc. (Relational)	
Interpersonal	Adj. (conj.)	Adj. (neg.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	-me	Top. Theme	Rhe-	

<u>What is a bad friend?</u>

A bad friend is someone who betray me. I have both good and bad friends but good friends should be my best friends.

A bad friends will associate with me for benefits. I think that people have different behaviour and personality. If we want to associate with each others, we should be open minded and adjust ourselves. Sometimes, good friends can become bad friends. I feel that people change themselves all the time depends on situation. This is something that really scares me.

Even though you know that this person is a bad friend, you should try to be nice to them because he or she might change.

Clause Division and Analysis of Text Post-test (D)

Clause complex

IND. Cl. 1. A bad friend is someone who betray me.

Independent clause	A bad friend	is	someone [who betray (betrays) me.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 2. I have both good bad and friends

Independent clause	I	have	both good and bad friends
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 3. but good friends should be my best friends.

Independent clause	but	good friends	should	be	my best friends.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 4. A bad friends will associate with me for benefits.

Independent clause	^A^ bad friends	will	associate	with me	for benefits.
Experiential		Proc. (Material)			Circ. cause
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

I think that people have different behaviour and personality.

IND. Cl. 5. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 5.1 that people have different behaviour and personality.

Dependent clause	that	people	have	different behaviour and personality.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

If we want to associate with each others, we should be open minded

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DEP. Cl. 6.1/7.1 If we want to associate with each others,

Dependent clause	If	we	want to associate		with each others,
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 6. we should be open minded

Independent clause	we	should	be	open minded
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 7. and adjust ourselves.

Independent clause	and	adjust	ourselves.
Experiential		Proc. (Material)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

IND. Cl. 8. Sometimes, good friends can become bad friends.

Independent clause	Sometimes,	good friends	can	become	bad friends.
Experiential	Circ. extent		Proc. (Relational)		
Interpersonal	Adj. (mood)	Subj.	FN (modal)	Pred.	Comp.
Textual	M.T. Theme	Rheme			

Clause complex

I feel that people change themselves all the time depends on situation.

IND. Cl. 9. I feel

Independent clause	I	feel
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 9.1 that people change themselves all the time depends on situation.

Dependent clause	that	people	change	themselves	all the time	depends on situation
Experiential			Proc. (Material)		Circ. extent	Circ. cause
Interpersonal		Subj.	FN (s. pres.)	Comp.		
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

IND. Cl. 10. This is something that really scares me.

Independent clause	This	is	something [that really scares me.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

Even though you know that this person is a bad friend, you should try to be nice to them because he or she might change.

DEP. Cl. 11.1 Even though you know

Dependent clause	Even though	you	know
Experiential			Proc. (Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

DEP. Cl. 11.2 that this person is a bad friend,

Dependent clause	that	this person	is	a bad friend,
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 11. you should try to be nice to them

Independent clause	you	should	try to be	nice	to them
Experiential		Proc. (Relational)			Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

DEP. Cl. 11.3 because he or she might change.

Dependent clause	because	he or she	might	change.
Experiential			Proc. (Material)	
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.
Textual	Text. Theme	Top. Theme	Rheme	

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D	Pre Test	E 1	E2	E 3	E4	E5	E6	E7	E 8	E 9	E 10	Post Test
Total Cl.	25	12	8	22	17	7	32	12	2	4	14	17
IND Cl.	19	11	7	18	16	6	24	12	2	4	13	11
DEP. Cl.	6	1	1	4	1	1	8	-	-	-	1	6
Cl. Complex	7	1	1	6	4	1	7	1	-	-	1	6
Process												
Material	3	5	2	9	5	4	6	9	-	1	3	5
Relational	12	5	3	11	6	1	11	3	1	2	8	9
Verbal	-	-	-	-	1	1	3	-	-	-	1	-
Mental	5	1	2	2	4	1	10	-	-	1	1	3
Existential	-	-	-	-	-	-	-	-	-	-	1	-
Behavioural	-	1	1	-	1	-	2	-	1	-	-	-
Circumstance												
Location	6	3	-	2	1	-	4	7	-	1	3	1
Extent	-	3	-	1	2	1	1	2	-	-	-	2
Manner	-	-	1	1	1	2	1	1	-	-	-	-
Accompaniment	-	-	-	2	-	-	-	1	-	-	-	-
Cause	1	-	-	4	-	1	-	2	-	-	1	2
Role	-	-	-	-	-	-	-	-	-	-	-	-
Matter	-	-	-	-	1	1	1	-	-	-	-	-
Finite												
Present	15	8	7	18	14	4	26	7	1	2	11	11
Past	2	-	-	1	-	2	2	2	-	-	1	-
Present perfect	1	-	1	-	-	-	-	-	1	-	-	-
Present continuous	-	1	-	-	-	-	2	-	-	1	-	-
Present perfect continuous	-	1	-	-	-	-	-	-	-	-	-	-
Past perfect continuous	-	-	-	-	-	-	-	-	-	-	-	-
Modal	7	2	-	3	3	1	2	3	-	1	2	6
Adjunct												
Mood	-	1	1	1	1	-	1	2	1	-	-	1
Comment	-	-	-	-	-	-	-	-	-	-	-	-
Negative polarity	4	1	-	-	1	1	2	2	-	-	-	-
Conjunctive	8	3	1	7	2	1	5	6	-	-	3	5
Theme												
Topical	11	8	3	12	12	4	16	3	1	3	11	8
Marked topical	1	1	-	1	1	-	2	3	-	-	-	1
Textual	-	-	-	2	-	-	2	1	-	-	-	1
Textual+Topical	12	2	2	6	3	2	10	4	-	-	3	7
Textual+Marked topical	1	1						1	-	1	-	
Interpersonal+ Topical	-	-	3	1	1	1	2	-	1	-	-	-
Interpersonal+ Marked topical	-	-	-	-	-	-	-	-	-	-	-	-

4.2.4.1 Comments on student (D)'s pre and post test

<u>What I look for in a good friend</u>

The use of ***but*** is very marked in student (D) pre-test text. In consequence, it made the text have too many clause complexes and also it made her opinion sound weak.

Examples:

Friend is someone who stand with me when I happy or sad. He or she doesn't perfect friend <u>but</u> he or she must be honest. We can find friends everywhere <u>but</u> I not sure that they are good. I want to have many friends for the party <u>but</u> I want a few friends who will listen to my feeling.

The modality and Mental processes have been used to help express the writer's ideas and feelings. The thematic development is very personalized as she used *I* when writing the text.

In general the writer makes a few grammatical errors when using simple present tense and subject-verb which did not affect the readers' understanding. Student (D) always supported her ideas by sharing her personal stories. The writer wrote enough details of what she looks for in a good friend and also gave the readers a suggestion.

The main recommendation would be to use less conjunctions as many of them should not be in the text and they made the text have too many clause complexes. The use of ***'but'*** too many time makes the text have negative feeling and sound repetitive. Try to use modality like mood adjuncts to help add personal opinion and also Interpersonal theme.

What is a bad friend? (post-test text)

Student (D)'s post-test is a lot shorter than her pre-test text as she wrote very broadly and did not give enough information of what a bad friend is. The text would be more appropriate for the topic like 'How you deal with bad friends'. The writer did not give enough description of a bad friend and she tried to be neutral which might come from her real life experience with friends.

Overall, student (D) has not benefitted from this program as the post-test text does not show any improvement.

4.2.4.2 Some development which were shown at points in student (D)'s emails during 8 weeks (Analysis of student (D)'s emails as shown in the appendix)

This student wrote 10 emails during 8 weeks. All of them are not in the same length which looks like the real communication should be.

In email 3, student (D) wrote in the same length as her pre-test but this is where she started to add more extra information. There are many circumstances in this email as she was trying to introduce her hometown which is Bangkok. She added extra information to help her friend understand what it is like in Bangkok and also her feeling about it which came along with the reasons. Also, the themes are varied as she used Marked Topical themes to draw attention. At this point, student (D) started to interact with her friend by asking question. The evidences are in clauses 17 and 18.

Examples:

IND. Cl. 17. I also want to know about your hometown.

IND. Cl. 18. Is it wonderful?

In email 6, student (D) wrote a lot. She used the suggested topic in which she must tell her friend who her hero is. She did not start writing about it at the beginning but asking her friend about Halloween which continue from the previous email. She used Interpersonal themes to ask her friend an interpersonal question and express her feelings and attitude toward her hero and also used Marked Topical themes to get attention from her friend which makes the themes in this email varied.

Examples:

IND. Cl. 4. In this email, I will talk about my hero. (Marked Topical theme)

IND. Cl. 22. In my opinion, he is the best king in the world. (Interpersonal+ Topical theme)

IND. Cl. 24. Who is your hero? (Interpersonal + Topical theme)

In email 7, student (D) wrote only 12 clauses and also has 1 clause complex. She only wanted to tell her friend what she was doing as she was on a holiday and soon she must go back to school. But, she was able to use many circumstances to help add extra information into the text. Therefore, her email was not that short. Also, themes are varied and the number of each theme are not so different.

Examples:

3 Topical themes

IND. Cl. 3. Our holiday is very short.

IND. Cl. 8. We walk **around to find the nice ones for three hours**

IND. Cl. 12. I don't want to go **to school.**

3 Marked Topical themes

IND. Cl. 1 **Now** I'm in(on) my holiday.

IND. Cl. 5. **In my holiday**, I **often** stay **at home**

IND. Cl. 7. **One day**, I went to Platinum <u>which is the centre of fashion</u> **with my friends to buy some cloth (clothes).**

1 Textual + Marked Topical theme

IND. Cl. 2. but **next week** the school will open

4 Textual + Topical themes

IND. Cl. 4 and this one is very boring

IND. Cl. 9. but I could get only one t-shirt

IND. Cl. 10. and my friends didn't buy anything.

IND. Cl. 11. Therefore, we will go somewhere else **tomorrow**.

1 Textual theme

IND. Cl. 6. and play computer.

*** **bold letter** = circumstance , <u>underline</u> = clause complex (relative clause)

After this email, student (D) did not try as hard as before. Her last email is not as good as the first one. They are similar but in email 1 the themes are more varied.

<u>Conclusion</u>

For student (D), her development of writing started after the beginning of this project for a while and it did not stay until the end of the project. This is because she stopped interacting with her friend and did not seem to enjoy this project. Therefore, there is no effect on her post-test which came from participating in an online keypal project.

4.2.5 Student (E)

<u>What I look for in a good friend</u>

I know that everybody have friend but not everybody have a good friend. In the world, I thing nobody can live alone because people is a animal who need help and support.

Everybody want to have a good friend but it difficult to find. Some person have many friend but all of them are not a good friend. Some people don't have many friend but they have a good friend. In my mind, a good friend is someone who we have a good relation with.

Everybody want to have a good friend but not everybody can get it. If you want to have a good friend, you must do good things for them. One day, all these things will return to you .

Clause Division and Analysis of Text Pre-test (E)

IND. Cl. 1. I know

Independent clause	I	know
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 1.2 that everybody have friend

Dependent clause	that	everybody	have (has)	friend (friends)
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 2. but not everybody have a good friend.

Independent clause	but	not	everybody	have (has)	a good friend.
Experiential				Proc. (Relational)	
Interpersonal	*Adj. (conj.)*	*Adj. (neg.)*	*Subj.*	*FN (s. pres.)*	*Comp.*
Textual	Text. Theme	-me	Top. Theme	Rhe-	

IND. Cl. 3. In the world, I thing

Independent clause	In the world,	I		thing (think)
Experiential	Circ. location			Proc. (Mental)
Interpersonal		Subj.		FN (s. pres.)
Textual	M.T. Theme	Top. Theme		Rheme

DEP. Cl. 3.1 nobody can live alone

Dependent clause	nobody	can	live	alone
Experiential		Proc. (Behavioural)		Circ. manner
Interpersonal	Subj.	FN (modal)	Pred.	
Textual	Top. Theme	Rheme		

Clause complex

DEP. Cl. 3.2 because people is a animal who need help and support.

Independent clause	because	people	is (are)	a (the) animal [who need help and support.]
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 4. Everybody want to have a good friend

Independent clause	Everybody	want (wants) to	have	a good friend
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 5. but it difficult to find.

Independent clause	but	it	is*	difficult to find
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 6. Some person have many friend

Independent clause	Some person (people)		have	many friend (friends)
Experiential			Proc. (Relational)	
Interpersonal	Subj.		FN (s. pres.)	Comp.
Textual	Top. Theme		Rheme	

IND. Cl. 7. but all of them are not a good friend.

Independent clause	but	all of them	are	not	a good friend.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 8. Some people don't have many friend

Independent clause	Some people	do	not	have	many friend (friends)
Experiential		Proc.		(Relational)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. 9. but they have a good friend.

Independent clause	but	they	have	a good friend.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 10. In my mind, a good friend is someone who we have a good relation with.

Independent clause	In my mind,	a good friend	is	someone [who we have a good relation with.]
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 11. Everybody want to have a good friend

Independent clause	Everybody	want (wants) to	have	a good friend
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 12. but not everybody can get it.

Independent clause	but	not	everybody	can	get	it.
Experiential				Proc. (Material)		
Interpersonal	Adj. (conj.)	Adj. (neg.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	-me	Top. Theme	Rhe-		

Clause complex

If you want to have a good friend, you must do good things for them.

DEP. Cl. 13.1 If you want to have a good friend,

Dependent clause	If	you	want to	have	a good friend,
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 13. you must do good things for them.

Independent clause	you	must	do	good things	for them.
Experiential		Proc. (Material)			Circ. cause
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

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IND. Cl. 14. One day, all these things will return to you.

Independent clause	One day,	all these things	will	return	to you.
Experiential	Circ. location		Proc. (Material)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	M.T. Theme	Rheme			

What is a bad friend?

In this world, we may have bad friends less than good friends but it's not difficult to find one. If you are bad people, you can find a bad friend easily.

A bad friend is someone who not have a good heart. This person don't think about other people and always say a lie. I hate when people don't tell me the truth because we should not scare and sometimes we must face the reality even though it's hard.

Nobody can live alone in this beautiful world because we must work together so that we can be successful. We should try to stay away from a bad friend so that we not have problems.

Clause Division and Analysis of Text Post-test (E)

IND. Cl. 1.In this world, we may have bad friends less than good friends

Independent clause	In this world,	we	may	have	bad friends less than good friends
Experiential	Circ. location		Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	M.T. Theme	Rheme			

IND. Cl. 2. but it's not difficult to find one.

Independent clause	but	it	's	not	difficult	to find one.
Experiential			Proc. (Relational)			Circ. cause
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

If you are bad people, you can find a bad friend easily.

DEP. Cl. 3.1 If you are bad people,

Dependent clause	If	you	are	a* bad people (person),
Experiential	.		Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 3. you can find a bad friend easily.

Independent clause	you	can	find	a bad friend	easily.
Experiential		Proc. (Mental)			Circ. manner
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	Adj. (mood)
Textual	Top. Theme	Rheme			

Clause complex

IND. Cl. 4. A bad friend is someone who not have a good heart.

Independent clause	A bad friend	is	someone [who does* not have a good heart.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 5. This person don't think about other people

Independent clause	This person	do	n't	think	about other people
Experiential		Proc.		(Mental)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. 6. and always say a lie.

Independent clause	and	always	say (tells)	a lie.
Experiential		Circ. extent	Proc. (Verbal)	
Interpersonal	Adj.(conj.)	Adj. (mood)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme		

Clause complex

I hate when people don't tell me the truth because we should not scare

IND. Cl. 7. I hate

Independent clause	I	hate
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 7.1 when people don't tell me the truth.

Dependent clause	when	people	do	not	tell	me the truth.
Experiential			Proc.		(Verbal)	
Interpersonal		Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

DEP. Cl. 7.2 because we should not scare

Independent clause	because	we	should	not	be	scare (scared)
Experiential			Proc.		(Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

and sometimes we must face the reality even though it's hard.

IND. Cl. 8. and sometimes we must face the reality

Independent clause	and	sometimes	we	must	face	the reality
Experiential		Circ. extent		Proc. (Mental)		
Interpersonal	Adj. (conj.)	Adj. (mood)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	M.T. Theme	Rheme			

DEP. Cl. 8.1 even though it's hard.

Dependent clause	even though	it	's	hard.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

Nobody can live alone in this beautiful world because we must work together so that we can be successful.

IND. Cl. 9. Nobody can live alone in this beautiful world

Independent clause	Nobody	can	live	alone	in this beautiful world
Experiential		Proc. (Behavioural)		Circ. manner	Circ. location
Interpersonal	Subj.	FN (modal)	Pred.		
Textual	Top. Theme	Rheme			

DEP. Cl. 9.1 because we must work together

Dependent clause	because	we	must	work	together
Experiential			Proc. (Material)		Circ. accomp.
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 9.3 so that we can be successful.

Dependent clause	so that	we	can	be	successful.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

We should try to stay away from a bad friend so that we not have problem.

IND. Cl. 10. We should try to stay away from a bad friend

Independent clause	We	should	try to stay	away from a bad friend
Experiential		Proc. (Behavioural)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 10.1 so that we not have problems.

Dependent clause	so that	we	do*	not	have	problems.
Experiential			Proc.		(Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

Student E		Pre Test	E 1	E 2	E 3	E 4	E 5	E 6	Post Test
	Total Cl. =	18	13	7	11	24	13	11	17
	IND Cl. =	14	11	7	7	12	8	8	10
	DEP. Cl. =	4	2	-	4	12	5	3	7
	Cl. Complex =	5	2	1	2	7	3	3	6
Experiential	**Process**								
	Material =	3	4	1	2	5	2	4	1
	Relational =	12	8	5	5	13	4	4	8
	Verbal =	-	-	-	3	-	2	-	2
	Mental =	2	1	-	1	5	2	1	4
	Existential =	-	-	1	-	-	-	-	-
	Behavioural =	1	-	-	-	1	3	2	2
	Circumstance								
	Location =	3	3	3	1	7	3	7	2
	Extent =	-	1	1	-	1	1	4	2
	Manner =	1	1	-	-	1	-	1	2
	Accompaniment =	-	-	-	-	-	-	2	1
	Cause =	1	-	1	-	1	-	-	1
	Role =	-	-	-	-	-	-	-	-
	Matter =	-	-	-	-	-	-	-	-
Interpersonal	**Finite**								
	Present	14	13	5	9	20	9	9	10
	Past	-	-	-	-	-	1	2	-
	Present perfect	-	-	-	-	-	-	-	-
	Present continuous	-	-	-	-	1	-	-	-
	Present perfect continuous	-	-	-	-	-	-	-	-
	Past perfect continuous	-	-	-	-	-	-	-	-
	Modal	4	-	2	2	3	3	-	7
	Adjunct								
	Mood	-	-	-	-	-	-	2	3
	Comment	-	-	-	-	-	-	-	-
	Negative polarity	4	-	-	-	5	1	-	5
	Conjunctive	7	-	1	-	5	3	3	9
Textual	**Theme**								
	Topical	7	11	3	6	8	6	5	6
	Marked topical	3	1	3	1	3	-	2	1
	Textual	-	-	-	-	-	2	2	1
	Textual+Topical	8	1	1	4	11	5	2	8
	Textual+Marked topical	-	-	-	-	2	-	-	1
	Interpersonal+Topical	-	-	-	-	-	-	-	-
	Interpersonal+ Marked topical	-	-	-	-	-	-	-	-

4.2.5.1 Comments on student (E)'s pre and post test

What I look for in a good friend (pre-test)

Student (E)'s thematic development is very personalized as he used *I* and *you* which make it sound quite informal and friendly. The writer tried to write in general about this topic. He did not give enough ideas of what he looks for in a good friend. There are a few grammatical errors which are simple present tense and subject verb agreement.

This topic allows the writer to give or share their personal opinion as there is no right or wrong. Also, they can add more information to help the readers to understand their concept of good friends and can make it more interesting. The writer kept using the words *everybody, nobody, people*. As a result, it is hard for the readers to know what he looks for in a good friend.

Example:

I know that <u>everybody</u> have friend but not <u>everybody</u> have a good friend. In the world, I thing(think) <u>nobody</u> can live alone because <u>people</u> is a animal who need help and support.

The main recommendation would be to use adjuncts, modals and Interpersonal theme to express his personal opinion and do not use the word like 'everybody' and 'nobody' if they are not necessary to be there as it is more like giving a fact or talking in general which is not the main goal of this topic.

What is a bad friend? (post-test text)

Student (E) wrote his post-test text to be more personalized than the pre-test test. The writer still used *we* and *you* in most clauses which showed plurality but, also used *I* when referred to himself. Therefore, the thematic development is personalized but is more varied as the writer used many kinds of themes. His personal opinion has been shown very well as the writer used more modals, adjuncts and Mental processes. There are only a few grammatical errors which might come from running out of time or carelessness.

Overall, student (E) has benefitted from this program as the post-test text has shown the thematic development which is more varied, the use of adjuncts, modals and Mental processes make the text very personalized and help the writer express his personal opinion very well.

4.2.5.2 Some development which were shown at points in student (E)'s emails during 8 weeks (Analysis of student (E)'s emails as shown in the appendix)

Student (E) wrote only 6 emails during 8 weeks and most of them are similar length which are not too long.

In email 2, there are only 7 clauses that student (E) wrote but most clauses are not short as one of them has embedded relative clause and some have circumstances and complex nominal groups.

Examples:

IND. Cl.6. It is the most beautiful temple in Thailand   **in my mind.**

                      D   N   E   H   Postmodifier (pp+ng)

IND. Cl. 7. <u>Who come to Bangkok but do* not go to wat Prakeaw</u>, that (these) people will be deplore (unhappy). – relative clause –

Student (E) wrote many clauses in email 4 as he liked to share his feeling about Halloween with his friend. There were many circumstances were used to add extra information about his experience and feeling about it and also when telling his friend about Songkran festival. In this email, he started to use more types of theme. He used Textual + Marked Topical Themes which made the themes in this text more varied than the previous emails.

In email 6 which is his last email, he wrote only 11 clauses but 3 of them are clause complexes. This means that he can write more complex sentences which shows his development of sentence structure. Also, student E used a lot of circumstances to help add extra information as he was telling his friend about Samui where he went during holiday. The themes in this email are varied as he was using Marked Topical Themes along with other themes to get attention from his friend.

Example:

IND. Cl.1. <u>In this holiday</u>, I went to <u>Samui island with my family</u>.

He used many circumstances to add extra information and also used Marked Topical theme " In this holiday" to draw attention.

Conclusion

By looking at student (E)'s emails and his post-test, it shows that practicing writing English in the real communication helped him to improve his writing ability. His sentence structure was developed by looking at how many clause complexes he wrote in email and also in his post-test. The variability of themes was improved as he tried to use more Marked

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Topical themes in emails. Also, he used more modals, mood adjuncts and Mental processes which help him to express his personal opinion very well. These positive results come from interaction in emails.

4.2.6 Student (F)

What I look for in a good friend

When we talk about a good friend I think that a good friend should be sincere and honest. I like friend who help me when I have problem. My friends must know my personality and can accept that. In every school have good friends and bad friends. It depend on us. We can choose to have good friends or bad friends. I want to have friends who is not selfish and stay with me when I am weak. I don't care my friend are good looking or not. They must be sincere and accept my personality. I can trust and talk to them all the time.

Clause Division and Analysis of Text Pre-test (F)

Clause complex

When we talk about a good friend I think that a good friend should be sincere and honest.

DEP. Cl. 1.1 When we talk about a good friend

Dependent clause	When	we	talk	about a good friend
Experiential			Proc. (Verbal)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 1. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

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DEP. Cl. 1.2 that a good friend should be sincere and honest.

Dependent clause	that	a good friend	should	be	sincere and honest.
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

I like friend who help me when I have problem.

IND. Cl. 2. I like friend who help me

Independent clause	I	like	friend (friends) [who help me]
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 2.1 when I have problem.

Dependent clause	when	I	have	problem.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 3. My friends must know my personality

Independent clause	My friends	must	know	my personality
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 4. and can accept that.

Independent clause	and	can	accept	that.
Experiential		Proc. (Mental)		
Interpersonal	Adj. (conj.)	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Rheme		

IND. Cl. 5. In every school have good friends and bad friends.

Independent clause	^In^ every school	have (has)	good friends and bad friends.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 6. It depend on us.

Independent clause	It	depend (depends) on	us.
Experiential		Proc. (Material)	
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 7. We can choose to have good friends or bad friends.

Independent clause	We	can	choose to have	good friends or bad friends.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

I want to have friends who is not selfish

IND. Cl. 8. I want to have friends who is not selfish

Independent clause	I	want to	have	friends [who is (are) not selfish]
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

and stay with me when I am weak.

IND. Cl. 9. and stay with me

Independent clause	and	stay	with me
Experiential		Proc. (Material)	Circ. accomp
Interpersonal	Adj. (conj.)	FN (s. pres.)	
Textual	Text. Theme	Rheme	

DEP. Cl. 9.1 when I am weak.

Dependent clause	when	I	am	weak.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

I don't care my friend are good looking or not.

IND. Cl. 9. I don't care

Independent clause	I	do	n't	care
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (s. pres.)	Adj. (nej.)	Pred.
Textual	Top. Theme	Rheme		

DEP. Cl. 9.1 my friend are good looking or not.

Dependent clause	if*	my friend (friends)	are	good looking or not.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. They must be sincere

Independent clause	They	must	be	sincere
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 11. and accept my personality.

Independent clause	and	accept	my personality.
Experiential		Proc. (Mental)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

IND. Cl. 12. I can trust

Independent clause	I	can	trust
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme	Rheme	

IND. Cl. 13. and talk to them all the time.

Independent clause	and	talk	to them	all the time.
Experiential		Proc. (Verbal)		Circ. extent
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

What is a bad friend?

In my real life, I have many good friends and bad friends. Bad friends is friend who don't help other friends when they have problem. Bad friends are friends who selfish. They never share things with people. Bad friends do anything if they get benefits. They think that benefits are the most important thing in their life. When other people make mistake, they blame them. Sometimes, bad friends will envy when they know that other people is better than them. I think that in the future people like this cannot stay in the society and they must adjust themselves.

Clause Division and Analysis of Text Post-test (F)

IND. Cl. 1. In my real life, I have many good friends and bad friends.

Independent clause	In my real life,	I	have	many good friends and bad friends.
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

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Clause complex

Bad friends is friend who don't help other friends when they have problem.

IND. Cl. 2. Bad friends is friend who don't help other friends

Independent clause	Bad friends	is (are)	friend(friends) [who don't help other friends]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 2.1 when they have problem.

Dependent clause	when	they	have	problem.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 3. Bad friends are friends who selfish.

Independent clause	Bad friends	are	friends [who are* selfish.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 4. They never share things with people.

Independent clause	They	never	share	things	with people.
Experiential			Proc. (Material)		Circ. location
Interpersonal	Subj.	Adj. (mood)	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

Bad friends do anything if they get benefits.

IND. Cl. 5. Bad friends do anything

Independent clause	Bad friends	do	anything
Experiential		Proc. (Material)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 5.1 if they get benefits.

Dependent clause	if	they	get	benefits.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

They think that benefits are the most important thing in their life.

IND. Cl. 6. They think

Independent clause	They	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 6.1 that benefits are the most important thing in their life.

Independent clause	that	benefits	are	the most important thing	in their life.
Experiential			Proc. (Relational)		Circ. location
Interpersonal		Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

When other people make mistake, they blame them.

DEP. Cl. 7.1 When other people make mistake,

Dependent clause	When	other people	make	mistake,
Experiential			Proc. (Material)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 7. they blame them.

Independent clause	they	blame	them.
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

Sometimes, bad friends will envy when they know that other people is better than them.

IND. Cl. 8. Sometimes, bad friends will envy

Independent clause	Sometimes,	bad friends	will	envy
Experiential	Circ. extent		Proc. (Mental)	
Interpersonal	Adj. (mood)	Subj.	FN (modal)	Pred.
Textual	M.T. Theme	Rheme		

DEP. Cl. 8.1 when they know

Dependent clause	when	they	know
Experiential			Proc. (Mental)
Interpersonal		Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

DEP. Cl. 8.2 that other people is better than them.

Dependent clause	that	other people	is (are)	better than them.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

I think that in the future people like this cannot stay in the society

IND. Cl. 9. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 9.1 that in the future people like this cannot stay in the society

Dependent clause	that	in the future	people like this	can	not	stay	in the society
Experiential		Circ. location		Proc.		(Material)	Circ. location
Interpersonal			Subj.	FN (modal)	Adj. (neg.)	Pred.	
Textual	Text. Theme	M.T. Theme	Rheme				

IND. Cl. 10. and they must adjust themselves.

Independent clause	and	they	must	adjust	themselves.
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

	Pre Test	E1	E 2	E3	E4	E 5	E 6	E 7	E 8	E 9	E10	Post Test
Total Cl. =	19	20	14	3	6	8	8	18	8	11	14	17
IND Cl. =	14	19	11	3	6	7	7	17	6	9	12	10
DEP. Cl. =	5	1	3	-	-	1	1	1	2	2	2	7
Cl. Complex =	5	1	3	-	-	1	1	2	1	2	2	7
Process												
Material =	2	7	4	1	1	2	1	6	2	4	3	5
Relational =	8	6	5	2	4	3	3	8	2	5	5	7
Verbal =	2	3	-	-	1	-	-	-	-	-	-	-
Mental =	7	4	4	-	-	1	3	3	3	2	5	5
Existential =	-	-	-	-	-	1	1	-	1	-	1	-
Behavioural =	-	-	-	-	-	1	-	1	-	-	-	-
Circumstance												
Location =	-	4	4	2	-	3	-	6	2	3	6	4
Extent =	1	-	2	-	-	-	-	1	1	1	-	1
Manner =	-	1	-	-	-	-	-	-	-	-	1	-
Accompaniment =	-	-	-	-	-	-	-	-	-	1	1	-
Cause =	-	-	-	-	-	-	-	-	-	-	-	-
Role =	-	-	-	-	-	-	-	-	-	-	-	-
Matter =	-	-	-	-	-	-	-	1	-	-	1	-
Finite												
Present	13	17	8	1	4	6	7	13	6	5	12	14
Past	-	1	5	-	-	-	-	2	1	5	-	-
Present perfect	-	-	-	-	-	-	-	-	-	-	-	-
Present continuous	-	1	-	-	-	-	-	-	-	-	-	-
Present perfect continuous	-	-	-	-	-	-	-	-	-	-	-	-
Past perfect continuous	-	-	-	-	-	-	-	-	-	-	-	-
Modal	6	1	1	2	2	2	1	3	1	1	2	3
Adjunct												
Mood	-	-	-	-	-	-	-	-	-	-	-	2
Comment	-	-	-	-	-	-	-	-	-	-	-	-
Negative polarity	1	2	-	-	-	2	-	-	1	-	-	1
Conjunctive	4	2	2	-	-	2	-	4	1	3	1	2
Theme												
Topical	11	12	8	3	4	6	5	8	5	6	10	8
Marked topical	-	1	2	-	1	-	1	3	1	1	1	2
Textual	3	-	1	-	-	-	-	2	-	1	-	-
Textual+Topical	5	3	3	-	-	2	1	3	2	3	2	6
Textual+Marked topical	-	-	-	-	-	-	-	-	-	-	-	1
Interpersonal+Topical	-	4	-	-	1	-	1	2	-	-	1	-
Interpersonal+ Marked topical	-	-	-	-	-	-	-	-	-	-	-	-

4.2.6.1 Comments on student (F)'s pre and post test

What I look for in a good friend (pre-test)

Student (F) has different style of writing as he did not write a paragraph like most students in the class. The writer understood the topic very well and he was very straight forward. He gave the readers a very clear concept of a good friend. The thematic development is very personalized as he used *we* and *I*. The text is like a message between friends just to share ideas about they think about a good friend. Subject-verb agreement is his grammatical error in his writing.

The writer's personal opinion is shown quite clearly because most modals he used are strong such as *must.* Also, adjunct like negative polarity expresses strong feeling about something.

Examples:

My friends <u>must</u> know my personality and <u>can</u> accept that. I want to have friends who is (are) <u>not</u> selfish and stay with me when I am weak. I <u>don't</u> care if* my friend (friends) are good looking or not. They <u>must</u> be sincere and accept my personality.

The main recommendation would be to write more formally as the text is more like a spoken rather than a written text. The writer must be aware of the reader which in this case is not her friend. Also, student (F) should try to use circumstances to help add information, use more adjuncts, interpersonal themes to help express personal feeling and use Marked topical theme to make the text flow and help draw the reader's attention.

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What is a bad friend? (post-test text)

Student (F) still used same style of writing which had no paragraphs and is quite straight forward. Actually, his text can be split into 3 paragraphs which are introduction, body and conclusion.

Student (F) used more circumstances to help add extra information and also the use of themes is more varied which make the post-test text more formal, mature and cohesive. Subject-verb agreement is still his main grammatical error. Instead of using many strong modals like *must* the writer used mood adjuncts to help express his personal feelings.

Overall, student (F) has benefitted from this program as the post-test text has shown his improvement of writing.

4.2.6.2 Some development which were shown at points in student (F)'s emails during 8 weeks (Analysis of student (F)'s emails as shown in the appendix)

During 8 weeks, student (F) wrote 10 emails and they have different length depends on the purpose of writing.

In email 1, student (F) started to interact with his friend by asking questions along when he was introducing himself. He seemed to think about his friend when he was writing. He also tried to use more circumstances to help explain who he is and what he likes. He asked his friends many interpersonal questions so that there are many Interpersonal Themes used along with the other themes which made the themes varied and his first email not dull.

Student (F) wrote email 7 the same length as email 1 but he used a lot more circumstances to help him explain what Halloween is like in Thailand. He always asked his friend questions

and tried to interact with her all the time. The themes are still varied as there were a few Interpersonal themes in this email but he also used more Marked Topical themes to emphasize the Halloween and Songkran festivals.

In email 10, student (F) wrote 14 clauses but has the most circumstances as many clauses have circumstance and some clauses have more than one.

Example:

IND. Cl. 12. I must get up **early tomorrow**.

Conclusion

Student (F) wasn't able to add extra information in his pre-test text but during 8 weeks when he tried to communicate in the real world with the real reader, he was trying to add more information to make his friend understand what he was talking about and was trying to ensure that his friend understand and was interested in what he wrote. He interacted with his friend all the way through by asking questions to get answer and feedback. Therefore, the thematic development was shown in emails and also in his post-test. In addition, student (F) used more circumstances and mood adjuncts in his post-test.

4.2.7 Student (G)

<div style="border:1px solid">

What I look for in a good friend

In a good friend, I look for some good things. A good friend should be nice to everyone. I want a friends who can go with me everywhere and I will go with them too. A good friend should have good behaviour and manner. A good friend should kind and gentle. If someone make a mistake, a good friend should forgive. When I sad I want a good friend to be with me. I very sad because I broke up with my boyfriend. I want someone who not my parents or cousins to be with me.

I think very hard to find a good friend so that I try to be a good friend for everybody. You can talk to some friends only at school. Sometimes I very bad mood but I cannot have someone to be with me.

What I look for in a good friend is the question which is hard to answer. I know that it's important to have good friends around us. It is not about the look but what inside.

</div>

Clause Division and Analysis of Text Pre-test (G)

IND. Cl. 1 In a good friend, I look for some good things.

Independent clause	In a good friends	I	look	for some good things.
Experiential	Circ. location		Proc. (Behavioural)	Circ. cause
Interpersonal		Subj.	FN (s. pres.)	
Textual	M.T. Theme	Rheme		

IND. Cl. 2. A good friend should be nice to everyone.

Independent clause	A good friend	should	be	nice	to everyone.
Experiential		Proc. (Relational)			Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

IND. Cl. 3. I want a friends who can go with me everywhere

Independent clause	I	want	a friends (friend) [who can go with me everywhere]
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

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IND. Cl. 4. and I will go with them too.

Independent clause	and	I	will	go	with them too.
Experiential			Proc. (Material)		Circ. accomp
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 5. A good friend should have good behaviour and manner.

Independent clause	A good friend	should	have	good behaviour and manner.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 6. A good friend should kind and gentle.

Independent clause	A good friend	should	be*	kind and gentle.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

If someone make a mistake, a good friend should forgive.

DEP. Cl. 7.1 If someone make a mistake,

Dependent clause	If	someone	make (makes)	a mistake,
Experiential			Proc. (Material)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 7. a good friend should forgive.

Independent clause	a good friend	should	forgive	them*.
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

When I sad I want a good friend to be with me.

DEP. Cl. 8.1 When I sad

Dependent clause	When	I	am*	sad
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 8. I want a good friend to be with me.

Independent clause	I	want	a good friend to be with me.
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

I very sad because I broke up with my boyfriend.

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IND. Cl. 9. I very sad

Independent clause	I	am*		very sad
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)		Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 9.1 because I broke up with my boyfriend.

Dependent clause	because	I	broke	up	with my boyfriend.
Experiential			Proc. (Mental)		
Interpersonal	Adj. (conj.)	Subj.	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

IND. Cl. 10. I want someone who not my parents or cousins to be with me.

Independent clause	I	want	someone [who is* not my parents or cousins to be with me.]
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

I think very hard to find a good friend so that I try to be a good friend for everybody.

IND. Cl. 11. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 11.1 very hard to find a good friend

Dependent clause	that*	it*	is*	very hard to find a good friend
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

DEP. Cl. 11.2 so that I try to be a good friend for everybody.

Dependent clause	so that	I	try to	be	a good friend	for everybody.
Experiential			Proc. (Relational)			Circ. cause
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred	Comp.	
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. 12. You can talk to some friends only at school.

Independent clause	You	can	talk	to some friends	only	at school.
Experiential		Proc. (Verbal)				Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	Adj. (mood)	
Textual	Top. Theme	Rheme				

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IND. Cl. 13. Sometimes I very bad mood

Independent clause	Sometimes	I	have*	a* very bad mood
Experiential	Circ. extent		Proc. (Relational)	
Interpersonal	Adj. (mood)	Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 14. but I cannot have someone to be with me.

Independent clause	but	I	can	not	have	someone to be with me.
Experiential			Proc.		(Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

IND. Cl. 15. What I look for in a good friend is the question which is hard to answer.

Independent clause	What I look for in a good friend	is	the question [which is hard to answer.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

I know that it's important to have good friends around us.

IND. Cl. 16. I know

Independent clause	I	know
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 16.1 that it's important to have good friends around us.

Dependent clause	that	it	's	important to have good friends around us.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 17. It is not about the look

Independent clause	It	is	not	about the look
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 18. but what inside.

Independent clause	but	what	is*	inside
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

What is a bad friend?

Talk about bad friends, I have some bad friends who are so horrible, selfish, and jealous. We have to accept that we cannot see good friends all the time because we live in a big community. We have school, home, shopping centre and many places and there are many people in that place. Definitely, we must meet bad people.

I am a student and I use most time at school. I have few bad friends there. Some people is very good when you meet at first time but they become bad people after a while. They jealous, selfish and insincere. I cannot trust them. When I meet bad people, I always cut my relationship with them because I scared. I don't want them to make problems for me and I don't want to feel regret.

Bad people is everywhere in the world. I wish that I can have only good friends who are good, generous, sincere and kind. But, I know that my wish will not be truth

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Clause Division and Analysis of Text Post-test (G)

Clause complex

IND. Cl. 1. Talk about bad friends, I have some bad friends who are so horrible, selfish, and jealous.

Independent clause	Talk about bad friends,	I	have	some bad friends [who are so horrible, selfish, and jealous.]
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

Clause complex

We have to accept that we cannot see good friends all the time because we live in a big community.

IND. Cl. 2. We have to accept

Independent clause	We	have to	accept
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (s. pres.)	Pred.
Textual	Top. Theme	Rheme	

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DEP. Cl. 2.1 that we cannot see good friends all the time

Dependent clause	that	we	can	not	see	good friends	all the time.
Experiential			Proc.		(Behavioural)		Circ. extent
Interpersonal		Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.	
Textual	Text. Theme	Top. Theme	Rheme				

DEP. Cl. 2.2 because we live in a big community.

Dependent clause	because	we	live	in a big community.
Experiential			Proc. (Material)	Circ, location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 3. We have school, home, shopping centre and many places

Independent clause	We	have	school, home, shopping centre and many places
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 4. and there are many people in that place.

Independent clause	and	there	are	many bad people	in that (those) place (places).
Experiential			Proc. (Relational)		Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 5. Definitely, we must meet bad people.

Independent clause	Definitely,	we	must	meet	bad people.
Experiential			Proc. (Material)		
Interpersonal	Adj. (mood)	Subj.	FN (modal)	Pred.	Comp.
Textual	-me	Top. Theme	Rhe-		

IND. Cl. 6. I am a student

Independent clause	I	am	a student
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 7. and I use most time at school.

Independent clause	and	I	use (spend)	most time	at school.
Experiential			Proc. (Mental)		Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 8. I have few bad friends there.

Independent clause	I	have	few bad friends	there.
Experiential		Proc. (Relational)		Circ. location
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

Clause complex

Some people is very good when you meet at first time

IND. Cl. 9. Some people is very good

Independent clause	Some people	is (are)	very good
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 9.1 when you meet at first time

Dependent clause	when	you	meet	at first time
Experiential			Proc. (Material)	Circ. location
Interpersonal		Subj.	FN (s. pres.)	
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. but they become bad people after a while.

Independent clause	but	they	become	bad people	after a while.
Experiential			Proc. (Relational)		Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 11. They jealous, selfish and insincere.

Independent clause	They	are*	jealous, selfish and insincere.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 12. I cannot trust them.

Independent clause	I	can	not	trust	them.
Experiential		Proc.		(Mental)	
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

Clause complex

When I meet bad people, I always cut my relationship with them because I scared.

DEP. Cl. 13.1 When I meet bad people,

Dependent clause	When	I	meet	bad people,
Experiential			Proc. (Material)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

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IND. Cl. 13. I always cut my relationship with them

Independent clause	I	always	cut	my relationship with them
Experiential		Circ. extent	Proc. (Material)	
Interpersonal	Subj.	Adj. (mood)	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 13.2 because I scared.

Dependent clause	because	I	am*	scared.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 14. I don't want them to make problems for me

Independent clause	I	do	n't	want	them to make problems for me
Experiential		Proc.		(Mental)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. 15. and I don't want to feel regret.

Independent clause	and	I	do	n't	want to feel	regret.
Experiential			Proc.		(Mental)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. 16. Bad people is everywhere in the world.

Independent clause	Bad people	is (are)	everywhere	in the world.
Experiential		Proc. (Relational)		Circ. location
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

Clause complex

I wish that I can have only good friends who are good, generous, sincere and kind.

IND. Cl. 17. I wish

Independent clause	I	wish
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 17.1 that I can have only good friends who are good, generous, sincere and kind.

Dependent clause	that	I	can (could) have	only	good friends [who are good, generous, sincere and kind.]
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Adj. (mood)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

But, I know that my wish will not be truth.

IND. Cl. 18. But, I know

Independent clause	But,	I	know
Experiential			Proc. (Mental)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

DEP. Cl. 18.1 that my wish will not be truth.

Dependent clause	that	my wish	will	not	be	truth (true).
Experiential			Proc.		(Relational)	
Interpersonal		Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

Student G		Pre Test	E 1	E 2	E3	E 4	E 5	E6	E 7	E 8	Post Test
	Total Cl.	24	31	17	27	20	17	20	10	12	25
	IND Cl.	18	28	14	22	19	17	14	10	10	18
	DEP. Cl.	6	3	3	5	1	-	6	-	2	7
	Cl. Complex	8	3	3	5	1	2	5	-	2	6
Experiential	**Process**										
	Material	2	6	3	6	7	6	9	4	4	5
	Relational	12	15	9	11	6	4	6	4	5	12
	Verbal	1	1	-	1	1	-	1	1	-	-
	Mental	7	6	3	4	2	4	4	-	3	7
	Existential	-	-	1	3	-	-	-	1	-	-
	Behavioural	1	3	1	2	4	3	-	-	-	1
	Circumstance										
	Location	3	10	6	9	5	10	6	5	7	7
	Extent	1	1	-	2	2	-	1	2	-	2
	Manner	-	1	3	-	-	-	1	-	-	-
	Accompaniment	1	1	-	2	2	2	1	2	-	-
	Cause	2	2	2	-	-	3	-	-	-	-
	Role	-	-	-	-	-	-	2	-	-	-
	Matter	-	-	-	-	-	-	3	-	-	-
Interpersonal	**Finite**										
	Present	16	27	13	23	17	13	16	3	10	20
	Past	1	2	1	1	-	2	3	7	-	-
	Present perfect	-	-	1	-	1	-	-	-	-	-
	Present continuous	-	1	1	-	-	1	-	-	-	-
	Present perfect continuous	-	-	-	-	-	-	-	-	-	-
	Past perfect continuous	-	-	-	-	-	-	-	-	-	-
	Modal	7	1	1	3	2	1	1	-	2	5
	Adjunct										
	Mood	2	1	-	2	4	-	1	1	-	3
	Comment	-	-	1	-	-	-	-	-	-	-
	Negative polarity	2	-	3	3	2	-	2	-	-	5
	Conjunctive	5	3	1	8	2	1	2	2	2	7
Textual	**Theme**										
	Topical	13	18	8	14	12	10	10	5	6	12
	Marked topical	2	2	1	2	3	3	3	3	1	1
	Textual	-	1	-	-	-	1	-	-	-	-
	Textual+Topical	9	3	3	11	3	1	5	2	3	12
	Textual+Marked topical	-	1	-	-	-	-	-	-	-	-
	Interpersonal+Topical	-	6	5	-	2	2	2	-	2	-
	Interpersonal+ Marked topical	-	-	-	-	-	-	-	-	-	-

4.2.7.1 Comments on student (G)'s pre and post test

What I look for in a good friend (pre-test)

Student (G) seems to be unaware of what she should write in the introduction, body and conclusion of the text. The thematic development is very personalized as she used *I* and *you*. The writer has shown her personal opinion by using modals along with adjuncts. Also. student (G) used quite a lot of circumstances to help add extra information.

The writer made errors due to a lack of verbs which makes the text sound more like a spoken rather than a written text and it is not formal. Student (G) kept repeating the same word/nominal group which is *a good friend*. This makes the text sound repetitive and shows immaturity in writing.

Examples:

A good friend should be nice to everyone. A good friend should have good behaviour and manner. A good friend should be* kind and gentle. If someone make (makes) a mistake, a good friend should forgive. When I am* sad I want a good friend to be with me.

The main recommendation would be to know where to stop writing an introduction or what must be in the introduction, body and conclusion. Be more aware of grammar as it is a written text and the target audience is the teacher. Make the text more mature and interesting by using different words, references or ellipsis as well as use interpersonal theme to help express the writer's feeling and opinion.

What is a bad friend? (post-test text)

Student (G) was still unaware of grammar as a lack of verbs is still a problem. Thematic development is still personalized as she used *I, we, you* so that there is no change from the pre-test text.

The post-test text is very similar to the pre-test text, but the post-test text is better because the writer tried not to use the same words and used references that shows the writer has become a more mature writer. The text sounds more formal as the writer used less modals but more adjuncts. Also, the paragraph arrangement is better.

Examples:

Some people is(are) very good when you meet at first time but they become bad people after a while. They are* jealous, selfish and insincere. *Definitely*, we must meet bad people.

Student (G) has benefitted from this program as the post-test text has shown some improvement in her writing even though it is different from other students. It is more to do with clauses and how she organises them in each paragraph.

4.2.7.2 Some development which were shown at points in student (G)'s emails during 8 weeks (Analysis of student (G)'s emails as shown in the appendix)

During 8 weeks, student (G) wrote 8 emails and most of them have similar length.

In email 1, student (G) tried hard to introduce herself by looking at the number of clauses that she produced. She started to interact with her friend by asking question after giving

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information. ***For example, I very (really) like Gossip girl (Cl.16). Do you watch it*? (Cl.17).***
Also, student (G) asked her friends many questions so that she can get information from her friend too. This shows the way that people make friends. Student (G) asked her friend many personal questions. Therefore, there are many Interpersonal+ Topical themes in this email and also some Marked Topical themes when she wanted to get attention from her friend to show that something was important to her at that time.

Examples:

Interpersonal + Topical themes

IND. Cl. 12. **What** is* your favorite subject?

IND. Cl. 20. **What** is* your favorite band?

IND. Cl. 21. **What** is your favorite kind of movie?

Marked Topical Theme

IND. Cl. 26. **Now**, I have to go.

This shows that she really wanted her friend to know that she must go now because of the lack of time.

Student (G) used many types of theme which makes her text sounds very natural and interesting. Also, she used many circumstances to give extra information to her friend.

Student (G) always used many types of theme in all her emails and used many circumstances to give extra information. In email 6, student (G) wrote only 20 clauses but 5 clauses are clause complex. This shows her development of sentence structure as she can produce more complex clauses.

Examples:

Cl.2/2.1 I think that everyone have (has) hero in mind.

Cl.4. My hero is Prem Tinsulanonda [who is a retired Thai military officer].

Cl.7/7.1 I like him because he is a very good person.

Cl.11/11.1/11.2 He thinks that if he fights back, the problem will not end.

Cl. 13/13.1/13.2 He makes me feel that I have to think before I do things.

Conclusion

Student (G) seemed to enjoy writing emails and getting to know new people as she always shared information and asked questions to get information from her friend. She used many circumstances to add extra information to the texts which shows that she was trying to make her friend understand and she realized that she was writing emails to the real person who is from different country. As student (G) used more circumstances, variety of themes and her sentence structure developed gradually in her emails, her post-test shows the improvement of paragraph arrangement and less repetition.

4.2.8 Student (H)

<div style="border:1px solid">

What I look for in a good friend

At first, when I heard of this question I thought of who they are and how we can get on together. I think that it's very hard to have a friend who I've never seen before and if that friend is in the place that is far away from me it will be very interesting to have friend from another part of the world. Today, English is very important and many people want to practice their English and they can do it in many ways. I believe that having foreign friends could make my English better. Hopefully, my new friend will be my good friend. A good friend should be funny, sincere, responsible, sensible and kind. These are the things that a good person should have.

Good friends should understand their friends. The worst thing of having friend is faking. Therefore, what I look for in a good friend is how I can trust them.

</div>

Clause Division and Analysis of Text Pre-test (H)

Clause complex

At first, when I heard of this question I thought of who they are

DEP. Cl. 1.1 At first, when I heard of this question

Dependent clause	At first,	I	heard	of	this question
Experiential	Circ. location		Proc. (Behavioural)		
Interpersonal		Subj.	FN (past.)	Pred.	Comp.
Textual	M.T. Theme	Rheme			

IND. Cl. 1. I thought of

Independent clause	I	thought	of
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (past.)	Pred.
Textual	Top. Theme	Rheme	

DEP. Cl. 1.2 who they are

Dependent clause	who	they	are
Experiential			Proc. (Relational)
Interpersonal		Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

IND. Cl. 2. and how we can get on together.

Independent clause	and	how	we	can	get on	together.
Experiential				Proc. (Material)		Circ. accomp.
Interpersonal	Adj. (conj.)		Subj.	FN (modal)	Pred.	
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme		

Clause complex

I think that it's very hard to have a friend who I've never seen before

IND. Cl. 3. I think

Independent clause	I	think
Experiential		Proc. (Mental)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 3.1 that it's very hard to have a friend

Dependent clause	that	it	's	very hard to have a friend
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

DEP. Cl. 3.2 who I've never seen before.

Dependent clause	who	I	have	never	seen	before
Experiential			Proc. (Behavioural)			Circ. location
Interpersonal		Subj.	FN (pres. perf.)	Adj. (mood)	Pred.	
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

DEP. Cl. 4.1 and if that friend is in the place that is far away from me

Dependent clause	and	if	that friend	is	in the place [that is far away from me.]
Experiential				Proc. (Relational)	
Interpersonal	Adj. (conj.)		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme	

IND. Cl. 4. it will be very interesting to have friend from another part of the world.

Independent clause	it	will	be	very interesting to have friend from another part of the world.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

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IND. Cl. 5. Today, English is very important

Independent clause	Today,	English	is	very important
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 6. and many people want to practice their English

Independent clause	and	many people	want to	practice	their English
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 7. and they can do it in many ways.

Independent clause	and	they	can	do	it	in many ways.
Experiential			Proc. (Material)			Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.	
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

I believe that having foreign friends could make my English better.

IND. Cl. 8. I believe

Independent clause	I	believe
Experiential		Proc. (Relational)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 8.1 that having foreign friends could make my English better.

Dependent clause	that	having foreign friends	could	make	my English better.
Experiential			Proc. (Material)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 9. Hopefully, my new friend will be my good friend.

Independent clause	Hopefully,	my new friend	will	be	my good friend.
Experiential			Proc. (Relational)		
Interpersonal	Adj. (comment)	Subj.	FN (modal)	Pred.	Comp.
Textual	Interp. Theme	Top. Theme	Rheme		

IND. Cl. 10. A good friend should be funny, sincere, responsible, sensible and kind.

Independent clause	A good friend	should	be	funny, sincere, responsible, sensible and kind.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

These are the things that a good person should have.

IND. Cl. 11. These are the things

Independent clause	These	are	the things
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 11.1 that a good person should have.

Dependent clause	that	a good person	should have	
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (modal)	Pred.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 12. Good friends should understand their friends.

Independent clause	Good friends	should understand		their friends.
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 13. The worst thing of having friend is faking.

Independent clause	The worst thing of having friend	is	faking.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

Therefore, what I look for in a good friend is how I can trust them.

IND. Cl. 14. Therefore, what I look for in a good friend is

Independent clause	Therefore,	what I look for in a good	is
Experiential			Proc. (Relational)
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)
Textual	Text. Theme	Top. Theme	Rheme

DEP. Cl. 14.1 how I can trust them.

Dependent clause	how	I	can trust		them.
Experiential			Proc. (Mental)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

In my opinion, bad friends are people who make their friends bad like them such as a group of teenagers in Ayuthaya. They threw the stone on the car and destroyed many things.

From my point of view, these people are very bad because they convinced their friends to join them and gave their friends the wrong reason. By destroying the public things, they thought that they could show their courage and their friends believed in it too.

Everybody should think carefully and be confident. Even though we have bad friends, we will not follow them. We should live independently and that will make your parents happy.

Clause Division and Analysis of Text Post-test (H)

Clause complex

IND. Cl. 1. In my opinion, bad friends are people who make their friends bad like them such as a group of teenagers in Ayuthaya.

Independent clause	In my opinion,	bad friends	are	people [who make their friends bad like them such as a group of teenagers in Ayuthaya.
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

IND. Cl. 2. They threw the stone on the car

Independent clause	They	threw		the stone	on the car.
Experiential		Proc. (Material)			Circ. location
Interpersonal	Subj.	FN (past.)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 3. and destroyed many things.

Independent clause	and	destroyed		many things.
Experiential		Proc. (Material)		
Interpersonal	Adj. (conj.)	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Rheme		

Clause complex

From my point of view, these people are very bad because they convinced their friends to join them

IND. Cl. 4. From my point of view, these people are very bad

Independent clause	From my point of view,	these people	are	very bad
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

DEP. Cl. 4.1 because they convinced their friends

Dependent clause	because	they	convinced		their friends to join them.
Experiential			Proc. (Mental)		
Interpersonal	Adj. (conj.)	Subj.	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 5. and gave their friends the wrong reason.

Independent clause	and	gave		their friends the wrong reason.
Experiential		Proc. (Material)		
Interpersonal	Adj. (conj.)	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Rheme		

Clause complex

By destroying the public things, they thought that they could show their courage

IND. Cl. 6. By destroying the public things, they thought

Independent clause	By destroying the public things,	they	thought	
Experiential	Circ. cause		Proc. (Mental)	
Interpersonal		Subj.	FN (past.)	Pred.
Textual	M.T. Theme	Rheme		

DEP. Cl. 6.1 that they could show their courage

Dependent clause	that	they	could	show	their courage
Experiential			Proc. (Material)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 7. and their friends believed in it too.

Independent clause	and	their friends	believed in	it	too.
Experiential			Proc. (Mental)		Circ. accomp.
Interpersonal	Adj. (conj.)	Subj.	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 7. Everybody should think carefully

Independent clause	Everybody	should	think	carefully
Experiential		Proc. (Mental)		Circ. manner
Interpersonal	Subj.	FN (modal)	Pred.	
Textual	Top. Theme	Rheme		

IND. Cl. 8. and be confident.

Independent clause	and	be	confident
Experiential		Proc. (Relational)	
Interpersonal	Adj. (conj.)	Pred.	Comp.
Textual	Text. Theme	Rheme	

Clause complex

Even though we have bad friends, we will not follow them.

DEP. Cl. 9.1 Even though we have bad friends,

Dependent clause	Even though	we	have	bad friends,
Experiential			Proc. (Relational)	
Interpersonal	Adj. (Conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 9. we will not follow them.

Independent clause	we	will	not	follow	them.
Experiential		Proc.		(Material)	
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. 10. We should live independently

Independent clause	We	should	live	independently
Experiential		Proc. (Material)		Circ. manner
Interpersonal	Subj.	FN (modal)	Pred.	
Textual	Top. Theme	Rheme		

IND. Cl. 11. and that will make your parents happy.

Independent clause	and	that	will	make	your parents happy.
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Student H		Pre Test	E 1	E 2	E 3	E 4	E 5	E 6	E7	E8	Post Test
	Total Cl.	22	13	23	9	11	14	20	8	11	14
	IND Cl.	14	13	19	7	7	12	15	8	9	11
	DEP. Cl.	8	-	4	2	4	2	5	-	2	3
	Cl. Complex	6	-	-	2	4	2	6	3	2	4
Experiential	**Process**										
	Material	4	3	7	5	3	4	5	1	9	6
	Relational	12	5	6	1	6	5	8	5	1	4
	Verbal	-	1	1	-	-	1	2	1	-	-
	Mental	4	1	2	2	2	2	2	1	1	4
	Existential	-	-	5	-	-	1	1	-	-	-
	Behavioural	2	2	2	1	-	1	2	-	-	-
	Circumstance										
	Location	4	2	15	6	3	2	8	2	4	3
	Extent	-	-	1	3	1	-	-	1	3	-
	Manner	-	-	2	-	-	-	-	-	-	2
	Accompaniment	1	1	3	2	1	-	-	-	2	1
	Cause	-	-	3	2	-	1	1	-	-	1
	Role	-	-	-	-	-	-	-	-	-	-
	Matter	-	-	1	-	-	1	-	-	-	-
Interpersonal	**Finite**										
	Present	10	13	14	8	10	11	11	6	4	3
	Past	2	-	3	-	-	2	1	2	5	6
	Present perfect	1	-	-	-	-	-	1	-	-	-
	Present continuous	-	-	-	-	-	-	1	-	-	-
	Present perfect continuous	-	-	-	-	-	-	-	-	-	-
	Past perfect continuous	-	-	-	-	-	-	-	-	-	-
	Modal	9	-	6	1	1	1	6	-	2	5
	Adjunct										
	Mood	1	-	1	2	1	-	1	1	1	-
	Comment	1	-	-	-	-	-	-	-	-	-
	Negative polarity	-	-	-	-	1	2	3	-	1	1
	Conjunctive	5	2	5	1	1	4	4	2	3	7
Textual	**Theme**										
	Topical	8	11	12	5	4	8	10	4	4	5
	Marked topical	2	-	3	2	1	-	1	1	1	1
	Textual	-	2	-	-	-	-	-	-	1	3
	Textual+Topical	11	-	7	2	4	4	7	1	3	3
	Textual+Marked topical	-	-	-	-	-	-	-	1	1	-
	Interpersonal+Topical	1	-	-	-	2	2	2	1	1	2
	Interpersonal+ Marked topical	-	-	-	-	-	-	-	-	-	-

4.2.8.1 Comments on student (H)'s pre and post test

What I look for in a good friend (pre-test)

The writer did not understand the topic very well and he wrote in the style of a letter to a friend which is not formal and is like spoken language. In additional, student (H) kept using *and* that made the text have too many clauses complex just like when people speak and they still have something to say so that the conjunction *and* is used to avoid an interruption.

Student (H)'s grammar is quite good. Even though he did not understand the topic very well, there are some parts that show his personal opinion of what a good friend should be. The use of descriptive words enabled the writer to help create an image for the readers. Also, student (H) did not show strong feeling as he used the modal, *should*, which is not strong. The thematic development is quite personalized because he referred himself by using *I*. However, the themes are not varied as there are not many types of themes used.

The main recommendation would be to be clear about the topic and type of writing. Also, try to make the text have less clause complexes so that the text is not as dense. One way that could be done is to use more adjuncts which would help express feelings in the text.

What is a bad friend? (post-test text)

When student (H) wrote the post-test text he wrote a lot less than in the pre-test text. However, the writer seems to realize what kind of writing he must write as the paragraphs were separated in a correct way. The writer has shown his personal opinion very well even though he did not use any adjunct. There are more Interpersonal themes used which show the personal feelings of the writer these are *'in my opinion'* and *'from my point of view'* Those two words are always used in writing more than speaking. So, the post-test text sounds more

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formal or more like a written text. Moreover, the writer used more Mental processes to show his feelings about something.

Overall, student (H) has not benefitted from this program as the post-test text shows little evidence of improvement in his writing.

4.2.8.2 Some development which were shown at points in student (H)'s emails during 8 weeks (Analysis of student (H)'s emails as shown in the appendix)

Student (H) wrote 8 emails during 8 weeks.

In email 1, student (H) tried to write more as he realized that his first email might not be interesting or there might be another reason why he did not get a reply from his friend. In his second attempt, he wrote about Bangkok which is his hometown and gave lots of information about it. So, he started using many circumstances to help him give extra information so that his friend would be interested. But, his email looks like an essay as most parts student (H) only gave information. It reads more like an information book than an email as he did not want to know any information from his friend at all.

Example:

type of circumstance	amount
Location	**15**
Extent	1
Manner	2
Accompaniment	3
Cause	3
Matter	1

Circumstances of Location were used a lot in this email to help explain where Bangkok is and some interesting places as well. Therefore, his friend can imagine what it is like by

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reading his email. Also, he used Marked Topical themes to draw attention. This email is more interesting than the first one as he tried harder and wanted his friend to send him a reply.

Student (H) wrote only 9 clauses but 2 are clause complexes in email 3.

Examples:

Cl.4.1, 4. When I go to the temple I usually pay respect to the monks with the hands like this _/|_.

Cl. 5.1, 5. Every time I listen to the pray, I always feel calm.

At this point, student (H) started to interact with his friend by asking questions before he ended his email.

Examples:

IND. Cl. 6. What do you do there?

IND. Cl. 7. What do you want to do in the future?

These questions are very personal so that the Interpersonal Themes were used in this email and that makes themes more varied and it looks more like a real communication as he realized that he had a real reader to read his email.

In email 4, student (H) wrote 11 clauses but 4 are clause complexes. This obviously shows that student (H)'s sentence structure developed by looking at the number of clause complex.

Examples:

Cl.3.1, 3. When I eat American or European food, I always take the chili powder or pepper in the food.

Cl. 4, 4.1, 4.2 I think I can't stop eating Thai food because Thai food is very different from the others

Cl. 6. The most famous food in here is Tomyamkung [which is the spicy prawn soup with a lot of herbs.]

Cl. 7, 7.1 My favorite food is Hot dog because it's easy to make.

Also, student (H) asked questions to his friend at the beginning of his email. This shows that after he received a reply from his friend, he felt that he was talking with someone while writing the email.

In email 8, thematic development can be seen as student (H) was able to used different kinds of theme even though he wrote only 11 clauses.

Examples:

Topical theme

IND. Cl. 2. I go to the beach every time

Textual + Marked Topical theme

IND. Cl. 3. But, this time I didn't go anywhere.

Textual theme

IND. Cl. 5. and played game with my friends.

Marked Topical theme

IND. Cl. 6. Sometimes I went out with them

Interpersonal + Topical theme

IND. Cl. 8. When is your vacation?

Textual + Topical Theme

IND. Cl. 7. and we did many things such as watching the movies.

Conclusion

Student (H) seemed to feel uncomfortable at first as he had never wrote email in English to anyone before and his friend is the real reader. He did not try hard in his first email as he did not realize that his writing could affect the way his buddy thought about him. If it is not interesting, his friend would not send him a reply. After that, he tried harder by using many circumstances to give extra information and Marked Topical themes to get attention from his friend. When he received a reply from his friend, he knew that his friend is a real person so that he tried to interact by asking questions and also used many circumstances and different kinds of theme to make his emails interesting and always get a reply from his friend. Unfortunately, these things did not affect his post-test much.

4.2.9 Student (I)

<div style="border:1px solid">

What I look for in a good friend

People who have good skills they can do many things by themselves, but people who can't do everything sometimes they need someone to help. For example, when we are young, somebody must cook the food for us or when you're at school, your friends help you to do your homework.

Friend is someone who is good to you. You know them very well. The relationship is easy to happen. You don't care about their looking. You should know that they are good. Good friends should be kind, honest, generous, and responsible. My good friends can be anyone. I don't care about sex, age and looking.

We should try to protect our relationship with good friends. This is important. We must show them that we are a good people too.

</div>

Clause Division and Analysis of Text Pre-test (I)

Clause complex

IND. Cl. 1. People who have good skills they can do many things by themselves,

Independent clause	People [who have good skills] ^they^	can	do	many things	by themselves
Experiential		Proc. (Material)			Circ. manner
Interpersonal	Subj.	FN (Modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

IND. Cl. 2. but people who can't do everything sometimes they need someone to help.

Independent clause	but	people [who can't do everything (anything)]	sometimes	^they^ need	someone to help.
Experiential			Circ. extent	Proc. (Mental)	
Interpersonal	Adj. (conj.)	Subj.	Adj. (mood)	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

For example, when we are young, somebody must cook the food for us

DEP. Cl. 3.1 For example, when we are young,

Dependent clause	For example,	we	are (were)		young
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 3. somebody must cook the food for us.

Independent clause	somebody	must	cook	the food	for us.
Experiential		Proc. (Material)			Circ. cause
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

Clause complex

or when you're at school, your friends help you to do your homework.

DEP. Cl. 4.1 or when you're at school,

Dependent clause	or	when	you	're	at school,
Experiential				Proc. (Relational)	
Interpersonal	Adj. (conj.)		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme	

IND. Cl. 4. you friends help you to do your homework.

Independent clause	your friends	help		you to do your homework.
Experiential		Proc. (Material)		
Interpersonal	Subj.	FN (s. pres.)		Comp.
Textual	Top. Theme	Rheme		

Clause complex

IND. Cl. 5. Friend is someone who is good to you.

Independent clause	Friend	is	someone [who is good to you.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 6. You know them very well.

Independent clause	You	know	them	very well.
Experiential		Proc. (Mental)		Circ. manner
Interpersonal	Subj.	FN (s. pres.)	Comp.	
Textual	Top. Theme	Rheme		

IND. Cl. 7. The relationship is easy to happen.

Independent clause	The relationship	is	easy to happen.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 8. You don't care about their looking.

Independent clause	You	do	n't	care	about their looking (looks).
Experiential		Proc.		(Mental)	Circ. matter
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	
Textual	Top. Theme	Rheme			

Clause complex

You should know that they are good.

IND. Cl. 9. You should know

Independent clause	You	should	know
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme	Rheme	

DEP. Cl. 9.1 that they are good.

Dependent clause	that	they	are	Te.
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. Good friends should be kind, honest, generous, and responsible.

Independent clause	Good friends	should	be	kind, honest, generous, and responsible.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 11. My good friends can be anyone.

Independent clause	My good friends	can	be	anyone.
Experiential		Proc. (Relational)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 12. I don't care about sex, age and looking.

Independent clause	I	do	n't	care	about sex, age and looking (look).
Experiential		Proc.		(Mental)	Circ. matter
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	
Textual	Top. Theme	Rheme			

IND. Cl. 13. We should try to protect our relationship with good friends.

Independent clause	We	should	try to protect	our relationship	with good friends.
Experiential		Proc. (Material)			Circ. accomp.
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 14. This is important.

Independent clause	This	is	important.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

We must show them that we are a good people too.

IND. Cl. 15. We must show them

Independent clause	We	must	show	them
Experiential		Proc. (Material)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

DEP. Cl. 15.1 that we are a good people too.

Dependent clause	that	we	are	a good people (person)	too.
Experiential			Proc. (Relational)		Circ. accomp.
Interpersonal		Subj.	FN (s. pres.)	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

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What is a bad friend?

People can't live alone. We need to have friends for helping, talking and so on. Someone who have many friends will be happy but someone who don't will live alone and sad because they don't have someone to be with.

It is hard to know who is good or bad. But, bad friends are who nobody want to have. Bad friends are friends who like to lie, selfish and mean. Sometimes, they gossip about you and the other friends. Bad friends don't help you and they only love themselves. They not generous and they like cheating.

Everybody don't want to have bad friends but they cannot escape from bad people. This world is very big and many people stay together in the big community. In the end, I just want to say good luck to everyone and hope that you can cope with bad people.

Clause Division and Analysis of Text Post-test (I)

IND. Cl. 1. People can't live alone.

Independent clause	People	can	't	live	alone.
Experiential		Proc.		(Material)	Circ. manner
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	
Textual	Top. Theme	Rheme			

IND. Cl. 2. We need to have friends for helping, talking and so on.

Independent clause	We	need to have	friends	for helping, talking and so on.
Experiential		Proc. (Relational)		Circ. cause
Interpersonal	Subj.	FN (s. pres.)	Pred.	Comp.	
Textual	Top. Theme	Rheme		

Clause complex

IND. Cl. 3. Someone who have many friends will be happy

Independent clause	Someone [who have (has) many friends]	will be	happy.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme	

Clause complex

but someone who don't will live alone and sad because they don't have someone to be with.

IND. Cl. 4. but someone who don't will live alone and sad

Independent clause	but	someone [who don't (doesn't)]	will	live	alone and sad
Experiential			Proc. (Relational)		Circ. manner
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 4.1 because they don't have someone to be with.

Dependent clause	because	they	do	n't	have	someone to be with.
Experiential			Proc. (Relational)			
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

IND. Cl. 5. It is hard

Independent clause	It	is	hard to know
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

DEP. Cl. 5.1 who is good or bad.

Independent clause	that*	who	is	good or bad.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 6. But, bad friends are people who nobody want to have.

Independent clause	But,	bad friends	are	people [who nobody want (wants) to have.]
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

IND. Cl. 7. Bad friends are friends who like to lie, selfish and mean.

Independent clause	Bad friends	are	friends [who like to lie, be* selfish and mean.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

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IND. Cl. **8.** Sometimes, they gossip about you and the other friends.

Independent clause	Sometimes,	they	gossip	about you and the other friends.
Experiential	Circ. extent		Proc. (Verbal)	Circ. matter
Interpersonal	Adj. (mood)	Subj.	FN (s. pres.)	
Textual	M.T. Theme	Rheme		

IND. Cl. **9.** Bad friends don't help you

Independent clause	Bad friends	do	n't	help	you
Experiential		Proc. (Material)			
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. **10.** and they only love themselves.

Independent clause	and	they	only	love	themselves.
Experiential				Proc. (Mental)	
Interpersonal	Adj. (conj.)	Subj.	Adj. (mood)	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. **11.** They not generous

Independent clause	They	are*		not	generous
Experiential		Proc. (Relational)			
Interpersonal	Subj.	FN (s. pres.)		Adj. (neg.)	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. **12.** and they like cheating.

Independent clause	and	they	like	cheating.
Experiential			Proc. (Mental)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. **13.** Everybody don't want to have bad friends

Independent clause	Everybody	do (does)	n't	want to have	bad friends
Experiential		Proc.		(Relational)	
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

IND. Cl. **14.** but they cannot escape from bad people.

Independent clause	but	they	can	not	escape	from bad people.
Experiential			Proc.		(Material)	Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Adj. (neg.)	Pred.	
Textual	Text. Theme	Top. Theme	Rheme			

IND. Cl. **15.** This world is very big

Independent clause	This world	is	very big
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

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IND. Cl. 16. and many people stay together in the big community.

Independent clause	and	many people	stay	together	in the big community.
Experiential			Proc. (Material)	Circ. accomp.	Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)		
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 17. In the end, I just want to say good luck to everyone

Independent clause	In the end,	I	just	want to say		good luck	to everyone
Experiential	Circ. location			Proc. (Verbal)			Circ. location
Interpersonal		Subj.	Adj. (mood)	FN (s. pres.)	Pred.	Comp.	
Textual	M.T. Theme	Rheme					

Clause complex

and hope that you can cope with bad people.

IND. Cl. 18. and hope

Independent clause	and	hope
Experiential		Proc. (Mental)
Interpersonal	Adj. (conj.)	FN (s. pres.)
Textual	Text. Theme	Rheme

DEP. Cl. 18.1 that you can cope with bad people.

Dependent clause	that	you	can cope		with bad people.
Experiential			Proc. (Mental)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Student I		Pre Test	E1	E 2	E 3	E4	E 5	E6	E 7	E 8	Post Test
	Total Cl.	19	20	15	31	21	25	17	9	12	21
	IND Cl.	15	16	14	25	18	19	14	7	10	18
	DEP. Cl.	4	4	1	6	3	6	3	2	2	3
	Cl. Complex	7	3	2	6	3	6	3	2	2	6
Experiential	**Process**										
	Material	5	2	5	4	7	7	6	4	5	4
	Relational	9	8	6	14	11	13	6	3	4	11
	Verbal	-	-	-	-	-	-	1	-	-	2
	Mental	5	8	1	10	2	5	2	1	2	4
	Existential	-	-	3	-	-	-	1	-	-	-
	Behavioural	-	2	-	3	1	-	1	1	1	-
	Circumstance										
	Location	-	3	8	7	9	5	6	7	6	4
	Extent	1	-	-	1	1	2	1	1	-	1
	Manner	2	-	1	-	-	-	-	-	-	2
	Accompaniment	2	-	3	3	6	-	-	1	-	1
	Cause	1	-	2	1	3	2	-	-	-	1
	Role	-	-	-	-	-	-	-	-	-	-
	Matter	2	-	-	-	-	-	-	-	-	1
Interpersonal	**Finite**										
	Present	11	17	12	26	10	19	10	5	5	16
	Past	1	1	1	2	7	1	5	1	3	-
	Present perfect	-	-	1	-	-	-	-	-	-	-
	Present continuous	-	-	-	-	1	1	-	-	-	-
	Present perfect continuous	-	-	-	-	-	-	-	-	-	-
	Past perfect continuous	-	-	-	-	-	-	-	-	-	-
	Modal	7	2	1	3	3	4	2	3	4	5
	Adjunct										
	Mood	1	-	1	1	-	1	1	1	-	3
	Comment	-	-	-	-	-	-	-	-	-	-
	Negative polarity	2	-	-	5	1	2	3	1	-	5
	Conjunctive	3	5	3	6	2	3	4	2	1	7
Textual	**Theme**										
	Topical	14	10	12	15	10	15	7	3	7	9
	Marked topical	-	1	-	4	2	1	4	1	1	2
	Textual	-	1	-	-	-	-	-	-	1	1
	Textual+Topical	5	5	2	10	3	7	4	2	2	9
	Textual+Marked topical	-	-	-	-	1	-	1	-	-	-
	Interpersonal+Topical	-	3	1	2	5	2	1	3	1	-
	Interpersonal+Marked topical	-	-	-	-	-	-	-	-	-	-

4.2.9.1 Comments on student (I)'s pre and post test

What I look for in a good friend (pre-test)

The thematic development is personalized as student (I) used *we, you* and *I*. Obviously, the writer tried to share her personal opinion about what a good friend should be even though she did not write much about it. On the other hand, the writer used quite a lot descriptive words to explain her idea and also added extra information to make the reader know what she looks for in a good friend.

Examples: 'Good friends should be <u>kind, honest, generous,</u> and <u>responsible</u>.'

In general the writer makes a few mistakes concerning several things which do not affect the readers' understanding. There are too many clause complexes as some conjunctions do not have to be there. Therefore, the text is more like a spoken rather than a written text. In addition, student (I) did not use many adjuncts or interpersonal theme to help express opinions and feelings. Those factors can help make her ideas look obvious. Also, themes such as Marked topical theme should be there to make the text cohesive. There are many circumstances that have been used to help add extra information to the text.

The main recommendation would be to use more adjuncts and a variety of themes. Also, try not to use conjunctions when they may not be necessary.

What is a bad friend? (post-test text)

Student (I) shows that she does not understand how or when to use conjunctions as she still used *but* which is not necessary in a few places. It does not make the text sound much like a spoken text as in most parts the writer did not use *I* to refer to herself. It is like an

article that could be found in a newspapers as it is more like friendly guidance and is not very personal. Student (I) used more adjuncts and more types of themes which makes the text sounds more cohesive and professional. The use of Marked topical themes helped emphasize and affects the cohesion of the text as well.

Overall, student (I) has not benefitted from this program as there is only a little evidence of improvement.

4.2.9.2 Some development which were shown at points in student (I)'s emails during 8 weeks (Analysis of student (I)'s emails as shown in the appendix)

During 8 weeks, student (I) wrote 8 emails and they are all different lengths depends on the purpose of each email.

By looking at every email that student (I) wrote, only thematic development can be easily seen. She seemed to be very comfortable writing emails to get to know someone. She seemed to enjoy doing this as she started interacting with her friend in the first email by asking questions after giving her friend information about herself.

Examples:

IND. Cl. 12. My favorite film star is Emma Robert

IND. Cl. 13. and she is American.

IND. Cl. 14. Is she famous in America?

<u>Conclusion</u>

Student (I) would like to get the response from her friend when she sent her a reply. She realized at the beginning that she was going to write emails to the real person and she did it naturally just like friends communicating via email. Sometimes, she used Marked Topical theme to get attention from her friend as she had to send her second email to her friend even though she did not get a reply. She tried harder and started to use many circumstances to help add extra information. Then, she received a reply after sending her second email. She used many circumstances and different kinds of theme to make her writing interesting all the way through to the end of the project. Student (I) always asked questions and interact with her friend in every email. Thematic development is the only factor that affected the post-test.

4.2.10 Student (J)

<u>What I look for in a good friend</u>

When we were born we was alone but when we grow up we must be in the society. We meet people and make a relationship with them in our life. Therefore, we must have friends who we can trust and give us some good advices.

In my opinion, good friends is people who is honest. I can trust them and tell them everything. Good friends will help me from bad things and I can live together with them. We can found friends who go and eat with you. But, it hard to find friends who help and be with you when you in trouble.

In my life, I need some good friends and it very important to have good friends. If I have good friends, I don't want anything else. Now, I think that I have some good friends but I not sure that they will be my good friends forever.

Clause Division and Analysis of Text Pre-test (J)

Clause complex

When we were born we was alone

DEP. Cl. 1.1 When we were born

Dependent clause	When	we	were		born
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (past.)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 1. we was alone

Independent clause	we	was (were)	alone
Experiential		Proc. (Relational)	Circ. manner
Interpersonal	Subj.	FN (s. pres.)	
Textual	Top. Theme	Rheme	

Clause complex

but when we grow up we must be in the society.

DEP. Cl. 2.1 but when we grow up

Dependent clause	but	when	we	grow	up
Experiential				Proc. (Behavioural)	
Interpersonal	Adj. (conj.)		Subj.	FN (s. pres.)	Pred.
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme	

IND. Cl. 2. we must be in the society.

Independent clause	we	must	be	in the society.
Experiential		Proc. (Relational)		Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	
Textual	Top. Theme	Rheme		

IND. Cl. 3. We meet people

Independent clause	We	meet	people
Experiential		Proc. (Material)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 4. and make a relationship with them in our life.

Independent clause	and	make	a relationship	with them	in our life.
Experiential		Proc. (Material)		Circ. accomp.	Circ. location
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.		
Textual	Text. Theme	Rheme			

Clause complex

Therefore, we must have friends who we can trust and give us some good advices.

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IND. Cl. 5. Therefore, we must have friends

Independent clause	Therefore,	we	must	have	friends
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 5.1 who we can trust

Dependent clause	who	we	can	trust
Experiential			Proc. (Mental)	
Interpersonal		Subj.	FN (modal)	Pred.
Textual	Text. Theme	Top. Theme	Rheme	

DEP. Cl. 5.2 and give us some good advices.

Dependent clause	and	give	us some good advices.
Experiential		Proc. (Material)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

Clause complex

IND. Cl. 6. In my opinion, good friends is people who is honest.

Independent clause	In my opinion,	good friends	is (are)	people [who is (are) honest.]
Experiential	Circ. location		Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme	

IND. Cl. 7. I can trust them

Independent clause	I	can	trust	them
Experiential		Proc. (Mental)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

IND. Cl. 8. and tell them everything.

Independent clause	and	tell	them everything.
Experiential		Proc. (Verbal)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

IND. Cl. 9. Good friends will help me from bad things

Independent clause	Good friends	will	help	me	from bad things
Experiential		Proc. (Material)			Circ. location
Interpersonal	Subj.	FN (modal)	Pred.	Comp.	
Textual	Top. Theme	Rheme			

IND. Cl. 10. and I can live together with them.

Independent clause	and	I	can	live	together	with them.
Experiential			Proc. (Material)		Circ. accomp.	Circ. accomp.
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.		
Textual	Text. Theme	Top. Theme	Rheme			

Clause complex

IND. Cl. 11. We can found friends who go and eat with you.

Independent clause	We	can	found(find)	friends [who go and eat with you.]
Experiential		Proc. (Material)		
Interpersonal	Subj.	FN (modal)	Pred.	Comp.
Textual	Top. Theme	Rheme		

Clause complex

IND. Cl. 12. But, it hard to find friends who help and be with you when you in trouble.

Independent clause	But,	it	is*	hard to find friends [who help and be with you when you are* in trouble.]
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 13. In my life, I need some good friends

Independent clause	In my life,	I	need	some good friends
Experiential	Circ. location		Proc. (Mental)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	M.T. Theme	Rheme		

IND. Cl. 14. and it very important to have good friends.

Independent clause	and	it	is*	very important to have good friends.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

If I have good friends, I don't want anything else.

DEP. Cl. 15.1 If I have good friends,

Dependent clause	If	I	have	good friends,
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 15. I don't want anything else.

Independent clause	I	do	n't	want	anything else.
Experiential		Proc. (Mental)			
Interpersonal	Subj.	FN (s. pres.)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

Clause complex

Now, I think that I have some good friends

IND. Cl. 16. Now, I think

Independent clause	Now,	I	think
Experiential	Circ. location		Proc. (Mental)
Interpersonal		Subj.	FN (s. pres.)
Textual	M.T. Theme		Rheme

DEP. Cl. 16.1 that I have some good friends

Dependent clause	that	I	have	some good friends
Experiential			Proc. (Relational)	
Interpersonal		Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

but I not sure that they will be my good friends forever.

IND. Cl. 17. but I not sure

Independent clause	but	I	am*	not	sure
Experiential			Proc. (Relational)		
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

DEP. Cl. 17.1 that they will be my good friend forever.

Independent clause	that	they	will	be	my good friend	forever
Experiential			Proc. (Relational)			Circ. extent
Interpersonal		Subj.	FN (modal)	Pred.	Comp.	Adj. mood
Textual	Text. Theme	Top. Theme	Rheme			

What is a bad friend?			

People have different characters. Some people are good and some people are bad. Sometimes we cannot choose to associate with good or bad friends because we need to help each other in the society.

What is a bad friend? A bad friend is someone who lies all the time. You cannot trust this person because you not really know them. In my opinion, bad friends are not people who do bad things. This is because everybody can make mistake. But, if they ruin your life then they will be bad friends.

Friends are the wonderful things in my life and nobody perfect. We should accept and adjust ourselves so that we can live in this world happy.

Clause Division and Analysis of Text Post-test (J)

IND. Cl. 1. People have different characters.

Independent clause	People	have	different characters.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 2. Some people are good

Independent clause	Some people	are	good
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 3. and some people are bad.

Independent clause	and	some people	are	bad.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

Clause complex

Sometimes we cannot choose to associate with good or bad friends because we need to help each other in the society.

IND. Cl. 4. Sometimes we cannot choose to associate with good or bad friends

Independent clause	Sometimes	we	can	not	choose to associate	with good or bad friends
Experiential	Circ. extent		Proc. (Material)			Circ. accomp.
Interpersonal	Adj. (mood)	Subj.	FN (modal)	Adj. (neg.)	Pred.	
Textual	M.T. Theme	Rheme				

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DEP. Cl. 4.1 because we need to help each other in the society.

Dependent clause	because	we	need to help	each other	in the society.
Experiential			Proc. (Material)		Circ. location
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Pred.	Comp.	
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 5. What is a bad friend?

Independent clause	What	is	a bad friend?
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Interp. / Top. Theme	Rheme	

Clause complex

IND. Cl. 6. A bad friend is someone who lies all the time.

Independent clause	A bad friend	is	someone [who lies all the time.]
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

Clause complex

You cannot trust this person because you not really know them.

IND. Cl. 7. You cannot trust this person

Independent clause	You	can	not	trust	this person
Experiential		Proc. (Mental)			
Interpersonal	Subj.	FN (modal)	Adj. (neg.)	Pred.	Comp.
Textual	Top. Theme	Rheme			

DEP. Cl. 7.1 because you not really know them.

Dependent clause	because	you	do*	not	really	know	them.
Experiential			Proc.		Circ. manner	(Mental)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Adj. (neg.)	Adj. (mood)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme				

Clause complex

IND. Cl. 8. In my opinion, bad friends are not people who do bad things.

Independent clause	In my opinion,	bad friends	are	not	people [who do bad things]
Experiential	Circ. location		Proc. (Relational)		
Interpersonal		Subj.	FN (s. pres.)	Adj. (neg.)	Comp.
Textual	Interp. Theme	Top. Theme	Rheme		

Clause complex

This is because everybody can make mistake.

IND. Cl. 9. This is

Independent clause	This	is
Experiential		Proc. (Relational)
Interpersonal	Subj.	FN (s. pres.)
Textual	Top. Theme	Rheme

DEP. Cl. 9.1 because everybody can make mistake.

Dependent clause	because	everybody	can	make	mistake.
Experiential			Proc. (Material)		
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

Clause complex

But, if they ruin your life then they will be bad friends.

DEP. Cl. 10.1 But, if they ruin your life

Dependent clause	But,	if	they	ruin	your life
Experiential				Proc. (Material)	
Interpersonal	Adj. (conj.)	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Text. Theme	Top. Theme	Rheme	

IND. Cl. 10. then they will be bad friends.

Independent clause	then	they	will	be	bad friends.
Experiential			Proc. (Relational)		
Interpersonal		Subj.	FN (modal)	Pred.	Comp.
Textual	Text. Theme	Top. Theme	Rheme		

IND. Cl. 11. Friends are the wonderful things in my life

Independent clause	Friends	are	the wonderful things in my life.
Experiential		Proc. (Relational)	
Interpersonal	Subj.	FN (s. pres.)	Comp.
Textual	Top. Theme	Rheme	

IND. Cl. 12. and nobody perfect.

Independent clause	and	nobody	is*	perfect.
Experiential			Proc. (Relational)	
Interpersonal	Adj. (conj.)	Subj.	FN (s. pres.)	Comp.
Textual	Text. Theme	Top. Theme	Rheme	

IND. Cl. 13. We should accept

Independent clause	We	should	accept
Experiential		Proc. (Mental)	
Interpersonal	Subj.	FN (modal)	Pred.
Textual	Top. Theme	Rheme	

Clause complex

and adjust ourselves so that we can live in this world happy.

IND. Cl. 14. and adjust ourselves

Independent clause	and	adjust	ourselves
Experiential		Proc. (Material)	
Interpersonal	Adj. (conj.)	FN (s. pres.)	Comp.
Textual	Text. Theme	Rheme	

DEP. Cl. 14.1 so that we can live in this world happy.

Dependent clause	so that	we	can	live	in this world	happy (happily).
Experiential			Proc. (Material)		Circ. location	Circ. manner
Interpersonal	Adj. (conj.)	Subj.	FN (modal)	Pred.		
Textual	Text. Theme	Top. Theme	Rheme			

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Student J		Pre Test	E 1	E2	E 3	E 4	E 5	E6	E 7	Post Test
	Total Cl.	24	23	12	22	15	20	18	18	19
	IND Cl.	17	19	12	17	13	18	17	16	14
	DEP. Cl.	7	4	-	5	2	2	1	2	5
	Cl. Complex	9	4	-	3	2	2	1	2	7
	Process									
Experiential	Material	6	2	3	4	2	8	5	9	6
	Relational	11	12	6	11	8	10	9	6	10
	Verbal	1	1	-	1	-	-	1	-	-
	Mental	5	7	2	4	3	2	2	1	3
	Existential	-	-	-	1	1	-	-	1	-
	Behavioural	1	-		1	1	-	1	1	-
	Circumstance									
	Location	6	3	2	5	6	5	1	5	3
	Extent	1	-	2	1	-	1	-	1	1
	Manner	1	-	-	1	-	1	2	-	2
	Accompaniment	3	-	-	2	1	1	-	3	1
	Cause	-	1	1	2	1	1	1	2	-
	Role	-	-	-	-	-	-	-	-	-
	Matter	-	1	-	-	-	-	-	-	-
	Finite									
Interpersonal	Present	14	22	9	19	12	17	11	15	13
	Past	1	-	2	-	1	-	5	-	-
	Present perfect	-	-	-	1	-	-	2	-	-
	Present continuous	-	1	-	-	-	1	-	1	-
	Present perfect continuous	-	-	-	-	-	-	-	-	-
	Past perfect continuous	-	-	-	-	-	-	-	-	-
	Modal	8	-	1	3	2	2	-	2	6
	Adjunct									
	Mood	-	-	2	3	-	1	-	1	2
	Comment	-	-	-	-	-	-	-	-	-
	Negative polarity	2	1	2	3	-	1	-	3	4
	Conjunctive	10	2	3	3	1	-	1	2	10
	Theme									
Textual	Topical	7	13	3	9	8	14	13	8	7
	Marked topical	2	1	1	3	-	1	-	4	1
	Textual	3	-	-	-	-	-	1	-	1
	Textual+Topical	11	5	3	7	2	2	1	4	8
	Textual+Marked topical	-	-	-	-	-	-	-	-	-
	Interpersonal+Topical	1	4	4	2	6	3	3	2	2
	Interpersonal+ Marked topical	-	-	-	-	-	-	-	-	-

4.2.10.1 Comments on student (J)'s pre and post test

What I look for in a good friend (pre-test)

Student (J) understood the topic very well. The thematic development is very personalized as the writer used the word *we, I* and *you*. Some clause complexes can be split into 2 independent clauses as some conjunctions did not need to be there. The modality is quite marked especially *can* and *must*. Those two are strong so they help the writer express her feelings and opinions along with an Interpersonal theme which helps to make it clear.

There are a few grammatical errors in the pre-test, these are to do with a lack of verbs and subject-verb agreement. The text is still cohesive as there are a variety of themes and Marked Topical themes in the text.

The main recommendation would be to use adjuncts and more Interpersonal themes to help express personal opinion and use a variety of modals.

What is a bad friend? (post-test text)

The organization of student (J)'s essay is good, as well as what she wrote in each paragraph. The thematic development is personalized as the writer still used *I* when referring to herself and *you* to the readers. Student (J) still relied on a high degree of modals in the text which are *can, must* and *need* to express her feelings. Therefore, the modality is marked.

The main grammatical error is a lack of verbs. It is obvious to see that student (J) has stayed on the same level as at the beginning of the project.

Overall, student (J) has not benefitted from this program as the post-test text does not show improvement.

4.2.10.2 Some development which were shown at points in student (J)'s emails during 8 weeks (Analysis of student (J)'s emails as shown in the appendix)

Student (J) wrote 7 emails during 8 weeks and most of are a similar length.

Every email that student (J) wrote, there is no evidence to show any kind of development. She used more Interpersonal themes in the emails than the pre and post test. This is because she always asked her friend some personal questions in each email and also tried to interact with her friend in every email. Most of the time she started her email with a question which is " How are you? " In the emails, she used mood adjuncts along with modals to show her opinion and feeling about something. When looking at all emails she wrote, it shows that they were real communications and her writing style is informal as she knew that her friend is about the same age. Student (J) always responded to her friend in the next emails.

Examples:

from email 4

IND. Cl. 3. I was very excited with 3ft snow in your country.

IND. Cl. 13/13.1 I hope that you enjoy your basketball game.

from email 5

How about basketball game? (Minor clause)

from email 6

IND. Cl. 3. Have you finished your exam?

Examples of informal language

IND. Cl. 8/8.1 I think that they are **cool**. (email 5)

Hahaha (Interjection)

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Comment

Student (J) wrote very well in most of the emails as she always tried to interact with her friend and realized that it was a real communication, this can be seen by looking at the questions that she asked her friend in each email. She was very comfortable when writing emails to a person who is a similar age and was confident to write in English. Also, she used mood adjuncts along with modals to express her feeling and opinion which is better than using only modals as it shows how flexible she is to use the words which have the feelings attached. When student (J) wrote her post-test she did very well, but it shows she is still in the same level and prefers writing independently.

Table 5 Overall Results

Student	Pre-test Total cl (cl.com)	Post-test Total cl (cl.com)	Number of emails	Total clause (ccl.com) in emails	Mental processes			Circumstances			Modals			Mood Adjuncts			Themes								Interaction
					Pre	Post	Email	Pre	Post	Email	Pre	Post	Email	Pre	Post	Email		Top	MT	T	T+T	T+M	I+T	I+M	
(A)*	31 (10)	34 (10)	8	94 (13)	9	10	12	14	11	50	8	5	14	0	1	3	Pre	13	1	4	12	0	1	0	Y
																	Post	19	3	1	10	0	1	0	
																	Email	49	13	4	22	0	5	0	
(B)*	27 (8)	25 (3)	5	122 (28)	7	10	9	6	7	58	10	7	19	0	2	9	Pre	14	1	1	11	0	0	0	Y
																	Post	10	2	0	11	0	2	0	
																	Email	67	14	5	32	3	1	0	
(C)	20 (5)	18 (6)	2	35 (4)	2	3	4	6	3	19	8	2	7	1	1	4	Pre	11	1	2	5	0	1	0	N
																	Post	9	0	0	9	0	0	0	
																	Email	20	5	0	10	0	0	0	
(D)	25 (7)	17 (6)	10	130 (22)	5	3	22	7	5	53	7	6	17	0	1	9	Pre	11	1	0	12	1	0	0	Y
																	Post	8	1	1	7	0	9	0	
																	Email	73	8	5	32	3	0	0	
(E)*	18 (5)	17 (6)	6	79 (18)	2	4	10	5	8	39	4	7	10	0	3	2	Pre	7	3	0	8	0	0	0	Y
																	Post	6	1	1	8	1	0	0	
																	Email	39	10	4	24	2	0	0	
(F)*	19 (5)	17 (7)	10	110 (13)	7	5	24	1	5	38	6	3	16	0	2	0	Pre	11	0	3	5	0	0	0	Y
																	Post	8	2	0	6	1	0	0	
																	Email	67	11	4	19	0	9	0	
(G)*	24 (8)	25 (6)	8	154 (21)	7	7	26	7	9	83	7	5	11	2	3	10	Pre	13	2	0	9	0	0	0	Y
																	Post	12	1	0	12	0	0	0	
																	Email	83	18	2	31	1	19	0	
(H)	22 (6)	14 (4)	8	109 (19)	4	4	13	5	7	61	9	5	17	1	0	7	Pre	8	2	0	11	0	1	0	Y
																	Post	5	1	3	3	0	2	0	
																	Email	58	9	3	28	2	8	0	
(I)	19 (7)	21 (6)	8	150 (27)	5	4	31	8	10	79	7	5	22	1	3	5	Pre	14	0	0	5	0	0	0	Y
																	Post	9	2	1	9	0	0	0	
																	Email	79	14	2	35	2	18	0	
(J)	24 (9)	19 (7)	7	128 (14)	5	3	21	11	7	53	8	6	10	0	2	7	Pre	7	2	3	11	0	1	0	Y
																	Post	7	1	1	8	0	2	0	
																	Email	68	10	1	24	0	21	0	

Notes: cl = clause, * = has benefitted, Y = Yes, N = No, Top = Topical theme, MT = Marked Topical theme,

T = Textual theme, T+T = Textual+ Topical theme, T+M = Textual+ Marked Topical theme, I+T = Interpersonal + Topical theme, I+M = Interpersonal Marked Topical+Theme

Chapter 5

Conclusion

5.1 Introduction

This chapter summarizes the major findings and points out the limitations of the study. In addition, several recommendations for language teaching are made and suggestions for further studies about how to use an online key pals project to help improve Thai students' writing based on the idea of communicative competence are provided.

5.2 Review of research questions

1. In what ways does giving student opportunities to write to real reader over an eight week period improve their communicative competence?

2. Does participating in the online keypal project have an effect on the students timed essay writing? If so, what?

5.3 Summary of major findings

The students' pre and post test and emails were analysed by using the SFG framework. All the texts were separated into the small units so that they could be categorized by their function which is served by three metafunctions. By analyzing students' written text each of the language elements have shown their own particular function. Language users use them as tools in order to meet their needs. In other words, the elements of language selected depend on the situation and purpose of the communication. The analysis has shown that descriptive

grammar is what people use when communicating as it focuses on the meaning rather than form. Even though the writers made grammatical errors in their texts, the readers were able to understand it. This is because there is a negotiation of meaning and the meaning itself is not always fixed. This is the reason why second language learners should practice their communication skill not only in the classroom setting but also in real world settings.

The findings of this study show that using an online keypal project as a writing activity which allows students to have real readers and make them realize whether they can reach their goal of communication helps to improve the students' writing ability. *From Table 5 in Chapter 4* which shows the overall results there are five out of ten students have benefited from an online keypal project.

Student (A)'s post-test shows her ability of writing has increased by the number of and variety of theme and adjuncts she used. She also wrote less clause complexes and stopped being repetitive. Student (A) always interacted with her friend in emails. As a consequence, this helps improve her thematic development. These thematic themes are various in her post-test which makes her post-test cohesive and interesting. After 8 weeks, students A has shown in her post-test that she is aware of the reader.

Student (B)'s thematic development has improved and he was able to express his personal opinion very well in his post-test by using mental processes along with modals and adjuncts. He wrote his emails better than the pre-test and he seems used to writing with essay style. In emails, he used many types of theme, circumstances and modalities. This project helped him to be concerned about his reader because of the feedback he got. As a result, his post-test is better than his pre-test as he wrote more carefully and the text is cohesive and there is interaction between the writer and reader.

Student (E) did not express his personal opinion very well in his pre-test, but in his post-test he could do it very well as he used more modals, adjuncts, mental processes and the themes were varied. Thematic development is the major effect of emails. Student (E) always interacted and tried to get attention from his friend. Therefore, in his emails, the themes are varied.

Student (F) used adjuncts, mental processes and different types of theme in his post-test. Consequently, his post-test is much better than his pre-test as it has shown his opinion very clearly. In addition, the post-test is interesting and easy to follow. This is because the effect of an online keypal project which allowed him to write and interact with the real reader and he seemed to enjoy it.

Student (G) used more adjuncts in her post-test than her pre-test and stopped using the same word often. Her sentence structure and paragraph arrangement developed after an eight week period. As the real world communication allows her to explore the language and compare hers to her friend's who is English is her mother tongue and she liked to interact with her friend she can see how her friend write and used it to improve her writing skill.

There are five out of ten students who have not benefited from the online keypal project.

Student (C) has no interest in this project as he wrote only two emails in eight weeks. There is no evidence to see if he has benefited from the online keypal project and his emails did not have any effect in his post-test.

Student (D) did not write very well in her post-test compared to her pre-test. There is no evidence to show improvement in her writing. On the other hand, she wrote her emails very well as there are circumstances and the themes are varied as she interacted with her friends.

Before the project end, she did not write a lot and stopped interacting with her friend. So, when she had to write her post-test in class she did not have any interest anymore.

Student (H) did not understand the purpose of the pre-test topic. After practicing writing in the real world, there are some improvement shown in his post-test which are the understanding of the topic and paragraph organization. The improvement might not come from the effect of an online keypal project even though he wrote quite well after he started to interact with his friend.

Student (I)'s pre-test and post-test are very similar. She has shown a little thematic development in her post-test which may come from real world writing activity. As student (I) communicated with her friend this allowed her to use the other themes. Her level of writing is the same.

Student (J) stayed on a same level of writing as her pre and post test are very similar. She wrote well in class but seems to prefer writing outside the classroom. She was very comfortable when writing emails. Student (J) always interacted with her friend. She used modals, adjuncts along with themes.

In conclusion, an online keypal project could help student to develop their writing skill based on their communicative competence which focuses on the purpose of writing as there is some evidence that the emails affected the post-test. Students who interacted with their friends in emails improved their thematic development in their post-test. This is a very important factor as it helps add cohesion and interest to the text.

5.3.1 Communicative competence based on Systemic Functional Approach

Communicative competence in this study focuses on the students' ability to communicate through the written text and be able to reach their purpose of communication.

Thematic development is the major improvement. Themes are varied in most students' post-test even some students who have not benefited from this tried to use more Marked Topical themes and Interpersonal themes along with the other themes, which helps add cohesion to the text and makes it not sound like a pattern. This makes the text more interesting and also makes it flow better, this makes it easier to understand.

The ability to express their personal feelings and opinions has improved in the post-test. Many students did not use just modals to show their opinion but used adjuncts, mental processes and Interpersonal themes. Those elements helped them to add feeling and make the text more vivid.

As they used those elements to help them reach their communicative goal, which was to give personal opinion about what bad friend is, the number of clause complex was reduced. Many of the clause complexes in the post-test are from repetition, which is an unnecessary use of conjunctions.

5.3.2 The effects of an online keypal project on students' post-test

The results have shown that interactions in emails are the main effect that helped the students to become better writers and could reach their communicative goals.

The students who interacted with their friends in emails have improved their thematic development. The themes in emails are varied as students ask and answer questions which are quite personal. Also, they used Marked topical themes to draw attention from their friend

when telling a story or giving information. Informal writing allows them to write what they want. Interpersonal themes were used to express their feeling and opinion about something as well. As the writers were aware of the readers when writing emails it affected their post-test as they were concerned about their readers.

Furthermore, <u>the number of adjuncts increased in the post-test.</u> This is because students started using them in their emails when expressing their ideas and emotions. They did not only rely on modals. The students tried to use different tools to help them reach their communicative goals so that they could find things out from their friends' feedback. When the students get email from their friends they can compare their language to their friends'. This helps them to explore English which is used in real world communication. By reading their friends' email, some students learn or recognize how sentences are formed. This helped some student improve their <u>sentence structure and paragraph organization.</u>

Grammatical errors that most students made are simple present tense and subject-verb agreement. This problem did not affect their communicative competence as they used the other tools to help and the readers can comprehend it.

5.4 Limitations of the study

The first limitation is a short time frame. This was a major problem of this study. It could only be done for eight weeks due to Amnuaysilpa school's calendar. The students were willing to do it at the beginning as they thought it would be nice to get to know a new friend from different country and some wanted to practice using and writing English.

The second limitation is that there was no control and motivation to the students. After a while, the students' interests went down because of many factors. They knew that they would not get a mark from it so that they were more worried about their exams. This shows that it is hard to control or motivate the students to engage in this project as there was no incentive and the teacher of the class did not get involved. Most of the students in the test who did not benefit from it are the ones who were not motivated to write emails to their buddy. Even the students that benefited from the study still needed to write more to help make the results of the test clearer.

The third limitation is that Internet software like facebook and msn are very popular and many people use them nowadays. What they need is just their friend's email address. Facebook provides many applications to help people interact and communicate with their friends. If they used it they might not have things to write about. Emails are now not as popular among teenagers as now they use social networks that have instant messaging or video calling. So there are more interesting ways of communicating than just writing an email.

The fourth limitation is that some students do not often use a computer at home and some are not interested in different countries or getting to know new friends. They could not see the point of getting to know someone who exists in the world but lives so far away from them as they do not think they would have a chance to see or become their real friend.

5.5 Pedagogical implications

Based on the findings of this action research, several pedagogical implications can be put forward to benefits both students and teachers.

First implication is to use key pals project to be a real assignment. Explain how the assignment is assessed or evaluated. Therefore, students will do it seriously as it can affect their grade. This can motivate the students to do it.

Second implication is to give feedback to the students at least once a week. Teachers can find out the major problem of the students' when writing in emails. Feedback can be given in the lesson or it can be a face to face conference. This helps improve their writing and also supports the low level students by giving some advice.

Third implication is to give the students more than one friend. One can be an English native speaker and another one can be a non-native. This could be done because some students may not feel comfortable with people who have English as their mother tongue. They could be afraid of what questions they might ask or the local dialect or slang words they may use in the email conversations. When communicating with their non native speaker friends they are more likely to use words and phrases that they know, which would make their emails easier to understand.

5.6 Further Research

The major factors that should be implemented and introduced for the further research are;

1, use of the researchers own class, this will allow the researcher to guide and assist the students closely during the project. If the researcher has no class then they must make the teacher of the class be part of the project. This will help keep the students motivated during the project. **Keep in mind that real readers will help the students**

2, The project should be done over a longer time span so that more evidence can be collected by the researcher to back up their findings. This will help clarify their results and show if an online keypal project helps students develop their communicative competence.

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APPENDIX

All complete analysis are put into CD-ROM

- Chapter 1-3
- Chapter 4 (plus students'email analysis)
- Chapter 5