



THE USE OF CURRICULUM CYCLE APPROACH TO DEVELOP STUDENTS  
RECOUNT WRITING ABILITY USING PINTEREST AT CHANDRAKASEM  
RAJABHAT UNIVERSITY

Sirakan Yingkunakul

I.D. No. 6119467

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF ARTS PROGRAM  
in English Language Teaching  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND

2022

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**By:** SIRAkan YINGKUNAKUL

**Field of Study:** ENGLISH LANGUAGE TEACHING

**Thesis Advisor:** DR. MARILYN FERNANDEZ DEOCAMPO

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**Partial Fulfillment of the Requirements for the Master Degree in English Language**  
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## ABSTRACT

**I.D. No.:** 6119467

**Key Words:** CURRICULUM CYCLE APPROACH, TEACHING LEARNING CYCLE, ENGLISH RECOUNT WRITING, PINTEREST SNS, TECHNOLOGY IN ELT

**Name:** SIRAKAN YINGKUNAKUL

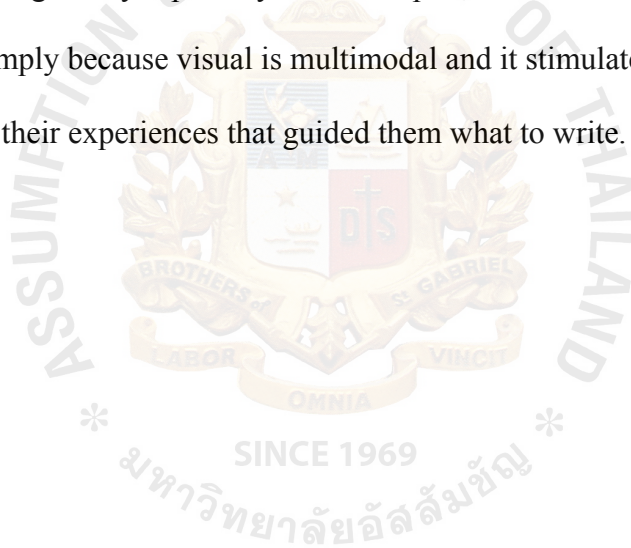
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**Thesis Advisor:** DR. MARILYN FERNANDEZ DEOCAMPO

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This research study investigated teaching the recount writing genre using the curriculum cycle approach (Building the context, Modeling the context, the guided practice of recount text, Independent construction) as a model. Moreover, Pinterest SNS was used as a visual aid to teaching recount writing. This is a qualitative study using purposive sampling to choose the participants, the 33 students from Chandrakasem Rajabhat University. Due to the size of the qualitative data recount texts, the implementation of coding was utilized. There were three research questions supported by three research objectives in this study. The findings of RQ1 indicated that the findings from the post-writing recount after the treatment using the Curriculum Cycle Approach (CCA) with visuals in Pinterest had improvements and increase in the use of different processes found when compared to the pre-writing recount. The most developed processes under the transitivity system were: mental, relational, behavioural, existential, and verbal processes. As for the findings of the RQ2, the results revealed that compared with the pre-writing data, the post indicated that more language features

were developed, such as participants, post-modifiers, descriptive words, adverbials, transitional words, and past tenses. In addition, students were more aware of tenses to be used in recount writing. After utilizing the visual images in Pinterest SNS, the schematic structure, orientation, events, re-orientation from the students showed that they were able to write the correct structure of recount writing. Lastly, the RQ3 illustrated that, although there were still difficulties present in students' recount post-writing; they were fewer compared with the pre recount writing. They also developed knowledge on how to write cohesively. The indication is that Curriculum Cycle Approach to teaching recount writing tends to be an effective approach to develop students' writing ability especially when it is paired with the Pinterest SNS with visual images simply because visual is multimodal and it stimulates the students memory to reflect on their experiences that guided them what to write.



## ACKNOWLEDGEMENTS

Whilst writing my thesis, there are a plethora of people that supported and assisted me. I would like to take this opportunity to express my humble unending gratitude towards all of these individuals who were a part of my journey. It is imperative to know the fact that without these individuals, I cannot accomplish my thesis. Unlike traditional or common acknowledgments, I do not have the categorization ranks of first, second, third, etc as all of these individuals act as a First to me and that is a fact that I will abide by.

I would like to dedicate my thesis accomplishments indebtedness to my mom and grandparents. My mother is the sole reason for me to even start my master's from her moral support and without her financial support, I would not graduate. To my grandfather who has taught me the sky is the limit as long as I fixate on discipline, vision, ethics and that only you know your caliber's worth, not the others.

Being a Buddhist monk for six years, my additional responsibility was to help Venerable Kyaithisaung Sayadaw as a liaison translator to the foreign visitors and disciples of the Monastery. The most dominant was the Thai military hospital staff at the Phramongkutklao Hospital including the higher-ranking officials. I spent a significant amount in translating English-Burmese, Thai-Burmese, English-Thai as required. It was my mother's realistic recommendation for me to pursue what I am passionate and great at which is to become a professional certified lecturer.

To my advisor, Dr. Marilyn, I would like to convey and extract out my everlasting gratitude and humility. I am fortunate, blessed, and all of that represents positiveness and success to have her as my advisor. My academic knowledge has risen and I am lucky to absorb all of my advisor's constructive feedback like a sponge. Her



passion to guide me from the beginning to the end of my thesis is unparalleled and beyond any horizon.

I would like to thank Assoc. Prof. Dr. Joseph Foley as it was the quote “*A mind is like a parachute. It does not work if it is not open.*” that I remembered vividly while being his student. This sparked the idea of my passion for teaching with the use of visuals in technology as he recommended pursuing research that is valuable and meaningful to me as it will represent my identity towards what I contribute to academics. I truly wish that I can get the opportunity to learn with the gaffer again in the future as I would not hesitate to sign up for any course he teaches because it is valuable to me.

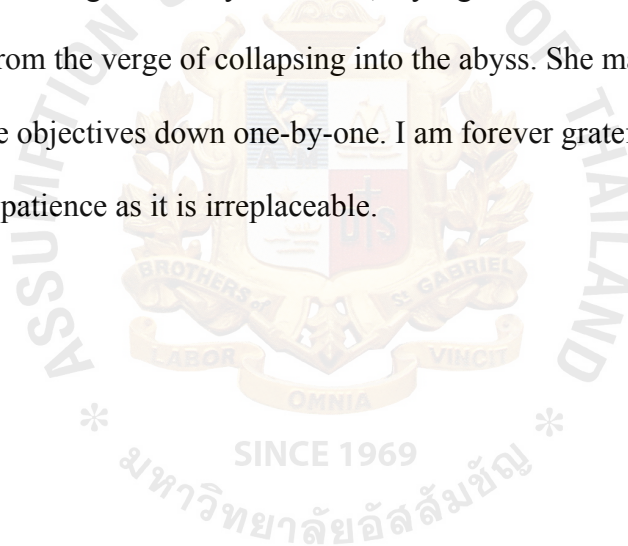
I am grateful for the constructive comments, guidance from both the committee members of the proposal and the final defense.

Further, extend my gratitude to CRU’s Humanities & Social Sciences department faculty members Assoc. Prof. Dr. Prasert Chintuam, Dean, and Asst. Prof. Kan Puapongsatorn, Asst. Dean of Special Affairs for accepting to conduct my study. Sincere appreciation to Asst. Prof. Dr. Sutinee Pourpornpong, Acting Director of General Education. I still remember you picking me up in front of the register office at ABAC on our first meeting to CRU campus. I am forever grateful for your kindness as it helped me navigate how to commute to CRU efficiently. I’m grateful for introducing the facilities and the staff to get familiar with and the delicious lunch at our first acquaintance, it was super. Thank you dearly lecturer April Nunez Salvador, I appreciate your kindness for me to teach the students on behalf of your classroom subject and also allowing me to attend your other subject classes.

Sincere thanks to all the students who were part of the data collection. You have all been so eager and energetic towards learning the recount writing genre. It has been a

pleasure and honor for me to teach you. I hope you all have blissful futures ahead of you.

I do not have words to complete the infinity amount of gratitude to my significant half and the love of my life. She has been monumental support to me mentally and physically during difficult times in completing my thesis as there were dire issues that were worst than the pandemic Covid-19 occurring in my home country. There were many situations when I was mentally down and almost gave up. The fact that I was a Buddhist monk for six years, no amount of experience in meditation can help me mentally with the dire situations in my home country as I was always worried about my family's well-being and safety. However, my significant half always wheeled me back every time from the verge of collapsing into the abyss. She made sure to keep my focus and hunt the objectives down one-by-one. I am forever grateful for her kindness and beyond patience as it is irreplaceable.



## **PLAGIARISM STATEMENT**

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**Field of Study: English Language Teaching**

**Student's Signature.....**

**Graduate School of Human Sciences**

**Advisor's Signature.....**

**Date:**

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## **CHAPTER I**

### **INTRODUCTION**

The introduction chapter would cover the introduction of the study, the rationale, background of the study related to English language learning in a Government university's English course students', research questions, and research objectives. In addition, the theoretical framework, conceptual framework, and the scope of the study were also discussed. The definition of terms, significance, and the organization of the study was presented towards the end of the chapter.

The focus of this study was to apply the genre-based approach's curriculum cycle (CCA) or also known as the teaching-learning cycle (TLC), in this study I used the Curriculum Cycle as the term. Also, the Pinterest Social Networking Service (SNS) was used as an approach to teach students in English language recount writing skills. English writing course is one of the vital parts of learning the English language in every educational institution. However, the popularity of modern technology tends to affect students' ability to be creative in writing composition, especially if a specific writing task used text-based materials such as textbooks in which illustrations are rarely found. Depending on the educational level of students, textbook contents tend to bore students in today's modern education in which their existence is dominated by information technology. As students are into the habit of using digital technology in the classroom, this study inspires me to allow students to use technology as tools to stimulate their recount writing ability by recalling events in the form of images. Thus, instead of restricting them from using it, I let them integrate technology in teaching, so this can be part of students learning.

Using visual images perceives to supplement students' ability in writing as this likely helps students to develop their creativity and instill emotions in writing (Bentwich, & Gilbey, 2017).

SNS or social media is an online vehicle for creating relationships with other people who share an interest, background, or real relationship. Its users create a profile with personal information, photos, etc., and form connections with other profiles. These users use their links to grow relationships through sharing, emailing, instant messaging, and providing comments. According to Arneson & Offerdahl (2018), Brugar & Roberts (2017) Serafini (2014), visual literacy support learners from shifting from a cognitive skills perspective to a more sociocultural and critical perspective.

In this study, the genre base approach's curriculum cycle was used to teach and help students develop the recount writing. Also, the use of visual images from the Pinterest Social Networking Services (SNS) will be implemented to stimulate the students' previous knowledge of events and for the students' to be more creative in their recount writing. Genre-based approaches are becoming more and more dominant in the field of English language teaching. Rodgers (2001) identified that genre-based approaches as one of the important trends in the new millennium, with discourse and genre analysis, schema theory, pragmatics, and systemic functional linguistics to begin an interest in functionally based approaches to language teaching'. Similarly, Hyland (2002) sees genre approaches as having a considerable impact on the way we understand language use and on literacy education around the world. Johns (2002) stated, there has been a significant perception shift over the past 15 years or so towards a more social, contextual approach based on genre theory. Such approaches have been adopted in primary, secondary, tertiary, professional, and community teaching contexts in programs for native speakers of English as well as ESL and EFL learners. Instructors in countries as diverse as Singapore, South Africa, USA, Italy, Hong

Kong, UK, Australia, Canada, China, Sweden, and Thailand are engaging in the use of genre-based approaches in developing their syllabuses, materials, and programs (Derewianka, 2003).

### **Rationale**

Few rationales are put forward to justify this research. First, researches in Thailand related to the curriculum cycle approach (CCA) with visual literacy using visual images from Pinterest is limited but there was plenty on *Facebook* and *Twitter*. Thus, this study filled the gap in the literature and is the first of its kind. As tools for English language teaching and learning, Pinterest offers extensive opportunities for providing authentic materials (Shafie et al., 2016). Thus visual images from Pinterest can be an interesting way to develop learners' English language writing skills as using visual images are likely to help in generating ideas to help students scaffold their ideas in writing. As (Bowen, 2017; Callow, 2003) argued that visual literacy's important value comes from its multidimensional and affective dimensions. Therefore through visual images, students can obtain content that provides information and facilitates comprehension (Arneson & Offerdahl, 2018). Consequently, the majority of students use gadgets (smartphones, tablets, laptops, desktops, etc.) connected to the internet. Through the use of the internet, social media applications like Instagram, Twitter, Facebook, Pinterest, and other SNS applications can be accessible to help students' writing activity in a fun and motivating way. Furthermore, mobile gadgets can be used in the classroom freely when it comes to learning (Emery, Flood, Baguley, & MacDonald, 2019). Visual images, as part of new literacies, expand the role of the communication landscape (Sturken & Cartwright, 2001) inhabited with multimodal communications (Kress, 2010) not only in printed text but also digital texts as a new literacy practice that is socially embedded in the discourse as digital technology increases (Gee & Hayes, 2011, cited in Serafini, 2017, p.2).

Second, as visual tools for teaching, Pinterest pictures are multimodal.

Multimodality is a concept that embraces different forms of communication but also in a broader sense. It comprises “oral performance, artistic, linguistic, digital, electronic, graphic” (Pahl & Rowsell, 2006, p. 6) in creating a message. Every resource has a function, as Kress (2010) argued; for instance, an image can simplify a lengthy written text or colors can highlight important details. Each resource does a semiotic work and provides meaning to human communication. Multimodality enriches the way we conceive communication and literacy (Álvarez, 2016). Different forms of multimodality have been encouraged to nurture students’ multiliteracies in educational contexts such as presentation slides (Hung, Chiu, & Yeh, 2013), multimedia essays (Nelson, 2006), web page compositions (Shin & Cimasko, 2008), digital storytelling (Castañeda, 2013; Lee, 2014; Yang, 2012), and digital video projects (Hafner, 2013; Hafner & Miller, 2011). In English as a foreign language (EFL) settings, several approaches to multimodality have been used to promote learner autonomy and flexible modes of assessment. Various benefits of using multimodality to facilitate EFL learning have been reported, which are providing multiple modes for effective communication, heightening semiotic awareness, and developing self-monitoring in the multimodality design process.

Furthermore incorporating the genre-based approach is used to be helpful as well as a genre-based approach focusing on the relationship between text type genres and their contexts (Hyon, 1996). In engaging so, students' learning can be effective in their academic, professional environments, and broader communities (Hammond & Derewianka, 2001). The following are some characteristics of the genre-based approach. The genre-based approach highlights the importance of discovering the social and cultural context of language use on a piece of writing. The context decides the purpose of a text because an overall structure of a text in terms of language features and text often features in the form of linguistic conventions

(Hammond & Derewianka, 2001; Hyon, 1996). The rationale and justification for adopting a genre-based approach, therefore, facilitates and supports clear relations to the students' purposes for writing beyond the writing classroom. Thus, the primary factors in the curricular selection are making sure a balance of text types, to enable students to perform a broad range of social purposes for writing in English and selection of specific genres is based on the students' immediate needs. In conclusion, multimodality combined with a genre-based approach will likely become a powerful method of helping students in developing recount writing as this stimulates ideas and gives freedom to be creative to think and write at the same time.

What makes this research study unique is that in this part of the world, especially in Thai universities, the curriculum cycle approach (CCA) is not fully utilized and the teaching tends to be traditional, specifically in this particular University. So this study is one of the first attempts to implement the approach to this University. Although SFL is not new, the CCA approach seems not widely used in English classrooms for teaching and learning, as the majority of the teachers in Thailand seem to be trained using the traditional approaches. This is where this study has stood out and filled the gap in teaching and learning practice in this particular university.

### **Background of the Study**

English has inevitably become a global language (Crystal, 2003; Melitz, 2016; Pinner, 2016) in the world today since the language link the whole world together. The English language is essential and required in every field. Darasawang (2007) and Kaur, Young, & Kirkpatrick (2016) stated that the objective of learning a foreign language is for communication, education, and business.

In Thailand, it is imperative for Thai people to know how to communicate in the English language. Since Thailand is one of the members of the Association of Southeast

Asian Nations (ASEAN). Thus, Thai people should be competent in the English language (Baker, & Jarunthawatchai, 2017; Srisang, 2014). The Ministry of Education (2002) put great emphasis on the English language by specifying that English must be the first foreign language that all Thai students learn at school (Baker, & Jarunthawatchai, 2017; Nomnian, & Arphattananon, 2018).

In the 21<sup>st</sup> century, the ability to understand digital, visual, and audio media is a form of literacy which is as essential as reading and writing skills. Visual literacy is required as much as the textual literacy (Koltay, 2019; Serafini, 2014). Visual images are increasingly appearing in learning and teaching resources in the education environment and we should be ready to accept the reality of today (Bleed, 2015). Educators are interested in transitioning text to a visual format as it decreases the learner's cognitive load by providing clarity to complex concepts and modifying meaning (Metros, 2008). Recently, there has been an increase in the number of researches related to the use of images in classrooms, which justifies the Digital Era and the necessity to respond to the needs and tastes of a new kind of public which has been called by some the "visual generation." Using images in educational practice and taking into account they perform a mere illustrative function. As a result, their informative richness may be ignored (Calado de Oliveira, 2012, p. 32).

The fast evolution of technology facilitates the birth of fast-growing social media tools that are progressively being used by learners in social and academic surroundings. In academia, social networking sites (SNS) are believed to be valuable in language learning as their community-centered design supports the distribution of authentic language, and inspire meaningful interactions beyond the classrooms. Since students are ready for technological changes in knowledge (Manca & Ranieri, 2013), it is time that higher education (HE) institutions harness their potential to further improve the students' creative needs (Davis III, Deil-Amen, Rios-Aguilar, & González Canché, 2015). At present-day, Facebook, Twitter, and



Instagram are widespread forms of SNS with a high rate of university students' demography (Shafie, Yaacob, & Singh, 2016), therefore if the modes of SNS could be employed as mobile learning tools this result a more positive language learning.

Pinterest is a website launched in March 2010 as a style trending platform for shoppers and crafters. It soon attracted millions of users and developed into a multifunctional space, including other elements of the social media, reaching in 2014 the 13<sup>th</sup> position among the top 15 most popular sites (eBiz, 2016). Built around visual input (photos, posters, infographics, etc.). It provides the possibility to create, follow boards and communicate with other people with similar interests ranging from crafting to photography and language learning. Among the multitude of bulletin boards, which cover a long list of fields, the ESL teacher and learners could find both indirect and ready-made resources from how to design own bedroom, to charts, writing prompts, or steps to writing an essay. Some of these boards soon became extremely popular by attracting thousands of users as in the case of Jayne Whitstance and her collection of resources for ESL teachers and learners (Whistance, 2015).

This research was conducted at Chandrakasem Rajabphat Universities. It is a tertiary educational institution in the north of Bangkok, Thailand. It offers a post-diploma certificate and degree level education from the bachelor's degree to master's degree, with also a Ph.D. degree offered in several majors. The University was founded in 1940. This university was Thailand's first training college for secondary school teachers. In 1991 this Teachers College was named an outstanding tertiary educational institute by the Ministry of Education. King Bhumibol Adulyadej bestowed the name and later becomes Rajabhat University Act of B.E 2547 (2004), which was announced in the Royal Gazette. Rajabhat universities were created a closely united group of Thai universities dedicated to preserving the Thai heritage and subject to the National Tertiary Education Commission of the Ministry of Education.



This university's vision is to produce graduates of identity, quality, competence and incorporate knowledge into innovation in local development to build security for the country of Thailand (Chandrakasem Rajabhat University, n.d).

The purpose of this study was to see how the use of visual images in Pinterest SNS will help the students' recount writing ability. The use of visual images was to stimulate and give creativity to the students' mindsets towards their recount writing. The curriculum cycle approach also known as the Teaching-Learning Cycle (TLC) approach, along with a suitable lesson plan based on the students' level of English writing ability, was implemented to guide the students' in understanding the structures of a recount text are. Although SFL is not new, the CCA approach seems not widely used in English classrooms for teaching and learning, as the majority of the teachers in Thailand seem to be trained using the traditional approaches. This is where this study has stood out and filled the gap in teaching and learning practice in this particular university, CRU.

### **Research Questions**

This study has three research questions as part of underpinnings:

1. What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?
2. What are the language features found in students' recount writing using the Curriculum Cycle Approach?
3. What are the difficulties found in developing the recount writing through the use of the Curriculum Cycle Approach?

### **Research Objectives**

These three research objectives have supported the three research questions that would be achieved:

1. To identify the different transitivity processes found in students' recount writing using the Curriculum Cycle approach.

2. To explore the different language features found in students' recount writing using the Curriculum Cycle approach.
3. To examine students' difficulties in developing recount writing through the use of the Curriculum Cycle Approach

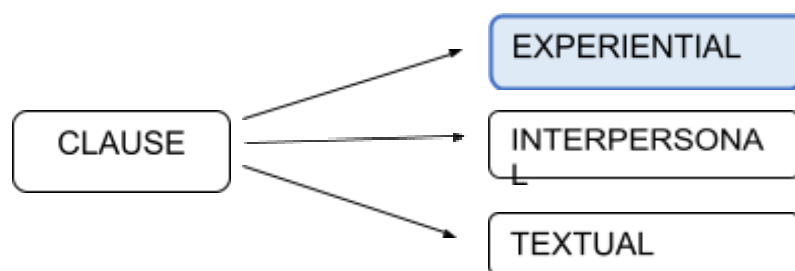
### Theoretical Framework

This study only used the **experiential metafunction's transitivity system** (six types of processes) from Halliday's Systemic functional grammar (SFG) three metafunctions: ideational (clause, verb groups & noun groups), interpersonal (modal verbs & adjuncts), and textual metafunctions. The theoretical framework of this study is based on the content analysis of the students' recount writing texts. A recount is a part of the main genres, which are observation/comment, recount, narrative, report, procedure, and explanation. The process of recount involves orientation, event, and re-orientation (Foley, 2011, p. 195).

The overview of the clause is illustrated through this diagram from the book, *Grammar Meaning and Discourse* (Foley, 2011).

**Figure 1.1**

*The Overview of the clause* (Foley, 2011, p. 8)



The Experiential metafunction comprises two aspects, which are experiential and logico-semantic. The first one, experiential, is involved with the CLAUSE and how we represent our experiences of the world around us. The second aspect is the logico-semantic

relationship of the clauses, which is how we connect those experiences. From the perspective of formal grammatical tools, such as the use of VERB Groups (Vg) and NOUN Groups (Ng) to produce CLAUSES (Foley, 2011, p. 8).

The interpersonal metafunctions concern how we express who we are in relation to others, as well as how we express our attitudes and judgments. For example, in grammar, this is often realized by MODAL VERBS and ADJUNCTS (Foley, 2011, p.8).

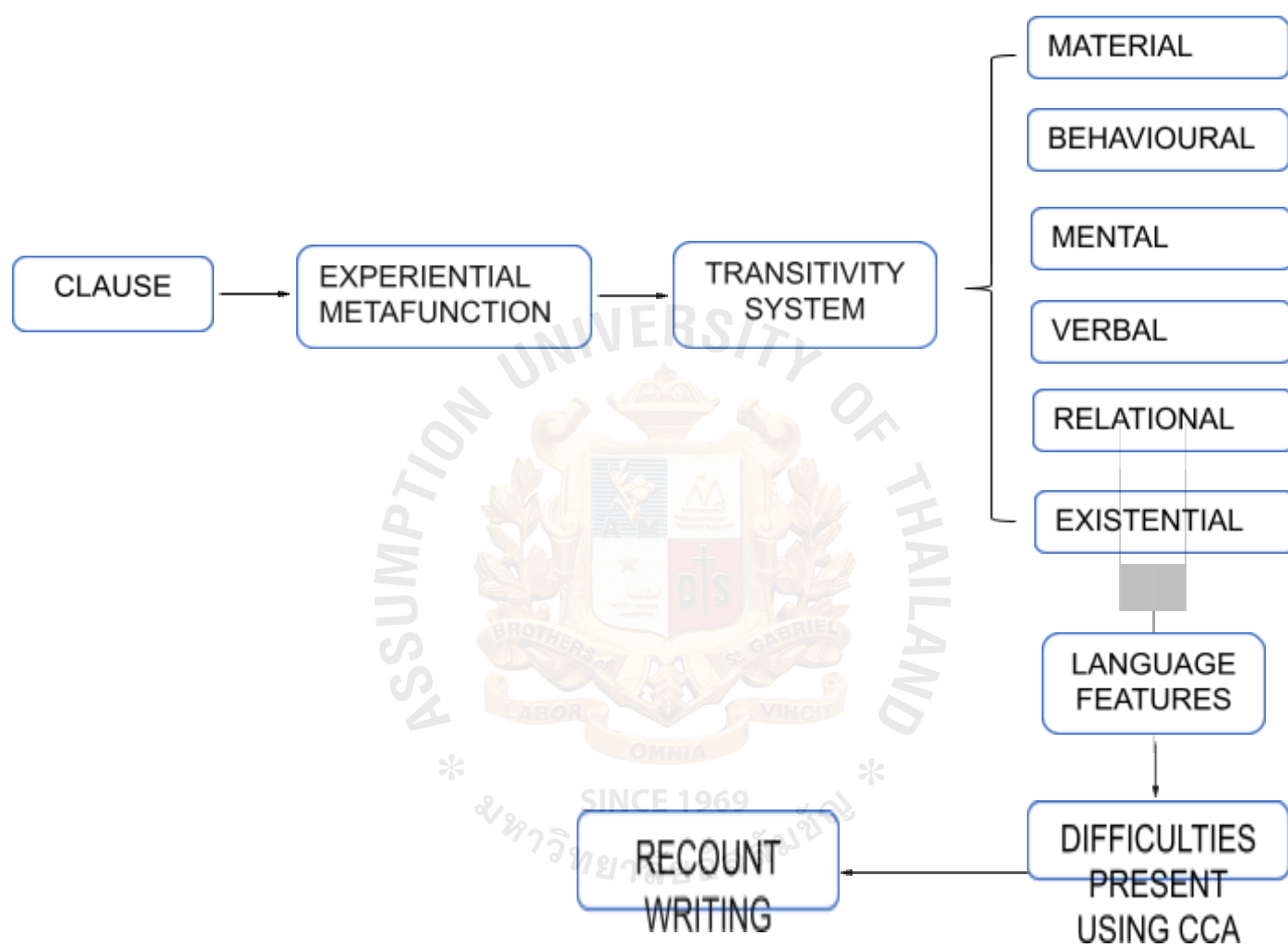
The textual metafunction is concerned with the overall system or how people express and organize their experiences, relationships, attitudes, and judgments cohesively and coherently in the view of what meanings we want to convey (Foley, 2011, p.8).

Furthermore, the purpose of a recount text is to tell what and when something happened to the audience about what happened in the past and when it happened. Moreover, Knapp and Watkins (2005) stated that recount text is the sequential text that does little more than sequencing a series of events. It can be considered the simplest type of narrative genre. To clarify, my research's present study theoretical framework only comprised of the experiential metafunction's transitivity system. Hence, the updated framework of the present study is shown below

## Conceptual Framework of the Present Study

**Figure 1.2**

*Conceptual framework of the present study*



### Scope of the Study

The research purpose of this study was to determine whether the use of the curriculum cycle approach (CCA) with the use of visual images from Pinterest would help to develop the students' recount writing ability.

The population was the 41 freshmen undergraduate students (all Thai nationals) from the Chandrakasem Rajabhat University based on the attendance list who were learning Essay writing (ENGL 3405), section 101, English course. The faculty was the Humanities and Social Sciences. They were the subjects of the study. However, at week 4 and week 7 of the lesson plan when the pre and post-data were collected; there were only 33 students present due to the students changing sections, adding, and deleting courses during weeks 1-3.

The descriptive qualitative research design was chosen because I wanted to understand the language developments, language features, transitivity processes, and difficulties found in students writing using Foley's (2011) adaptation of the *Systemic Functional Approach*.

Systemic functional grammar (SFG) was used as a framework for this research. However, only certain aspects of SFG were utilized in this study. I selected only the *Experiential metafunction's* use of the Transitivity system (six types of processes) to analyze the recount text.

The instruments used to collect the data would be the students' recount writing. To clarify, they were the pre-writing and post-writing recount texts. The texts they produced were the instruments and the basis for the analysis.

The approach used in teaching recount writing was the curriculum cycle approach. The tools used were the lesson plan (5 weeks, Units 1-5), powerpoint, google drive, and the visual images from the Pinterest SNS to stimulate the students' memory recall on the events experiences.

The data analyzed for research questions 1 and 2 were presented in the form of tables to see the results of the different transitivity processes and different language features found in the students' recount writing. Due to the size of the qualitative data (recount texts) Coding was utilized.

The curriculum cycle approach (CCA) illustrated how the students developed the structure of the text in recount writing. The findings in chapter 4 indicated that there was a significant development and improvement when compared directly to the pre and post-writing recount texts. To accomplish that, I had to complete the cycle of the CCA (4 stages) by teaching Units 1, 2, 3, and 4 along with classroom assignments because assessments were crucial. Through the use of visual images as tools and stimuli, this study hopes to help students to think creatively and express their emotions freely in writing as well as develop their English recount writing ability.

Furthermore, in Units 2, 3, and 4, the students had to **pin** images to create a visual recount and **board** it on the Pinterest SNS to recall their previous holiday events. This was to justify that I applied visual literacy along with multimodality as a part of the assessment by assigning students to complete a visual and text recount in the Pinterest SNS. Meaning, there were visual images pinned as an introduction (orientation), body (events), conclusive sentence (re-orientation).

### Definitions of Terms

**Clause** refers to a part of a text which contains participant (subject) and a process (verb) this can be dependent or independent. Example, student #738, After dinner, we went to Swensen's for ice-cream.

**Curriculum Cycle Approach (CCA)** involves four key stages which incorporate social support reading, writing, speaking, and listening through varied interaction routines to

scaffold students' learning about language and meaning in a variety of texts. In this research, the CCA is prioritized towards only the recount writing.

**Experiential Metafunction** refers to a language that concerns with the CLAUSE and how we represent our experiences.

**Interpersonal Metafunction** refers to a language used which shows how we used language to interact with others. It concerns how we express our attitudes and judgments, and who we are in relation to others

**Language features** refer to the schematic structure of recount, participants, post-modifiers, descriptive words, adverbials, transitional words, and the different types of processes.

**Difficulties** are found in students texts such as ungrammatical structure, spelling errors, punctuation, capitalization, the tenses, and cohesive devices in the text.

**Pinterest** is an American social media web and mobile application company. It operates a software system designed to enable the saving and discovery of information on the World Wide Web using images and, on a smaller scale, GIFs and videos.

**Social Media** refers to the websites and applications that enable users to create and share content or to participate in social networking. In the present study, the social media used is the Pinterest SNS.

**Social Networking Services (SNS)** can be broadly defined as internet or mobile-based social space where people can connect, communicate, create, and share content with others.

**Textual Metafunction** refers to a language used to organize experiential and interpersonal meanings into a coherent manner.

**Transitivity System** refers to the six types of processes: material, behavioural, mental, verbal, relational, and existential.



### **Significance of the Study**

The importance of the study is to help develop the students' recount writing ability through the use of the four stage Curriculum Cycle Approach (CCA) with visual images in Pinterest SNS as stimuli to produce creativity. The results of this study in Chandrakasem Rajabhat University (CRU) are perceived to have a certain significance and shed light on English language teaching and learning.

### **Learners**

The use of the Curriculum Cycle Approach using visual images by Pinterest can be a creative and beneficial learning for CRU undergraduate students' specifically in enhancing the students' recount writing skills. The research's goal is to help students improve their academic competence towards descriptive English writing skills after graduating from the Chandrakasem Rajabhat University.

Theoretically, this study can be one of the references in proving that the Curriculum Cycle Approach (CCA) develops the English recount writing classes and encourage classroom interaction for the students. Practically, the result of the study can be useful information for teachers, students, and general readers about improving students' recount writing ability.

This study can help students' use and adopt a creative way of learning English recount so that they can write easily and have fun. From this study, students' will realize that visual images can be useful to help students in recount writing. Also, teachers from CRU's English department can use visual images on Pinterest and make them more attractive in improving the students' recount writing skills or other genres.

### **Teachers**

The benefits of this study for lecturers would be the fact that new creative ways of integrating the use of visual images in the lessons. By adopting the use of the technology

Pinterest SNS unlike traditional ways of teaching; the outcome of each lesson was likely better. The teacher can model students what to do as well as visuals would likely help them to think creatively and expand their ideas. Most importantly, this study showed that the Curriculum Cycle Approach in teaching is not only used for writing classes but can be applied to other subjects as well.

Lastly, I would like to contribute the results to Chandrakasem Rajabhat University and its English program instructors who may want to adopt Curriculum Cycle Approach as a means to a teaching method in the classroom.

### **Researchers**

Academic researchers who may be interested in applying the CCA model can adapt the present study's model and apply it to their related genres or different courses in English language teaching. The importance is that it is not fixated and can be adapted after careful planning. To clarify, the CCA model is not limited to only writing courses. Conversely, it can be adapted accordingly to reading, speaking, and other courses outside of the English Language teaching context.

### **Organization of the study**

This thesis was organized into five chapters. These are summarized as follows:

Chapter I: **Introduction** discussed the general background of the study, rationale, objectives, research questions, and the theoretical and conceptual framework. The definitions of terms that were used throughout the study were also presented. In this chapter, the scope of the study and the significance of the study were also presented.

Chapter II: **Literature Review** was about the review of related literature of the study. This starts with different theories supporting the development of this research are discussed such as Visual Literacy, Visual Literacy in Education, Multimodality, Multimodality in the Classroom, Developing Activity in ELT through technology, Study on the Use of Technology in ELT classroom: Teachers' Perspective, Computer, and Devices such as Smartphones, Ipods, Ipads, and Tablets, Out-of-class Educational Language Software, Systemic Functional Grammar Approach to Teaching & Learning Theory, Systemic Functional Grammar Theory, The Teaching-Learning Cycle, Writing Genre, Recount Writing, Pinterest, Previous Studies related to the study, and lastly The present Study

Chapter III: **Research Methodology** describes the background information of the subjects involved, the procedure for data collection, and the method of data analysis after restating the research questions.

Chapter IV: **Findings and Data Analysis** reveals the findings and detail explanations to answer the research questions 1, 2, and 3.

Chapter V: **Conclusion** is the last chapter which summarizes the study, the limitations of the study, and recommendations for further research.

### **CHAPTER II**

## **REVIEW OF RELATED LITERATURE**

### **Introduction**

In this chapter, the literature review specifically begins with the definition of what Visual Literacy means. This is followed by Writing Genre, which is subcategorized as the definitions of the recount text. This is followed by the literature review focusing on the Systemic Functional Grammar's background and theory. Lastly, the background literature review of Pinterest is discussed.

### **Visual Literacy**

Visual literacy refers to a collection of vision-competences that develops human beings by seeing and at the same time having and joining other sensory experiences. Wileman (1993, p. 114) states that visual literacy helps learners to gain the ability to read, interpret and understand the information presented in graphic images or pictorial. Related to visual literacy is visual thinking, which is defined as “the ability to turn information of all kinds into pictures, graphics, or forms that assist communicate the information” (Wileman, 1993, p. 114). Another similar definition for visual literacy is “the learned ability to interpret visual messages accurately and to create such messages” (Heinrich, Molenda, Russel, & Smaldino, 1999, p. 64). Visual literacy is a multidisciplinary concept that was developed in 1966 with the thinking of John L. Debes, who was a leading educator and promoter of visual literacy.

By 21st century, in looking for a definition of “visual literacy,” Kovalik & King (2004) used the general term “visual literacy” in the way that they saw visual literacy as encompassing three other concepts, which are visual thinking, visual learning, and visual communication.

### **Visual Literacy in Education**

Nowadays, students live in an information-rich environment full of visual images, and educational materials are no exception. Educational materials must compete for attention in this rich visual environment. All kinds of teaching resources from traditional textbooks to the newest educational technologies contain pictorial representations (Lowe, 2000). For the students to perceive and analyze an image, the students should be able to understand the aim and recognize the techniques (Baker, 2012). Successful reading of an abstract scientific diagram demands very different skills from those who are necessary for reading ordinary pictures of daily content such as illustrations in a shopping magazine or photographs in a newspaper. This proves that it is essential that today's students develop general visual literacy skills so that to deal with scientific graphics. Also, the students must learn about particular types of scientific pictures that belong to a specific field of technological or scientific study (Baker, 2012). Students should also learn how to make ethical judgments about a visual message's availability, fidelity, and worth (Metros, 2008, p. 102).

Research made by Lih-Juan Chanlin proves that using visual treatments in lessons raises learning with various degrees of success. Comparing text elements with graphics and lesson with text only influence students with different previous knowledge levels as students get descriptive knowledge. Students with a high level of previous knowledge of the subject respond better with the animated form of graphics while learning descriptive facts. Chanlin's study suggests that the effectiveness of visual elements in learning is related to the previous knowledge of the students, and students with different prior knowledge levels react differently to contrasting presentation forms (Chanlin, 1998, p. 166). Besides, Chanlin's study proposes that by providing visual control of animated graphics leads to improve learning, especially in males (Chanlin, 1999).

To understand how to interpret technical visuals, teachers must develop students' capacities while the teaching of specific knowledge and skills recommends beginning when

children are quite young, even though children start formal studies of technology and science. This technique is widely used in scientific and technological diagrams being a way of indicating internal structures that are hidden from view (Lowe, 2000). Supplementary exercises based on an existing picture that require students to elaborate, analyze, or modify the original in various ways can also facilitate improving comprehension skills (Lowe, 2000). This is because pictures are multimodal.

### **Multimodality**

Multimodal theory creation developed in the 1990s and is undertaking a dynamic discussion about its possibilities, limitations, concepts, and research possibilities (Jewitt 2014a; Jewitt 2014b). From a multimodal viewpoint, meaning-making is possible in different modes and media in a non-hierarchic way (Barton, 2007; Kress, 2010). Kalantzis & Cope (2012) states that all modes, which comprises audio, visual, gestural, spatial, verbal spoken, verbal written, have full meaning potential. Furthermore, meaning-offering expresses ideational, interpersonal, and textual meaning uniquely. This approach to recognize meaning-making can be used for discussions of how and to what extent different modes are used and known as learning in formal education both for teachers' actual planning and in the assessment. From a socio-cultural perspective, learning is social, situated, and mediated (Säljö, 2005). Likewise, a multimodal approach is where the mediation applies to the meaning potential of all modes, which are meaning is made, distributed, interpreted, and remade through many communicational resources (Jewitt, 2008, Kress & Van Leeuwen, 2001).

The concept of multimodality begins with the understanding that language is but one of the communicative resources through which meaning is remade, distributed, and interpreted (Jewitt, 2008; see also Kress & van Leeuwen, 2001). Thus, a key principle of



theories of multimodality is that all communication is multimodal, and any communicative event requires separate use of multiple modes, which may realize meanings that complement, extend, or contradict each other (Kress, 2010; Van Leeuwen, 2004). The precise definition of what constitutes a mode varies, but the mode is perhaps best understood as a “regularised organized set of resources for meaning-making, including, image, gaze, gesture, movement, music, speech and sound-effect” (Jewitt & Kress, 2003, p. 1).

### **Multimodality in the Classroom**

The understanding that effective teaching and learning in the classroom is not accomplished through language alone has been of interest to some educational researchers, even before a dominant focus on multimodality emerged. For example, Lawn (1999) observes that many teachers do not recognize the impact of the classroom, as the material environment, on teaching. Englund (1997, p. 277) also states that the teacher possesses different possibilities in the construction of a lesson experience for the students and these potentials are “concretized in different ways in different classrooms.” Classroom arrangements and displays have also been considered as providing pedagogic resources, serving to convey the pedagogic practices and “fundamental regulatory principles” that govern a school (Daniels, 2001, p. 169). Kress et al. (2005, p. 18) conclude that “subjects, actualized in particular classrooms, can be inflected in totally different ways, from patriarchal to democratic”. This is consistent to Seaborne & Lowe’s (1977) earlier argument that a building literally ‘makes’ a teaching method.

### **Developing Activity in ELT through technology**

There are different ways of using technology in the classroom that can both make life easier as a teacher and boost students’ enjoyment levels and engagement with lessons.



From helping with communication among teachers and students as well as peer-to-peer to organizing curriculum calendars, to improving presentations and lessons with media and visuals, there is no limit to the ways to use technology in the classroom to create an enriched learning environment. Below are ideas on how technology can be used in the classroom to enhance learning (Nina, 2019). Some examples include:

### **1. Gamified Learning**

Learning should be fun. That is why using technology for gamified learning in your classroom can be of advantage to achieving goals. Also, while learning software can be a great teaching tool, gamified learning can be as simple as creating a virtual searcher quest by coming up with a category of questions for students to search and find the correct answers for and adding students to pairs or groups to encourage collaboration and teamwork (Ivy, 2010 & Nina, 2019).

### **2. Digital Field Trips**

An increasingly popular cost-effective tool for teachers searching for new ways to use technology in the classroom is taking digital field trips. Google Streetview and other comparable apps allow you to explore parks, forests, and even national and international landmarks from the comfort of your classroom virtually. Students can virtually experience the view from the Statue of Liberty or hike through the Grand Canyon to get students excited to learn about a location or subject and extend learning beyond the page (Ivy, 2010 & Nina, 2019).

### **3. Integrating Social Media**

Since students already use so much of their time on social media, adding social media into your classroom is among the most innovative ways to use technology in the

classroom by linking students to curriculum, classroom resources, and one another. Create a Facebook group specifically for the class where teachers' can post discussion topics or progress distinctive classroom Twitter hashtags students can use to discuss lessons or ask questions (Ivy, 2010 & Nina, 2019).

#### **4. Creating Digital Content**

Creating digital content related to the things the students' are learning is a great way for students' to display their creative talents as well as showcase learning. With different projects, the process of creating content is most effective when students' can express themselves in ways that highlight and accommodate their strengths and learning communication styles. Provide options for students' to express themselves through blogs, videos, podcasts, eBooks, flyers, and other digital art, or any other means they feel best comfortable. Respecting each student's individuality and needs for creative expression helps them to flourish as learners (Ivy, 2010 & Nina, 2019).

#### **5. Using a Classroom Calendar**

Teachers' can develop a shared online calendar for the classroom through Google Calendar or a related program for posting important updates. Post assignment due dates and classroom events such as field trips and guest speakers in one easily accessible location for both teachers and students. This goes a step further and shares the calendar with parents and keeps them connected and engaged with their children (Nina, 2019).

### **Study on the Use of Technology in ELT classroom: Teachers' Perspective**

There are different types of technology which can be used in the language classroom. "The selection of appropriate technology in class is essential for ensuring

effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction”(Raihan & Lock, 2012, p.25). Raihan and Lock (2012) provided the following figure below which shows some technological options which can be used in the classroom.

**Figure 2.1**

*Technology in Classroom*



Teachers can be benefited by using the shown technological selections above. Ivy (2011) stated about some technological options which language teachers can use for professional purpose and educational purposes (p. 207 - 216):

**Internet:** The Internet is a source of huge information and knowledge. The list of information accessible through the internet is infinite. “Teachers should be equipped with the necessary skills to track and sort out these resources” (Ivy, 2010, p. 207).

**Multimedia presentation:** Multimedia projector and presentation software are two technologies that are often used in the technologically advanced classroom. “Powerpoint presentations can be used by teachers to present organized lectures, aid „visual“ and inattentive learners and prepare students for their professional life” (Ivy, 2010, p. 208 & Nina, 2019).

**Office applications:** Creating worksheets, handouts, posters, newsletters, reports, spelling and grammar checking, presenting research data, etc. can all be completed effectively with these applications (Ivy, 2010, p. 208 & Nina, 2019).

**Images and soundtracks:** Occasionally, teachers may want to add visuals, soundtracks, videos and animations to materials/worksheets (Ivy, 2010, p. 208). Some teachers use projected slides, images from an overhead projector (OHP), or projected computer images (Harmer, 2003, p.134).

**E-mail:** E-mail has become an important means of communication nowadays. Of particular interest to teachers and students is the fact that documents can be attached to e-mail and sent along with them, so that students can send word-processed work to their teachers who can then send back feedback in the same way (Harmer, 2003, p.134).

**Multimedia Simulation software:** Through multimedia simulation software, learners can enter computerized microworlds with exposure to language and culture in a meaningful audiovisual context (Ivy, 2010, p.212 & Nina, 2019).

**Interactive whiteboards:** An interactive whiteboard (IWB) is a large interactive display that links to a computer and projector. Some IWB allows teachers to record their teaching as digital video files and post the material for review by students at a later time (Ivy, 2010, p.212).

**Electronic whiteboard:** Electronic whiteboard or the smartboard is the modern addition to the technologies used in the classroom. However, Ivy (2010) states, “Although it is a very interesting add on to the classroom, implementation is costly and as such is not feasible in the context of Bangladesh” (p. 213).

**Podcasting:** Podcasting is a broadcast available on the internet anytime for downloading. It can be used by language teachers to listen to varied sources of authentic input, to make students create their own podcasts in the foreign language, to listen to ‘semi-authentic’ language created specifically for language learners, etc. (Ivy, 2010, p. 215 & Nina, 2019).

### **Computers and Devices such as Smartphones, Ipods, Ipads, and Tablets**

Computers are everywhere, such as cyber cafes, schools, universities, homes. Most schools and universities have computer labs. Indeed, computers facilitate daily life in many ways. People use computers to communicate with others, share ideas, exchange thoughts, listen and watch videos, and to have access to a massive amount of information as readings, audios, and viewings (Alvarado, Palma & Ramírez, 2014).

In the area of language, learning computers provide many advantages for teachers and learners. By making use of various software and hardware, teachers can create classes more amusing and meaningful to students. For instance: Teachers and students can use software such as PowerPoint to make an outstanding presentation. Thus, it is a means to show authentic materials and to share what they have done, mainly if the presentations make use of a computer, projector, and audio speakers. Furthermore, teachers can assign students to create and edit a video to offer them a chance to practice the four macro skills by using Movie Maker, which is a free software manufactured by Microsoft Windows. It includes timeline narration, effects, audio tracks, transitions, titles, and credits. Lastly, the video can be presented to an audience to create a meaningful experience for learners (Alvarado, Palma &

Ramírez, 2014).

Most of the applications available on the computer can also be opened through devices such as Smartphones, iPods, iPads (tablets), etc. These advanced gadgets allow people to connect to the Internet. Such technologies permit people to remain communicated with each other and to exchange knowledge easily as well as to get information from different sources. Also, people have the opportunity to use any of these tools for free, send e-mails, create a website, download videos, images, mp3 audios, documents, and many other things (Alvarado, Palma & Ramírez, 2014).

### **Out-of-class Educational Language Software**

Another group of technologies for use in a language course is technologies that could be used outside of the classroom. The purpose of these technologies is to engage the students' English proficiency and exposure to English through practice and exercises. Qiang and Siegel (2012) suggest that for language learning to be successful, the students need exposure to the language and must use it as much as possible. This section discusses some available software programs and their implementation into a course curriculum.

**Duolingo** (2015) is a free, game-like learning application accessible from a web browser as well as a smartphone that provides the students with a large variety of exercises on different topics and themes. A website version of the application was created following its original release as a smartphone application. Duolingo has exercises targeting the students' speaking, listening, writing, and reading skills, as well as teaching additional vocabulary. Its game-like format can make it very attractive to the current generation of students. Each time a student does an exercise, the student gains experience points. If synced with the teacher's account, the teacher can follow each student's progress. Duolingo requires an account, as well as a smartphone or web browser-enabled device. Duolingo also provides an online



community for users to freely discuss recommendations for learning languages, as well as other online forums and discussion boards for users to translate what interests them openly.

**ESLVideo** (2015) is a YouTube video-based website, which allows the teacher to use videos as listening comprehension exercises. These exercises are split into four groups depending on their difficulty. The website has an integrated quiz creation system. The instructor can choose a video from YouTube and create multiple-choice questions based on the content of the video. The students are given a grade based on the number of correct responses they give, but neither the grades nor responses are saved anywhere after the web browser is closed. A possible drawback of this resource is that it requires that the students use a computer to access the website, as it is difficult to gain access from a smartphone device. A benefit is that a large number of different videos available on YouTube, teachers can easily make the exercises relate to the students, thus keeping them interested and motivated

**Ello** (2015) is a website with various recordings of dialogues and conversations in English. These conversations are divided into different categories based on their difficulty. Ello helps students improve their listening skills. Ello can only be accessed from a computer. Because some of the elements on the website cannot be accessed from a smartphone. However, it allows the users to download audio versions of the recordings, which allows the students to put them on their smartphones and listen to the exercise at their convenience.

### **Systemic Functional Grammar Approach to Teaching & Learning Theory**

Systemic Functional Grammar (SFL) is an approach to language developed largely by M.A.K. Halliday and his followers during the 1960s in the United Kingdom, and later in Australia (O'Donnell 2012, p. 1). SFL is built on previous works of some influential linguists such as Bronislaw Malinowski and J.R. Firth. Bronislaw Malinowski was a polish anthropologist who did most of his works based in England (O'Donnell, 2012, p. 5). The



second linguist is J.R. Firth who established linguistics as a discipline in Britain. He developed Malinowski's theory about the centrality of the context of the situation and applied it through his linguistic model. Moreover, he developed an approach to phonology named 'Prosodic phonology,' which enables phonological features to be shared over successive phonemes rather than each phoneme having its distinctive features (O'Donnell 2012, p. 6).

Nowadays, the SFL approach is used worldwide, especially in language education, and for several purposes, like discourse analysis. It has continued to be closely associated with sociology even when a good number of linguistic theories deal with language in the form of mental practice. Halliday is more interested in the manner by which language is utilized in social settings to attain a specific target (O'Donnell, 2012, p. 2). SFL does not implement the manner of language representation or process in the human brain. But would rather try to see discourses produced in the form of written or oral language, and what is contained in the texts that are produced. Because of the concern of SFL with the use of language, great importance is placed on the function of language, such as what language is used for, rather than what language structure is all about and how the manner is composed (Matthiessen & Halliday, 1997).

### **Systemic Functional Grammar Theory**

One of the principle ideas of SFG is that language functions according to context. It can be traced back to the work of Malinowski in the 1920s. Malinowski while attempting to translate the written texts of the Melanesian islanders realized that without the knowledge of the cultural context and situation meaningful translation was impossible. This idea was taken up by other researchers, but only came to importance when it was combined into the work of J.R.Firth. Encouraged by this concept, many of Firth's students went on to develop

SFG, and it is one of these students, Michael Halliday, who credits as the ‘major architect’ of SFG (Martin, 2001, p. 150).

Derewianka (2001:256) says, ‘Halliday’s approach has been to develop a model of grammar which provides a clear relationship between functions and grammatical systems’. Such an approach reflects Halliday’s belief that ‘language is as it is because of its function in social structures’ (Halliday, 1973: p. 65 cited in Fairclough, 1992: p. 26).

Butt (2000, p. 29) states that SFG redefines traditional grammar to recognize that the words have functions as well as class. How a word functions can tell us more than any description of words in terms of the class can about the piece of language, where it occurs, the person who chose to use it in that function, and the culture that surrounds the person and the message.

One of the key features of SFG is the way it divides language and organizes grammar according to three metafunctions (or macro functions of language). These functions are labeled as experiential or ideational, interpersonal, and textual. Firstly, the experiential metafunction relates to the way language is used to express our view of the world, and explains how we use language to describe ‘doings’ and ‘happenings.’ Secondly, the interpersonal metafunction conveys how language uses to interact with other people, and how language uses to express judgments and attitudes. Thirdly, the textual metafunction refers to how messages are organized in relative to other messages to create coherence and cohesion. While all three metafunctions act together to produce meaning. In SFG, they each have their separate grammatical system (White, 2001; Lock, 1996; Thompson, 1996; Derewieka, 2001).

### **The Transitivity System and its processes**

The transitivity system is derived from experiential metafunction. The experiential metafunction is about how we convey our experiences such as naming processes and things in our world (Foley, 2011, p. 29). Furthermore, the transitivity system interprets the world of experience into a workable set of process types which is the transitivity processes (Halliday & Matthiessen, 2014, p. 170). In addition, each process type provides its function. In a transitivity system, there is a difference between the inner and outer world experiences. The inner experience is the world of consciousness which comprises perception, emotion, and imagination. In contrast, the outer experience comprises actions and events such as; people or other actors doing things, things happening, or making them happen (Halliday & Matthiessen, 2014, p. 170). The details of each transitivity process are mentioned below.

### ***Material process***

Material processes comprise doings and happenings. Another known term is action processes. The function of the doer in a material process is called the Actor (Foley, 2011, p.34). In addition, there are **transitive** and **intransitive** material processes. The material process that represents a **happening** is intransitive. Conversely, the material process that represents a **doing** is transitive (Halliday & Matthiessen, 2014, p. 179-181).

### ***Behavioural process***

Foley (2011, p. 36-37) explained that the behavioural process is a bridge between material, mental, and verbal processes. Some behavioural processes bridge between material and mental processes such as watching, dancing, listening, and smiling. The behavioural process's main participant is the behavior.

Halliday & Matthiessen (2014, p. 248-250) described that behavioural processes are of human physiological and psychological behaviour. They are the least distinct out of all

the six types of transitivity processes. In addition, they have no clearly defined characteristics of their own. Thompson (2013, p. 110) mentioned behavioural process is a reminder that transitivity categories are overlapping and fuzzy.

### ***Mental process***

As mentioned earlier from the literature on page 31. The inner world of experience (consciousness) represents the mental process. Foley (2011, p. 38-39) explained that the mental process consists of the processes of thinking, feeling, and perceiving things with our senses. In a mental process, the main participant is called the senser.

Furthermore, in a mental process, the participant (senser) is human. The important feature of the participant is that of being provided with consciousness. The mental process divides itself into four different **sub-categories** of **sense**. They are perceptive, cognitive, desiderative, and emotive (Halliday & Matthiessen, 2014, p. 201-208). The common characteristics are illustrated in the table below.

**Table 2.1**

*Verbs with different functions in mental processes* (adapted from Halliday & Matthiessen, 2014, p. 210)

	<b>‘like’ type</b>	<b>‘please’ type</b>
perceptive	perceive, sense; see, notice, glimpse; hear, overhear; feel; taste; smell	(assail)
cognitive	think, believe, suppose, expect, know; understand, realize, appreciate; imagine, dream, forget; fear	convince; remind, surprise, puzzle, intrigue, occur to
desiderative	want, wish, would like, desire; hope, plan; decide, agree, refuse	(tempt)

emotive	enjoy, like, love, adore, dislike, hate, relish, fancy, despise, rejoice, grieve,	allure, attract, please, amuse, entertain, interest, bore, worry, weary, pain; alarm, sadden, gratify, delight,
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### ***Verbal process***

Verbal processes are commonly referred to as someone saying something. In similarity to the mental process, the verbal processes are generally related to human beings or provided with consciousness. The sayer is the main participant in a verbal process (Foley, 2011, p. 41-42).

Additionally, Halliday & Matthiessen (2014, p. 252-255) explained that there is always one participant (sayer) that represents the speaker. However, there may be an additional one representing the addressee (receiver). Illustrated below is the table of the different functions of the verbal processes.

**Table 2.2**

*Verbs functioning as mental processes* (adapted from Halliday & Matthiessen, 2014, p. 255)

<b>TYPE</b>		<b>Examples of mental process verbs</b>
activity	targeting	praise, insult, abuse, slander, blame, criticize
	talking	speak, talk
semiosis	(neutral)	say, tell; go, be like
	indicating	tell (sb that), report, notify, explain, argue, convince (that), persuade (sb that), promise (that)
		ask (sb whether), question, enquire (whether)
	imperating	tell (sb to do), ask (sb to do), order, command, require, convince (sb to do),

### ***Relational process***

In the relational process, the verb itself is empty. Meaning, it does not provide information. There are two types of relational processes which are attributive and identifying processes. The carrier of an attribute is the main participant in the attributive process. The identifier of something which is identified is the main participant in the identifying process (Foley, 2011, p. 44-45).

Halliday & Matthiessen (2014, p. 210-216 ) explained that the relational process functions as three main types. They are intensive, possessive, and circumstantial. Moreover, each of these comes in two distinct modes of being in attributive and identifying. The important distinction in identifying is that the *x* and the *a* can be switched (e.g. Sarah is the leader/ the leader is Sarah). Conversely, the attributive cannot be switched between *x* and *a* (e.g. Sarah is wise). The table 2.3 below illustrates the functions of the relational process.

**Table 2.3**

*The category functions of relational process* (adapted from Halliday & Matthiessen, 2014, p. 216)

	<b>attributive</b>	<b>identifying</b>
	'a is an attribute of x'	'a is the identify of x'
1). intensive 'x is a'	Sarah is wise	Sarah is the leader; the leader is Sarah
2). possessive 'x has a'	Peter has a piano	the piano is Peter; Peter's the piano
3). circumstantial 'x is at a'	the fair is on a Tuesday	tomorrow is the 10th; the 10th is tomorrow



### ***Existential process***

The existential process simply states that a specific thing exists. The existent, whose existence is stated is the main participant in an existential process (Foley, 2011, p. 48-49). Furthermore, Halliday & Matthiessen (2014, p. 256-258) explained that the process represents that something exists or happens. In the existential process, the word '*there*' within a clause is neither a participant nor a circumstance. It has no representational function. Its function is to only indicate existence. Often, an existential clause consists of a distinct circumstantial element of place or time.

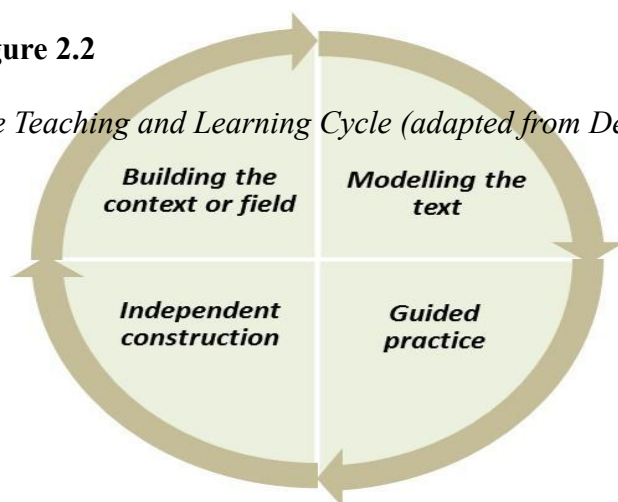
### **The Teaching-Learning Cycle or Curriculum Cycle Approach**

The teaching and learning cycle (TLC) or curriculum cycle approach (CCA) has four key stages, which include the social support for reading, writing, speaking, and listening through varied interactional practices (whole group, small group, pair, individual). The purpose is to scaffold students' learning about language and meaning in a variety of texts (Derewianka & Jones, 2016; Humphrey, 2017; Humphrey & Feez, 2016). The four key stages are mentioned below;

- **Building the context or field** - understanding the role of texts in our culture and building a shared understanding of the topic.
- **Modeling the text or deconstruction** - the use of teacher or model texts to focus clearly on the structure and the language of the text, how language choices work to shape meaning, and to build a metalanguage.
- **Guided practice or joint construction** - teachers and students jointly constructing a text.
- **Independent construction** – students' independent writing or approximation of the genre

**Figure 2.2**

*The Teaching and Learning Cycle (adapted from Derewianka & Jones, 2016)*



### **Writing Genre**

The word ‘genre’ is coined in French via Latin, which means kind or class. It is a concept that was traditionally used to refer to types of written texts such as literary texts, novels, and poems. Conversely, nowadays it is often used to refer to types of music or film (Johns, 1997, p. 21). Within the context of research on spoken and written varieties, some analysts use the terms ‘genre’ and ‘text-type’ interchangeably (Stubbs, 1996), whereas others make a distinction between the two. Even where a distinction between ‘genre’ and ‘text-type’ is made, the definitions of each may differ. Thus, as an example, Biber (1988) uses the term ‘genre’ to refer to socially constructed varieties of text such as poems, novels, lectures, etc. The ‘text-type’ describes different rhetorical functions such as arguing or explaining. Derewianka (1994) uses the term ‘genre’ to refer to rhetorical functions similar to Crombie & Johnson (2008). Furthermore, in discussing genres in the context of the teaching of writing to primary school students, Derewianka (1994) identifies these genres which comprise: recount, instruction, narrative, information report, explanation, and exposition/ argument.

**Report Genre** discusses the different types of factual texts such as; science reports, news reports, weather reports, etc. The function is to document, organize, and store factual information on a topic. Information Reports categorize and describe the phenomena of our world (Foley, 2012). The language features of Report Genre are mentioned below;

- Normally, there are linking verbs used in the description. For example, the Relational process of ‘being’ (is) and ‘having’ (have).
- Descriptive language tends to be factual and precise rather than imaginative.
- The language is used for defining, comparing, classifying and contrasting. The use of the first-person pronouns would normally not be in this sort of writing as the writing tends to be formal.

**A Procedure Genre** is a factual text intended to describe how something is completed through a sequence of actions or steps. It is a crucial genre in our society as it enables us to get things done. It is likewise common in the oral and written mode. The common examples would be instructions, game rules, recipes, appliance manuals, and directions to reach a destination (Foley, 2012). The language features of Procedure Genre are mentioned below;

- Detailed information (adverbials) on “how” and “where” and “when” to do things are often used.
- Text numerals can be used to specify the steps in the procedure of written text.
- The verbs will be mainly action-type verbs, material processes. The tense is often timeless (you get) or imperative (place, fill, cover).

**Explanation Genre** is a factual text which explains the use of processes involved in the evolution of natural phenomena or how something works. Explanations are used to account for why things are as they are. Explanations are more about processes than things. Below are the language features of Explanation Genre;

- The development comes through generic, non-human participants. Time relationships are often used (ex. first, then).
- Other variations can have a cause-effect relationship (if/then, as a consequence)
- The use of mainly action verbs is necessary because of the carrying forward the steps in the process (ex. begins, sends out, open up).
- Passive might also be used as well as the timeless present.
- The textual theme comes from temporal and causal conjunctive relations (ex. First, then).

**Narrative Genre** it is not suggested that Narratives have only one schematic structure. In many cultures, the Narrative genre may have a much more complicated structure. However, the basic pattern will have Beginning or Orientation, Complication, and Resolution (Foley, 2012). The language features of narratives are:

- A variety of verb processes can be used and would include material processes to indicate action; verbal and mental processes to show the characters' feelings, thinking, and saying.
- Commonly Narrative uses the past tense.
- Narratives tend to be much more descriptive language to enrich and develop the story by creating images in the reader's mind
- The first or third person can be used in a Narrative.
- Focusing on specific and individualized participants.
- Complex Noun Groups are used to describe the settings and the participants in the story.
- A narrative can be studied under four main stages which are; Orientation, Complication, Resolution, and Coda.

In this study, I used the written form of Recount Text as an instrument to collect data from the students'. However, often the students' may confuse the difference between a narrative and recount text. Although there are similarities between the two, there are apparent differences. There is a clear difference in meaning. The Recount retells an event, and the narrative narrates a story. The purpose of the Recount is to inform and entertain. In contrast, the narrative is mainly to entertain. In terms of suspense, the Recount does not have any, as it is primarily a description. However, the Narrative has elements like suspense and mystery. When it comes to the complication, the Recount does not have complication or a resolution, but the Narrative has a complication and a resolution. The central part of a Recount is the sequence of events. On the other hand, the Narrative does not use a specific order. Lastly, Coda is used in Narrative because it summarizes the narrative and marks the end. However, there is no Coda found in Recount but only re-orientation (Hasa, 2015).

### **Recount Writing**

According to Knapp (2005, p. 224), Recount Text is written out to make a report about the experience of a series of related events. A recount text informs an event or to entertain people. Recount Text functions as telling an incident in the past. The recount tells "what happened." A recount text has a social function. The purpose is to retell an event with the purpose to inform or entertain the readers (Siahaan & Shinoda, 2008, p. 9). Recount tells a series of events chronologically and evaluates their significance in some way. It also gives the audience a description of what and when it happened. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

Foley (2012, p. 7) mentioned that The purpose of a recount is to retell events as information or entertainment. The pattern is normally like this:

- Orientation (Introduction)

- Events (Body)
- Re-orientation (optional)

In addition, the Language features would include (Foley, 2012, p. 7):

- Past tense to locate events in relation to the time of writing
- NGs to identify people and things
- Material processes to express action of the participants
- Time markers
- Adverbials indicate time and place or sequence of events.

Boardman (2008) states that the steps for constructing written recount text are: The first paragraph that gives background information about who, what, where and when. It is called orientation. A record of events is usually recounted in chronological order such as event 1, event 2, event 3, etc. Personal comments or evaluative remarks distribute throughout the record of events known as evaluation. A reorientation would be able to “round off” the sequences of events or retell what happened in the end (p. 287).

Boardman (2008) states that the language features usually found in a recount are:

- The use of nouns and pronouns to identify people, animals, or things involved.
- The use of past action verbs refer to the events.
- The use of past tense to locate events with speaker`s or researcher`s time.
- The use of conjunctions and time as connectives to sequence the event.
- The use of adverbs and adverbial phrases to indicate place and time.
- The use of adjectives to describe nouns.

According to Boardman (2008), with the making of the functional grammar, the significant common grammatical patterns of recount include the focusing on a specific participant, the use of material process or action verb, circumstances of time and place, and lastly the use of past tense and focus on temporal sequences.



The organization of the Recount consists of the purpose, types, text organization, and language features. To clarify in detail below, Derewianka (1992) explains how recount texts work:

**Purpose:** To tell what happened.

**Types:** Personal Recount – the retelling of an activity that the writer/speaker has been personally involved in (e.g. oral story, diary entry).

Factual Recount – recording the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account).

Imaginative Recount – taking on an imaginary role and giving details of events.

### **Text Organization**

According to Derewianka (1992), the focus of *recount* is on a sequence of events, all of which relate to a particular occasion. Generally, recounts begin with an orientation to give readers or listeners background information needed to understand the text. This, then, develops with a series of events in chronological order. At various stages, there may be some personal comments on the incident discussed.

Below are the language features found in the Recount text. It is also helpful to know the different types of recount to help students understand the genre well. They are personal, factual, and imaginative.

Foley & Thompson (2017, p. 183) stated that the recount genre reconstructs past experience. A recount is the telling of a sequence of events over time. Furthermore, the personal recount is the retelling of an activity that the writer/speaker has been personally involved in (e.g. oral account, diary entry, a letter). Factual recount: the recording of particulars of an incident (e.g. a historical account, a newspaper account of an incident). Imaginative recount means taking an imaginary role and creating details of events (e.g. a day in the life of...). The text organization is important. Because it focuses on a sequence of

events that relate to a particular occasion, for example, it can be ordered in the following way:

Orientation (optional): giving the reader/listener the background information needed to understand the text (i.e. who was involved, where it happened, when it happened).

Event 1: the recount unfolds with a series of events.

Event 2:

Event 3: ... and so on

Re-orientation (optional)

It may include some personal comment on the incident (e.g. 'We had a wonderful time').

Also, Derewianka (1992, p. 15-17) mentioned the different language features of a recount text:

### **Language Features of Recount Text**

- A specific category of participants (Mrs. Brady, our dog, the shopkeeper).
- The use of simple past tense (she smiled, it barked, he pointed).
- The use of action verbs, material processes (went, climbed, ate).
- The use of linking items to do with time (on Wednesday, then, at the same time, next, later before).
- Details irrelevant to the purpose of the text should be avoided.

### **Personal Recount**

- The use of first-person pronouns (I, we).
- Personal responses to the events can be included, particularly towards the end

- Details are often selected to add interest or humour

### **Factual Recount**

- The use of third-person pronouns (he, she, it, they).
- Details are usually selected to help the reader reconstruct the activity or incident accurately.
- Mention of personal feelings is probably not appropriate.
- Details of time, place and manner may need to be precisely mentioned.
- Descriptive details may also be required to provide precise information.
- The passive voice may be used.
- It may be appropriate to include explanations and justifications.

### **Imaginative Recount**

- Usually written in the first person.
- It may be appropriate to include personal reactions (Derewianka, 1992, p. 15-17).

### **Pinterest**

Despite Pinterest being another type of social networking service like Instagram (IG), Facebook (Fb), and Twitter. However, the Pinterest SNS is rarely used in Thailand. Especially, concerning education and teaching. Furthermore, the descriptions of Pinterest were elaborated below.

Pinterest is a popular social networking site. The virtual pinboard website continues to experience fast growth. Since its launch in March 2010, the social networking website has grown to 70 million users (Smith, 2013). Men and women of all ages use the site. As with any social media website, Pinterest allows users to create a sense of community by joining individuals with both people they already know as well as people who share similar interests (Sundar, 2012). The capability to repin or like other pins on Pinterest increases the number of potential connections individuals have (Sundar, 2012). With more than 500,000 companies on Pinterest, companies also take benefit of the power of Pinterest to connect with customers (Smith, 2013). The advantage of the content pin can take a user anywhere. Thus, giving the amount of knowledge access a user seeks is greater than before (Sundar, 2012). Zaro & Hall (2012) refers to Pinterest as a “social collecting” website because it combined social and collecting capabilities. The ability to share images offers users a sense of ownership (Schiele & Hughes, 2013).

### **Previous research related to the study**

#### **Studies related to Visual literacy, multimodality, Curriculum Cycle Approach, and recount writing**

Courtney Lesperance conducted her research in 2013. This research was piloted among 96 Sophomore students who attended a suburban high school in the Spring of 2013. This research is necessary because Lesperance would be able to understand how students best learn vocabulary. This allows teachers to discuss new words effectively. The purpose of this experiment was to maximize the potential for high school students to learn new vocabulary.

In the methodology part, students were given an initial pre-test with new vocabulary words. Sample words were chosen based on words that were missed most often. These terms were then presented to classes as words with definitions, words within a context, or words in relationship with a picture.

The findings of Lesperance's (2013) study suggest that the correlation of improvement of recollection when taught with context, increases significantly compared to just teaching with definitions. Furthermore, the percentage of defined words indicated that this increases with pictures. The findings indicated that teaching students new vocabulary words with pictures has made a big difference as they were able to recall the words' definitions. Hence, utilizing images into teaching and learning helps students as this is not only enabling them to improve their vocabulary but a sustainable long term learning.

Another research related to visual literacy was done by Pajonsak Mingsakoon and Udomkrit Srinon (2018) at the Institute of Kasetsart University. The study was about teaching writing recounts for the EFL Thai upper secondary school students with the SFL genre-based approach at Hunkhapittayakom Secondary School. The research was focusing on the analysis of students' recount writing generic structure development through the SFL perspective which was experimented to 26 Mattayom Suksa five (Grade 11) students. The analysis of the pre-test texts showed that students could not control the structures of the recount texts as the writing texts were non-conformed to the stages of recount writing. It was also found that the themes were not focused on the given theme. After teaching the SFL genre-based approach the analysis revealed that the students' personal experience recounts were positively developed (Mingsakoon & Srinon, 2018). The students had a higher amount of general structure construction in conformity when compared to the modeling texts and the pre-test texts at the beginning of the course. Based on the findings of the study, students showed developed communicative details and dialogic expansion to the personal experience recount

texts. The students also found that they did not encounter major issues in writing the orientation, the series of events, and the re-orientation and developed an understanding of how CODA (optional evaluation of the whole experience) should be done. According to the researchers, the students also managed to improve their argumentative elaboration (Mingsakoon & Srinon, 2018). The indication is that the SFL genre-based approach benefits the students' understanding and writing skill with regards to meaning, purpose, and the organization of the personal experience recount texts (Hammond & Gibbon, 2001). The study recommended that the SFL genre-based approach should be continuously stimulated to develop the writing skills of the secondary school students in all levels of education-related or in other similar contexts (Mingsakoon & Srinon, 2018).

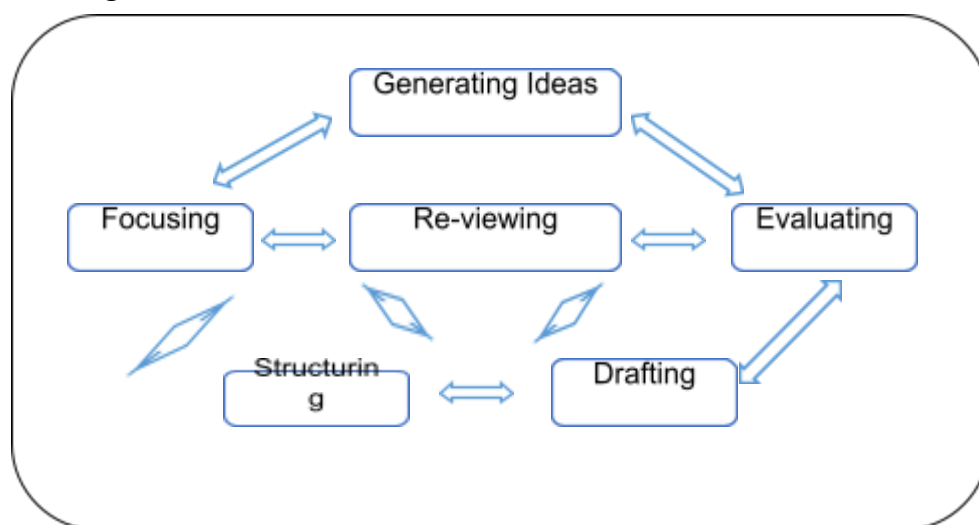
In the results of Mingsakoon & Srinon (2018) study, the students' post-test writing works of personal experience recounts were developed significantly in terms of generic structure execution than the ones in the pre-test. In the analysis of written works in the pre-test, it revealed that the generic structures of the students' written works of personal experience recounts were not followed to the structure of the general personal experience recount texts. Remarkably, when the students had been exposed to write this genre with the teaching stages, such as the framework of the SFL genre-based approach. The generic structures of their final drafts of the personal experience recount texts were significantly different from the ones they wrote in the pre-test. In the account of having more opportunities to concentrate on language meaning and structure in the phase of de-contextualization and organization. In conclusion, the EFL Thai students in secondary schools have to spend more time learning the lexical and grammatical knowledge before working with the structure of the text and starting to write a text. This causes the teacher to make revisions with backward staged teaching if any of the students' writing problems were found.



Furthermore, Fauzi (2017) conducted research that examines the effect of Edmodo on students' writing skills in the recount text. Edmodo can be used on both mobile devices and on websites to create an online community of learning. Moreover, it is a free learning platform that allows students to access the course content uploaded by their teachers. The participants of the research were 9 students who were excellent in the class of the Senior High School in Tulungagung, Indonesia. A pre-experimental study was used as the research design to examine the effectiveness of Edmodo in recount writing instruction. Following the research design, the students took part in both experimental and control groups. The students did a pre-test at the start of this research. They received treatment and did a post-test towards the end of the study. In collecting the data, two instruments were used in this research. They were the writing test and the scoring rubric. The framework indicated that in producing a piece of writing, some processes must be followed by the students. Fauzi implemented the four stages of process writing, which are planning, drafting, revising, and editing. At the drafting stage, the students would select and structure the result of the brainstorming session. After the discussion, students might review the first draft individually or in groups. Finally, the learners would edit the text.

### Image 2.1

#### *Process Writing Framework*



The results of this research indicate that there was a significant difference in the students' scores after being taught using Edmodo. Most importantly, Edmodo is capable of assisting teachers in making content understandable, checking students' understanding, obtaining students' responses, and encouraging interpersonal communication (Fauzi, 2017). Additionally, it is suggested for the English teachers to use Edmodo to change their traditional classrooms towards modern teaching. Also, the students can use Edmodo not only to submit an assignment but to see their progress over time, share information, and access related resources.

The research by Foley (2013) studied the development of the language choices in the Academic writing of students at a University in Thailand. The research title was "Developing Academic Writing in a Business-Oriented University". There were three main parts to Foley's (2013) research. The population comprised of seventy two first-year students. However, only 12 were randomly selected. In the first part, the focus was on the students' descriptive writing with visuals used as stimuli to engage the students' writing.

In the second part of the research, genre-based pedagogy was implemented in teaching the students to recount or journal writing. There were seven phases of writing development comprised of *Developing an understanding of the field*, *Developing the Genre*, *Developing control over the Genre*, *Teacher-led Construction*, *Student-led Construction*, *Assessment*, and *Extending*. The genre writing focused on in the second part was the recount or journal writing. Foley (2013) mentioned in the second part, there were gradual developments towards students' recount writing in terms of complex nominal groups. The distribution of nominal groups revealed an improved balance in the use of nominal groups since there were fewer personal pronouns.

The third and last part of the Foley's (2013) research was about analyzing texts written by students of the third year of the English program. The genre was focused on report

writing. The results indicated that the students developed control over the essential parts of the report writing. This indicated that the students had better knowledge and had developed. The findings of Foley's (2013) study revealed that in the beginning the students had limited knowledge of the different writing genres (descriptive, recount, report) and were limited on the grammatical and lexical choices. In contrast, after the application of the genre-based approach in the second part of the study, there were gradual improvements. In the third part of the study, the developments compared to the first part were evident in terms of developments. This indicated that the use of the genre-based approach with visuals indeed developed the students' ability on their descriptive, recount, and report (memo) writing genres.

Furthermore, Sangworakittiwut (2016) utilized the Systemic Functional Grammar by Halliday (1994) to investigate students' weaknesses and strengths of the narrative genre writing. The populations of this study were collected from two different schools, situated in Southern and Bangkok, Thailand areas. The students were tasked to write a narrative text based on the picture. The three areas of SFG were examined: the processes which tell what's going on in the story, the complex nominal groups which focused on N12 to N19, and the thematic development of the text.

The findings revealed that the students from Bangkok had a better ability to write the texts using higher amounts of material, relational, existential, and mental. In contrast, the texts by students from the Southern were lower in terms of the processes. The results of how students utilized complex nominal groups, illustrated that both areas missed N13, N15, and N16, as opposed to the Bangkok group, due to a better ability to employ N12, N14, N17, N18, and N19. The function of N1-N16 is known as 'Single Noun & Noun with Premodifier', and the N17-N19 function as 'Noun with Postmodifier'.

Concerning the narrative text structures, the students from Southern had better

understanding of the narrative structure than students from Bangkok. The thematic development of the students' writings from both schools was acceptable in terms of the marked topical themes. The majority of the students had restricted knowledge about the use of complex nominal groups, which develop their themes to produce interesting narrative text. Due to the students' lack of linguistic understanding, Sangworakittiwut (2016) recommended that teaching the students on creating long nominal groups and in what way to utilize different processes in different settings may be beneficial. Likewise, the use of SFG's curriculum cycle approach may be better to let students learn the narrative text practically.

The next research by Jamrassri (2018) was about "The Effectiveness of using Curriculum Cycle Model on EFL Writing Ability of Students at Phranakhon Rajabhat University". The study was conducted in Thailand and was a doctoral dissertation. Jamrassri implemented the four stages of model in teaching genre-based writing which focused on expository writing. The study aimed to examine if the use of the curriculum cycle model can enhance the students' expository writing ability and to find out the students' perception about this approach. Moreover, unlike the traditional curriculum cycle models, the last stage (stage four) by the researcher focused on the independent group construction. The participants in the study were selected from a purposive sampling technique. The research instruments comprised of the lesson plan, writing rubric, and interview questions as well as the Item-Objective Congruence Index (IOC). The study was both qualitative and quantitative. However, the study was more dominant on the qualitative analysis. The research findings indicated that students improved their expository writing ability. In addition, on the quantitative side, the findings illustrated that the post-test scores were higher than the pre-test scores.

Another similar doctoral research was conducted by Chen F. (2021). The research title was "Developing a Genre-Based Pedagogy for the Chinese University students"

Persuasive writing in English: A Systemic Functional Approach to Teaching”. This study took the genre of persuasion to develop a genre-based pedagogy for Chinese university students. The aim was to improve their genre writing abilities. Students from the English department of a middle-level university “Chongqing Technology and Business University” in China participated in the study. The sampling methods were both random and stratified sampling. A four-stage teaching model of the curriculum cycle was applied and experimented with the teaching of writing. The fourth stage of the curriculum cycle in this study was the independent group construction. The research objectives were first to experiment with the designed curriculum cycle in writing teaching to improve students’ group and individual persuasive writing ability and then to explore students’ perceptions and attitudes towards the teaching model. The study comprised both qualitative and quantitative data were collected. The qualitative data was dominant, which consisted of group writings and individual writings. The research’s findings indicated that the students’ persuasive writings improved as well as their overall language features. In addition, the quantitative data indicated that the students’ perceptions and attitudes were positive. They accepted that the collaborative approach in persuasive writing was beneficial to the students’.

Chiablaem, P. (2021) research was about Enhancing English Communication Skills of Thai University Students through Google Apps for Education (GAFE) in a Digital Era during COVID-19 Pandemic. GAFE is one of the teaching alternatives to create collaborative learning and is widely used as a medium in online teaching. Chiablaem’s quantitative study aims to explore the opinions of Thai university students concerning the use of G-Suite Applications comprised of Google Classroom, Google Meet, Google Docs, and Google Forms. The study was conducted in an English online subject during the pandemic to indicate how the applications can be integrated with online tasks. The participants were students who enrolled in a fundamental English course. The data were collected from an online

questionnaire comprised of statements that represent key indicators of efficiency and validity of Integrated Technology. The data was implemented by 5-point Likert Scale. The results revealed that the students online learning had a positive experience using the applications. The implementation of this application-based enables them to improve all English skills, grammatical, and lexical knowledge.

The last research related to the Transitivity System. The research was conducted by Vathanalaoha, K. (2017). The title was “Genre analysis and transitivity analysis of dental research article abstracts: Thai and international journals”, a Doctoral dissertation at Thammasat University. This study aims to compare generic structures and process types of transitivity of Thai dental research article abstracts (TDRAAs) with those of International dental research article abstracts (IDRAAs). The pedagogical implications were to distinguish between IRDAAs and TDRAAs generic structures and linguistic features because they can be integrated into the English for Specific Purposes (ESP) courses for dental students and researchers. The samples were from the abstracts that were randomly selected from dental journals that were certified by the Thai-Journal Citation index (TCI). The results from move analysis revealed that Move B is omitted by Thai writers while the other moves are comparable. Concerning linguistic features, the Thai writers avoid subjective statements through the omission of self-reference pronouns and the lack of modalities. In the transitivity analysis, though both datasets share similarities in terms of transitivity types found in each of the rhetorical moves, the process types used in Moves B and R are statistically different between the two datasets. These differences encompass cultural influences and religious belief in Thai contexts.

### **The Present Study**



Based on the theories that were reviewed in this chapter, my study focused on the use of the curriculum cycle approach (CCA, four stages) with the use of visual images as part of the Visual Literacy and Genre Approach to teaching and learning. As there were very few studies, specifically the use of technology (the internet) and social networking services (Pinterest) in Recount Writing in the English classrooms in Thailand. This study, therefore, focused on this area to provide students' with other means to think creatively especially in recount genre writing. The focus was to also use visual images from the Pinterest Social Networking Services to create a visual recount by pinning images on the students' Pinterest SNS. I hope that this practical approach to teaching and learning will be more attractive to students and motivate them to be creative.

What makes this research study unique was the fact that in this part of the world, the use of the curriculum cycle approach using visual literacy was very seldom used. Thus, this study was done to understand how this approach was utilized to help students recount writing skills. What makes this research study important was that in Thailand the curriculum cycle approach (CCA) or TLC was still not fully utilized as the teaching approach in this country was still quite traditional. Therefore, I filled in the gap by implementing the study to be the first of its kind. Meaning, the implementation of CCA in teaching recount writing along with visual literacy and multimodality, and the Pinterest SNS.

The key difference between Mingsakoon & Srinon's (2018) research and the present study would be the use of the visual image to stimulate recount writing and use the visual recounts on the Pinterest SNS. Even though the teaching-learning cycle (TLC) was used in the research above. However, there was no specific information on how the researchers of Kasetsart University implemented their TLC approach.

Conversely, in my study, the CCA approach was further supported by a four-week lesson plan. The lessons were taught by the usage of powerpoint to teach the students the key

elements of recount writing. My study's CCA approach consists of the teachings of key features of the recount schematic structure. Which included teaching students how to use descriptive language to elaborate the retelling, and how to write events in chronological order. The most crucial element in his research is the use of visual images, which helps to stimulate the students to think creatively about their recount work.

I strongly agree that technology is inevitable. Traditional approaches need to be evolved with the use of technology since everyone nowadays has easy access to the internet by their smartphones, laptops/desktops, and other devices. Furthermore, visual images integrated with Pinterest SNS support the students learning to be more fun and exciting class with a lesser degree of boredom.

Even though there were similarities in Fauzi's (2017) research, such as having recount writing text and technology-related ICT tool Edmodo. There were some key differences compared to the present study. The present study is qualitative, and the framework is completely different. The study uses visual images to help stimulate students' writing in recount writing text. The inclusion of the teaching-learning cycle (TLC) approach by a four-week lesson plan was implemented.

In similarity of the developed language features found. It can be related to the similar findings from the **thematic developments** of Foley (2013) and Sangworakittiwut's (2016) study. The similarities in the present study to these researchers were in the areas of Topical Theme, Market Topical Theme, and Textual Theme. The Topical Theme in Foley (2013) is comprised of conjunctions and conjunctive *adjuncts*. This is in support of the present study's transitional words (coordinating & subordinating). The Marked Topical Theme consisted of adverbial clauses and prepositional phrases. Likewise, this was related to the present study's adverbials (AP, AD, AM, AP) and the post-modifier 'circumstance'. Moving on, the Textual

Theme was mainly used to indicate the time (*Last month, Then, After, After that*). Similarly, this was supported with the present study's Time connectors and Adverbs of Time (AT).

When compared to Chen's (2021) research, the difference was in the curriculum cycle's 4<sup>th</sup> stage. Chen's 4<sup>th</sup> stage elaborated that she implemented the **Group Independent Construction**. Meaning, collaborative work was utilized in persuasive writing. Furthermore, the students discussed and negotiated to provide feedback on the text of their drafts and final texts before submission. Furthermore, the research design, methodology when compared to my present study is also different.

Likewise to the present study, Jamrassri' (2018) research also implemented the curriculum cycle approach. However, the differences were in the expository genre writing. The distinction in the difference was in the 4<sup>th</sup> stage, **Independent Group Construction**. Jamrassri explained that in her 4<sup>th</sup> stage, the students had to prepare drafts and after that, they received feedback from the teacher. The overall process comprises outlining, drafting, editing, and redrafting. Jamrassri mentioned that a total of three drafts were submitted before the final texts were submitted.

The research by Vathanalaoha (2017) was only similar in the use of the transitivity system analysis. However, the overall methodology implementation was distinctively different from the present study. Meaning, the differences were in coding, the analysis, the way to interpret the analysis, and also the illustrations in the findings. The author compared generic structures and process types of transitivity of Thai and international dental article abstracts

Finally, I have provided a factual recount of my present study below to justify and illustrate the distinctive differences between my research and the other researchers. Meaning, although there were similarities, my present study stands out distinctively on its own identity

as it is authentic. For feasibility reasons, I used the factual recount to illustrate the distinctive differences.

### **Factual recount of the present study**

Compared to the other research studies mentioned above. The distinctive differences were in the 4<sup>th</sup> stage of the CCA when compared to others. To justify;

1. The present study was a purely Independent construction in stage 4 of the recount writing genre.
2. Meaning, in stage 4 of CCA, I never **intervened** or gave any sort of help in feedback, drafting, redrafting, and outlining. The whole class period (3 hours) in Unit 4 was given complete freedom to the students in writing and preparing their recount text without external support. To clarify, not even among the students themselves were allowed to discuss. There was no such collaborative writing as this was individual only. The function of complete freedom means that the individual student was free to prepare by him or herself and take as long as they want within the given time frame and finally when they are done, they submit the recount text. Furthermore, the lesson time frame, lesson plan, and lesson materials were all provided in appendices C and D.
3. The distinctions of my CCA Stages: 1, 2, and 3 were: provided a reasonable amount of assignments in Units 1, 2, and 3 within the limited time frame.
  - Constructive feedback after checking assignments and during teaching Units 1, 2, and 3. I literally went to all of the students' tables individually explaining what their current mistakes were and how to improve them in a motivating manner with respect.
4. I utilized technology (Pinterest SNS, Google Drive) in designing and teaching lessons

- Integrated all the lessons and extra materials on Pinterest SNS linked with google drive for feasibility access.
5. I incorporated the use of Visual Literacy and Multimodality from the assignments (Units 2, 3, and 4).
- **Unit 2 Assignment** - take pictures only and pin them on students' Pinterest SNS.  
The Orientation (intro), events (body), re-orientation (optional) were pinned as a visual recount. The objective was for the students' to pin images of the recount as a visual recount.
  - **Unit 3 Assignment** - In the Group construction stage, I worked together with the students to complete the recount in the form of recount written texts based on Unit 2's recount visual images. After finishing the recount texts, the students wrote it again in Pinterest SNS in the form of pinned visual images and recount texts.
6. Additional materials were uploaded via google drive in linkage with Pinterest SNS.  
The **extra materials** purpose was to help students help in the overall cohesion of the recount writing structure by providing them with materials related to descriptive words, how to use cohesive devices, different types of adverbs, types of past tenses, punctuation guide, schematic structure of recount, deconstruction of the recount. All of these **extra materials** were provided in appendix Q.



### **Introduction**

This chapter described the methodology of the study. It described the research design, population, sampling technique, research instrument, collection of data, and data analysis.

### **Research Design**

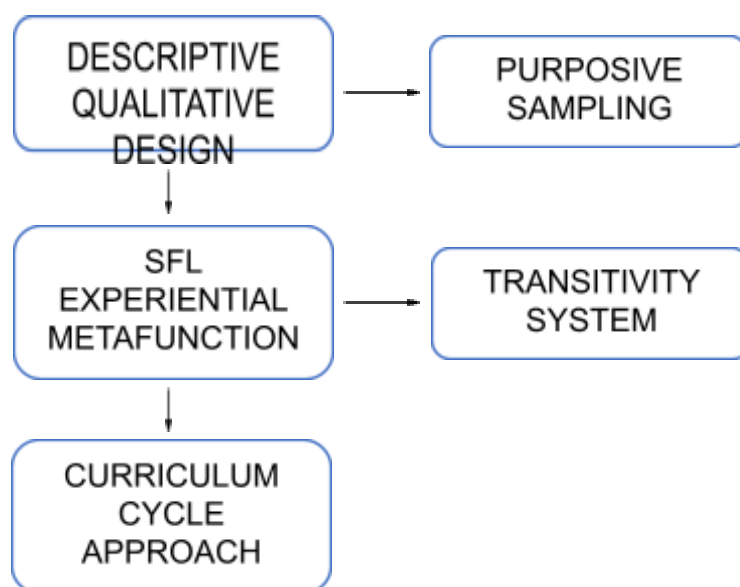


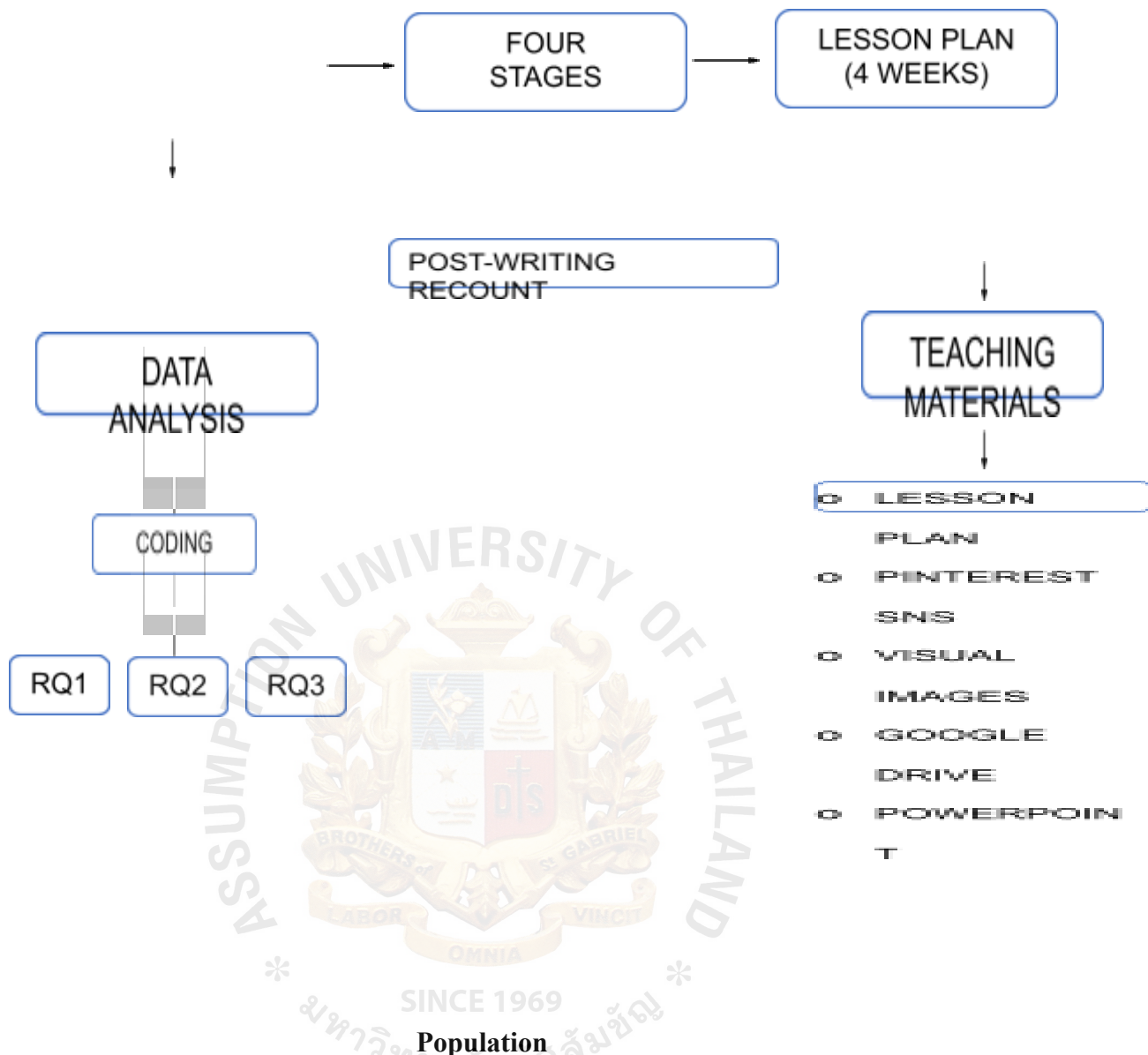
The study utilized the use of a qualitative method research design. This research utilized the transitivity system analysis, adopting Halliday's *Systemic Functional Linguistics* (2004). Additionally, I utilized the use of descriptive qualitative research design to understand the language developments, language features, transitivity processes, and difficulties found in students writing using Foley's (2011) adaptation of the *Systemic Functional Approach*. The curriculum cycle approach of this research was based on Derewianka & Jones (2016) four stages.

Furthermore, the content in this study was the analysis of the recount texts from the students' recount writing. The data was classified as documentation since the data were in the form of written texts. Additionally, I used specific codes and categories in the analysis. The functions of the codes were described below under the data analysis section. I created a summary of the whole research design below for ease of navigation.

**Figure 3.1**

*Conceptual framework of the methodology process*





The target population of this study was the third-year undergraduate students from Chandrakasem Rajabhat University (CRU). The students were all Thai. All of them were taking the Essay Writing English course, ENGL 3405, section 101. The students were composed of male and female students whose ages ranged from 20-24 years of age. There was only one section in this study, and the classroom was composed of 41 students according to the attendance list for the new semester (1/2020). However, only 33 students participated in the pre-writing recount and 33 students in the post-writing recount. The criteria for selecting 10 students for the data analysis was provided in a different section on page 81.

### **Sampling technique**

I utilized non-probability, purposive sampling because I wanted to access a specific subset of participants since these participants fit a specific profile (English major students). To clarify, purposeful sampling is a method widely used in qualitative research aimed at the identification and selection of information-wealthy cases for the most efficient management of limited resources (Patton, 2002).

Purposive sampling involves identifying and selecting individuals or groups of individuals that are particularly knowledgeable or experienced with a phenomenon of interest (Creswell & Clark, 2011). To clarify, in this study, the phenomenon of interest was the third-year students studying the English Essay writing course.

Furthermore, to knowledge and experience, Bernard (2002) and Spradley (1979) mention the importance of availability and eagerness to take part in participating, and the ability to convey experiences and opinions in a coherent, expressive, and reflective behavior. Concerning what Bernard and Spradley stated above, the students were available and eager to be a part of the present study in teaching recount writing by the curriculum cycle approach with the use of Pinterest SNS.

### **Research Instrument**

The details and purpose of using instruments and tools were described as follows.

#### **Instruments:**

- Pre-writing recount text
- Post-writing recount text

Further clarification, the instruments comprised of 33 pre-writing and 33 post-writing recount texts written by the students. The lesson plan and the visual images from Pinterest were used as tools to stimulate and elicit students' creativity in recount writing. This

guided students in understanding the essential features of recount writing as well as the functions of how to use Pinterest.

### **Tools for implementation:**

#### *(1) Lesson plan (4 weeks)*

The genre-based approach's curriculum cycle approach in teaching recount writing was used for the implementation of the lesson plans at Rajabhat University. The purpose of using this approach was to see the developments, difficulties, and language features from the students' recount text. This will guide students in understanding the essential features of recount writing as well as the functions of how to use Pinterest.

#### *(2) Pinterest images*

The use of Pinterest images was applied on the second week of the lesson plan (Unit 2). The classroom assignment required the students to pin the images of their recount events and upload them on Pinterest. The purpose was to help students in recalling their events by taking visual images of their recent recounts. Students may sometimes forget about their previous events. Therefore, this method helped stimulate their memory and expand more details by looking at the images while recount writing.

#### *(3) Powerpoint*

The lessons from Units 1, 2, 3, and 4 were taught from the powerpoint slides.

#### *(4) Visual images*

As part of the classroom assignment. The students had to pin their recount in the form of visual images which they took on their mobile phones.

#### *(5) Google drive*

All the lesson materials were uploaded on Pinterest SNS. It was directly linked to google drive for the students to access the materials with ease and anytime. Figure 3.2 below illustrates how I implemented it.

### **CCA in teaching recount writing concerning visual literacy and multimodality**

In this research study, the use of visual images to pin students' recounts on Pinterest SNS was used as visual is multimodal. The figure illustrated below was the example on how the students' completed the recount writing on Pinterest SNS from the lesson assignment. This section's purpose was to illustrate the relationship between recount writing, visual literacy, and multimodality.

The **schematic structure** of the recount writing was already mentioned in Chapter 2's literature review on page 42. Additionally, the complete lesson units 1, 2, 3, and 4's materials were provided in appendix D. Meaning, the way I taught the students' recount writing was with the following functions: orientation (introduction), events (body), and re-orientation (conclusion). The following was already elaborated in detail and provided in appendices D and E.

In Unit 2's lesson, as a part of class assignment 3 (ppt. slide 34) the students were assigned to take pictures of what they did and where they went. The purpose of this was to have a visual recount (images only). Meaning, students took pictures on their camera or mobile device.

Furthermore, the pictures they took were related to the recount writing's schematic structure; orientation (introduction), body (events), and re-orientation (conclusion). The students had to pin their images accordingly to the recount structure on their Pinterest SNS. The schematic structure was fully elaborated in Unit 1's (ppt. slide 5) and Unit 2's (ppt. slides, 5, 14, 15). Table 3.1 illustrated below was an example of student #738 visual recount.

For feasibility, I have added google drive links of a detailed visualized explanation short clip for Table 3.1 and Table 3.2 so that the audience (the readers) can have a better perspective of what I mean. The students' names and Ids were kept confidential in Chapter 4's findings results. However, in the visualized explanations, I cannot filter out the names. In addition, all of the students' who eagerly participated signed the consent form in appendix B. Please copy the link to view it on an internet web browser, phone, or tablet.





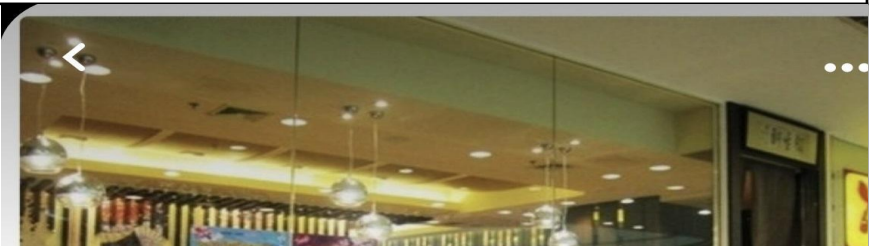
**Visual explanation on how Pinterest was integrated into lessons and materials, and how Pinterest was used for assignment**

[https://drive.google.com/drive/folders/1vs9YWf9V\\_H1XLNu8B7OON8dl8kMU1IpR?usp=s\\_haring](https://drive.google.com/drive/folders/1vs9YWf9V_H1XLNu8B7OON8dl8kMU1IpR?usp=s_haring)



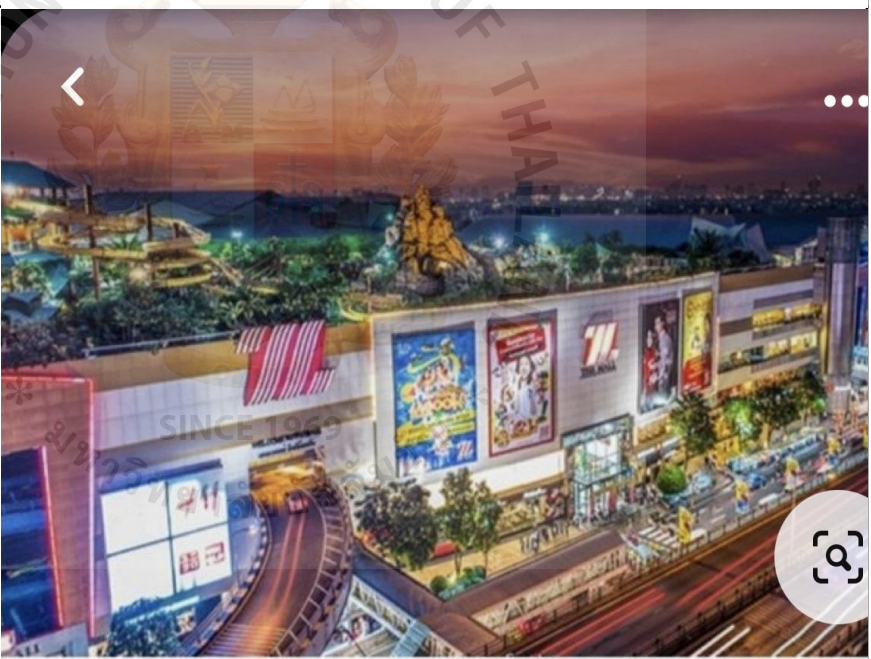







Event 2	 <p data-bbox="580 719 671 801"></p> <p data-bbox="703 734 959 786">Student #738</p> <p data-bbox="1219 719 1418 801">Following</p> <p data-bbox="900 842 1118 898">Event 2</p>
Event 3	 <p data-bbox="580 1496 671 1579"></p> <p data-bbox="703 1512 951 1563">Student #738</p> <p data-bbox="1219 1496 1418 1579">Following</p> <p data-bbox="900 1603 1118 1659">Event 3</p>
Event 4	




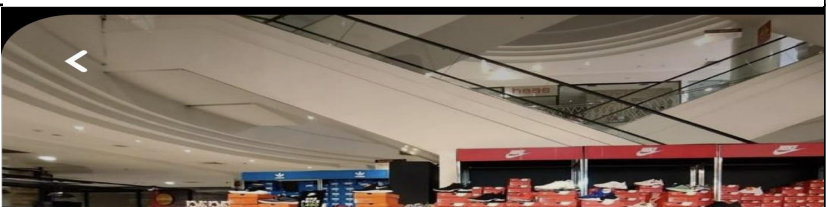
Event 5	 <div data-bbox="582 757 678 831">  </div> <div data-bbox="722 772 987 815">Student #738</div> <div data-bbox="1222 757 1418 831">Following</div> <p data-bbox="895 862 1123 913">Event 5</p>
Conclusion	 <div data-bbox="582 1603 678 1700">  </div> <div data-bbox="715 1624 979 1673">Student #738</div> <div data-bbox="1222 1603 1418 1700">Following</div> <p data-bbox="842 1749 1174 1816">Conclusion</p>

Moving on, **Unit 4's** assignment (ppt. slide 1-2) in appendix D was the independent construction recount writing (stage 4 of CCA) and also the primary data





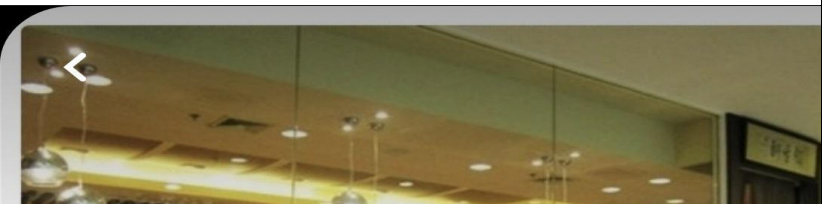
(post-writing recount). The class assignment was based on students' independent recount writing. Once the students' finished, after their break time, the students' continued to input the written recount text on their Pinterest SNS. Hence, table 3.2 below illustrated the recount writing in the form of visual literacy and multimodality combined by pinning visual images supported with the students' recount text on Pinterest SNS. As illustrated, student #738 wrote the recount in the correct schematic structure of orientation/intro, events/body, and re-orientation with descriptions in each recalled experiences.



**Table 3.2**

*Recount writing on Pinterest SNS with multimodality and visual literacy Unit 4 assignment*

<b>Introduction</b>	 <p><b>Introduction</b></p> <p>On holiday, I spent time with my aunt at The m Bangkok, it was very close to my place. We vis many stores and did many things together.</p>
<b>Event 1</b>	



Event 2	 <div data-bbox="571 734 667 824">  </div> <div data-bbox="707 757 954 801">Student #738</div> <div data-bbox="1206 734 1356 824">Follow</div> <h3 data-bbox="890 869 1104 922">Event 2</h3> <p data-bbox="587 945 1356 1102">We went to gourmet market for buying some s such as soap, shampoo, lotion, vegetable, and snacks. We spent two hours there for looking and buying things.</p>
Event 3	 <div data-bbox="571 1572 667 1662">  </div> <div data-bbox="707 1572 954 1617">Student #738</div> <div data-bbox="1206 1572 1356 1662">Follow</div> <h3 data-bbox="890 1662 1104 1706">Event 3</h3> <p data-bbox="587 1720 1356 1832">We watched movie before dinner. The name of movie was 'Aquarman.' It was really fun. We ate popcorn during the movie. There were a lot of people at the theater.</p>
Event 4	

Event 5	 <div data-bbox="571 638 667 696"> </div> <div data-bbox="703 647 954 678">Student #738</div> <div data-bbox="1204 638 1356 696"> Followi </div> <h3 data-bbox="890 723 1104 761">Event 5</h3> <p data-bbox="576 777 1356 907">After dinner, we went to Swensens for ice-cream. We ordered two scoops of chocolate. It was not sweet. We spent 30 minutes talking about my and my studying. My stomach was full and I was sleepy.</p>
Conclusion	 <div data-bbox="571 1361 667 1420"> </div> <div data-bbox="703 1370 954 1402">Student #738</div> <div data-bbox="1204 1361 1356 1420"> Followi </div> <h3 data-bbox="836 1458 1158 1496">Conclusion</h3> <p data-bbox="584 1516 1356 1635">Overall, I had an awesome day. I enjoyed spending time with my lovely aunt. Eating delicious food and ice-cream are my favorite things to do. I hope we can spend time together.</p>

Validity and reliability



To make sure that the research would be valid and reliable. I relied on my advisor as the intercoder due to her expertise in the field of SFG to ensure the researcher's data analysis was reliable. Furthermore, the two researchers (Chen, 2021; Jamrassri, 2018) had a similar area in research which was the SFG, but the focus was different from the present study.

Validity in qualitative research means the quality of being suitable (appropriateness) of the tools, processes, and data. Whether the research question is valid for the desired outcome, the design is valid for the methodology, the sampling and data analysis is appropriate, the choice of methodology is appropriate for answering the research question, and finally, the results along with the conclusions are valid for the sample and context (Leung, 2015, p. 324-327)

Furthermore, in this study, to validate the trustworthiness of the research data collection descriptive validity was utilized. According to Maxell (1994), descriptive validity is the degree to which descriptive information such as events, subjects, settings, time, the place are accurately reported (facts). Likewise, in the study, the descriptive information was all provided. For feasibility, I illustrated in point forms:

1. I provided the permission of acceptance letter (appendix A) for the data collection signed by the Dean of Chandrakasem Rajabhat University (CRU) of the Humanities & Social Sciences department. In addition, the Head of the English department also signed his signature.
2. The Head of Vocational Training Center introduced me to the faculty of the Humanities & Social Sciences department and its facilities. She also introduced me to the designated ENGL 3405 Essay Writing course's lecturer.
3. The consent form for data collection with students' signatures was provided in appendix B.

4. The lesson plans along with the lesson materials taught at CRU was provided in appendices C and D.
5. The students' recount writing (pre and post) was provided in appendices J and K.
6. Group photo of the students at CRU was provided as evidence in appendix R.

### **Collection of Data**

I spent a total of 9 weeks at the Chandrakasem Rajabhat University. To clarify, I implemented the curriculum cycle approach from week 4 to week 7. The first 3 weeks were getting to know the students, the faculty members, and the facilities of the campus. Furthermore, the **consent form** (appendix B) was presented to the students for the right to participate at the beginning before the recount writing lessons were taught by me.

I only taught every Monday, 3 hours per class, one class per week, from 8:30 am to 11:30 pm. but stayed until 4:30 pm. Additionally, I came on the remaining weekdays (Tue-Fri) as well. This period was for the preparation of the lesson plan materials.

I collected the data **twice**. The **pre-writing** recount data was collected on the first week of the lesson plan (Unit 1). The **post-writing** recount was the **primary** data. This was collected on week 7 of the lesson plan (Unit 4)

The process of teaching was as follows. I taught the students' recount writing normally according to the lesson plan and the curriculum cycle approach. To clarify, the lessons were undertaken without the use of Pinterest images for Unit 1.

I began applying the use of the curriculum cycle approach (CCA) in Unit 1. The four stages of the CCA was applied accordingly to my lesson plan in recount writing;

- Unit 1: Building the context of the recount writing (Stage 1)
- Unit 2: Modeling the text of the recount writing (Stage 2)
- Unit 3: Guided practice of the recount writing (Stage 3)
- Unit 4: Independent construction (Stage 4)

Unit 1, the recount writing text was collected as part of the data (pre-writing recount). The purpose was for me to identify the current English recount writing ability of the students and also the students' knowledge of English writing. The importance of the pre-writing recount text was to see the developments and what were still the difficulties found when compared to the last stage of the curriculum cycle approach in Unit 4.

After that, I created the remaining 3 units (units 2, 3, and 4) of the lesson plan accordingly based on the students' current English writing ability in recount writing.

Based on the first recount writing texts (pre-writing), the lesson plan implemented the use of *Pinterest* as visual images were developed for unit 2. This was followed by Unit 3's guided practice in recount writing during week 6, which also used visual images on Pinterest. The final stage of the data collection was done during the last stage of the curriculum cycle (week 7, unit 4), which was the independent construction part of recount writing. To clarify, the use of Pinterest visual images was implemented in Units 2, 3, and 4.

During Unit 4's lesson, each student produced their individual recount writing. The text was collected in the classroom during the teaching time. During this time, I did not interfere with the class anymore. This provided the students the freedom to write without intervention. As this cycle is part of the students' assessment. The teacher provided feedback on each student's writing on week 8.

At the end of data collection, 33 Recount texts were collected. However, ten recount texts were selected as the main data for the analysis. The **criteria** for selection were already mentioned in the data analysis section (p. 81).

I collected two sets of data. The pre-writing recount was collected on August 24<sup>th</sup> and the post-writing recount was collected on September 21<sup>st</sup>. In this manner, I was able to see the changes (if there were any) in students' recount writing.

**Table 3.3**

*Summary time frame of the researcher's presence at the CRU University*

Week 1	Introduction to CRU University	
	<ul style="list-style-type: none"> <li>● getting to know the faculty staff, the teachers</li> <li>● to know the facilities</li> <li>● to know the students</li> </ul>	
Week 2	Observe the Essay writing classroom	
Week 3	Continuation of observing the Essay writing classroom	
Week 4	Unit 1 (Building the context of the recount writing)	CCA Stage 1
	<ul style="list-style-type: none"> <li>● Pre-writing recount data</li> </ul>	
Week 5	Unit 2 (Modeling the recount text)	CCA Stage 2
Week 6	Unit 3 (Guided practice of the recount writing)	CCA Stage 3
Week 7	Unit 4 (Independent construction of the recount writing)	CCA Stage 4
	<ul style="list-style-type: none"> <li>● Post-writing recount data</li> </ul>	
Week 8	Unit 5	
	<ul style="list-style-type: none"> <li>● Feedback to the students</li> <li>● Farewell and express gratitude to the students and the Essay writing subject's teacher</li> </ul>	
Week 9	Express gratitude to CRU's program director and the teachers that helped introduced the research to CRU	

**Table 3.4**

*Summary of the lesson plan implemented by the researcher*

<b>Weeks</b>	<b>Lesson plan summary table</b>	<b>Time</b>
Week 4	Unit 1: Building the context of recount writing (Pre-writing data) <ul style="list-style-type: none"> <li>● Introduction to recount</li> <li>● Recount text types</li> <li>● Schematic structure of a recount</li> <li>● Features of recount</li> <li>● Classroom assignment 1               <ul style="list-style-type: none"> <li>○ Rearrange the recount paragraphs in the correct order</li> <li>○ Group work</li> </ul> </li> <li>● Classroom assignment 2               <ul style="list-style-type: none"> <li>○ Individual work</li> <li>○ Write a personal recount of “My highlights of last week”</li> </ul> </li> </ul>	180 minutes
Week 5	Unit 2: Modeling the recount text & Pinterest and its features <ul style="list-style-type: none"> <li>● Feedback from Unit 1’s assignment 2               <ul style="list-style-type: none"> <li>○ Show corrections to the students</li> </ul> </li> <li>● Show example of the deconstruction of the recount text               <ul style="list-style-type: none"> <li>○ How I spent my holiday (Daniel)</li> </ul> </li> <li>● The 4 types of past tenses</li> <li>● FANBOYS</li> <li>● Recount writing guide to help students               <ul style="list-style-type: none"> <li>○ 5Ws in the introduction paragraph</li> <li>○ What must be included in recalled events</li> </ul> </li> <li>● How descriptive words add details to recount writing?</li> <li>● Assignment 1 (Group work)</li> <li>● Class break (15 minutes)</li> <li>● Assignment 2</li> <li>● What is Pinterest?</li> <li>● Features of Pinterest</li> <li>● Difference between Pins and Boards</li> <li>● Difference between Instagram and Pinterest</li> <li>● Classroom assignment 3 (Group work)</li> </ul>	180 minutes
Week 6	Unit 3: The guided practice of Recount writing with the use of visual images and Pinterest. <ul style="list-style-type: none"> <li>● Students will begin writing their recount based on the previous week’s assignment using Pinterest to pin visual images related to the recount</li> <li>● Students will use the visual images from Pinterest as a tool to stimulate their recall events</li> <li>● The teacher will help the students during the guided practice during writing the recount</li> <li>● Teacher’s feedback</li> </ul>	180 minutes

Week 7	Lesson 4: The independent construction of Recount writing. (post-writing data)	180 minutes
	<ul style="list-style-type: none"> <li>● Feedback from Unit 3's recount writing assignment</li> <li>● Begin the independent writing about the topic 'How I spent my last holiday' <ul style="list-style-type: none"> <li>○ Students' will write recount without interruption from the teacher</li> </ul> </li> <li>● Upload the written form on Pinterest along with visual images</li> <li>● The teacher collects all of the post-writing recount texts</li> </ul>	
Week 8	Unit 5	180 minutes
	<ul style="list-style-type: none"> <li>● Give constructive feedback</li> <li>● Show results when compared to the students' work from pre-writing and post-writing</li> <li>● Mention difficulties still found and how to improve</li> <li>● Express gratitude and farewell</li> </ul>	

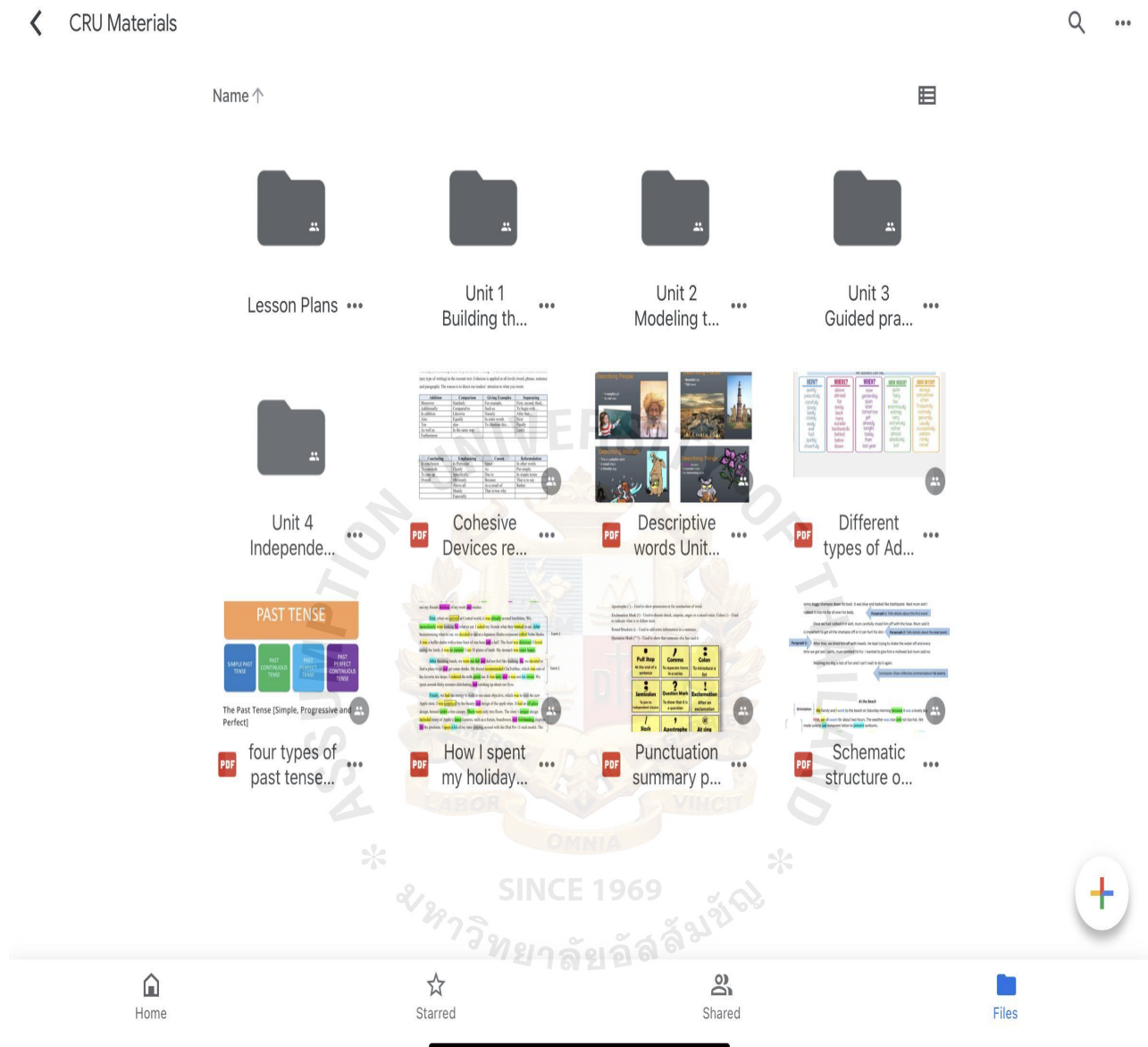
### How I Implemented the lesson materials with Pinterest SNS

This section was to illustrate how I **synthesized** google drive with Pinterest SNS. All the files on google drive connected with Pinterest SNS were uploaded. The lesson plans and materials (Units 1, 2, 3, 4) were provided in appendices C and D. Furthermore, the extra materials were shown in appendix Q.



**Figure 3.2**

*Overview of implemented lesson materials in Pinterest SNS and google drive*



Illustrated above were the lesson plans (Units 1, 2, 3, and 4) and materials for the students to access at any time on google drive and Pinterest SNS. The purpose of implementing this way was for feasibility. Most importantly, the students could access previously taught lesson materials at any given time for self-study.

Myatni Yin (Daniel)

### Cohesive devices

Dear students, please look at the examples of the different types of cohesive devices. This will help you in adding details in your recount writing. We use cohesive devices to create cohesion (any type of writing) in the recount text. Cohesion is applied at all levels (word, phrase, sentence and paragraph). The reason is to direct our readers' attention to what you wrote.

Addition	Comparison	Giving Examples	Sequencing
Moreover	Similarly	For example,	First, second, third...
Additionally	Compared to	Such as	To begin with...
In addition	Likewise	Namely	After that...
Also	Equally	In order words	Next
Too	also	To illustrate this...	Finally
As well as	In the same way		Lastly
Furthermore			

Concluding	Emphasizing	Causes	Reformulation
In conclusion	In Particular	Since	In other words
To conclude	Clearly	As	Put simply
To sum up	Specifically	Due to	In simple terms
Overall	Obviously	Because	That is to say
	Above all	As a result of	Rather
	Mainly	That is/was why	
	Especially		

Contrasting	Transition	Condition	Time connectors

### HOW DESCRIPTIVE WORDS ADD DETAILS TO YOUR RECOUNT WRITING?

Dear students, I hope this summary of how descriptive words add details to your recount writing will help you. Feel free to ask me any questions on the line group chat if needed.

#### Describing People

- A naughty girl
- An old man

#### Describing Places

- Beautiful city
- Tall tower

#### Describing Animals

- This is a playful rabbit.
- A small kitten
- A friendly dog

#### Describing Things

- Flowers
- A wooden chair
- An interesting book

### ADVERBS

An **adverb** describes a verb, an adjective or another adverb.  
It tells us how, where, when, how much and with what frequency.  
An adverb can tell:

HOW?	WHERE?	WHEN?	HOW MUCH?	HOW OFTEN?
quietly peacefully carefully slowly badly closely easily well fast quickly cheerfully	above abroad far away back here outside backwards behind below down	now yesterday soon later tomorrow yet already tonight today then last year	quite fairly too enormously entirely very extremely rather almost absolutely just	always sometimes often frequently normally generally usually occasionally seldom rarely never

### PAST TENSE

SIMPLE PAST TENSE

PAST CONTINUOUS TENSE

PAST PERFECT TENSE

PAST PERFECT CONTINUOUS TENSE

The Past Tense [Simple, Progressive and Perfect]



Different types of Adverbs pdf format....



four types of past tenses.pdf

The extra material topics comprised of Cohesive devices, the function of descriptive words, different types of adverbs, four types of past tenses, and a punctuation summary. Shown above were under the title 'Extra Materials for recount writing' in Pinterest

SNS. Once the students click it, it will lead them directly to all of the material files in the form of powerpoint and pdf.

Unit 2: Deconstruction of the recount text  
Myatyi Yin

How I spent my holiday (Daniel)

During the holidays, I **went** to Central World with my friends. Our main objective **was** to **visit** the new flagship Apple store. I **was** really **excited** to have a break **for** four days! I **finally** get to see my friends **again** of my work **and** studies.

Orientation

**First**, when we **arrived** at Central world, it **was** **already** around lunchtime. We **immediately** **went** **looking** **for** what to eat. I **asked** my friends what they **wanted** to eat. **After** brainstorming what to eat, we **decided** to **eat** at a Japanese Shabu restaurant **called** Nobu Shabu. It **was** a buffet shabu with a time limit of one hour **and** a half. The food **was** **amazing**. I **loved** eating the lamb, it **was** **so** **young**! I **ate** 10 plates of lamb. My stomach **was** **super** **happy**.

Event 1

**After** finishing lunch, we **were** **so** **full**. I **did** not feel like walking. **So**, we **decided** to find a place to **sit** **and** get some drinks. My friend **recommended** ChaTraMue, which **was** one of his favorite tea shops. I **ordered** the milk **green** tea. It **was** **great**. **It** **was** not **too** **soon**. We spent around thirty minutes chitchating **and** catching up about our lives.

Event 2

**Finally**, we **had** the energy to **walk** to our main objective, which **was** to **visit** the new Apple store. I **was** **surprised** by the beauty **and** design of the apple store. It **had** an **amazing** design, housed **under** a tree canopy. **There** **were** only two floors. The store's **unique** design **included** many of Apple's **new** features, such as a forum, boardroom, **interactive** displays **of** the products. I **spent** **a** **lot** of my time playing around with the iPad Pro 11-inch model. The iPad Pro **had** a 6Gb ram with a refresh rate of 120hz.

Event 3

- Exclamation mark
- Quotation mark
- Apostrophe

Full Stop (.) – Usually used at the end of a sentence.

Question Mark (?) – Usually used at the end of an interrogative sentence to form a question.

Comma (,) – Usually used to denote a pause in a sentence.

Apostrophe (') – Used to show possession or for contraction of word.

Exclamation Mark (!) – Used to denote shock, surprise, anger or a raised voice. Colon (:) – Used to indicate what is to follow next.

Round Brackets ( ) – Used to add extra information in a sentence.

Quotation Mark (") – Used to show that someone else has said it.

<b>Full Stop</b> At the end of a sentence	<b>Comma</b> To separate items in a series	<b>Colon</b> To introduce a list
<b>Semicolon</b> To join to independent clauses	<b>Question Mark</b> To show that it is a question	<b>Exclamation</b> After an exclamation
<b>Slash</b> To separate letters, numbers etc	<b>Apostrophe</b> To show when a letter or a number has been left out	<b>@</b> At sign For email address



How I spent my holiday Unit 2 PDF f...



Punctuation summary pdf format.pdf



Schematic structure of recount pdf ...

**Next**, my cousins **and** I built sand-castles. We used a variety of tools to help **us** build the sand-castles so that it would look beautiful.



The materials from lessons (Units 1, 2, 3, and 4) were set up on Pinterest SNS, which was directly linked to google drive. The materials were illustrated in appendix D. The purpose of this was for all the students to efficiently have access to the materials at any point from their Pinterest SNS. Moreover, they could access it through their phones, tablets, computers, and any source of devices capable of using both Pinterest SNS and google drive. The figures mentioned above were enlarged for better visibility. For feasibility, the summary below provides details are the following:

- Lesson Plans (appendix C, p. 183) NEED TO update all these p. numbers
- Materials for Units 1, 2, 3, 4 (appendix D, p. 193)
- Extra Materials (appendix Q, p. 311)
  - Cohesive devices recount writing (p. 312)



- Descriptive words (p. 313-316)
- Different types of adverbs (p. 317-324)
- Four types of past tenses (p. 325-331)
- Deconstruction of the recount text (p. 332)
- Punctuation summary (p. 333)
- Schematic structure of recount (p. 334)

### **Data Analysis**

Textual analysis was used using Halliday's (1994 cited in Foley, 2011) SFG approach. In this study, only the *Experiential metafunction* of the transitivity system (six types of processes) and the specific language features were analyzed. Due to the nature of the study, specific **Codes** were utilized during the analysis of the recount texts were provided. Elliott (2018, p. 2850) stated that the purpose of coding is the common process in a qualitative study, the essential aspect is that researchers break down the data to make up something new-found. Likewise, the process of coding is analyzing qualitative text data by taking it apart to find out what they produce before laying the data back as one in a meaningful manner (Creswell, 2015, p. 156). The function of each code was provided in appendix E.

### **Criteria for selection**

The criteria for selecting only ten students in the analysis findings (pre and post-writing recount text) was that these students were present during both the pre (Unit 1) and post-writing (Unit 4) data collection. Additionally, they were never absent for the lessons (Units 1, 2, 3, and 4). This was why I selected the ten students for the analysis. Furthermore, in the pre-writing recount's data collection, 33 students recount texts were collected. However, as the weeks progresses for Units 1, 2, and 3, there were fewer students. Therefore,

the ten students were consistent from the very beginning until the end of the lessons. In order to navigate through the data analysis clearly, a detailed explanation of how the analysis for each research question was analyzed in separated paragraphs accordingly to the research questions.

To answer **Research Question 1**: What are the different transitivity processes found in students' recount writing?

- Ten students' recount writing were selected.
- Students' recounts texts were divided into clauses.
- Both the pre-writing and post-writing recount were analyzed.
- The different types of transitivity processes (*material, mental, relational, behavioral, verbal, and existential*) were identified from the students' recount writing texts on the Ipad with an Apple Pencil.
- Coding were applied within the clause for the transitivity process.
  - Notability (ios application) was used inputting the codes on the Ipad with Apple Pencil.
  - Finished coding was then converted from **PDF** to **word** file format
- The function of the codes in the analysis for clarification (appendix E).
- The results of research question 1 were presented in the form of tables. However, the use of numerical numbers was shown to compare the pre-writing and post-writing data as a summary. This was to illustrate the frequency of the transitivity processes that occurred in the analysis.
- Additionally, the detailed findings were illustrated in the form tables from the selected clauses of the different students'. Explanations of the transitivity processes that were found were explained along with their functions. The details were illustrated in Chapter 4's findings.



Please view the image provided below as an example taken from the findings in Chapter 4. Furthermore, the details of the different transitivity system processes found were provided in Chapter 4. Please keep notice that these images (3.1, 3.2, 3.3) were screenshots and taken from Chapter 4 findings for feasibility to prevent any confusion from understanding the differences between an image and the table, I have added a border colour to differentiate the image from the table format.

### Image 3.1

*Example of transitivity process screenshot*

Table 4.3				
Student #633 material process				
Clause		Process: Material		
1.	After that,	me and my friend	went	to a BBQ grill
2.	before,	I	walked	to my room
3.		and	entered	a store to buy snacks.

The findings from student #633 in table 4.3 indicated that the processes were material. The clauses above indicated material processes were the verbs “went”, “walked”, and “entered”. However, the material process “went” is **intransitive** because it functions as the

### Codes for the analysis of the Transitivity System (RQ 1)

I used specific codes to analyze the recount texts from both the pre and post-writing texts. As illustrated below, the functions of Subjects (Participants) were determined in each code, as they carry different functions depending on the processes. Meaning, each of the process types has its characteristics to represent (Foley, 2011, p. 34-49). Halliday & Matthiessen (2014, p. 260) described the different transitivity processes meaning and characteristics. The literature review from chapter 2’s transitivity system illustrated its

important functions and showed the relationship between process types and their relation to participants.

#### **Codes for the Functions of the subjects (RQ 1);**

- The subject functions as **Actor (Ac)** in Material process.
- The subject functions as **Behaver (Be)** in Behavioral process.
- The subject functions as **Senser (Se)** in Mental process.
- The subject functions as **Carrier (Ca)** in Relational process.
- The subject functions as **Sayer (Sa)** in Verbal process.
- The subject functions as **Existent (Ext)** in Existential process.

#### **Codes for analyzing the transitivity processes (RQ 1);**

Bp = Behavioral process

Mp = Material process

Mep = Mental process

Rp = Relational process

Vp = Verbal process

Exp = Existential process

Processes

#### **Codes for the analysis of the Language Features found (RQ 2)**

In the English language, the term language features is a very broad term. Therefore, I specifically selected the language features coded below in the analysis for research question

2. Below were the codes used in the analysis of the language features found;

Att = Attribute

Comp = Complement

Circ = Circumstance

Post-mod  
ifiers

NG = Noun group

PP = Prepositional phrase

Adv = Adverbial

© = capitalization mistake

!! = missing coma, missing full stop (punctuation mistakes)

↔ = coherence & cohesion mistakes

\* = this symbol composes of:

- Wrong tense usage
- Subject (S) Verb (V) agreement mistakes

^ = this symbol composes of:

- Missing article
- Missing determiner
- Missing pronoun
- Missing preposition

Ⓣ = this symbol composes of:

- Missing conjunction
- Missing time-connectors
- Missing linking-words

Ⓢ = spelling mistake

Ⓟ = missing process

### Functions of additional codes

T = transitional words, linking words, conjunctions, time connectors

- Although conjunctions and time connectors have their distinctions, I analyzed the code for transitional words under 'T' because they all were functioning similarly. Meaning, they bridge (connect) and give cohesion to the recount text.

P = words that represent past-tense form

D = words that represent descriptive words

D\* = words that further elaborate descriptive words (add more details/expand descriptive words)

### **Functions of the specific adverbials**

Although the codes mentioned below are part of adverbials. Specific codes were created to find the specific adverbs found from the analysis findings. The purpose was to illustrate the differences in pre and post-writing recount.

AT = words representing adverbs of time

AP = words representing adverbs of place

AM = words representing adverbs of manner

AD = words representing adverbs of degree

### **Functions of the codes in conclusion (re-orientation)**

The purpose of these codes for me was to find out when compared to the pre and post-writing recount, whether the students' included a conclusive sentence or not.

C\* = concluding sentences from the recount writing. It expresses the students' point of view.

Below is the list;

- Give advice
- Write about the future
- Give an opinion
- Write about your feelings

C = signal words in a concluding sentence. For example;

- In conclusion,
- In my opinion,
- In summary,
- Overall,
- To conclude,

### **Functions of the post-modifiers (RQ 2);**

In addition, the functions from the codes in RQ1 were described below. Furthermore, the different functions of the post-modifiers and why they were coded in their specific way in RQ2 were discussed.

#### ***Complement (comp)***

In the clause, after the transitivity process (verb), when the next phrase starts with a Noun group (NG). All the remaining phrase functions as the complement (comp). Please see p. 119-120 for the post-modifier complement the details in Chapter 4's findings.

#### ***Circumstance (circ)***

In the clause, after the transitivity process (verb), when the next phrase starts with a Prepositional phrase (PP). All the remaining phrase functions as the circumstance (circ). Please see p. 120-121 for the post-modifier circumstance details in Chapter 4's findings.

#### ***Attribute (Att)***

In the clause, after the transitivity process (verb), when the next phrase starts with an adjective or an adverb. All the remaining phrase functions as the attribute (Att). Please see p. 122-123 for the post-modifier attribute findings.

To answer **Research Question 2**: What are the language features found in students' recount writing using the Curriculum Cycle Approach?

The language features found in the recount text were analyzed from the pre-writing and post-writing texts. Generally, in the English language, language features are a very broad term. That was why in this study I selected specifically the different language features found in students' recount writing:

1. Participants (p. 113-118)
2. Post-modifiers (complement, p. 119-120, circumstance, p. 120-121, attribute, p. 122-123)
3. Descriptive words (p. 125, adjective and adverb)
4. Adverbials (p. 126-128, time, place, manner, and degree)
5. Transitional words (p.129 - 132)
6. Processes “Different types of tenses” (p. 132-139)

The results were presented in the form of tables illustrating the findings and descriptive explanations of how they functioned. Furthermore, summary tables were provided with numerical values to show frequency. Below are some examples of images 3.3 and 3.4 provided from the findings in Chapter 4’s findings as an example. However, please see the page numbers that were mentioned above for the details of the complete findings of the different language features found in Chapter 4 for feasibility.

### Image 3.2

*Example of the different participants function in material process screenshot*

<b>Table 4.26</b> <i>The different participants function in material processes</i>				
Clause		Participant: Actor	Process: Material	
#633	After that,	<b>me and my friend</b>	went	to a BBQ grill
1.				
2.	before,	<b>I</b>	walked	to my room
3.	and		entered	a store to buy snacks.
#442	In my holidays,	<b>I</b>	went	to Khao Kho Phetchabun with my uncle’s friend.
1.				
2.	Then,	<b>We</b>	went	to Khao Kho Post Office behind it
#738	After dinner,	<b>we</b>	went	to Swensen’s for <u>ice-cream</u> .
1.				
# 937		<b>We</b>	cooked	a special food
1.				
2.	Last two months ago,	<b>I</b>	went	to Nakhon Nayok Province.
#509		<b>, they</b>	ran	to the water
1.				
2.	and		jumped	down.



**Image 3.3**

*Example of Post-modifier function as a circumstance screenshot*

**Table 4.34**

*Post-modifier function as a circumstance*

Clause	Post-modifier: Circumstance
#633 After that, <u>me</u> and my friend went	<b>to a BBQ grill.</b>
1.	PP + NG (circ)
#442 In my holidays, I went	<b>to Khao Kho Phetchabun with my</b>
1.	<b>uncle's friend.</b>
	PP + NG (circ)
#937 Last two months ago, I went	<b>to Nakhon Nayok Province.</b>
1.	PP + NG (circ)
#509 , they ran	<b>to the water</b>
1.	PP + NG (circ)
2. , I cannot find	<b>in the city</b>
	PP + NG (circ)
#259 Next, we went	<b>to the Haunted House</b>
1.	PP + NG (circ)

To answer **Research Question 3**: What are the developments in the students' recount writing after using the Curriculum Cycle Approach?

In order to answer research question 3, I selected ten students to show the students' developments, then analyzed the data from the post-writing. The purpose was to distinguish what were the developments after completing the curriculum cycle approach in teaching recount writing. I explained in detail and also provided a summary of the overall developments in the form of written points for feasibility.

To answer **Research Question 3**: What are the students' difficulties found in developing the recount writing through the use of the Curriculum Cycle Approach?

Ten students' post-writing recount texts were analyzed. The purpose was to find whether there were any difficulties still present after completing the curriculum cycle

approach in teaching recount writing. A detailed list of the mistakes found in the post-writing were shown. To clarify, the results in the form of the students' identification numbers (the last three digits) and the bullet points were illustrated. Below is an example of student #738.

However, the complete details from the findings in Chapter 4 were provided in appendix N.

### Difficulties still present in student #738

<p>On holiday, I spent time with my aunt at The Mall Bangkapi, it *is very close to my place. We visited many stores and we did many things together there.</p> <p>First, we walked to The mall, it took 15 minutes to get there. When we arrived there, it was 1:00 pm. we went to Niki shop for running shoes. My aunt bought a pair of running shoes. It was colorful.</p> <p>Secondly, we went to a gourmet market for buying some stuff such as soap, shampoo, lotion, tissue, vegetable, and snacks. We spent two hours there looking and buying things.</p> <p>Next, we watched a movie after we bought things. The movie *named P“Aquaman”. It was really fun. We ate pop-corn during the movie. There were a lot of people at the theater.</p> <p>Then, it was dinner time. We were looking for what to eat. Cwe decided to eat Yayoi, it was a Japanese restaurant. I ordered Saba set, but my aunt ordered Pangasius Dory Fish set. It was delicious.</p> <p>After dinner, we went to Swensen's for ice-cream. We ordered two scoops of chocolate. It was not too sweet. We spent around 30 minutes talking about my life. My stomach was full and I was sleepy.</p> <p>Overall, I had an awesome day. I enjoyed spending time with my lovely aunt. Eating delicious foods and ice-cream are my favorite thing to do. I hope we can spend time together again.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *is</li> <li>- *named</li> <li>- P“Aquaman”</li> <li>- Cwe</li> </ul>
---	--

The difficulties still present are:

- \*is - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'was' in the phrase: "it **was** very close to my place".
- \*named and P“Aquaman” - the codes indicates a subject-verb agreement mistake and a missing process. The correction is the noun 'name' and the process 'was'. Hence, the correct phrase: "The movie **name was** "Aquaman".

- **C**we - the code indicates a capitalization mistake. The correction in the phrase is:

“**W**e decided to eat Yayoi”.

**Table 3.5**

*Summary of the Research Process*

<b>Research objective</b>	<b>Source of Data or Sample</b>	<b>Research Instrument</b>	<b>Method of Data Analysis</b>
1. To identify the different processes found in students' recount writing through the use of the Curriculum Cycle approach.	- 10 Students	- 10 recount text writing (Pre)  - 10 recount text writing (Post)	- Textual Analysis  - Clause division  - Coding
2. To examine the language features found in students' recount writing through the use of the Curriculum Cycle approach.	- 10 Students	- 10 recount text writing (Pre)  - 10 recount text writing (Post)	- Textual Analysis  - Coding
3. To examine students' difficulties in developing Recount writing through the use of the Curriculum Cycle Approach	- 10 Students	- 10 recount text writing (Post-writing)	Textual Analysis

## CHAPTER IV

### RESEARCH ANALYSIS AND FINDINGS

This chapter focused on the presentation of the analysis and research findings of the study. This would show the findings of the three research questions supported by the excerpts from the data and discussion. The post and pre-writing recount texts of the ten students were provided in the appendix section. Please be noted that due to the size of data concerning recount texts **coding** was utilized. The function of the coded data was to interpret its qualitative form to quantitative numerative frequency values as an interrelated representation in the tables mentioned in the findings and analysis section

#### Findings of Research Question 1

**Research question 1:** *What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?*

This section illustrated the detailed findings in the analysis of the different transitivity processes found in students' recount writing using the curriculum cycle approach. The different summaries of the transitivity processes found were shown in Tables 4.1 and 4.2 below. The processes were arranged in terms of frequency and percentage. The table was arranged from the highest to the lowest order. Additionally, tables 4.1 (post-writing) and 4.2 (pre-writing) were illustrated to compare the overall results found. Table 4.1 (post-writing) implemented the complete usage of the curriculum cycle approach in teaching recount writing. In contrast, table 4.2 (pre-writing) did not have this treatment. The complete summary tables of the transitivity system found for both pre and post-writing recount were provided in appendices I and J.

In the findings, I illustrated only from the post-writing recount because the curriculum cycle approach was fully implemented. However, the complete details were provided in appendices F and G.

The findings were illustrated in the form of clauses indicating only the transitivity processes found within. Each of the transitivity processes was provided with excerpts from the clauses. Selected clauses were illustrated to show the findings. However, the complete transitivity processes found from the post-recount writing clauses from the ten students were provided in the appendices section (appendix F). The criteria for selecting only these ten students were stated in the previous chapter III in the data analysis section.

### **Findings: The pre and post-writing recount summary tables**

**Table 4.1**

*Summary of the transitivity process found in the pre-writing recount (no CCA)*

<b>Transitivity processes</b>	<b>Frequency</b>
Material	62
Behavioral	33
Relational	33
Verbal	5
Mental	4
Existential	3
Total	140

**Table 4.2**

*Summary of the transitivity process found in the post-writing recount (CCA implemented)*

<b>Transitivity processes</b>	<b>Frequency</b>
Material	111
Relational	88
Behavioral	84
Mental	40
Existential	4
Verbal	2
Total	329

### Material transitivity process:

According to Foley (2011, p. 34), the most important element in understanding the processes (verbs) is to look at the verb from the perspective of its ‘meaning’. Hence, the ‘meaning’ will be determined by the context. Foley (2011, p. 34) affirmed that the material process consists of doings and happenings also known as ‘action processes’. Furthermore, the material process may be explored by either of the two questions: who did it? and what happened?

Moreover, there are **transitive** and **intransitive** material processes. The material process that represents a happening is **intransitive**. Conversely, the material process that represents a doing is **transitive** (Halliday & Matthiessen, 2014, p. 179-181)

Below were examples from the clauses that comprised material processes both **transitive** and **intransitive**.

**Table 4.3**

*Student #633 material process*

Clause			Process: Material	
1.	After that,	me and my friend	<b>went</b>	to a BBQ grill
2.	before,	I	<b>walked</b>	to my room
3.		and	<b>entered</b>	a store to buy snacks.

The findings from student #633 in table 4.3 indicated that the processes were material. The clauses above indicated material processes were the verbs “went”, “walked”, and “entered”. However, the material process “went” is **intransitive** because it functions as the material process of happening. Furthermore, the material processes “walked” and “entered” are **transitive** because it functions as a material process of doing.



**Table 4.4***Student #442 material process*

Clause	Process: Material			
1.	In my holidays,	I	<b>went</b>	to Khao Kho Phetchabun with my uncle's friend.
2.	Then,	we	<b>went</b>	to Khao Kho Post Office behind it

The clauses above indicated material processes because both the processes “went” were a process of happening (**transitive**). In this situation, student #442 was recalling an event in the recount about going to a location by stating the happening of the recount. Therefore, both the material processes function as **transitive**.

**Table 4.5***Student #738 material process*

Clause	Process: Material				
1.	Secondly,	we	<b>went</b>	to a gourmet market for buying	some stuff such as soap, shampoo, lotion, tissue, vegetable, and snacks.
2.	After dinner,	we	<b>went</b>	to Swensen's for ice-cream.	

The clauses above indicated material processes because both the processes “went” were a process of physical action. However, both of the processes “went” function as **intransitive** because the material process was about stating a happening. In this situation, student #738 was recalling a recount about going to the gourmet market and Swensen's shop.

**Table 4.6***Student #937 and #509 material process*

Clause	Process: Material			
#937	Last two months ago, I	<b>went</b>	to Nakhon Nayok Province.	
1.				
2.	We	<b>cooked</b>	a special food	
3.	We also	<b>prepared</b>	2-3 *menu for this trip.	
#509	, they	<b>ran</b>	to the water	
1.				
2.	and	<b>jumped</b>	down.	

The clauses above indicated material processes because the processes comprised of doings and happenings. In clause 1, student #937 was recalling a recount about going (traveling) to Nakhon Nayok Province. The process “went” functions as **intransitive** because it states the happening of the material process. In clauses 2 and 3, the processes “cooked” and “prepared” are both **transitive** because they stated the doing (literal physical action) of cooking and preparing food.

Furthermore, in student #509 clause, both the processes “ran” and “jumped” functions as **transitive** because the material process is stating the doing. To elaborate, student #937 recalled the recount event of the doings of running to the water with friends and jumping down into the water.

### Relational transitivity process:

In a relational process, the process (verb) itself is ‘empty’. The process does not provide information. However, the process simply functions by relating two important elements. The relationship comprises of ‘being’ and ‘having’ (Foley, 2011, p. 44).

Halliday & Matthiessen (2014, p.210-214) explained that the relational process functions in two distinct modes of being in **attributive** and **identifying**. The important distinction in identifying is that the “x” and the “a” can be switched (e.g. Sarah is the leader/ the leader is Sarah). In contrast, the attributive cannot be switched between “x” and “a” (e.g. Sarah is wise). The findings below were the relational process found from the analysis of the students’ recount.

**Table 4.7**

*Student # 738 and # 509 relational process*

Clause	Process: Relational		
#738	it	<b>was</b>	a Japanese restaurant
1.			
2.	It	<b>was</b>	delicious.
3.	It	<b>was</b>	colorful.
4.	My stomach	<b>was</b>	full
5.	and I	<b>was</b>	sleepy.
#509	Kanchanaburi	<b>was</b>	one of the place in
1.			Thailand

In clauses 1-5, all of the processes “was” indicates the relational process.

Furthermore, the relational process functions as **attributive**. The process “was” links or relates a thing and its attribute. Hence, the process by itself is void. The process itself is not providing any information. However, the process “was” (verb ‘to be’) simply relates the relationship to the attributes ‘a Japanese restaurant’, ‘delicious’, ‘colorful’, ‘full’, and

‘sleepy’. Most importantly, the distinction is that the **attributive** cannot be switched. For example, in clause 1 “it **was** a Japanese restaurant”. The **attributive** cannot be switched to “a Japanese restaurant **was** it”.

So far the relational processes mentioned above all function as attributive. In contrast, in student #509’s clause 1, although the process is relational the distinction is in the function. Meaning, the relational process in clause 1 functions as **identifying**. The important distinction in identifying is that the “x” and the “a” can be switched. To elaborate, in clause 1 “Kanchanaburi **was** one of the place in Thailand“, the clause can be switched to “one of the place in Thailand **was** Kanchanaburi”. Hence, the function of this relational process is identifying as “x” and the “a” can be switched.

**Table 4.8**

*Student # 442 and #452 relational process*

Clause		Process: Relational			
#442	It	<b>was</b>	really	beautiful	
1.					
2.	and	the weather	<b>was</b>	so	cold.
3.	It	<b>was</b>	probably the most	beautiful	Post Office in Thailand
#452	Which	<b>was</b>	very	cheap	
1.					
2.	because	the market	<b>had</b>	cheap food	as well.
3.	Finally,	my friend	<b>have</b>	fun	
	and I				

In clauses 1-3 (student #442), the processes indicate relational because the process by itself is void. Furthermore, the relational processes “was” in clauses 1-2 functions as **attributive**. The process “was” links or relates a thing and its attribute. The process itself is not providing any information. However, the process “was” (verb ‘to be’) simply relates the

relationship to the attributes “really beautiful” and “so cold”. The distinction of the attributive relational process is that it cannot be switched in clauses 1 and 2.

Conversely, in clause 3, the relational process “was” functions as **identifying**. The distinction in **identifying** relational process “was” is that it can be switchable. For example, clause 3 “It **was** probably the most beautiful Post Office in Thailand”. The clause can be switched to “probably the most beautiful Post Office in Thailand **was** it”.

In student #452, clauses 1-3, all of the relational processes “was”, “had”, and “have” functions as **attributive** because the distinction is that the “**x**” and “**a**” can not be switched.

**Table 4.9**

*Student #937 and #633 relational process*

Clause			Process: Relational		
#937		it	<b>was</b>	so	delicious and spicy
1.					
2.	but	I	<b>had</b>	fun	too.
#633		My work	<b>was</b>	a *small internet café	
1.				(at a small internet café = correct)	
2.	and	it	<b>was</b>	very close	to the university.

In student #937, clauses 1 and 2, the processes “was” and “had” indicate relational because the process by itself is void. The relational processes function as **attributive**. The process itself is not providing any information. However, the process “was” (verb ‘to be’) and “had” simply relates the relationship to the attributes “so delicious and spicy” and “fun too”. The distinction is that the attributive cannot be switched.

Conversely, in student #633 clauses 1 and 2, the relational processes “was” function as **identifying**. Meaning, the distinction is that “**x**” and “**a**” can be switched. In clause 1 “My work **was** a \*small internet café” can be switched to “a \*small internet café **was** my work”.

The same for clause 2 “and it **was** very close to the university”, can be switched to “and very close to the university **was** it”. Hence, the function is identifying relational processes.

### **Behavioural transitivity process:**

Foley (2011, p. 36) elaborated that the behavioral processes fall between material and mental processes. These processes are similar to mental processes as it involves the ‘doer’ with human consciousness and they involve the senses. Additionally, like a material process, the behavioral process involves some intentional activity, by contrast than simply representing a relatively ‘inert’ process. Below were examples from the clauses that comprised behavioural processes.

Halliday & Matthiessen (2014, p. 248-250) described that behavioural processes are of human physiological and psychological behaviour. They are the least distinct out of all the six types of transitivity processes. In addition, they have no clearly defined characteristics of their own. Furthermore, Thompson (2013, p. 110) mentioned behavioural process is a reminder that transitivity categories are overlapping and fuzzy.

**Table 4.10**

*Student #452 behavioural process*

Clause			Process: Behavioural
1.	Last week,	I	<b>spent</b> my holiday at Chatuchak Market with my friends.

The process “spent” in clause 1 indicates a behavioural process. The process functions as a consciousness represented as a form of behaviour.



**Table 4.11***Student #738 behavioural process*

Clause		Process: Behavioural	
1.	On holiday, I	<b>spent time</b>	with my aunt at The Mall Bangkapi
2.	, but my aunt	<b>ordered</b>	Pangasius Dory Fish set.
3.	Next, we	<b>watched</b>	a movie after

In clause 1, the behavioural processes “spent” indicate a process of consciousness function as a form of behaviour. In clause 2, the process “ordered” indicates a process of behaviour near material bodily postures and also bridges with the verbal process because to order any type of food, student #738 needs to at least have a verbal exchange in the conversation with the waiter. In clause 3, the process “watched” is behavioural because it functions as a near mental process of consciousness represented as a form of behaviour. The process “watched” in clause 3 is a good example of what Thompson (2013) meant by the behavioural processes are overlapping and fuzzy. Halliday & Matthiessen (2014) also stated that there are no clear categorizations. To clarify, it is not entirely wrong and can be argued that the behavioural process “watched” could also be the mental process functioning as perceptive (perception) because student #738 still needs to use the eyes to watch the movie mentioned in clause 1. Therefore, the behavioural process “watched” can be argued as overlapping and fuzzy nonetheless.

**Table 4.12**

Student #434 behavioural process

Clause	Process: Behavioural		
1.	Firstly, I	<b>opened</b>	MS Word on the computer
2.	, and	<b>set margins</b>	of the paper into narrow or normal

In clauses 1 and 2, the processes “opened” and “set margins” were behavioural because it functions near material bodily postures. To elaborate, student #434 process “opened” functions as to open the digital software MS Word on the computer. Next, the process “set margins” was only utilized within the MS Word software by setting margins for the bookmarks. Hence, the processes mentioned are specifically behaviorally done by student #434.

**Table 4.13**

Student #509 behavioural process

Clause	Process: Behavioural		
1.	After we	<b>finished praying</b>	at the temple,
2.	We	<b>chose</b>	Chanasauung restaurant

The processes “finished praying” and “chose” were both behavioural because the process “finished praying” functions as near material bodily postures. The process “chose” functions as a near mental consciousness form of behaviour. Hence, both processes bridge between the near-material and mental-like process, which indicates as a behavioural process. Furthermore, the behavioural processes mentioned above could only be done behaviourally by student #509. Meaning, it cannot be characterized as purely material or mental.

### Mental transitivity process:

Foley (2011, p.38-39) elaborated that the mental process represents how we perceive things with our senses. The mental process is the inner world of emotions, feelings, imagination, and thoughts. Therefore, the processes normally comprise of wanting, feelings, and sensing.

Furthermore, in a mental process, the participant (senser) is human. Meaning, the important feature of the participant is that of being provided with consciousness. The mental process divides itself into four different sub-categories of sense. They are **perceptive**, **cognitive**, **desiderative**, and **emotive** (Halliday & Matthiessen, 2014, p. 201-208). The common characteristics of the sub-categories were already mentioned in table 2.1 (verbs with different functions in the mental process) Chapter 2's transitivity system and its processes.

**Table 4.14**

*Student #633 and #452 mental process*

Clause			Process: Mental	
#633	, but	I	<b>enjoyed</b>	eating.
1.				
#452	and		<b>enjoy</b>	shopping every time.
1.				

The word “enjoyed” in student #633 clause 1 indicates a mental process because it functions as an **emotive** which indicates affection. In clause 1, “eating” is a non-finite verb gerund. It cannot function as the main verb. Additionally, “eating” functions as a noun. Furthermore, student #738 clause 1 also indicates a mental process “enjoy” functioning as an **emotive** which indicates affection. Meaning, student #738 enjoys shopping which stimulates the emotive side. The important distinction for “shopping” is that it is not the main verb. It is a non-finite verb gerund functioning as a noun.

**Table 4.15***Student #738 and #259 mental process*

Clause	Process: Mental				
#738	I	<b>enjoyed</b>	spending time with my	lovely	aunt.
1.					
2.	I	<b>hope</b>			
#259	, I	<b>think</b>			
1.					

The process “enjoyed” in student #738 clause 1 functions as an **emotive** which indicates affection. In addition, the process “hope” in clause 2 functions as **desiderative** which indicates **desire** or **desirability**. Meaning, student #738 **desires** to spend time with the family again soon. Furthermore, in student #259 clause 1, the mental process “think” functions as **cognitive** or **cognition** because student #259 is thinking about going back to Dreamworld with friends again in the future.

**Table 4.16***Student #345 mental process*

Clause	Process: Mental				
1.	I	was <b>amazed</b>	by the beautiful scenery of the		
			waterfall.		
2.	and I	could not <b>bear</b>	to jump into the water		immediately.

In clauses 1 and 2, the mental processes “was **amazed**” and “could not **bear**” both function as **emotive** which indicates affection. In clause 1 “was amazed”. Furthermore, “was” is finite and the predicator is “amazed”.

In clause 2, the process “bear” indicates affection. Additionally, the word ‘could’ is a finite verb, and ‘not’ is a negative polar adverb. The predicator is “bear”. The overall meaning of the process in clause 2 is that student #345 was afraid to jump into the water right away.

**Table 4.17**

*Student #442 and #509 mental process*

Clause		Process: Mental		
#442	I	<b>like</b>	the trip	so much
1.				
2.	and I	<b>love</b>	^ cold weather,	
#509	I	cannot <b>find</b>	in the city	
1.				

In student #442 clauses 1 and 2, both the mental processes “like” and “love” function as **emotive** which indicates affection. Hence, student #442 is conveying the affection towards the trip and the cold weather. Furthermore, the codes for “^ cold weather,” was already mentioned in detail (appendix E). To reiterate, the codes “^” function as missing determiner “the” and “,” function as missing punctuation (comma). Moving on, in student #509 clause 1, the mental process “find” function as **perceptive** which indicates **perception**. The distinction that “find” function as **perceptive** is based on the analysis of the overall recount text.

Meaning, when student #509 conveyed that “I cannot **find** in the city”. The meaning entails that he cannot **see** in the city because of its rarity. Importantly, the student earlier recalled events based on visiting Kanchanburi and paying homage to the sacred things at a nearby temple called Tiger Cave temple with his friends. Therefore, in order to understand that the mental process “find” function as **perceptive**, you need to understand the students’ overall recount text, especially the recalled events.

**Table 4.18***Student #434 mental process*

Clause			Process: Mental	
#434	Overall,	I	<b>felt</b>	⑤pround to make these pretty bookmarks
1.				
2.		I	<b>*like</b>	to set in narrow.

In clause 1, the mental process “felt” functions as **emotive** because it indicates affection. Meaning, student #434 feels proud after making the bookmarks because they are pretty. In addition, the code ⑤ in “⑤pround” indicates the spelling mistake. The correct spelling is ‘proud’. Moreover, in clause 1, “to make” is not the main verb. It function as non-finite verb (to + infinitive). The infinitive “to make” functions as a noun.

Furthermore, in clause 2, the mental process “\*like” function as **desiderative** which indicates **desire** or **desirability**. To clarify in clause 2, “to make” is not the main verb. It function as non-finite verb (to + infinitive). In this clause, the infinitive “to make” functions as a noun.

**Table 4.19***Student #937 mental process*

Clause			Process: Mental	
1.	that	we	could <b>see</b>	wide water surrounding by ⑤beuatyfull wild.
2.	After that	we	<b>enjoyed</b>	playing the water

The processes “could see” and “enjoyed” in clauses 1 and 2 were both mental processes. However, the distinction is in the function. Clause 1 is **perceptive** and clause 2 is **emotive**. Meaning, in clause 1, the process “could see” functions as **perceptive** which



indicates **perception**. Additionally, “could” is a finite and the predicator is “see”. Moving on, in clause 2, the process “enjoyed” function as **emotive** which indicates affection. Meaning, student #937 enjoys playing in the water. However, in clause 2, “playing” is not the main verb. It is non-finite verb gerund functioning as a noun.

### Existential transitivity process:

The existential process states that a certain thing exists. The main participant is the Existent in an existential process. To elaborate, the participant whose existence is stated (Foley, 2011, p. 48-49).

Halliday & Matthiessen (2014, p. 256) explained that the process represents that something exists or happens. In the existential process, the word ‘there’ within a clause is neither a participant nor a circumstance. It has no representational function. Its function is to only indicate existence. Often in existential clause consists of a distinct circumstantial element of place or time

**Table 4.20**

*Student #738 existential process*

Clause		Process: Existential		
1.	There	<b>were</b>	a lot of people at the theater.	
2.	When	we	<b>arrived</b>	there.

The process “were” in clause 1 indicates the existence of people at the theater. In clause 2, the process “arrived” conveys the existence of we arrived there.

**Table 4.21***Student #442 existential process*

Clause				Process: Existential
1.	because	there	<b>was</b>	a scenic place

In clause 1, the process “was” functions as existential because the process indicates that there was an existence of a thing. To elaborate the thing that existed in the phrase was “a scenic place”.

**Table 4.22***Student #452 existential process*

Clause				Process: Existential
1.	where	I	<b>lived.</b>	

The process “lived” indicates existential because the clause conveyed the existence of living at a certain place.

**Verbal transitivity process:**

The verbal process gives voice to our thoughts when talking about events, or feelings, and ideas. The processes of saying are called verbal processes (Foley, 2011, p. 41).

Additionally, Halliday & Matthiessen (2014, p. 252-255) explained that there is always one participant (sayer) that represents the speaker. However, there may be an additional one representing the addressee (receiver).

**Table 4.23***Student #442 verbal process*

Clause	Process: Verbal		
1.	I	<b>video called</b>	to my mom

The process “video called” indicates a verbal because it functions as saying. Student #442 conveyed that the writer was talking to his/her mom online in a face-to-face video call.

**Table 4.24***Student #708 verbal process*

Clause	Process: Verbal		
1.	and	<b>sing</b>	very well

In clause 1, the process “sing” functions as verbal because it indicates the verbal action singing.

### **Meteorological process**

The meteorological process is a rare type because it is not common in a transitivity system. However, in the findings of student #345, the meteorological process was illustrated. Halliday & Matthiesen (2014, p. 258) elaborated that on the borderline between ‘**existential**’ and the ‘**material**’ there is a special category of processes that relates to the weather known as the meteorological process. Such examples mentioned in Halliday & Mattheisen (2014) are; *there is going to be a storm, the wind is blowing, the sun is shining, there is going to be a storm*. Additionally, meteorological processes sometimes are in connection with **existential** (*there was a storm/hurricane/breeze/gale/shower/blizzard*) and some are construed as **relational attributives** (*it is foggy/cloudy/cold/hot/misty/humid/sunny/frosty*)

After analyzing the recount of different transitivity processes, I found two students (#345 and #442) that had the meteorological process, but with different functions.

**Table 4.25**

Student #345 and #442 meteorological process

Clause		Process: Meteorological	
#345	It	<b>*is</b>	quite windy there
1.			
#442	the weather	<b>was</b>	so cold.
1.			

The findings from both clauses indicate an interesting element. Although, the process from student #345 '**\*is**' indicates an existential process. However, because of the context 'quite windy', the meaning of this context relates to the weather. Hence, the process is the borderline between existential and material which indicates meteorological.

In contrast, student #442 '**was**' is relational processes. However, after analyzing carefully the context of the clause. There were further details that the meteorological process '**was**' functions as a relational attributive because of the phrase 'so cold'. Meaning, the adverb of degree 'so' modifies the adjective 'cold'. Hence, that is why this is meteorological process functions as a relational attributive.

### Summary for the research question 1

From the findings of the post-writing recount, the indication was that after implementing the Curriculum Cycle Approach (CCA) with visual images from Pinterest SNS, there was an increase in the use of different processes found when compared with the pre-writing text. The most frequently found processes under the transitivity system were: material, relational, behavioural, mental, existential, and verbal processes. Interestingly from the revealed findings, there was a rare finding under the special category called the

meteorological process. This process is a part of the existential process when the ‘material’ and ‘existential’ bridge together (Halliday & Matthiesen, 2014, p. 258). The meteorological process was found in students #345 and #442 recount writing.

### **Research findings for research question 2**

**Research question 2:** *“What are the language features found in students’ recount writing using the Curriculum Cycle Approach?”.*

Generally, in the English language, language features are a very broad term. That was why in my study I selected specific language features to analyze. Below were the different language features found in students’ recount writing:

1. Participants
2. Post-modifiers (complement, circumstance, attribute)
3. Descriptive words (adjective and adverb)
4. Adverbials (time, place, manner, and degree)
5. Transitional words
6. Processes “Different types of tenses”

The complete recount writing text from the post-writing were shown in the example below from student #738 for feasibility. Illustrated below were the overall language features found

### Post-writing recount of student #738 language features found

How I spent my holiday	Language features
<p>On holiday, I spent time with my aunt at The Mall Bangkapi, it is very close to my place. We visited many stores and we did many things together there.</p> <p>First, we walked to The mall, it took 15 minutes to get there. When we arrived there, it was 1:00 pm. we went to Niki shop for running shoes. My aunt bought a pair of running shoes. It was colorful.</p> <p>Secondly, we went to a gourmet market for buying some stuff such as soap, shampoo, lotion, tissue, vegetable, and snacks. We spent two hours there looking and buying things.</p> <p>Next, we watched a movie after we bought things. The movie named "Aquaman". It was really fun. We ate pop-corn during the movie. There were a lot of people at the theater.</p> <p>Then, it was dinner time. We were looking for what to eat. We decided to eat Yayoi, it was a Japanese restaurant. I ordered Saba set, but my aunt ordered Pangasius Dory Fish set. It was delicious.</p> <p>After dinner, we went to Swensen's for ice-cream. We ordered two scoops of chocolate. It was not too sweet. We spent around 30 minutes talking about my life. My stomach was full and I was sleepy.</p> <p>Overall, I had an awesome day. I enjoyed spending time with my lovely aunt. Eating delicious foods and ice-cream are my favorite thing to do. I hope we can spend time together again.</p>	<p><b>Participants</b></p> <ul style="list-style-type: none"> <li>- We, my aunt, I, it, people,</li> </ul> <p><b>post-modifiers</b></p> <ul style="list-style-type: none"> <li>- complement</li> <li>- circumstance</li> <li>- attribute</li> </ul> <p><b>Transitional words</b></p> <p><b>Adverbials</b></p> <ul style="list-style-type: none"> <li>- time</li> <li>- place</li> <li>- manner</li> <li>- degree</li> </ul> <p><b>Tenses</b></p> <p><b>Descriptive words</b></p> <ul style="list-style-type: none"> <li>- adjectives</li> <li>- adverbs</li> </ul>

Detailed explanations on the language features found were discussed. The explanations were based on the participants, post-modifiers, transitional words, adverbials, different tenses, and descriptive words.

#### 1.) Participants

The participants found in student #738's post writing recount findings were: I, my aunt, we, it, and my stomach. The most frequent subjects found were 'we', then followed by:



‘it, I, my aunt, my stomach’. In systemic functional grammar, each participant has its function which relates to the process (verb). My study also focuses on the functional aspect of the transitivity system processes. Therefore, the function of the process (verb) found will indicate what type of transitivity system process.

In the transitivity system, the main subject (participant) for each process has its own function (Foley, 2011, pp. 34-49; Halliday & Matthiessen, 2014, p. 260). Further elaborations,

- The doer in a Material process is called the **Actor** (participant)
- The main participant in a Behavioural process is called the **Behaver** (participant)
- The main participant in a Mental process is called the **Senser** (participant)
- The main participant in a Verbal process is called the **Sayer** (participant)
- The main participant in a Relational process are the **Carrier** and **Identifier** (participant)
- The main participant in an Existential process is called the **Existent** (participant). The participant whose existence is stated

### Participant types and its functions.

In student#738’s clause: “After dinner, **we** went to Swensen’s for ice-cream.” The participant ‘we’ functions as an Actor because the process ‘went’ is a material process. In the next clause: “**It** was really fun.” The subject ‘It’ functions as a Carrier because the process ‘was’ is a relational process. Moreover, the process links a thing (It) and its attribute (really). Since attribute is part of the post-modifier, details will be discussed in its section below the heading: post-modifiers. In traditional English grammar, the participant ‘we’ and ‘It’ is a simple subject because it is a single noun or pronoun. However, in functional grammar’s transitivity system, the focus is on the participant’s function.

In the clause: “**My stomach** was full and **I** was sleepy.” In traditional English grammar, this clause is a compound subject because it has more than one subject and it is connected by the conjunction ‘and’ (‘my stomach’ and ‘I’). However, in functional grammar’s transitivity.

The function of the subjects ‘My stomach’ and ‘I’ indicates the participant as a **Carrier** because it represents a **relational** (attributive) process ‘was’ and it links a thing (My stomach and I) and its attributes ‘full’ and ‘sleepy’.

Although there were many participants ‘I’. The functions were different. In this clause: “**I** hope we can spend time together again.” The participant ‘I’ functions as a **Sensor** because the process ‘hope’ is a **mental** process. Hence, the importance is the function of the participant.

Additionally, I provided simpler illustrations of the different participants found from some of the students’ clauses. The findings were illustrated in the form of tables with student ID (#) for feasibility. Meaning, the illustrations were only about what function of *participants* and their *process* types.

**Table 4.26**

*The different participants function in material processes*

Clause	Participant: Actor	Process: Material
#633 1. After that,	<b>me and my friend</b>	went to a BBQ grill
2. before,	<b>I</b>	walked to my room
3. and		entered a store to buy snacks.
#442 1. In my holidays,	<b>I</b>	went to Khao Kho Phetchabun with my uncle’s friend.
2. Then,	<b>We</b>	went to Khao Kho Post Office behind it
#738 1. After dinner,	<b>we</b>	went to Swensen’s for ice-cream.
# 937 1.	<b>We</b>	cooked a special food
2. Last two months ago,	<b>I</b>	went to Nakhon Nayok Province.
#509 1.	<b>, they</b>	ran to the water
2. and		jumped down.

Although the different participants were illustrated in the clause. However, the participants all function as the doer which is the **Actor**. Meaning, the participant (**Actor**) relates to the material process.

**Table 4.27**

*The different participants function in relational process*

Clause		Participant: Carrier	Process: Relational	
#738		<b>it</b>	was	a Japanese restaurant
1.				
2.		<b>It</b>	was	delicious.
#452	because	<b>the market</b>	had	cheap food as well
1.				
2.	Finally,	<b>my friend and I</b>	had	fun
#937		<b>It</b>	was	so delicious and spicy
1.				
2.	but	<b>I</b>	had	fun too.
#442		<b>It</b>	was	really beautiful
1.				

Although the processes above were all relational. The function of the participants in the clauses above as **Carrier**. To reiterate, the participant function as a **Carrier** because the process is a relational attributive process.

**Table 4.28**

*Participants function as Identifier in relational process*

Clause	Participant: Identifier	Process: Relational	
#509	<b>Kanchanburi</b>	was	one of the place in Thailand
1.			
#442	<b>It</b>	was	probably the most beautiful Post office in Thailand
1.			

#633	<b>My work</b>	was	a *small internet café
1.			(at a small internet café = correct)
2.	and <b>it</b>	was	very close to the university.

The participants in the relational process function as the **Identifier**. The important distinction is that the relational process is **identifying**. Meaning, “**x**” and the “**a**” can be switched. To elaborate, in the clauses illustrated from students #509, #442, and #633, the clause can be switched. Hence, the function of the participant is the **Identifier** in the relational process mentioned because “**x**” and the “**a**” can be switched.

**Table 4.29**

*Participants function as Behavior in behavioural process*

Clause	Participant: Behaver	Process: Behavioural	
#452 1. Last week	<b>I</b>	spent	my holiday at Chatuchak Market with my friends.
#738 1. Next,	<b>we</b>	watched	a movie after
#509 1. After	<b>we</b>	finished praying	at the temple,
2.	<b>We</b>	chose	Chanasaung restaurant
#434 1. Firstly,	<b>I</b>	opened	MS word on the computer
2. , and		set margins	of paper the paper into narrow or normal.

The function of the participants in the behavioural processes above is **Behaver**. The distinction is that behavioral processes fall between **material** and **mental** processes. Behavioural processes are similar to mental processes as it involves the ‘doer’ with human consciousness, and they involve the senses.

**Table 4.30***Participants function as Senser in mental process*

Clause		Participant: Sayer	Process: Mental	
#633	, but	I	enjoyed	eating.
1.				
#738		I	hope	
1.				
#259		, I	think	
1.				
#345		I	was amazed	by the beautiful
1.				scenery of the
				waterfall.
2.	and	I	could not bear	to jump into the
				water immediately.
#442	and	I	love	^ cold weather,
1.				
#509		I	cannot find	in the city

The participants in the mental process function as the **Senser**. Although in the mental process there are 4 different types (emotive, cognitive, desiderative, perceptive) of categories. However, when it comes to the function of the participants, they all are the same functioning as the **Senser**.

**Table 4.31***Participants function as Existent in existential process*

Clause			Process: Existential	
#738	There		were	<b>a lot of people</b>
1.				at the theater.
2.	When	<b>we</b>	arrived	there.

#442	because	there	was	<b>a scenic place</b>
1.				
#452	Where	<b>I</b>	lived.	
1.				

In the existential process the word ‘there’ is not a participant. It does not have any representational function of the clause. However, it indicates the feature of existence. The entity or event which is being said to exist functions as **Existent**. The **Existent** can be a thing, person, object, any action or event. In table 4.31, the **Existents** were highlighted in bold.

**Table 4.32**

*Participants function as Sayer in verbal process*

Clause	Participant:	Process: Verbal	
#442	<b>I</b>	video called	to my mom
1.			
#708	<b>the girls</b>	sing	very well
1.			

The participants in the verbal process function as the **Sayer**. The distinction in the verbal processes illustrated above is that there is always one participant **Sayer** (I, the girls) that represents the speaker. Additionally, in student #442 clause 1, there was an additional one representing the addressee (receiver) ‘my mom’.

## 2.) Post-modifiers

The post-modifiers in student #738 comprised of complement, circumstance, and attribute. Each post-modifier has its functions. Further elaborations of the functions:

- complement (comp)– after the process (verb), when the next phrase starts with the Noun Group (NG). All that remains will function as a complement.



- circumstance (circ) – after the process (verb), when the next phrase starts with the Prepositional Phrase (PP). All that remains will function as a circumstance. In addition, adverbials are also a part of a circumstance (adverbs of time, place, time, manner, degree, and other general adverbs).
- attribute (Att) – after the process (verb), when the next phrase starts with an adjective or descriptives (adverbs or adjectives) in the text. Then, all that remains will function as an attribute.

The **codes** and their **functions** were shown in appendix E. Additionally, the codes for post-modifier findings were from appendix F.

#### a.) Complement

Below are some example clauses with the post-modifiers functioning as a **complement**:

- We visited ***many stores*** (NG)
- I ordered ***saba set*** (NG)
- , but my aunt ordered ***Pangasius Dory Fish set.*** (NG)

In the clauses post-modifiers (italicized & bold): '***many stores***', '***saba set***', '***Pangasius Dory Fish set.***' The post-modifier is a complement because after the processes: 'visited', 'ordered', 'ordered', the next phrase begins with the noun group (NG). Hence, the post-modifiers in the clauses above function as a complement.

Additionally, simpler illustrations of the post-modifier function as a **complement** from some of the students' clauses were illustrated. The findings were illustrated in the form of tables with student ID (#) for feasibility. The illustrations were only about post-modifiers function as **complements**.

**Table 4.33***Post-modifiers function as a complement*

Clause			Post-modifier: Complement
#937	We	took	<b>some photos</b>
1.			NG (comp)
#434	Firstly, I	opened	<b>MS word on the computer</b>
1.			NG (comp)
#442	I	like	<b>the trip so much</b>
1.			NG (comp)
#708	Before entering,	took	<b>a photo of the venue for an hour.</b>
1.	we		NG (comp)
#509	We	chose	<b>Chanasung restaaurant</b>
1.			NG (comp)
#452	, and my friend	bought	<b>fashion clothes</b>
1.			NG (comp)
#345	I really	enjoyed	<b>it</b>
1.			NG (comp)
#633	that I	had	<b>no class</b>
1.			NG (comp)

All of the post-modifiers that were mentioned from the above clauses function as a **compliment**. The distinction is after the processes (verb) when the next phrase starts with the Noun Group (NG). All that remains will function as a complement (comp).

## b.) Circumstance

Below are some example clauses with the post-modifiers functioning as a **circumstance**:

- First, we walked ***to the mall***. (PP + NG)
- we went ***to Niki shop for running shoes*** (PP + NG)
- we decided ***to eat Yayoi*** (PP + NG)

In the clause: “First, we walked ***to the mall***.” The post-modifier (italicized & bold) functions as a circumstance. This is because after the material process ‘walked’, the next phrase started with a preposition ‘to’ and a noun group ‘the mall’ (PP + NG). Hence, the post-modifier functions as a circumstance. The remaining clauses post-modifiers: ‘***to Niki hop for running shoes***’ (PP +NG) and ‘***to eat Yayoi***’ (PP + NG). Both post-modifiers function as a circumstance because, after the process, the remaining phrases started with a preposition followed by a noun group.

Furthermore, simpler illustrations of the post-modifier function as a **circumstance** from some of the students’ clauses were shown. The findings were illustrated in the form of tables with student ID (#) for feasibility. Meaning, the illustrations were only about post-modifiers function as **circumstances**.

**Table 4.34**

*Post-modifier function as a circumstance*

Clause			Post-modifier: Circumstance
#633 1.	After that, me and my friend	went	<b>to a BBQ grill.</b> PP + NG (circ)
#442 1.	In my holidays, I	went	<b>to Khao Kho Phetchabun with my uncle’s friend.</b> PP + NG (circ)
#937	Last two months ago, I	went	<b>to Nakhon Nayok Province.</b>

1. PP + NG (circ)
- #509 , they ran **to the water**
1. PP + NG (circ)
2. , I cannot find **in the city**
- PP + NG (circ)
- #259 Next, we went **to the Haunted House**
1. PP + NG (circ)
- #708 , we got **into the event**
1. PP + NG (circ)

---

All of the post-modifiers that were mentioned from the above clauses function as a **circumstance**. The distinction is after the processes (verb) when the next phrase starts with the Prepositional Phrase (PP) or also with Prepositional Phrase and Noun Group (PP + NG). All that remains will function as a **circumstance** (circ).

### c.) Attribute

Below are some example clauses with the post-modifiers functioning as an **attribute**:

- It was *delicious*
- It was *really fun*.
- It was *a Japanese restaurant*
- My stomach was *full*
- and I was *sleepy*.

The post-modifiers from the clauses function as an attribute because, after the processes, the next phrase begins with an **adjective**, **adverb**, or a description of what describes the

noun/pronoun. Hence, the function of the post-modifier is an attribute. Further elaborations will be provided below in a separate section (no. 6) for descriptive words.

Furthermore, illustrations of the post-modifier function as an **attribute** from some of the students' clauses were shown. The findings were illustrated in the form of tables with student ID (#) for feasibility. Meaning, the illustrations were only about post-modifiers function as **attributes (Att)**.

**Table 4.35**

*Post-modifier function as an attribute*

Clause			Post-modifier: Attribute
#452 1.	Finally, my friend and I	had	<b>fun</b> Att
	2. because the market	had	<b>cheap food as well</b> Att
#937 1.	It	was	<b>so delicious and spicy</b> Att
	2. But I	had	<b>fun too.</b> Att
#442 1.	It	was	<b>really beautiful</b> Att

#259	we	were	<b>all excited</b>
1.			<div>Att</div>
#937	It	was	<b>a large dam</b>
1.			<div>Att</div>
#633	I	was	<b>sleepy</b>
1.			<div>Att</div>
#509	, even though we	were	<b>hungry</b>
1.			<div>Att</div>

---

All of the post-modifiers that were mentioned from the above clauses function as an **attribute**. The distinction is after the process (verb) when the next phrase starts with an **adjective** or **descriptive** (adverbs or adjectives) in the text. Then, all that remains will function as an attribute.

### 3.) Descriptive words

The descriptive words are mainly **adjectives** or **adverbs**. The adjectives provide further descriptions for nouns. In contrast, adverbs modify other parts of speech, including verbs, adjectives, and other adverbs. Adverbs also describe the concepts such as time, place, manner, and degree (Adverbials). However, adverbials in section (no. 6) were shown separately. Descriptive words help visualize, describe, or explain information about people, places, things, situations, or actions. In this study's findings, the only focus was on the descriptive words as the function of adjectives and adverbs. Furthermore, the code for descriptive words (D) was provided in appendix E. Below are some examples in the form of clauses to illustrate the descriptive words:

- It was *delicious*. (D)



- It was *really fun*. (D)
- It was *a Japanese restaurant*. (D)
- My stomach was *full* and I was *sleepy*. (D)

In the clause: ‘It was *delicious*.’ The descriptive word ‘delicious’ functions as an adjective because it provides further description to the third-person pronoun ‘it’. This is because of the context within the recount paragraph. In the clause: ‘It was delicious’, the participant ‘it’ refers to ‘Saba set’ which is the name of the food. An adjective adds details to nouns or naming words.

In the clause: ‘It was a *Japanese* restaurant.’ The adjective is ‘Japanese’ because it modifies the noun ‘restaurant’. Hence, the adjective adds detail to the restaurant by mentioning it is Japanese. Moving on, the clause: ‘My stomach was *full* and I was *sleepy*.’ Again, the adjectives both modify the nouns in the clause.

Moreover, illustrations of the **descriptive words** from some of the students’ clauses were shown. The findings were illustrated in the form of tables with student ID (#) for feasibility. Meaning, the illustrations were only about **descriptive words**.

**Table 4.36***Descriptive words and its function*

Clause	Descriptive words (D): Highlighted in bold	Functions of D: Adjective or Adverb
#937 1.	It was a <b>large</b> dam	adjective
2.	<b>It</b> it was <b>so delicious</b> and <b>spicy</b>	adverb, adjective, adjective
#434 1.	He is a <b>very smart</b> and <b>handsome</b> man	adverb, adjective, adjective
#442 1.	I like the trip <b>so much</b>	adverb, adverb
#708 1.	It <b>*is quite</b> windy <b>there</b>	adjective, adverb
#509 1.	even though we were <b>hungry</b>	adjective
#452 1.	<b>Finally</b> , my friend and I have <b>fun</b>	adverb, adjective
#345 1.	because I had <b>so much fun</b>	adverb, adverb, adjective
#633 1.	I was <b>sleepy</b>	adjective

The majority of **descriptive** words that were mentioned from the above clauses function as **adjectives** or **adverbs**. The distinction of an **adjective** is that they modify **nouns**. Furthermore, in student #937 'It was a **large** dam'. The adjective '**large**' modifies the noun 'dam'. Additionally, the distinction of an **adverb** is that they modify **adjectives**. To elaborate, in student #345 'because I had **so much fun**'. The adverb '**so much**' modifies the adjective '**fun**'. Meaning, student #345 had a great degree of fun. The next section (no. 4) illustrated in detail the different functions of **adverbials**.

#### 4. ) Adverbials

Adverbials are words that give more information about a verb. They can be one word or phrase. Adverbials often say how, where, when, or how often something happens or is done. In my study, the focus was only on adverbs of time, place, manner, and degree from the findings. The function of the codes (AT, AP, AM, AD) shown in the examples below have been elaborated in chapter 3's analysis section and appendix E mentioned the codes. Below are some examples illustrated with the different adverbs found in the form of clauses from student #738 post-writing recount:

1. On holiday, I spent time with my aunt at The Mall Bangkok, it \*is very close to my place. (AT, AD, AP)
2. First, we walked to The mall, it took 15 minutes to get there. (AT, AP)
3. It was really fun. (AM)
4. When we arrived there, it was 1:00 pm. (AT, AP)
5. After dinner, we went to Swensen's for ice-cream. (AT)
6. I hope we can spend time together again. (AT)

All adverbs give more information about the verbs. Adverbs describe verbs on when, where, or how an action happens. In clause 1, there were three types of adverbs 'On holiday', 'very', and 'close'. The adverb 'On holiday' functions as an adverb of time (AT) because it describes when the verb happened. The adverb 'very' functions as an adverb of degree (AD) because the adverb illustrates how much or what extent. The adverb 'very' also modifies the adverb of place (AP) 'close'. The AP 'close' describes where an action took place. In clause 1, the action took place at student #738 house.

In clause 2, there were two types of adverbs 'First' and 'there'. The adverb 'First' functions as AT because it describes when the verb will happen by indicating that student #738 first will walk to the Mall Bangkok. The next adverb 'there' functions as AP because

the adverb describes where an action took place. In clause 2, the action took place at the Mall Bangkapi

The adverb ‘really’ in clause 3 indicated that it was an adverb of manner (AM) because the AM expresses how something happens. To elaborate, the AM ‘really’ expressed how much fun student #738 had at the Mall Bangkapi with her aunt.

In clauses 4 and 5, there were three types of adverbs ‘First’, ‘there’, and ‘After dinner’. The adverb ‘First’ functions as AT because it describes when the verb will happen. The next adverb ‘there’ functions as AP because it describes where an action took place. In this clause, the action took place at the Mall Bangkapi. In clause 5, the adverb ‘After dinner’ functions as AT because it describes when the verb happened, which was after the dinner.

Lastly, in clause 6, there were two types of adverbs ‘together’ and ‘again’. Although these two types of adverbs function as an adverb of time (AT). The AT ‘again’ functions as an adverb of frequency. To elaborate, it is an adverb of frequency because it expresses how often an action takes place or the intensity of occurrence that an event happens. In clause 6, student #738 wants to spend time with her aunt again.

Additionally, illustrations of the different functions of **adverbials** from some of the students’ clauses were provided. The findings were illustrated in the form of tables with student ID (#) for feasibility. Meaning, the illustrations were only about **adverbials**: time, place, manner, degree (AT, AP, AM, AD).

**Table 4. 37**

*Adverbials with different functions*

Clause	Adverbials: Highlighted in bold	Function of adverbial
#937	1. <b>After that</b> , we went to Wang Trakrai waterfall	<b>After that</b> - AT
	2. It was not <b>so far</b> from the first place.	<b>so</b> - AD
		<b>far</b> - AP

#434	<b>Most</b> of my bookmarks used both dark and light color	<b>Most</b> - AD
	<b>especially</b> navy blue or light pink	<b>especially</b> - AM
#442	It is <b>really</b> beautiful and the weather was <b>so</b> cold	<b>really</b> - AM
		<b>so</b> - AD
#708	because the girls perform cool shows and sing <b>very</b>	<b>very</b> - AD
	<b>well</b>	<b>well</b> - AM
#509	<b>In the night</b> , we had celebrated <b>happily</b>	<b>In the night</b> - AT
		<b>happily</b> - AM
#452	<b>First</b> , my friend and I made an appointment <b>during</b>	<b>First</b> - AT
	the holidays to *went shopping at Chatuchak Market	<b>during</b> - AT
	by bus	
#345	1. We decided to stay at a hotel <b>near</b> the waterfall for	<b>near</b> - AP
	a night.	<b>there</b> - AP
	2. We went <b>there</b> by motorcycle	<b>slowly</b> -AM
	3. We rode <b>slowly</b>	
#633	because <b>on Wednesday night</b> I slept <b>very</b> late	<b>*on Wednesday night</b> - AT
		<b>very</b> - AD

From table 4.37 illustrations, the distinctions of an adverbial can be categorized into adverbs of time, place, manner, and degree (AT, AP, AM, AD). The findings indicated that adverbials from the post-writing recount (CCA) were more than the pre-writing recount (No CCA). The detailed summary table was provided in appendices L and M. The tables below illustrated the total adverbials when compared to post and pre-writing recount.

**Table 4.38***Adverbials of post-writing recount*

AT	AP	AM	AD
53	39	15	37

**Table 4.39***Adverbials of pre-writing recount*

AT	AP	AM	AD
39	20	2	14

### 5. ) Transitional words and their function

In this study, the students were taught in Unit 2's PowerPoint (slides 11, 12, 15). These were about the topics of time connective (subordinating), coordinating (FANBOYS), and correlative conjunctions, and their different functions. Transitional words from the findings function as were discussed. These types of conjunctions were mentioned above. All of the lesson materials were provided in appendix D. Transitional words provide cohesion in writing not just for a recount but also for other forms of writing.

Although conjunctions (coordinating & subordinating) and time connectors have their distinctions, I analyzed the code for transitional words under 'T' because they all **function** in a similar way. Meaning, they bridge (connect) and give cohesion to the recount text. Therefore, in my study, I defined the function of transitional words as; time connectives, coordinating (FANBOYS), and subordinating conjunctions.

Below were some examples of **transitional words** and what type of **functions** were found in the findings taken from the clauses from student #738.

1. We visited many stores **and** we did many things together there. (coordinating)
2. My stomach was full **and** I was sleepy. (coordinating)



3. **Next**, we watched a movie **after** we bought things. (time connective, subordinating)
4. **Then**, it was dinner time. (time connective)
5. I ordered Saba set, **but** my aunt ordered Pangasius Dory Fish set. (coordinating)

In clause 1, the transitional word ‘and’ function as **coordinating conjunction** because it joins the two independent clauses ‘We visited many stores’ and ‘we did many things together there’. In clause 2, the transitional word ‘and’ function as coordinating conjunction because it also joins the two independent clauses just like in clause 1. Hence, independent clauses can stand meaning by themselves without reliance.

Furthermore, in clause 3, there were two different types of transitional words ‘Next’ and ‘after’. The transitional word ‘Next’ functions as a **time connective** because it describes when something happened. In clause 3, student #738 describes the next activity about watching a movie. In addition, the transitional word ‘after’ functions as **subordinating conjunction** because the second clause (after we bought things) depends on the first clause (Next, we watched a movie) for its meaning. Hence, the clause is dependent on the independent clause indicating that the transitional word is a subordinating conjunction.

In clause 4, there was only one type of transition word. The function was a **time connective** because the word ‘Next’ describes when something happened. Student #738 describes the next activity as dinner time.

In the last example, clause 5’s transitional word ‘but’ functions as a coordinating conjunction because the two clauses (I ordered Saba set) and (my aunt ordered Pagasius Dory Fish set.) were independent. The two clauses can stand alone by themselves without reliance.

In addition, illustrations of the different functions of **transitional words** from some of the students’ clauses were illustrated. The findings were presented in the form of tables with

student ID (#) for feasibility. Meaning, the illustrations were only about **conjunctions** (coordinating FANBOYS, subordinating, time connectives).

**Table 4.40**

Transitional words and their function

Clause	Transitional words	Function
#937	<b>Next</b> , we drove the jeep to admire the scenery.	<b>Next</b> - time connective
#259	I was very tired <b>but</b> happy <b>because</b> I had so much fun	<b>but</b> - coordinating <b>because</b> - subordinating
#442	I *am really excited <b>because</b> it was my first time <b>Next</b> , we went to Khao Kho Post office	<b>because</b> - subordinating <b>Next</b> - time connective
#509	<b>First</b> trip, we went to ^Tiger Cave Temple, <b>even though</b> we were hungry, the first thing to do was pay ⑤homag to the sacred things there.	<b>First</b> - time connective <b>even though</b> - subordinating
#452	<b>After that</b> , my friend <b>and</b> I got hungry, <b>so</b> we invited	<b>After that</b> - time connective <b>and</b> - coordinating <b>so</b> - coordinating
#345	The air was so fresh at that time <b>and</b> I could not bear to jump into the water immediately.	<b>and</b> - coordinating
#434	<b>Firstly</b> , I opened MS word on the computer <b>and</b> set margins of paper into narrow <b>or</b> normal	<b>Firstly</b> - time connective <b>and</b> - coordinating <b>or</b> - coordinating
#633	1. <b>After that</b> , me <b>and</b> my friend went to a BBQ grill. 2. <b>Although</b> I was tired very tired <b>and</b> exhausted from work that day, I was happy.	<b>After that</b> - time connective <b>and</b> - coordinating <b>Although</b> - subordinating <b>and</b> - coordinating

#708      The show started about 45 minutes late **and** the      **and** - coordinating  
show ended at 22:30.

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The majority of the transitional words illustrated from table 4.40 function as coordinating, subordinating, and time connectives in the clauses from the students' recount writing. The difference between the students' pre and post-writing recount was that in the post-writing (CCA), the students' transitional words in recount writing developed. The results were shown in appendices J and K.

#### 6. ) Processes 'Different types of tenses'

Illustrated below were the different types of tenses found from the analysis of student #738 post-writing recount. To reiterate, the whole **schematic structure** was taught by me to the students following this **format**. Meaning, the introduction (**orientation**). Next, the **events** (body), includes the various recalled experience and activities by the students' recount. Finally, the conclusive sentence or **reorientation**. Furthermore, the unit material used to teach the schematic structure of recount was provided in appendix D.

#### The different tenses found from student #738 Post-writing recount

Recount text	Different Tenses found
On holiday, I <b>spent</b> time with my aunt at The Mall Bangkapi, it <b>*is</b> very close to my place. We <b>visited</b> many stores and we <b>did</b> many things together there.	Orientation: spent, *is , visited, did
First, we <b>walked</b> to The mall, it <b>took</b> 15 minutes <b>to get</b> there. When we <b>arrived</b> there, it <b>was</b> 1:00 pm. we <b>went</b> to Niki shop for running shoes. My aunt <b>bought</b> a pair of running shoes. It <b>was</b> colorful.	Event 1: walked, took, to get, arrived, was, went, bought, was
Secondly, we <b>went</b> to a gourmet market for <b>buying</b> some stuff such as soap, shampoo, lotion, tissue, vegetable, and snacks. We <b>spent</b> two hours there <b>looking</b> and <b>buying</b> things.	Event 2: went, buying, spent, looking , buying

<p>Next, we <b>watched</b> a movie after we <b>bought</b> things. The movie *named ⑨ “Aquaman”. It <b>was</b> really fun. We <b>ate</b> pop-corn during the movie. There <b>were</b> a lot of people at the theater.</p> <p>Then, it <b>was</b> dinner time. We <b>were</b> looking for what to eat. We <b>decided</b> to eat Yayoi, it <b>was</b> a Japanese restaurant. I <b>ordered</b> Saba set, but my aunt <b>ordered</b> Pangasius Dory Fish set. It <b>was</b> delicious.</p> <p>After dinner, we <b>went</b> to Swensen’s for ice-cream. We <b>ordered</b> two scoops of chocolate. It <b>was</b> not too sweet. We <b>spent</b> around 30 minutes <b>talking</b> about my life. My stomach <b>was</b> full and I <b>was</b> sleepy.</p> <p>Overall, I <b>had</b> an awesome day. I <b>enjoyed</b> <b>spending</b> time with my lovely aunt. <b>Eating</b> delicious foods and ice-cream are my favorite thing <b>to do</b>. I <b>hope</b> we <b>can</b> <b>spend</b> time together again.</p>	<p>Event 3: watched, bought, was, ate, were</p> <p>Event 4: was, were, decided, was, ordered, was</p> <p>Event 5: went, ordered, was, spent, talking, was, was</p> <p>Re-orientation: had, enjoyed spending, Eating, to do, hope, can spend</p>
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Below the detailed explanations of the different tenses found along with their functions (finite or non-finite verb, regular or irregular verb, modal auxiliaries) were provided. A summary of the overall findings was provided from the different findings towards the end. The findings were illustrated according to the schematic structure of the recount text (orientation, events, and re-orientation).

### Tenses found in the orientation

The tenses found in the orientation part are: spent, \*is, visited, and did. Because the text is a recount, the introduction tenses (verbs) were written mainly in the form of the past tense. However, to elaborate on the details, the verb ‘spent’ indicates that it is a finite, irregular verb, simple past tense from the base verb ‘spend’. Irregular verbs do not end with: -d, -ed, or -ed. Irregular verbs transform into entirely different words. Hence, that is why the simple past tense ‘spent’ is an irregular verb. Moving on, the tense of the verb ‘\*is’ was a mistake of a subject and verb agreement. The correct form of ‘\*is’ is ‘was’. Therefore, the verb ‘was’ is finite, the simple past of the verb be, auxiliary verb, and an irregular verb. Next,

the tense of the verb ‘visited’ is a simple past of the base verb ‘visit’ because of the suffix - d.

It functions as a finite and a regular verb.

### **Tenses found in event 1**

- walked (finite verb, regular verb, simple past)
- took (finite verb, irregular verb, simple past)
- to get (non-finite verb, infinitive)
- arrived (finite verb, regular verb, simple past)
- went (finite verb, irregular verb, simple past)
- bought (finite verb, irregular verb, simple past)
- was (finite verb, irregular verb, auxiliary verb, simple past)
- was (finite verb, irregular verb, auxiliary verb, simple past)

In interpretations: walked, arrived, took, went, bought, was, was. They are all finite verbs because they all indicate a tense and agree with the subject. In this example, the tenses found are all in the simple past. All of these finite verbs agree with their related subjects. To elaborate on the subject agreements:

- walked (agrees with the subject *we*)
- arrived (agrees with the subject *we*)
- took (agrees with the subject *it*)
- went (agrees with the subject *we*)
- bought (agrees with the subject *my aunt*)
- was (agrees with the subject *it*)
- was (agrees with the subject *it*)

Despite the above being all finite verbs. In contrast, they are not all functioning as regular verbs. To elaborate, the verbs above that function as regular verbs are only ‘walked’ and ‘arrived’. This is because the verbs show the tense (simple past) with the suffixes - ed and - d. The function of the suffix – d is because the verb ‘arrive’ ends with a vowel I. The function of the suffix -ed is because the verb ‘walk’ ends with a consonant (k).

The remaining verbs: took, went, to get, bought, was. They all function as irregular verbs. This is because the verbs do not comprise suffixes that end with: - d, - ed, or - ied. These irregular verbs change their form completely to a different word. For example, the base form of the verbs above: take (took), go (went), buy (bought), be (was).

The non-finite verb 'to get' functions as an infinitive because of the infinitive 'to' plus the base form verb 'get'.

### **Tenses found in event 2**

The functions of the different tenses found in event 2 are:

- went (finite verb, irregular verb, simple past)
- buying (non-finite verb, gerund)
- spent (finite verb, irregular verb, simple past)
- looking (non-finite verb, gerund)
- buying. (non-finite verb, gerund)

The verbs below function as finite because they agree with their related subjects. In addition, they all indicate a tense (simple past).

- went (agrees with the subject *we*)
- spent (agrees with the subject *we*)

The verbs below function as non-finite because they are not the main verb of the clause. They do not indicate any form of tense. The non-finite verbs below are gerunds because they are functioning as a noun.

- buying
- looking
- buying

The irregular verbs are 'spent' and 'went'. This is because the verbs do not comprise suffixes that end with: - d, - ed, or - ied. These irregular verbs change their form completely to a different word. For example, the base form of the verbs above: spend (spent), go (went).

### **Tenses found in event 3**

The functions of the different tenses found are:

- watched (finite verb, regular verb, simple past)
- bought (finite verb, irregular verb, simple past)



- was (finite verb, irregular verb, auxiliary verb, simple past)
- ate (finite verb, irregular verb, simple past)
- were (finite verb, irregular verb, auxiliary verb, simple past)

The verbs illustrated above function as finite because they agree with their related subjects. Additionally, they all indicate a tense (simple past).

The irregular verbs are 'bought', 'was', 'ate', and 'were'. This is because the verbs do not comprise suffixes that end with: - d, - ed, or - ied. These irregular verbs change their form completely to a different word. For example, the base form of the verbs above: buy (bought), be (was), eat (ate), be (were). In addition, the verbs 'was' and 'were' function as auxiliary verbs in the past tense form.

#### Tenses found in event 4

The functions of the different tenses found are:

- was (finite verb, irregular verb, auxiliary verb, simple past)
- were (finite verb, irregular verb, auxiliary verb, simple past)
- decided (finite verb, regular verb, simple past)
- was (finite verb, irregular verb, auxiliary verb, simple past)
- ordered (finite verb, regular verb, simple past)
- ordered (finite verb, regular verb, simple past)
- was (finite verb, irregular verb, auxiliary verb, simple past)

All of the tenses found in the verbs above are in the form of the simple past tense.

However, there are finite, regular, and irregular verbs found. The verbs illustrated below function as finite because they agree with their related subjects. In addition, they all indicate a tense (simple past).

- was (agrees with the subject *it*)
- were (agrees with the subject *we*)
- decided (agrees with the subject *we*)
- was (agrees with the subject *it*)
- ordered (agrees with the subject *I*)
- ordered (agrees with the subject *my aunt*)
- was (agrees with the subject *it*)

#### Tenses found in event 5

The functions of the different tenses found are:

- went (finite verb, irregular verb, simple past)
- ordered (finite verb, regular verb, simple past)
- was (finite verb, irregular verb, auxiliary verb, simple past)
- spent (finite verb, irregular verb, simple past)
- talking (non-finite verb, gerund)
- was (finite verb, irregular verb, auxiliary verb, simple past)
- was (finite verb, irregular verb, auxiliary verb, simple past)

All of the tenses found in the verbs above are in the form of the simple past. However, there are finite, regular, and irregular verbs found. The verbs illustrated below function as finite because they agree with their related subjects. In addition, they all indicate a tense (simple past).

- went (agrees with the subject *we*)
- ordered (agrees with the subject *we*)
- was (agrees with the subject *it*)
- spent (agrees with the subject *it*)
- was (agrees with the subject *My stomach*)
- was (agrees with the subject *I*)

The verb 'talking' functions as non-finite because it is not the main verb of the clause. It does not indicate any form of tense. Hence, the non-finite verb 'talking' is a gerund because it functions as a noun.

There is only one regular verb 'ordered' because the verb shows the tense (simple past) with the suffixes - ed. The function of the suffix - ed is because the base verb 'order' ends with a consonant I.

The irregular verbs are 'went', 'was', and 'spent'. This is because the verbs do not comprise suffixes that end with: - d, - ed, or - ied. These irregular verbs change their form completely to a different word. For example, the base form of the verbs above: go (went), be (was), spend (spent).

#### **Tenses found in re-orientation (conclusive sentence)**

- had (finite verb, irregular verb, simple past)
- enjoyed (finite verb, regular verb, simple past)

- spending (non-finite verb, gerund)
- Eating (non-finite verb, gerund)
- to do (non-finite verb, infinitive)
- hope (finite verb, regular verb, present)
- can (finite verb, irregular verb, auxiliary verb, present)
- spend (finite verb, irregular verb, present)

The verbs illustrated below function as finite because they agree with their related subjects. They all indicate a tense. However, since the paragraph is the re-orientation part of the recount text there are both past and present tenses.

- had (agrees with the subject *I*)
- enjoyed (agrees with the subject *I*)
- hope (agrees with the subject *I*)
- can (agrees with the subject *we*)
- spend (agrees with the subject *we*)

The verbs 'spending', 'eating', and 'to do' function as non-finite because they are not the main verb of the clause. They do not indicate any form of tense. There are two gerunds (spending, eating) and one infinitive (to do). The non-finite verbs 'spending' and 'eating' are gerunds because they function as a noun. Moving on, the non-finite 'to do' is an infinitive because of the infinitive 'to' plus the base form verb 'do'.

Since the re-orientation paragraph expresses how the writer (student #738) feels about the overall experience of the recount. The tenses are both present and simple past. The simple past tenses are 'had' and 'enjoyed'. However, the regular verb is 'enjoyed' because it illustrated the tense (simple past) with the suffixes - ed. The function of the suffix - ed is because the base verb 'enjoy' ends with a consonant (y). In contrast, the irregular verb is 'had' because the verbs do not comprise suffixes that end with: - d, - ed, or - ied. These irregular verbs change their form completely to a different word. For example, the base form of the verb 'had' and it is completely changed to the simple past tense form 'had'.

The verbs that indicate the present tenses are: ‘hope’, ‘can’, and ‘spend’. In addition, the verb ‘can’ functions as an auxiliary verb because it is helping the verb ‘spend’ in the clause (I hope we *can spend* time together again).

Additionally, I provided simpler illustrations of the different **tenses** found from some of the students’ clauses. The findings were illustrated in the form of tables with student ID (#) for feasibility. Meaning, the illustrations were only about **tenses** (present and past tenses).

**Table 4.41**

*Different tenses found Post-writing recount*

Clause	Type of Tenses
#939 Last two months ago, I <b>went</b> to Nakhon Nyok Province. It <b>was located</b> at central region.	<b>went</b> - past <b>was located</b> - past
#633 1. Last Thursday <b>was</b> a day that I <b>had</b> no class. 2. I <b>could eat</b> all the time and <b>never get bored</b> .	<b>was</b> - past <b>had</b> - past <b>never</b> - polar adverb <b>could eat</b> - finite/predicator <b>get bored</b> - finite/predicator
#345 1. It <b>was</b> the first time to visit such a wonderful waterfall. 2. I really <b>enjoyed</b> it, and I <b>think</b> we <b>will</b> definitely <b>go</b> back there again next holiday.	<b>was</b> - past <b>enjoyed</b> - past <b>think</b> - present <b>will go</b> - future
# 708 1. It <b>took</b> us about an hour. 2. After watching the concert, we <b>left</b> the event to return to the dormitory.	<b>took</b> - past <b>left</b> - past <b>watching</b> - gerund (function as a noun)

The findings from above indicated that the majority of the tenses were the **simple past**. However, there were **future** and **present** tenses form shown. The future tenses were

mainly found in the **re-orientation** (conclusive sentence) paragraph of the students' recount writing. In student #708 clause 2, the phrase 'we left the event **to return** to the dormitory'. The phrase 'to return' is not the main verb. It function as non-finite verb (to + infinitive). The infinitive "to return" functions as a noun.

### **Summary of the language features found from the findings (RQ 2)**

The overall language features found in the recount text (post-writing) were far greater than that of the pre-writing. Furthermore, the Curriculum Cycle Approach was completely utilized in the post-writing recount. The improvements were shown in appendices J and K when compared. The results in the form of tables were provided in the appendices section for both pre and post-writing recount.

### **Comparison of Transitivity system processes and Language Features developments**

Concerning the developments, it is essential that developments of the pre and post-writing transitivity systems processes must be revealed in comparison. Tables 4.1 and 4.2 in p. 90 was not enough as it did not indicate a critical comparison of what were the processes developed. The comparison sheds light on what were the most to least of the transitivity system processes and language features of students' recount writing. The results were evident. Hence, tables 4.42 and 4.43 for language features were illustrated to justify that indeed after the implementation of CCA with visuals in Pinterest SNS developed the transitivity systems (RQ1) found and the language features (RQ2).

The revealed development comparison results were essential to acknowledge the students' improvements to the audiences. To clarify, the audiences are those assigned to read this present study's thesis in the final defense and related respectful academic colleagues. Since in Chapter 4, there were still no direct indications of what was developed. The only

phenomenon revealed was that CCA indeed developed the students' RQ1 and RQ2, but there were no direct illustrations on what was specifically developed categorically. Hence, the results from tables 4.42 and 4.43 were crucial for the discussions part in Chapter 5.

**Table 4.42**

*Comparison of pre and post-writing Transitivity process developments*

Transitivity processes	Pre-Frequency	Post-Frequency	Development
Mental	4	40	90%
Relational	33	88	62.5%
Behavioral	33	84	60.7%
Material	62	111	44%
Existential	3	4	25%
Verbal	5	2	NA
Total	140	329	

The comparison results revealed the details of reality in developments. Please be noted that the values of 'Pre-Frequency' and 'Post-Frequency' were based on the analysis of the qualitative data recount texts. Due to the size of the data, the CODING was utilized and provided in appendix E. The numerative values illustrated above from both 'Pre-Frequency' and 'Post-Frequency' were the direct representation of the qualitative data. The development of the different transitivity processes revealed what types of processes the 10 students' developed from **most to least** in the post-writing recount in the order of mental (90%), relational (62.5%), behavioural (60.7%), material (44%), and existential (25%).

Furthermore, it was interesting to understand that the verbal process did not indicate any developments. The NA means not applicable since the values were negative. To elaborate, the verbal process decreased as the pre-writing (5) had more compared to the post (2). This raises the indication that the students focused on writing mainly on the mental, relational,



behavioural, and material aspects to convey their recalled recounts. Provided below was the calculation of the reality in developments:

***The calculation from table 4.42 developments***

$$100\% - [(Pre / Post) \times 100\%]$$

$$\text{Mental: } 100\% - [(4 / 40) \times 100\%] = 100\% - 10\% = 90\%$$

$$\text{Relational: } 100\% - [(33 / 88) \times 100\%] = 100\% - 37.5\% = 62.5\%$$

$$\text{Behavioural: } 100\% - [(33 / 84) \times 100\%] = 100\% - 39.3\% = 60.7\%$$

$$\text{Material: } 100\% - [(62 / 111) \times 100\%] = 100\% - 56\% = 44\%$$

$$\text{Existential: } 100\% - [(3 / 4) \times 100\%] = 100\% - 75\% = 25\%$$

Verbal: NA due to negative value = decrease in development

**Table 4.43**

*Comparison of pre and post-writing language feature developments*

		Pre-Frequency	Post-Frequency	Development
Subjects	Participants	113	250	54.8%
Post-modifiers	Attribute	17	78	78.2%
	Complement	63	166	62%
	Circumstance	43	84	48.8%
	Past-tenses	88	250	64.8%
	Transitional	68	139	51%
	Adverbial	79	154	48.7%
Adverbs of time, place, manner, degree	AM	2	15	86.7%
	AD	14	37	62.2%
	AP	20	39	48.7%
	AT	39	53	26.4%
Total		546	1265	

The same calculations were used to illustrate the developments for the comparison between the Pre and Post-Frequency language features found. The examples below were to verify that it applies the same concept.

***Calculations from table 4.43 developments***

$$100\% - [(Pre / Post) \times 100\%]$$

$$\text{Participants: } 100\% - [(113 / 250) \times 100\%] = 100\% - 45.2\% = 54.8\%$$

$$\text{Complement: } 100\% - [(63 / 166) \times 100\%] = 100\% - 38\% = 62\%$$

$$\text{Circumstance: } 100\% - [(43 / 84) \times 100\%] = 100\% - 51.2\% = 48.8\%$$

$$\text{Attribute: } 100\% - [(17 / 78) \times 100\%] = 100\% - 21.8\% = 78.2\%$$

The Post-Frequency was the completion of the CCA. Hence, the results revealed that the categories in the language features showed evident developments from the 10 students' recount texts. To put the results into a clearer perspective a comparison of the frequency of occurrences found was provided. The numerative values provided were not meaningless. To justify, these values were illustrated from the **qualitative** analysis as the data was too big. Hence, that was why **Coding** was implemented. These numerative values were the **direct representation** of what was analyzed **qualitatively** from the different codings provided in appendix E. For feasibility, please see this example taken from the '**Participants**', the values from pre (113) and post (250) were not conveniently written. However, they were the qualitative analyzed 'Participants' from the students' clauses from the recount texts. These 'Participants' function differently depending on their related transitivity processes. Likewise, the total Pre-Frequency (546) and Post-Frequency (1265) were the language features found under the categories of *Participants, Post-modifiers, Adverbs of time, place, manner, and degree* from the coded analysis of the 10 students' recount texts.

### Findings of Research Question 3

**Research Question 3:** *“What are the students’ difficulties found in developing the recount writing through the use of the Curriculum Cycle Approach?”.*

The findings in the form of a **summary** from the post-writing recount text by the students (10) were discussed. The codes in the recount texts were already mentioned in Chapter 3’s analysis codes section. The selection of the **post-recount** writing was done to illustrate the findings because the Curriculum Cycle Approach (CCA) was fully implemented in the post-writing recount. Therefore, the reason was to find whether there were any difficulties still present after the use of CCA. A summary to indicate the common difficulties found was discussed. Lastly, the complete (10 students) difficulties still present in students’ recount writing were shown in appendix N.

#### **Summary of the difficulties still present in post-writing recount from the students**

**There were still mistakes present in the post-writing recount.** There were about the overall schematic structure of the recount writing, however, there were fewer than the pre-writing. This was justified by the findings of appendices J and K. When compared to appendices J and K, the mistakes were much fewer in appendix J (post-writing recount). This is an indication that the curriculum cycle approach (CCA) in the post-writing recount was useful because the evidence can be justified if compared with the pre-writing where there was no CCA implemented. Meaning, the overall schematic structure of the recount improved. After the completion of teaching Units 1, 2, 3, and 4. The students’ overall cohesion and knowledge of writing recount also showed improvements. They tended to know the fundamentals of what to write in orientation (introduction), events (body), and re-orientation (conclusion). As well, the students’ were more competent in recount writing in the

post-writing recount as they tended to follow the recount format correctly. Below were some of the difficulties still present, but fewer in form of points for feasibility.

1. Subject-verb agreements mistakes
2. Punctuation mistakes
3. Capitalization mistakes
4. Spelling mistakes

Illustrated below was the example student #738 difficulties still present in the complete recount format.

### Difficulties still present in student #738

<p>On holiday, I spent time with my aunt at The Mall Bangkapi, it *is very close to my place. We visited many stores and we did many things together there.</p> <p>First, we walked to The mall, it took 15 minutes to get there. When we arrived there, it was 1:00 pm. we went to Niki shop for running shoes. My aunt bought a pair of running shoes. It was colorful.</p> <p>Secondly, we went to a gourmet market for buying some stuff such as soap, shampoo, lotion, tissue, vegetable, and snacks. We spent two hours there looking and buying things.</p> <p>Next, we watched a movie after we bought things. The movie *named P“Aquaman”. It was really fun. We ate pop-corn during the movie. There were a lot of people at the theater.</p> <p>Then, it was dinner time. We were looking for what to eat. Cwe decided to eat Yayoi, it was a Japanese restaurant. I ordered Saba set, but my aunt ordered Pangasius Dory Fish set. It was delicious.</p> <p>After dinner, we went to Swensen’s for ice-cream. We ordered two scoops of chocolate. It was not too sweet. We spent around 30 minutes talking about my life. My stomach was full and I was sleepy.</p> <p>Overall, I had an awesome day. I enjoyed spending time with my lovely aunt. Eating delicious foods and ice-cream are my favorite thing to do. I hope we can spend time together again.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *is</li> <li>- *named</li> <li>- P“Aquaman”</li> <li>- Cwe</li> </ul>
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The difficulties still present are:

- \*is - the code indicates a subject-verb agreement mistake. The correction is the simple past tense ‘was’ in the phrase: “it **was** very close to my place”.

- \*named and ①“Aquaman” - the codes indicates a subject-verb agreement mistake and a missing process. The correction is the noun ‘name’ and the process ‘was’. Hence, the correct phrase: “The movie **name was** “Aquaman”.
- ©we - the code indicates a capitalization mistake. The correction in the phrase is: “**We** decided to eat Yayoi”.

### Summary from the findings in Research Question 3

The overall summary from the difficulties still present were mainly subject-verb agreements, missing determiners, spelling, and punctuation mistakes. Although there were still mistakes present. When compared to the students’ pre-writing recount. The mistakes were much fewer in the post-writing recount. All of the students in the post-writing recount had the correct schematic structure of recount writing. Meaning, they all had orientation, events, and re-orientation. Their overall cohesion in recount writing improved a lot from the lessons they have learned in Units 1 and 2.

### Overall Summary of RQ1, RQ2, and RQ3

The findings from research question 1 indicated that the post-writing recount’s **transitivity system processes** were more than the pre-writing. The findings indicated that the most frequently found transitivity processes were: material, relational, behavioural, mental, existential, and verbal. Hence, the implementation of the Curriculum Cycle Approach in the post-writing recount illustrated that there were significant improvements when compared to the pre-writing.

The findings from research question 2 indicated the increase in **language features** found when compared with the pre-writing recount findings. The language features (subjects, post-modifiers, different types of tenses, transitional words, adverbials, and descriptive words increased) increased because the students comprehended the recount writing ability after the

CCA was fully implemented. Most importantly, coincidentally the overall cohesion of the recount writing ability was greater when compared to the pre-writing recount. This was because the students developed a good comprehension of the schematic structure of the recount writing genre such as a good understanding of what should be written in the orientation (introduction), events (body), and re-orientation (conclusion). All of the students were able to convey their recount texts clearly with very few mistakes when compared to their pre-writing recount texts.

Finally, in the findings from research question 3. There were still a few mistakes present in the post-writing recount. The mistakes were minor and did not hinder the overall schematic structure of the recount text along with cohesion. The majority of the mistakes still present were spelling, punctuation, missing determiners, missing processes, and subject-verb agreements. However, there were very few mistakes in each of the students' post-writing recounts. When compared to the pre-writing recount, the difficulties were much fewer.

The complete findings were already provided in the appendices section for research questions 1, 2, and 3 along with the codes and their functions.

The next chapter illustrates the conclusion of my study and will discuss further some of the limitations and suggestions for further research.



## CHAPTER V

### CONCLUSION

The chapter discusses the summary of the research, the overall discussions of the findings of the present study, the pedagogical implications, limitations of the study, the recommendation for future research, and the conclusion.

#### Summary of the research

The following overview is that this study comprised of teaching students at Chandkrasem Rajabhat University (CRU) to recount writing using the four stages of the Curriculum Cycle Approach (CCA) as a model. Furthermore, technology was utilized with the use of visuals in Pinterest SNS by the students. This enabled them to record their recount writing in the form of pictures and write descriptions in them. Due to the nature of the study and the size of the data, purposive sampling was applied as well as Coding. The numerative values 'Pre-Frequency' and 'Post-Frequency' were utilized to represent qualitative data analysis for feasibility.

In the research, three research questions were accomplished. They were;

1. *What are the different transitivity processes found in students' recount writing using the Curriculum Cycle Approach?*
2. *What are the language features found in students' recount writing using the Curriculum Cycle Approach?*
3. *What are the difficulties found in developing the recount writing through the use of the Curriculum Cycle Approach?*

The results illustrated that when comparing students' pre and post-writing; the post revealed that after the implementation of the four stages CCA in teaching recount writing, the

students' developed more processes as shown in chapter 4's findings for RQ1. Consequently, because of the CCA and the implementation of Pinterest SNS as a bridge; the students' developed a better comprehension of their language features (RQ2) specifically for the recount writing genre. Lastly, the findings of RQ3 indicated that students' recount writing texts had fewer mistakes compared with the pre-writing.

### **Overall discussions of Research Findings**

As indicated the three research questions were answered, thus the three questions proposed in the study were accomplished.

#### **RQ1: The different transitivity processes found in students' recount writing**

As illustrated, the findings of the research question revealed that there were developments with students' usage of processes in recount writing; these were the mental, relational, behavioural, material, existential, and verbal. The value of presenting these percentages was to illustrate exactly what the different transitivity system processes had developed by the students after the implementation of CCA with visual images in Pinterest.

To illustrate, compared with the pre-writing the post showed that there was a 90% increase with the use of mental process, 62.5% increase with the use of relational, 60.7% with behavioural, and 44% with the material process. Although the existential illustrated an increase of 25%; it was the least developed process. In contrast, the process that did develop was verbal as the pre-frequency usage was 5 while the post indicated 2 which was a decrease.

The findings revealed that the most dominant was the mental processes; there was an increase in usage. From students' recount writing, it was indicated that they used different **sub-categories** of the mental processes. For example as perceptive, cognitive, desiderative, and emotive (Halliday & Matthiessen, 2014). The use of these different processes indicated that there were lots of desirability, cognition, perception and affection used by students' when

recounting their experiences and activities; all of which were normally used when describing events and can be found in the body part of the texts.

The next process found was the relational process. These were used as attributive as well as identifying. For example, the dominant relational processes used were ‘**was**’, followed by ‘**had**’ and ‘**have**’ all of which were used to relate two important relationships between ‘being’ and ‘having’ (Foley, 2011). The distinctions between the two were that **attributive** processes cannot be switched whereas the **identifying** can (Halliday & Matthiessen, 2014)

The next process found that indicated the development of students’ recount writing was the use of behavioural process. As students had described different experiences through the recount writing, behavioral processes were used to explain or discuss some of the physiological and psychological behaviours of the participants (Foley, 2011; Halliday & Matthiessen, 2014). These particular processes can sometimes be viewed as inner and typically represented as forms of human behavior (Foley, 2011; Halliday & Matthiessen, 2014; Thompson, 2013).

The findings revealed that the majority of the material processes were both used transitively and intransitively which were both implied what happened or what was going on in the text (Foley, 2011). As materials are actions processes thus transitive and intransitive processes were normally found in the students’ recount writing (Halliday & Matthiessen, 2011).

The existential process was also found to be developed which indicated that the students developed a better knowledge in writing that something existed or happened around them as illustrated in their recount writing. Existential processes were normally used in students’ recount writing to explain people exist in certain places. As indicated in the students writing ‘there’ was always used as the subject.

Interestingly, compared with the pre-writing, the post-writing indicated that the verbal processes were seldom used. It also illustrated that there was a decrease in the occurrence of this particular process. The indication can be that students were still lacking the ability to quote other people's words and they just rely on what they see, do or think. That was the reason why verbal processes were hardly used compared with the other processes in the transitivity system.

An interesting finding found in the present study that could not be found in different recent studies reviewed was the use of '**meteorological process**'; it is a rare process that was found in two students (#345 & #442) recount writing. Halliday and Matthiesen (2014, p. 258) recognized that this process type is rare and not common in the transitivity system. However, the findings revealed students' were using this process as well. The meteorological process is a special category that relates to the weather. It is the borderline between the 'existential' and 'material' processes.

## **RQ2: The language features found in students' recount writing**

As revealed, the findings of the different language features were found that illustrate the developments of students' recount writing. These different language features that developed were identified as; participants, post-modifiers, descriptive words, adverbials, transitional words, processes, and their different tenses used.

### ***Participants***

The Participants category developed by 54.8%. The comparison of pre (113) and post (250) participants revealed evident results. The noteworthy development was that the students utilized a variety of participants. Conversely, the pre-writing had difficulties and limited participant usage to 1<sup>st</sup> person singular 'I'. Provided below were some of the different participants for feasibility:

- 1<sup>st</sup> person singular - I, my aunt, my friend, me, my brother, my work, my mom

- 1<sup>st</sup> person plural - we, our, us
- 3<sup>rd</sup> person singular - it, him, his, her
- 3<sup>rd</sup> person plural - they, teenagers, the girls, the sacred things,

Interestingly, the results revealed that each of the participants had its function. This is recognized by Halliday and Matthiesen (2014, p. 258) and Foley (2011, p. 29). As the specific functions concerning the transitivity system comprised of Actor, Behaver, Senser, Sayer, Carrier/Identifier, and Existent. For example, some of the Carrier participants from the students' recounts were *my work, it, the air, these main characters, my stomach, the view, the place, Kanchanaburi*. For feasibility, some of the different participants were provided as key points below:

- **Actor** #937: Last two months ago, **I** went to Nakhon Nayok Province.
- **Carrier** #509: **Kanchanaburi** was one of the place in Thailand
- **Behaver** #452: Last week **I** spent my holiday at Chatuchak Market with my friends.
- **Senser** #633: , but **I** enjoyed eating.
- **Existent** #738: there were **a lot of people** at the theater.
- **Verbal** # 708: **the girls** sing very well

### ***Post-modifiers and descriptive words***

The findings revealed that the **post-modifiers** developed. The most dominant was the **attribute** (78) compared to pre (17); it developed by 78.2%. The majority of attributes were adjectives and adverbs which also function as *descriptive words*. This indicates that after the CCA and visuals in Pinterest were implemented, the students were able to add more details in their recount writing by using more descriptive words which develop the overall cohesion. The second highest was the **complement** (166) compared to pre (63); it developed by 62%. The last was the **circumstance** (84) compared to pre (43) which developed by 48.8%.

### ***Adverbials***

Concerning adverbials, the findings indicated that in the post-writing recount the students developed increased usage of the adverbials. The developments were in the order of the most dominant; adverbs of manner (AM), degree (AD), place (AP), and time (AT). To elaborate, the AM developed by 86.7% compared pre (2) to post (15). Thus, the AM dominated the use of post-modifier by the students.

The AD developed by 62.2% compared pre (14) to post (37). See example from #442: ‘It is **really** beautiful and the weather was **so** cold’. It was interesting to know that students used AD to add degrees to their verbs.

Moving on, the AP developed by 48.7% compared pre (20) to post (39). These were some of the AP used by the students: *near, there, up, close, far*. Interestingly, in #937: ‘It was not **so far** from the first place.’ Both the AD and AP are used together in the clause.

Lastly, the AT developed by 26.4% compared pre (39) to post (53). This indicated that the students were able to provide information by telling when, for how long, and how often a certain recount happened. The most important phenomenon was that all of the areas of the different adverb groups developed. This revealed that the students provided more detailed information to a verb (process) as it enriches it. The students were able to explain how, where or when something happened in their recounts more consistently in the post-writing which was noteworthy.

### ***Transitional words & processes “Different types of tenses”***

In revealing the transitional words (T) found; there were certain developments. The T developed by 51%. The results were evident compared pre (68) to post (139). The students developed increased usage of the different functions of transitional words comprised of; *time connective (subordinating), and coordinating conjunctions (FANBOYS)*. This indicated that



the students were more cohesive because transitional words add clarity to their writing as they help connect the relationship between ideas in the recount.

Furthermore, the different types of tenses from the processes found developed by 64.8%. The students had improved knowledge and control of how to use the different types of tenses accordingly based on the recount schematic structure that was taught by the researcher of the present study provided in appendix D. The findings were evident compared pre (88) to post (250). The majority of the tenses found in orientation (introduction) and events (body) were in simple past form. However, in the re-orientation (conclusion); there were a mixed usage of the present and future tenses found in the students' recounts.

In summary of the developed language features found. It can be related to the similar findings from the **thematic developments** of Foley (2013) and Sangworakittiwiut's (2016) study. The similarities in the present study to these researchers were in the areas of Topical Theme, Market Topical Theme, and Textual Theme.

The Topical Theme in Foley (2013) is comprised of conjunctions and conjunctive adjuncts. This is in support of the present study's transitional words (coordinating & subordinating). The Marked Topical Theme consisted of adverbial clauses and prepositional phrases. Likewise, this was related to the present study's adverbials (AP, AD, AM, AP) and the post-modifier 'circumstance'. Moving on, the Textual Theme was mainly used to indicate the time (*Last month, Then, After, After that*). Similarly, this was supported with the present study's Time connectors and Adverbs of Time (AT).

The CCA along with the use of visuals to recount writing in Pinterest SNS (technology) indeed developed the students' recount writing ability in terms of their language features used.

Several studies have supported the present study's results in terms of **CCA** in **developing writing genres**. The present study was in support to CCA with the following

researchers (Chen, 2021; Foley, 2013; Jiamsara, 2018). However, the differences were in the writing genres as Foley 2013 was about the descriptive and recount writing. Chen (2021) and Jiamsara's (2018) genres were persuasive and expository writing. Despite the differences in the writing genres, the results were similar when it came to CCA development to the students writing abilities as they all improved.

In terms of **visual images** in developing the students' knowledge in the present study's recount writing, they were able to pin the visual recounts in the correct schematic structure which comprised of orientation/intro, events/body, and re-orientation/conclusion. The visual recounts helped stimulate what the students did and it was from this that the students had a better idea of what to write down. Thus, the students' ability to write more descriptively leads to more *language features* in the recount text. In support of visual images implemented in the present study, Foley's (2013) research used pictures to stimulate the students' descriptive and recount writing. The results revealed that visuals indeed helped develop the writing ability. In addition, Foley (2013) as cited in Kress & Leeuwen (2006) stated that the visual mode offers cognitive and semiotic resources, which allow students to create meanings through their interpretation of what they see. Likewise, Sangworakittiwut (2016) utilized black and white pictures as a stimulus to elicit students' imagination and creativity to create a narrative story by looking at the characters' facial expressions and the physical background settings. The results revealed that the pictures helped develop the narrative writing ability of the students. Furthermore, Lesperance's (2013) study revealed that indeed using visual images improved the students' English vocabulary learning ability. The improvement of visual images when taught with context, increases significantly compared to just teaching with definitions. Additionally, the percentage of defined words indicated that this increases with pictures. The findings of Lesperance (2013) indicated that teaching students new vocabulary words with pictures contributed a big difference as they were able to

recall the words' definitions. Hence, utilizing images in teaching and learning helps students not only to improve their vocabulary but long-term sustainable learning.

### **Discussion of the research findings for the RQ3**

Concerning the difficulties found in post-writing recount through the use of CCA and Pinterest SNS; the post-writing recount texts still had difficulties. However, the amount of these difficulties were fewer in terms of spelling, capitalization, and punctuation mistakes; view appendix N for details. It was evident that the students all gained control of the recount writing genre as they understood and wrote accordingly to the schematic structure.

Despite the few mistakes present; it was noteworthy that all of the students' had the correct recount structure. The recount schematic structure was in support with (Boardman, 2008; Derewianka, 1992; Foley, 2012; Knapp, 2005; Siahaan & Shinoda, 2008). This was because all of the students had the correct schematic structure of the recount. The students paragraphed correctly in the order of orientation, events (body), re-orientation which is recognized by (Derewianka, 1992; Foley, 2012). In terms of the correct language features in the present study; the students' recount orientation paragraph comprised of the who, what, where, and when. This is recognized by (Boardman, 2008).

In the present study, despite fewer difficulties present. However, the post-writing recount's language features comprised of a variety of nominal groups, action verbs, time connectors, adverbials, nouns and pronouns, the use of past tense, descriptive words, and conjunctions to sequence the events which add cohesion. This is recognized by (Boardman, 2008; Derewianka, 1992; Foley, 2012). Furthermore, the majority of the students' had the re-orientation/conclusion paragraph which adds some personal comments on the recount; this is recognized by (Derewianka, 1992). In the present study's post-writing recount; there were

fewer grammar and punctuation mistakes which were provided in appendices O and P for comparison. The results were evident in terms of fewer mistakes.

### **Pedagogical Implications**

Based on the principles of CCA, the findings revealed that the research contributed to the academic field of English language writing genre and curriculum cycle approach both in the perspectives of pedagogical and theoretical implications to recount writing genre.

#### ***Teacher***

It is imperative to know exactly the students' English writing ability and prior knowledge in English writing. Hence, the pre-writing recount data was collected before the completion of the lesson plan (Units 1, 2, 3, 4) and materials to be taught in the present study. Based on the pre-writing, the teacher created the remaining lessons and materials; only then can the CCA be continued. The importance of the language features and schematic structure must be emphasized in teaching. This helps the students develop their recount writing ability. The teaching should be based on the social purposes of the present study's recount writing genre. Therefore, the language features and writing patterns must be focused on the recount genre.

The next crucial area was the **assessments**. The research findings revealed that the use of assessments influenced the students' recount writing ability. Assessments were vital as it was the only method to measure whether the students truly understood what was taught in terms of recount writing by the teacher. Hence, the teacher had to diligently plan how to task the various assignments accordingly based on each stage of the CCA. The details were provided in appendix C and D. The results from the findings showed that the students' gradually developed their knowledge of the recount genre in each stage's tasked assignments

by successfully accomplishing them. For example, in Unit 2's assignments 1, 2, and 3; the students were able to provide descriptive words with sentence creation; the students then successfully deconstructed their pre-writing recount by highlighting the language features. The teacher did not use scores as a form of assessment. However, based on the understanding and progress of each of the assignments tasked to the students were accomplished based on the criteria of each assignment's task objectives.

The importance of the **visuals** and **Pinterest** indicates noteworthy development as the students were able to **pin** and **board** visual recounts in the correct schematic structure on Pinterest. This indicated that the use of visual images indeed helps visualize the recounts as a form of stimuli.

In Unit 3's guided practice; the importance of the three phases provided in appendix C contributed towards the students' developments in the recount writing ability. As a result of the various assignments and tasks from the teacher; the results were evident in terms of development in Unit 4's independent construction of the recount. The students had developed the post-writing recount ability successfully. Although there were fewer mistakes still found; compared to the pre-writing there were clear differences. As overall pedagogical importance in teaching, the teacher made sure that the lessons and materials were simple and concise to follow and comprehend. Thus, choosing the appropriate tasks on how to build context, modeling contexts, and guided practice of the recount genre is crucial because each stage of the CCA is a form of scaffolding; and the teacher's role is to make sure what are the important chunks of the recount writing language features to teach the students.

This was further supported with constant feedback after each assignment and interaction between the teacher and the students as it contributes an important role. The purpose of the feedback was for the students to improve from their mistakes and gradually

develop their recount writing ability in a motivating manner. This was followed by revision so that the students build knowledge from their corrected mistakes in recount writing.

### ***Theoretical***

The present study synthesized the principles of the CCA in teaching Thai students at CRU the recount writing genre with visuals in Pinterest. Therefore, based on the theories of the CCA researched by (Chen, 2021; Foley, 2013; Jiamsara, 2018) in comparison with the present study's findings. It is affirmed that the facts revealed from the present study's results that indeed the results are in line with the CCA theory on which the research help develop the students' recount genre writing ability. Despite the differences in genres; the CCA developed the students' writing ability. This further supports that different writing genres or subjects such as listening, speaking, reading can be applied with CCA to help develop. In terms of the theory of visual images in Pinterest also supplements the development of the recount writing which is recognized by Kress & Leeuwen (2006) that the visual mode offers cognitive and semiotic resources, allowing students to create meanings through their interpretation of what they see. The results from the present study indicated that the visual images developed the students' recount writing ability.

### ***Students***

Implications for the students would be the fact that the CCA is an interesting and creative way of learning when combined with the use of visual images on Pinterest. Furthermore, the CCA can guide the students towards the learning subject to achieve the objective gradually with a successful outcome. Implementing the CCA in teaching recount writing with technology (Pinterest SNS) helps as Pinterest in this study recollect students' experiences to the tasks they did. Importantly, the use of visuals that are multimodal can help



students to comprehend the recount text. Moreover, the students enjoyed and had fun visually recounting their experiences on the Pinterest SNS as they can share it among the other students to see what the others had recounted. The students all had access to the materials which were directly linked within Pinterest via Google drive. This engages the students to conveniently revise and support their knowledge of the recount at any time they were free.

### **Limitations of the study**

There were some limitations in this study. First, the situation which affected the present study was the covid-19 pandemic. It made the schedule limited due to government lockdowns and restricted modes of traveling. The implementation of the teaching and planning was in a very tight manner.

Furthermore, I was limited to only one complete cycle of the CCA and also the availability of students was limited to one section. Likewise, due to the time restriction, the present study was limited to only the recount writing genre. In summary, the covid-19 pandemic was the biggest limiting factor for the present study because the pandemic limited a lot of other areas in my study such as time, transportation, and student availability.

### **Recommendation for future research**

There are a few recommendations for future research to take into consideration. First, there needs to be no covid-19 or pandemic of any sort of restricting factor hindering the research study as it inflicted a lot of difficulties and obstacles. As without such pandemics, future research may have more time to prepare.

Second, there needs to be more than one cycle of the CCA. There should be at least two cycles. Furthermore, there should be more writing genres such as narrative, process,

argumentative, persuasive, etc. The purpose is to illustrate the consistency of the CCA results. Other non-writing subjects should be considered such as listening or speaking.

Third, the study should be longitudinal. This is to examine more hard facts on the long-term development of the students through the use of CCA and visuals with technology. If possible, there should be at least two semesters' worth of teaching. Likewise, there should be more than one section of the teaching classroom. This will shed light on the findings of the two different groups of students on whether CCA is reliable.

## CONCLUSION

The purpose of this study was to examine whether the implementation of the CCA model with visuals in Pinterest SNS could develop the recount writing genre of the students at Chandrakasem Rajabhat University. The focus was on the transitivity system, the different language features, and the difficulties found after the treatment. In this study, the treatment was the implementation of CCA, visuals, and Pinterest SNS. The findings not only answered the significance of the study mentioned earlier in Chapter 1 but also revealed that after the treatment the students indeed showed developments as the results were evident. The study's results contribute to the reality that the CCA model which scaffolds the students' recount writing can be useful, especially in an English writing class to develop the language features of the recount writing in a Thai University context. In similar importance to CCA, the use of visuals as stimuli in Pinterest influenced the students' recount writing developments schematic structure. These images helped the students in terms of reflecting what they did and stimulating their recounts experiences related to their orientation, body/events, and re-orientation accordingly.

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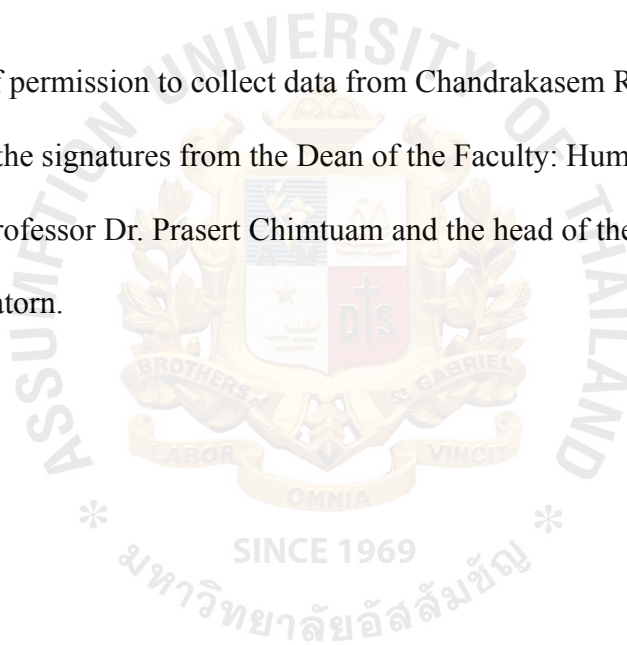
## APPENDICES



## APPENDIX A

### Letter of Permission for Data Collection

The letter of permission to collect data from Chandrakasem Rajabhat University (CRU) comprised of the signatures from the Dean of the Faculty: Humanities & Social Sciences, Assistant Professor Dr. Prasert Chintuam and the head of the English program, Ajarn Kan Puapongsatorn.





คณะมนุษยศาสตร์ฯ
เลขที่รับ 0922
วันที่ 31 ก.ค. 178
เวลา 14.10
มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Ref: ELT/2020

Graduate School of Human Sciences  
Assumption University  
Hua Mak  
Bangkapi  
Bangkok 10240

July 22, 2020

Dean of Humanities and Social Sciences,  
Chandrakasem Rajabhat University  
39/1 Ratchadapisek Rd., Chatuchak,  
Bangkok, Thailand, 10900

Dear Dean of Humanities and Social Sciences Chandrakasem Rajabhat University,

I would like to introduce Mr. Muang Yin Myat Ni Yin who is our student in the Master of Arts Program in English language Teaching, Graduate School of Human Sciences, Assumption University. He is conducting a thesis on "The Use of the Curriculum Cycle Approach Using Pinterest to Develop Students Recount Writing Ability" under the supervision of Dr. Marilyn Deocampo.

In this regard, Mr. Muang Yin Myat Ni Yin would like your kind permission to collect data at your esteemed institute.

Thank you so much in anticipation of your positive reply relating to this request and his possible further information needs. Should you need more information, please contact the student at goldenfury555@gmail.com

Sincerely yours,

Assoc. Prof. Dr. Suwattana Eamoraphan  
Dean, Graduate School of Human Sciences  
Assumption University

อ.สุวตนา

ผู้ช่วยศาสตราจารย์ประเสริฐ อิมท้วม  
คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

นางสาวสุพัตรา น้อยมี วิชาเอก ๑๗.๗.

(อ.สุวตนา อิมท้วม)  
คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์



## APPENDIX B

Consent form for data collection at Chandrakasem Rajabhat University (CRU)



**CONSENT FORM**

**ENGLISH LANGUAGE TEACHING PROGRAM**

**GRADUATE SCHOOL OF HUMAN SCIENCES**

**ASSUMPTION UNIVERSITY**

**Research Title: THE USE OF CURRICULUM CYCLE APPROACH TO DEVELOP STUDENTS' RECOUNT WRITING ABILITY USING PINTEREST**

**Researcher: Mr. Sirakan Yingkunakul**

**Advisor: Dr. Marilyn Fernandez Deocampo**

I am willing to participate in this research by signing my name and student ID as evidence according to the following agreements:

1. I am willing to participate in the research above by learning the recount writing course taught by the researcher and being a part of the data collection.
2. I allow the researcher to record my recount texts, name, ID, and all activities during the data collection.
3. I am fully aware that there will be no effect on my scores and my grade in ENGL 3405 Essay Writing course.
4. I have the right not to participate in this research and feel free not to participate in the teaching and learning activities when I want.
5. I allow the researcher to record all gained data for research benefits and those data shall not have any effects on me in my study at Chandrakasem Rajabhat University.

Signatures

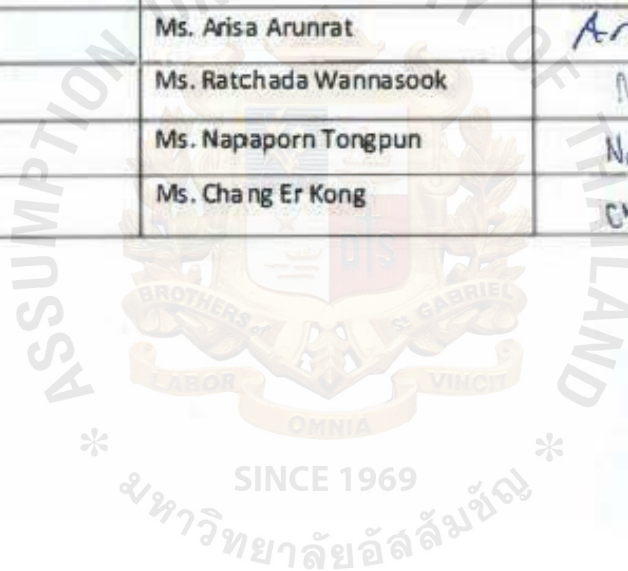
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ID	Name	Signature
6011301659	Ms. Patcharee Salangam	
6011301717	Mr. Kritsada Khamsai	
6011301741	Ms. Dussadeeporn Manit	
6011301816	Ms. Pannipa Phankamson	Pannipa
6011305890	Ms. Thitirat Mikeemas	
6011306146	Mr. Wasuthep Chinchai	Wasuthep
611300452	Ms. Anongnat Chueabunmee	Anongnat
6111300494	Ms. Narissara Punyaban	Narissara
6111301633	Ms. Pakhuan Chukin	Pakhuan
6111301708	Ms. Kannika Chunchomchun	Kannika
6111301815	Ms. Korapin Srisurach	Korapin
6111301906	Ms. Yawisa Srikaew	Yawisa
6111303605	Ms. Natcha Srorphakhao	Natcha
6111303688	Ms. Chanakarn Chairiha	Chanakarn
6111303696	Ms. Thitipa Kosila	
6111303712	Ms. Nattaluja Changnam	Nattaluja
6111303738	Ms. Suparat Baebdee	Suparat
6111303787	Mr. Charuwit Miphakdi	Charuwit
6111303795	Ms. Thamonwan Phetsunthei	Thamonwan
6111303811	Ms. <del>Unetcha</del> Kavila Sunatcha	Sunatcha
6111303845	Ms. Thanchanok Phanhan	Thanchanok
6111303852	Mr. Patcharawut Paisalvechakul	✓
6111305279	Ms. Chalothon Meechai	Chalothon
611305287	Mr. Rungaroon Seejan	Rungaroon
6111305311	Ms. Punyisa Wetchayan	Punyisa
6111305329	Ms. Sarunyatorn Veeramanokul	✓
611305345	Ms. Orapin Phumalai	Orapin

Consent Form: Students List

Date: 8/24/2020

6111305378	Ms. Chissanupong Jaihow	Chissanupong
6111305394	Ms. Wiphada Netthaisong	Wiphada
6111306343	Ms. Pimchaya Saetung	Pimchaya
6111306426	Ms. Sukruethai Seechanphet	Sukruethai
6111306434	Ms. Nattanan Saengkong	Nattanan
6111306442	Ms. Kesorn Sookrueang	Kesorn
6111306467	Ms. Thipawan Bunchoo	Thipawan
6111306483	Ms. Yata Tantaleelachart	Yata
6111306491	Ms. Saranporn Sawangsri	Saranporn
6111306509	Mr. Kiattinan Fongmanee	Kiattinan
6111307259	Ms. Arisa Arunrat	Arisa Arunrat
6111307358	Ms. Ratchada Wannasook	Ratchada
6111307382	Ms. Napaporn Tongpun	Napaporn
6111307937	Ms. Chang Er Kong	Chang er



## APPENDIX C

Lesson plans for units 1, 2, 3, and 4





## WEEKLY LESSON PLAN

### WEEK 4

**Instructor:** Sirakan Yingkunakul (Daniel) **Level:** Undergraduate

**Date:** 8/24/2020

**Subject:** ENGL 3405 (Section 101) Essay Writing

**Unit:** Building the context of recount writing

**Lesson:** Unit 1

**Time:** 180 minutes (3 hours)

**Concept/Topic:** Introduction to recount writing

**Objective(s):** At the end of the lesson, the students will be able to:

1. To enable the students to understand the schematic structure of a recount text.
2. To enable the students to understand the difference between narratives and recounts.
3. To enable the students to understand the tenses used specifically in recount writing.
4. To enable the students to understand the cohesion and cohesive devices of recount writing.

#### Lesson Procedures:

#### Structure of Recount Text (Stage 1: Building the context)

- Introduce the text type of a personal recount, factual, and imaginative. Read a recount of a familiar situation to the class. Discuss the purpose and structure of it.
- Lecture the students the structure of a recount:
  - Title
  - Orientation – who, what, where
  - Series of events (body) in chronological order or sequence
  - A final evaluative comment (concluding sentence) is also known as re-orientation but not required to (optional)
- Lecture the students the difference between recount and narrative writing
- Classroom assignment 1
  - To test student's understanding of the recount text. Students will have to reconstruct a topic by placing together the pieces of sections in a recount (orientation, events (1, 2, 3, etc.), re-orientation). Each topic of the recount will be randomly cut and mixed. The objective is to structure the topic correctly.
- Class break time (15 minutes)



- Lecture the students on the importance of cohesion and what the cohesive devices are
- Lecture the students on what TipToP and why it is important in recount writing paragraph

### **Teaching Materials Used:**

- PowerPoint Presentation (ppt)
- Computer, and projector
- Whiteboard & Duster
- A4 Paper (for Pre-writing recount)
- Mixed paper cards (Recount)
- Google Drive (online storage service)

### **Assessment:**

- Classroom recount writing discussion
- Let the students reorder recount text from the mixed cards to the correct format (Recount Exercise)
- Students personal recount exercise (Pre-writing data collection)

### **Extra materials**

- On Google Drive
  - o Recount Schematic structure
  - o Cohesion + cohesive devices
  - o Unit 1 ppt file in PDF format

**WEEK 5****Instructor:** Sirakan Yingkunakul (Daniel)**Level:** Undergraduate**Date:****Subject:** ENGL 3405 (Section 101) Essay Writing**Unit:** Modeling the context of recount writing**Lesson:** Unit 2**Time:** 180 minutes (3 hours)**Concept/Topic:** Deconstructing the recount text**Objective(s):** At the end of the lesson, students will be able to:

1. To enable the students to be able to deconstruct correctly and demonstrate the structure and purpose of each section in a recount text.
2. To enable the students to understand what descriptive words are and how to use them.
3. To enable the students to understand what is Pinterest and how to use its features.

**Lesson Procedures:****Deconstruction of Recount Text** (Stage 2: Modeling the context)

- Give feedback from Unit 1's recount writing assignment 2
- Show example of the deconstruction of the recount text (How I spent my holiday)
  - Deconstruct it by pointing out the language features of the recount: conjunctions & FANBOYS, time connectors, adjectives & adverbs, past tenses, action verbs & other verbs, verbs with past tense
  - Reiterate the schematic structure of the recount again
- Lecture the recount writing guide to help students
  - Introduce the 5Ws in the introduction of recount
  - Show what must be included in recalled events
- Lecture the students how descriptive words add detail to recount writing
- Assignment 1 (Group work)
  - In groups of 5 (6-7 students per group)
  - Think of 3 descriptive words
  - Create a sentence using these words (separate sentences)
- Class break (15 minutes)

- Assignment 2
  - Deconstruct Unit 1's pre-writing recount
  - Highlight: past tenses, descriptive words, action verbs & verbs, time connectors, conjunctions & FANBOYS
- Lecture the students about:
  - What is Pinterest?
  - The features of Pinterest
  - Difference between Pins and Boards
  - Difference between Pinterest vs. Instagram
- Class break (10 minutes)
- Assignment 3 (Group work)
  - In groups of 5 (6-7 students per group)
  - Create "board" and "Pin" images related to the group's assigned topic
    - Your favorite department store that you visited in the past
    - Your favorite restaurant that you visited in the past
    - Your favorite vacation/trip that visited in the past
    - Your favorite park in Bangkok or within Thailand that you visited in the past
    - Your favorite hobby that you like to do in the past
  - The images that the students pinned today will be their recount writing in the upcoming Unit 3's: Guided practice

### **Assessment**

- Students work on deconstructing Unit 1's pre-writing recount text
- Students in groups work on showing 3 descriptive words
  - Students then create a sentence using these descriptive words
  - One descriptive word to create one sentence. Therefore, a total of three complete sentences per group

- Students create “board” and “Pin” and upload the visual images related to their group’s assigned topics on Pinterest. For example, the students are tasked to:
  - Group 1 Your favorite department store that you visited in the past
    - Write down your group number along with the group members' names and id numbers.
    - Group 2, 3, 4, 5, etc...
  - Students will create ‘Board’ name by ‘Group 1: Assigned topic title\_\_\_\_\_’
  - Students will Pin the visual images related to Introduction (orientation), the body of events, re-orientation (optional)

### **Teaching Materials Used:**

- PowerPoint Presentation (ppt)
- Computer, and projector
- Whiteboard & Duster
- A4 Paper
- Google Drive (online storage service)
- Pinterest

### **Extra materials**

- Files will be uploaded on Pinterest linked directly to Google Drive
  - Unit 2 ppt
  - Different types of adverbs
  - How descriptive words add details to recount writing
  - 4 Types of past tenses
  - Deconstruction example from Daniel’s recount (How I spent my holiday)
  - Punctuation summary
  - Schematic structure of a recount

## **WEEKLY LESSON PLAN WEEK 6**

**Instructor:** Sirakan Yingkunakul (Daniel)

**Level:** Undergraduate

**Date:**

**Subject:** ENGL 3405 (Section 101) Essay Writing

**Unit:** Guided practice of recount writing

**Lesson:** Unit 3

**Time:** 180 minutes (3 hours)

**Concept/Topic:** The guided practice of recount text

**Objective(s):** At the end of the lesson, students will be able to:

1. To enable the students to coherently write the recount text.
2. To enable the students to understand what to write in the introduction paragraph.
3. To enable the students to understand what to write in the body of events paragraph.
4. To enable the students to write chronologically.
5. To enable the students to understand what to write in the conclusion (re-orientation) paragraph

### **Lesson Procedures:**

#### **Guided practice of recount writing (Stage 3: Guided practice)**

- Show the layout of today's recount writing phases
- Guided practice phase 1, guided practice for the introduction paragraph
  - Reiterate the 5Ws
  - Reiterate the importance of only using past tense to recall past events/experiences
  - Students will re-check the visual images pinned on their Pinterest (to stimulate memory and help with the recall for recount writing)
- Class break (10 minutes)
- Guided practice phase 2, guided practice for the body of events paragraph
  - Reiterate 5Ws

- o Reiterate the importance of only using past tense to recall past events/experiences
- o Reiterate the importance of writing events in chronological order
- o Reiterate the TipTop method
  - o Create a new paragraph when you write about a new time, place, topic or person
- Class break (10 minutes)
- Guided practice phase 3, guided practice for the conclusion (re-orientation) paragraph
  - o Do not make the mistake of using the past tense in this paragraph
  - o Use present tense to express a summary of how you feel/emotions
  - o Useful tips for the conclusion paragraph

### **Teaching Materials Used:**

- PowerPoint Presentation (ppt)
- Computer, and projector
- Whiteboard & Duster
- A4 Paper
- Google Drive (online storage service)
- Pinterest

### **Assessment**

- Students according to their group numbers (1, 2, 3, 4, 5) will write the phase 1 of the guided practice recount writing
- Students according to their group numbers (1, 2, 3, 4, 5) will write the phase 2 of the guided practice recount writing
- Students according to their group numbers (1, 2, 3, 4, 5) will write the phase 3 of the guided practice recount writing
- Students will apply phase 1, 2, and 3 in completing their assigned recount writing topics



## WEEKLY LESSON PLAN

### WEEK 7

**Instructor:** Sirakan Yingkunakul (Daniel)

**Level:** Undergraduate

**Date:**

**Subject:** ENGL 3405 (Section 101) Essay Writing

**Unit:** Independent writing of recount

**Lesson:** Unit 4

**Time:** 180 minutes (3 hours)

**Concept/Topic:** The independent construction of recount text

**Objective(s):** At the end of the lesson, students will be able to:

1. To enable students to independently write recount writing without the aid of the teacher

#### Lesson Procedures:

#### **Independent construction of recount writing** (Stage 4: Independent construction)

- The teacher will give feedback from last week's Unit 3 recount writing practice
- Start the independent recount writing about the topic 'How I spent my last Holiday'
  - The teacher will not help or interrupt the students recount writing
  - Students are not allowed to discuss amongst each other
- Students in addition must also upload their finished recount writing onto Pinterest along with visual images accordingly (introduction, body/events, conclusion)
- At the end of the class, the teacher will collect the recount writing (post-writing recount)

**Teaching Materials Used:**

- PowerPoint Presentation (ppt)
- Computer, and projector
- Whiteboard & Duster
- A4 Paper (post-writing recount)
- Pinterest

**Assessment**

- Students will write the assigned recount topic independently without the teachers' help or any intervention
  - The recount text collected is the main data (post-writing recount)
- Students will upload their recount writing text onto the Pinterest



## APPENDIX D

Lesson materials for units 1, 2, 3, and 4



# UNIT 1

## BUILDING THE CONTEXT OF RECOUNT WRITING

## Table of contents

- Recount and its schematic structure.
- Difference between Recount and Narrative
- Tenses: Past tenses (only to recall previous events) + Cohesive devices
- Cohesive devices for recount writing
- Classroom [assignment 1](#) (group work) – rearrange the recount text

## What is a Recount?

## Purpose of a Recount

A recount:

- Retells past events or experiences.
- Sequences events in the order they happened (chronologically)

### Examples

Personal recounts, journals, factual recounts, newspaper articles, ...

## Structure and Features

Given the broad range of forms a recount may take, we should not expect that all of the features described below will apply equally to each type.

STRUCTURE	FEATURES
<b>ORIENTATION</b> Explain the who, what, when, where of the experience in your introduction.	<b>CONNECTIVES</b> Use conjunctions and connectives to link events and indicate time sequence
<b>FOCUS</b> Only significant events are included	<b>VOICE</b> Both active and passive voice are used in recounts
<b>CHRONOLOGY</b>	<b>NOUNS</b>

## Schematic Structure of Recount

## Class assignment 1: Group work

- In groups (4-5 students in one group)
- Task: Rearrange the recount paragraphs in the correct order
- Purpose: To show understanding in the structure of recount
- Time: 10-15 minutes

## Assignment 1

### Classroom break

- 15 minutes break



### Cohesive devices

#### Cohesive devices

- Additive words
  - also, and, as well as, beside, in addition, but also.
- Amplification words
  - as, for example, in fact, such as.
- Contrast words
  - but, conversely, despite, however, in contrast, on the other hand, yet, whereas, even though, nevertheless.

**TiPToP**

### Class Assignment 2: Individual work

- Write a personal recount
- Please do not worry about mistakes.
- Topic: My Highlights of last week.
  - What did you do?

### Materials uploaded on Google Drive

**Class Finished**

**Thank you**

**Have a blissful week ahead 😊**

**See you next week 😊**







# UNIT 2 MODELING THE RECOUNT TEXT



+



Pinterest

## PINTEREST & IT'S FEATURES

1

### Table of Contents part 1

- Corrections from Unit 1's assignment 2
  - Constructive feedback ☺ Don't be nervous
- Deconstruction of the recount text
- The 4 types of past tenses
- FANBOYS (coordinating conjunctions)
- Recount writing guide to help students
  - 5Ws in the introduction of recount
  - What must be included in recalled events
- How descriptive (Adjectives + adverbs) words add detail to recount writing?
- **Assignment 1** (Group work)
  1. Think of 3 descriptive words
  2. Create a sentence using these words (separate sentences)

2

## Table of Contents part 2

- Class break (15 minutes)
- Assignment 2
  - Deconstruct Unit 1's pre-writing recount
  - Highlight: past tenses, descriptive words, action verbs & verbs, time connectors, conjunctions & FANBOYS
- What is Pinterest?
- Features of Pinterest
- Difference between Pins and Boards
- Difference between Pinterest vs. Instagram
- Assignment 3 (Group work)
  - Create a "board" and "Pin" images related to the group's assigned topic.

3

## Feedback from Unit 1's writing assignment 2 (pre-writing)

- These are constructive feedbacks to help you improve your personal recount writing.
- It's important for the teacher. Because the teacher will know on which area to focus for each of the students' recount writing.
- Relax your mind & don't be nervous.
- Don't feel bad or think that you did wrong.
- Be happy and stay positive



My grandfather told me when I was a young boy: "If you never did something wrong, then you will never do anything right in your life. Because that's life, and nobody's perfect not even me. That's the beauty of being a human being".

"You're all special in your own unique identity". That's not what my grandpa said, that was me 😊 Keep up the great work! 😊 Let's start work!

4

## Deconstruction of recount text example

- This is an example of Daniel's recount text
  - The file will be provided in the google drive
  - The link will be shared in the line group
  - All links will be integrated with Pinterest + google drive for ease of access



5

## 4 Types of the past tenses



### 1. Simple Past Tense

The simple past tense is used to describe an action that happened in the recent past. The simple past tense is also called the past simple.

Follow the rules to create the simple past tense.

**"Subject + Past Form + Object"**

6



## 4 Types of the past tenses

### 2. Past Continuous Tense

The past progressive is used to describe an activity that happened and continued for a period of time in the past.

It is formed using the past tense of the verb **to be (was/were)** and by adding **-ing** to the simple form of the verb.

**"Subject + Was/Were + Verb-ing + Object"**

Examples;

We **were walking** in the snow with our snowshoes.

I **was changing** the lightbulb when I got a shock.

My daughter **was blowing** her nose.

The kids **were playing** ball there.

7

## 4 Types of the past tenses

*Was the meat thawing on the counter?*

*Were the wounds on his body healing?*

*Was she hoping for a new nightgown for Christmas?*

*Was the ice cracking on the lake?*

*Were the actors rehearsing for the play?*

*Was it drifting on the sea?*

### Uses of Past Continuous

#### 1. Anything that was continuously happening in the past

*You were doing your homework.*

*I was swimming in the river.*

#### 2. Past Tense + While + Past Continuous

*My mother was cooking food **while** I was playing chess.*

*She was correcting her mistakes **while** you were laughing.*

8

## 4 Types of the past tenses

### 3. Past Perfect Tense

The past perfect tense is used to describe a past action that occurred before another past action.

Use **had** for all persons and the **past participle** of the verb to create the past perfect tense.

*"Subject + Had + Past Participle + Object"*

Examples;

The rain **had stopped**, so we went for a walk.

My grandmother **had died** when I was born.

She **had seen** the movie before, so she went to bed.

9

## 4 Types of the past tenses

### 4. Past Perfect Continuous Tense

We use the past perfect progressive to talk about actions or situations which had continued up to the last moment that we are thinking about, or shortly before it.

Use **had been** for all persons and add **-ing** to the main verb to create the past perfect continuous.

*"Subject + Had been + Verb-ing + Object"*

Examples;

At that time we **had been living** in the caravan for about six months.

When I found Emily, I could see that she **had been crying**.

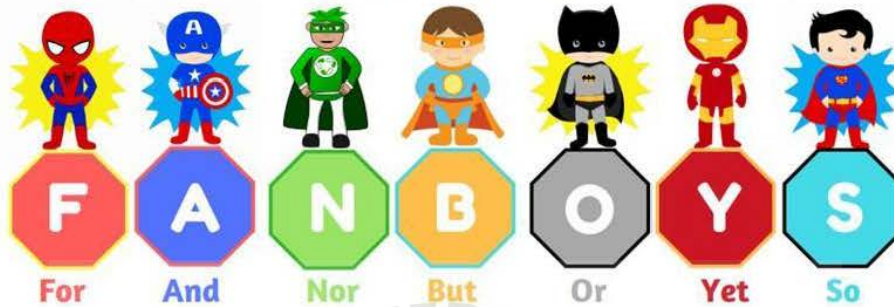
I went to the doctor because I **had been sleeping** badly.

10

## Types of Conjunctions

### Co-ordinating Conjunctions

These words connect words, phrases and clauses.



For	Sam drank some water, <b>for</b> he was thirsty.
And	I take milk <b>and</b> sugar in my tea.
Nor	Sara doesn't like apples, <b>nor</b> does she like pears.
But	All the children wanted to eat pizza, <b>but</b> no one wanted to buy it
Or	We could go to a zoo, <b>or</b> we could go to a theme park.
Yet	The weather was cold and wet, <b>yet</b> we enjoyed very much.
So	He is sick, <b>so</b> he is not going to the school.

11

### Conjunctions

#### Subordinating Conjunctions

after	so
although	so that
as	than
as far as	though
because	while
before	if
even if	when
as soon as	where

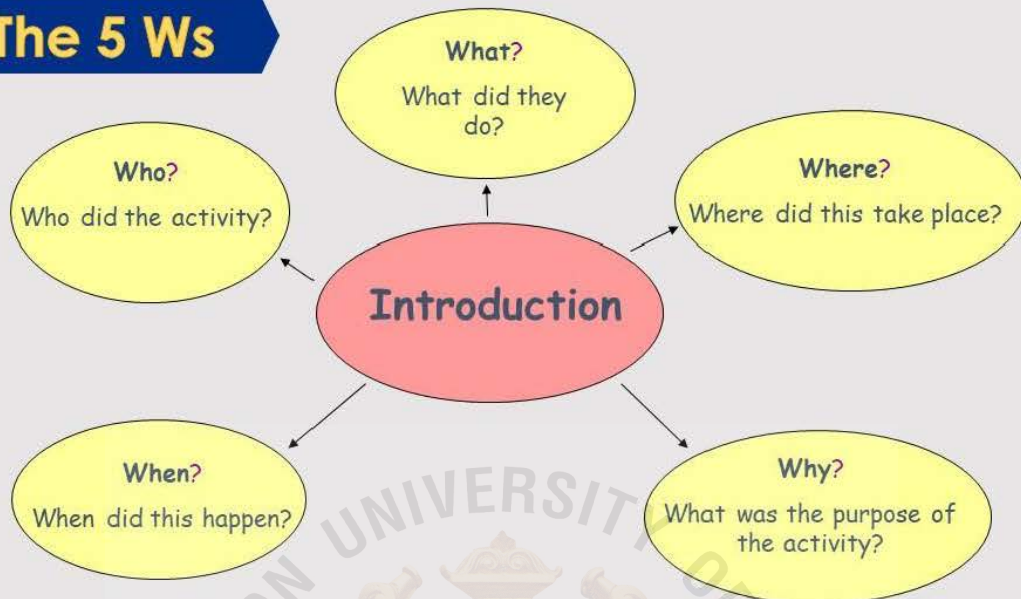
#### Correlative Conjunctions

either...or
not only....but (also)
rather...than
both....and
no sooner...
than
as much...as

12

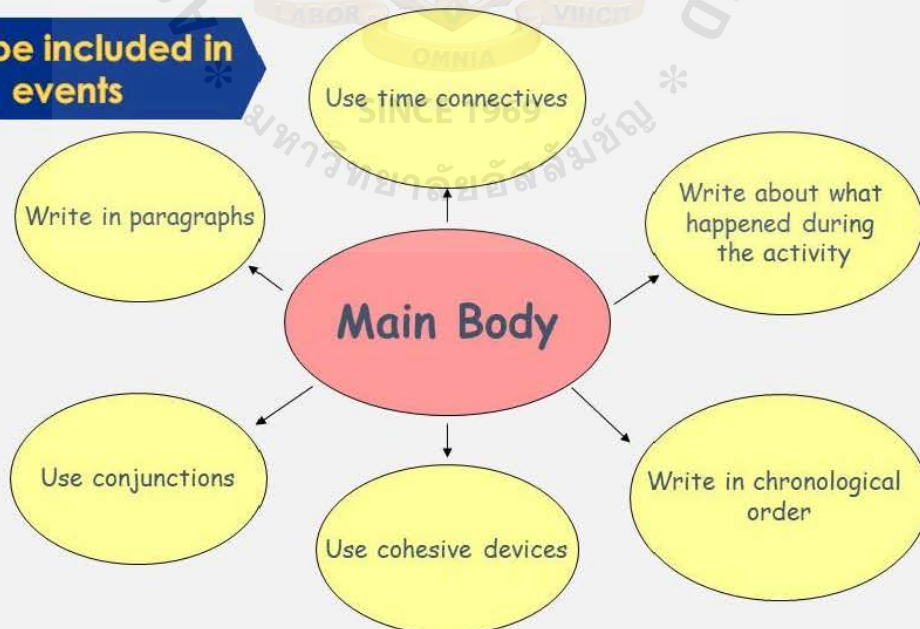


## The 5 Ws

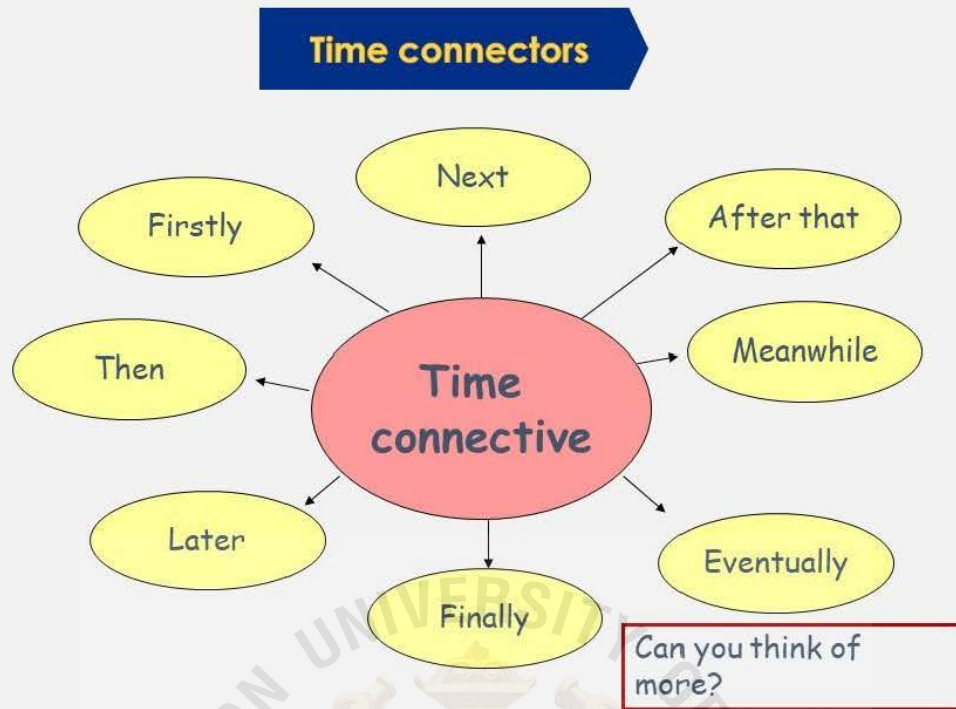


13

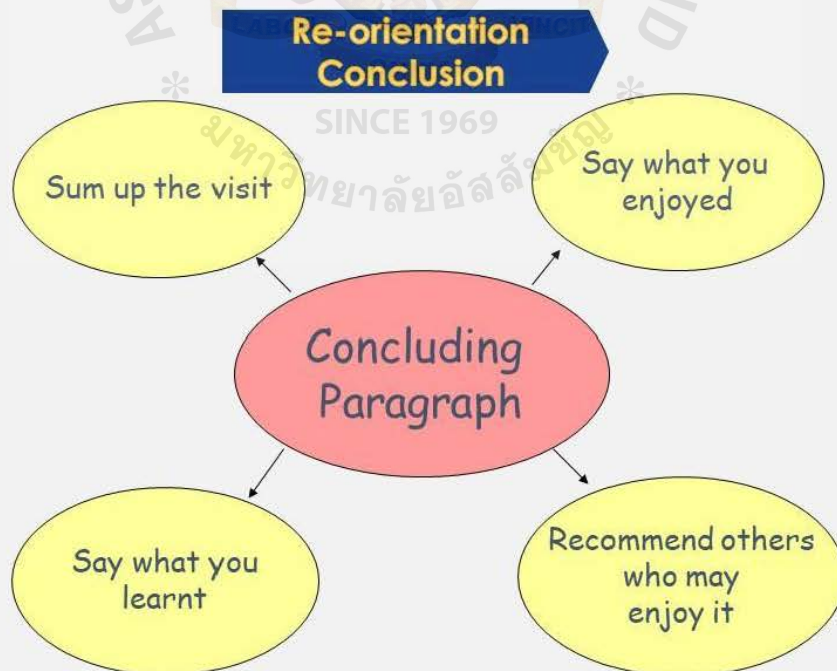
## Must be included in events



14



15



16

## How descriptive words add details to recount writing?

### Describing People

- A **naughty** girl
- An **old** man



### Describing Places

- **Beautiful** city
- **Tall** tower



### Describing Animals

- This is a **playful** rabbit.
- A **small** kitten
- A **friendly** dog



### Describing Things

- **Pink** flowers
- A **wooden** chair
- An **interesting** book



17

## How descriptive words add details to recount writing?

### Adjectives are describing words

- The **boy** ran down the road.
- +ADJECTIVE
- The **naughty** boy ran down the road.

### Adjectives are describing words

- I put on my **jacket**.
- +ADJECTIVE
- I put on my **soft colourful** jacket.



18



## How descriptive words add details to recount writing?

### Using Descriptive Words in Your Writing

Descriptive words help paint a picture in the reader's mind. The sentence "It was windy," might give the reader information, but it's not very descriptive. Consider how much imagery you can add with the words "gusty," "torrential," "breezy," or "windswept" in front of your nouns.

Using descriptive words can:

- bring characters to life in a novel or short story
- sell an item in a product advertisement
- convince an audience in a persuasive writing piece
- explain the setting of a news story
- provide instructions for a DIY (do it yourself) project

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## Adverbs as descriptive words

### Adverbs as Descriptive Words

While adjectives provide further description for nouns, adverbs modify other parts of speech, including verbs, adjectives and other adverbs. Adverbs describe concepts such as time, place, circumstance, manner, or degree.

amusingly	angrily	apathetically
assertively	begrudgingly	blissfully
chillingly	coily	darkly
dazzlingly	deafeningly	dutifully
eagerly	faintly	frivolously
greedily	hastily	intelligently
kindly	lavishly	lazily

20

## Assignment 1

- In groups of 5 (6-7 students per group)
- Think of 3 descriptive words
- Create a sentence using these words
  - Separate the sentences
  - Total of 3 sentences

21

## \* Classroom break

15 minutes  
break



22

## Assignment 2

- Deconstruct Unit 1's pre-writing recount
- Highlight: past tenses, descriptive words, action verbs & verbs, time connectors, conjunctions & FANBOYS

23

## What is Pinterest?



Pinterest is a social media site which is designed to discover, explore and save information using visuals, i.e., images, GIFS or videos

It has reached 200 million monthly users across the world.

24



## Features of Pinterest



25

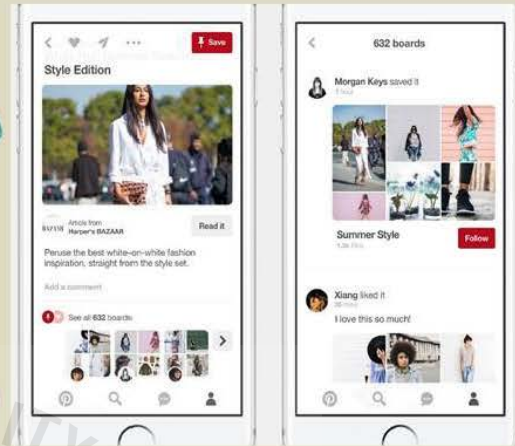
### Pins

- A Pin is an image that has been linked from a website or uploaded. Pins saved from one user's board can be saved to someone else's board, a process known as "repinning."
- Each Pin links back to the website it was saved from. If you click through the Pin you can learn more about it—like how to make it or where to buy it.

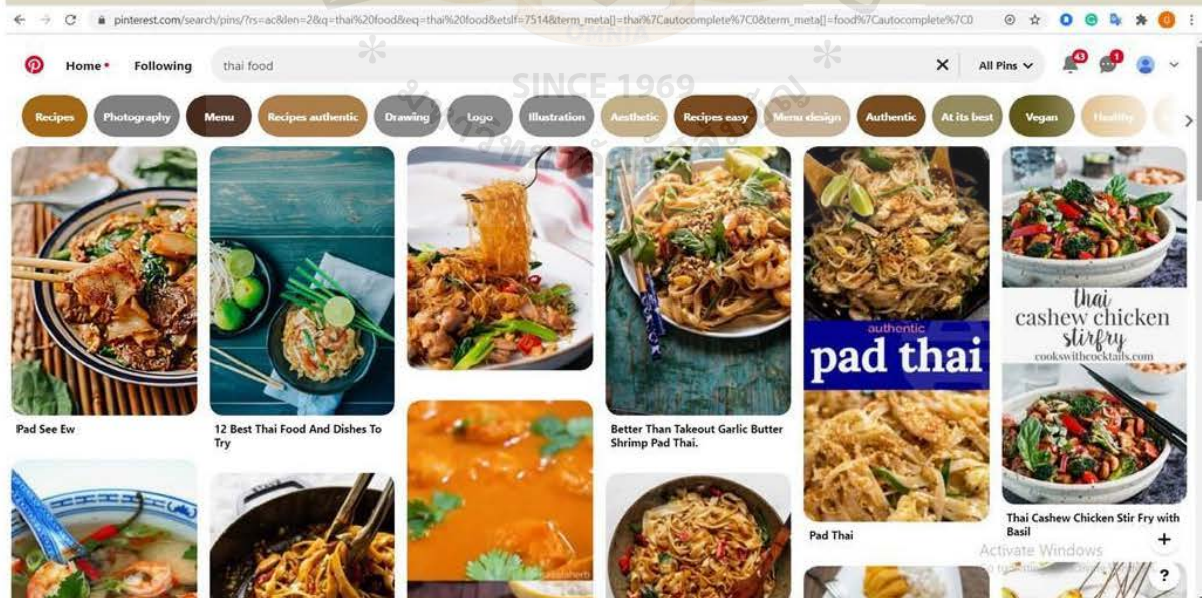
26



As you discover Pins you're interested in, save them to your boards by clicking on the red 'Pin it' button.



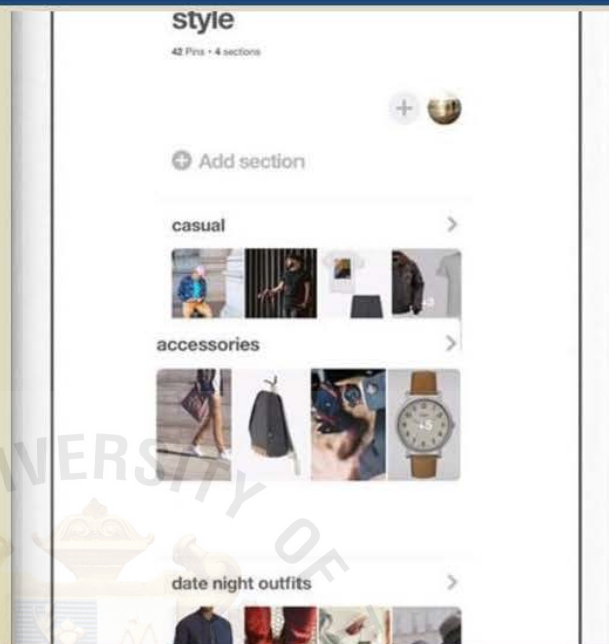
27



28

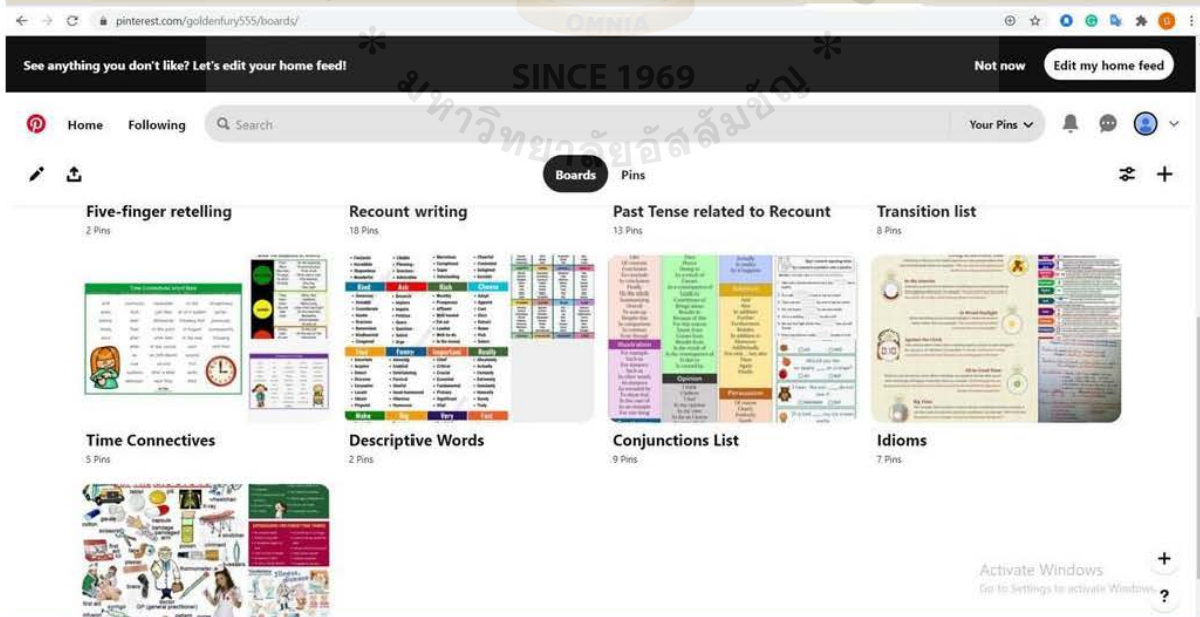
# Boards

**Boards** are collections of pins dedicated to a theme, for example : travel, shirts, cars, cosmetics, weddings, food, etc.



29

## Example: My Boards



30



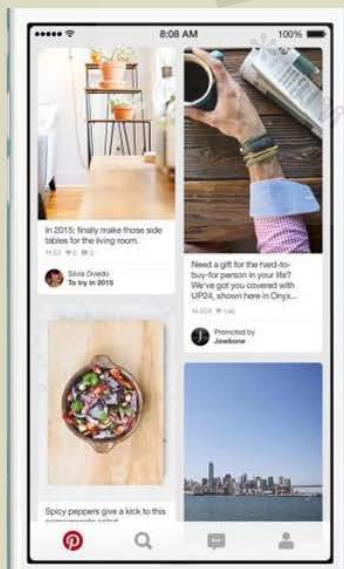
## Exploring

Explore new ideas by searching for Pins, people, or boards.



31

## Following



- This is what a pinterest home page looks like.
- To find even more of what you love, check out home feed to see what the people you're **following** are saving.

32

## Differences between Pinterest & Instagram

Share other people's content plus your own	1	Share primarily your own content
Add your website link to every pin	2	Add one link in the bio, use Linktree, Linkbio
Measure engagement in repins and clicks	3	Measure engagement in likes and comments
Add keywords and hashtags to pins	4	Add hashtags to captions + comments
Share 30-50 pins a day	5	Share 1-3 posts a day plus stories
Share vertical images (600 x 900px)	6	Share square images (1080px)

33

## Classroom Assignment 3 : Group work

- In groups of 5 (6-7 students per group)
- Create a "board" and "Pin" images related to the group's assigned topic.
  1. Your favorite department store that you visited in the past.
  2. Your favorite restaurant that you visited in the past.
  3. Your favorite vacation/trip that you visited in the past.
  4. Your favorite park in Bangkok or within Thailand that you visited in the past.
  5. Your favorite hobby that you like to do in the past.

34

## Classroom Assignment: Group work

- In your assigned groups, make sure to write your group number and members within the group (ex, group 1: name of students...etc.)
- The images that you pinned today will be your recount writing in **Unit 3's guided practice** (Sept 14)
- There will be writing prompts to aid you in the personal recount writing (make sure to check the Pinterest boards)
- If any students have questions, feel free to ask the teacher
  - Feel free to ask via line group chat

35

**Class Finished**  
**Thank you**  
**See you on, September 14 😊**



**Have fun during holidays! 😊**

36



## UNIT 3

# GUIDED PRACTICE OF RECOUNT TEXT



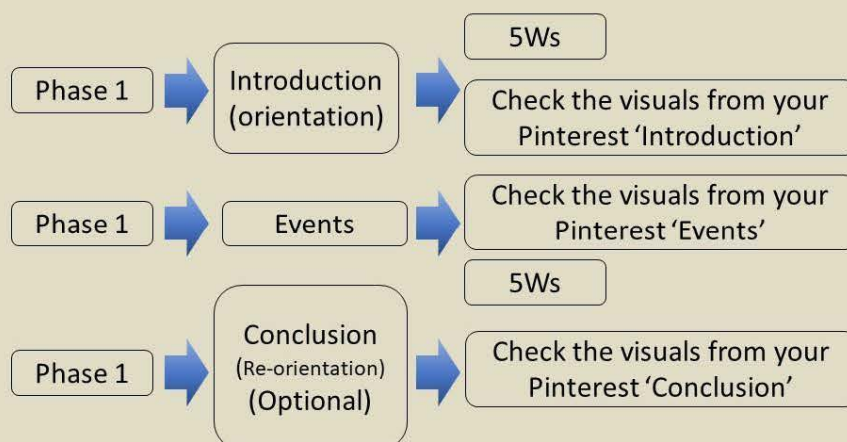
1

## Table of Contents

- Layout for today's guided practice in recount writing
- Phase 1 (introduction)
- Class Break (10 minutes)
- Phase 2 (body of events)
- Class Break (10 minutes)
- Phase 3 (re-orientation, concluding sentence)

2

## Layout guideline



- Important: Make sure when you 'recall' your events/ past experiences/things you've already finished. Make sure that it is in the past tense form

3

## Phase 1: Guided practice for introduction

- Think about the 5Ws to help you in writing the introduction paragraph
  - Who did you go?
  - Where did you go?
  - When did you go?
  - What did you do
  - Why (what was the purpose of this activity)?
- You do not need to include all the 5Ws
- Re-check your Pinned visual images in the Introduction part of your Pinterest
- The visual images that you've uploaded can help you recall and stimulate your experiences for recount writing

Recall events or past experiences are always in the Past tense

4

## Classroom break

10 minutes break



5

## Phase 2: Guided practice for events

- Separate your body of events in chronological order
  - Even 1, 2, 3, etc.. (each new event = separate paragraph)
- Apply the TipToP method to help you in recount writing
  - That means a new paragraph for a new **time**, **place**, **topic** or **person**.
- Use cohesive devices to add details to your recount such as;
  - Time connectives, conjunctions, FANBOYS, descriptive words
- Re-check your Pinned visual images in the events part of your Pinterest

Recall events or  
past experiences  
are always in the  
Past tense

6

## Classroom break

10 minutes break



7





## Phase 3: Guided practice for conclusion (re-orientation)

- Although this part is not required (optional). The teacher will teach you how to write the concluding sentence.
- In the conclusion paragraph,
  - Don't use past tenses to express your experiences
  - Present tense form is used because;
    - You are summing up your experience
    - You are writing about how you feel/emotions
- Tips
  - Sum up the visit/experience
  - Say what you learnt/felt/emotions
  - Say what you enjoyed
  - Would you recommend others who may also enjoy your experiences?
  - Would you come back or experience it again in the future?

Present tense is used for concluding sentences (re-orientation)

8

**Class Finished  
Thank you**



**Have a blissful week 😊**

9













## UNIT 4 INDEPENDENT CONSTRUCTION



1





### Objectives for today

- 

 Individual assignment: How I spent my last holiday.
- 

  - First Half of the class: Finish your recount writing on paper.
  - You can use recount prompts on the Pinterest to support you.
- 

  - Make sure to write in the "Past-Tense" for your **Introduction** and **Events/Body**. When writing recount, it's always in the "Past-Tense" for your **"Intro"** + **"Events/Body"**
- 

 Break time – 15 minutes

2

## Objectives for today

---





-  → Students are not allowed to discuss with each other
-  → This is an individual recount writing assignment
-  → The teacher will not intervene with your assignment
-  → Good luck & don't be nervous, take your time, draft & mind map as much as you need to and then write the final version. Remember this, think before you write,



3

## Objectives for today

---

-  → Once you finished writing on paper. Put your recount writing on your Pinterest account.
-  → Create a "**Board**" and name it: "How I spent my last holiday" (name + ID number)
-  → Make sure you "**Pin**" an image for each part of your recount writing. Example, "**Pin**" image for your; **Introduction**, **Events/Body**, and **Conclusion**
-  → Class finished + Great Job all!



4

## APPENDIX E

Codes and its Functions utilized in the analysis for both research questions 1 and 2



### Codes for the Functions of the subjects (RQ 1);

- The subject functions as **Actor (Ac)** in Material process.
- The subject functions as **Behaver (Be)** in Behavioral process.
- The subject functions as **Senser (Se)** in Mental process.
- The subject functions as **Carrier (Ca)** in Relational process.
- The subject functions as **Sayer (Sa)** in Verbal process.
- The subject functions as **Existent (Ext)** in Existential process.

### Codes for analyzing the transitivity processes (RQ 1);

Bp = Behavioral process

Mp = Material process

Mep = Mental process

Rp = Relational process

Vp = Verbal process

Exp = Existential process

Processe  
s

### Codes for the analysis of the Language Features found (RQ 2)

In the English language, the term language features is a very broad term. Therefore, I specifically selected the language features coded below in the analysis for research question

2. Below were the codes used in the analysis of the language features found;

Att = Attribute

Comp = Complement

Circ = Circumstance

NG = Noun group

PP = Prepositional phrase

Post-mod  
ifiers

Adv = Adverbial

© = capitalization mistake

!! = missing coma, missing full stop (punctuation mistakes)

⇔ = coherence & cohesion mistakes

\* = this symbol composes of:

- Wrong tense usage
- Subject (S) Verb (V) agreement mistakes

^ = this symbol composes of:

- Missing article
- Missing determiner
- Missing pronoun
- Missing preposition

Ⓣ = this symbol composes of:

- Missing conjunction
- Missing time-connectors
- Missing linking-words

Ⓢ = spelling mistake

Ⓟ = missing process

### Functions of additional codes from Appendix

T = transitional words, conjunctions, time connectors

- Although conjunctions and time connectors have their distinctions, I analyzed the code for transitional words under 'T' because they all function in a similar way. Meaning, they bridge (connect) and give cohesion to the recount text.

P = words that represent past-tense form

D = words that represent descriptive words

D\* = words that further elaborate descriptive words (add more details/expand descriptive words)

### Functions of the specific adverbials

Although the codes mentioned below are part of adverbials. I created specific codes to find the specific adverbs found from the analysis findings. The purpose was to find the differences in pre and post-writing recount.

AT = words representing adverbs of time

AP = words representing adverbs of place

AM = words representing adverbs of manner

AD = words representing adverbs of degree

### **Functions of the codes in conclusion (re-orientation)**

The purpose of these codes for me to find out when compared to the pre and post-writing recount, whether the students' included a conclusive sentence or not.

C\* = concluding sentences from the recount writing. It expresses the students' point of view.

Below is the list;

- Give advice
- Write about the future
- Give an opinion
- Write about your feelings

C = signal words in a concluding sentence. For example;

- In conclusion,
- In my opinion,
- In summary,
- Overall,
- To conclude,

### **Functions of the post-modifiers (RQ 2);**



In addition to the functions from the codes in RQ1, I also described below the different functions of the post-modifiers and why they were coded in their specific way in RQ2.

***Complement (comp)***

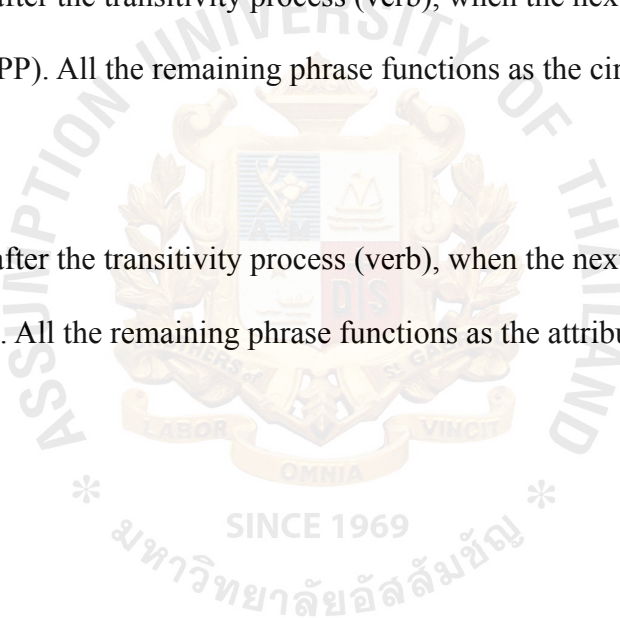
In the clause, after the transitivity process (verb), when the next phrase starts with a Noun group (NG). All the remaining phrase functions as the complement (comp).

***Circumstance (circ)***

In the clause, after the transitivity process (verb), when the next phrase starts with a Prepositional phrase (PP). All the remaining phrase functions as the circumstance (circ).

***Attribute (Att)***

In the clause, after the transitivity process (verb), when the next phrase starts with an adjective or an adverb. All the remaining phrase functions as the attribute (Att).



## APPENDIX F

Research question 1 analysis from the findings of Transitivity System processes found

Post-writing recount



Name: XXXXXXXXXX.

ID: XXXXXXXXXX1633

### How I spent my last Holiday

1- Last Thursday|was|a day that|I|had|no class.  
 Adv Rp NG Ca Rp NG (comp)  
 (comp)

2- So,|I|had to wake up|at 6:00 am. to go to work.  
 Adv Ca Rp PP + NG (circumstance)

3- My work|was|a \*small internet café  
 Carrier Rp NG (complement)

4- and|it|was very close to the university.  
 Ca Rp Adv PP + NG (circumstance)

5- First,|when|I|arrived|at my workplace  
 Adv Adv Ac Mp PP + NG (circumstance)

6- , I|sat down|  
 Ac Mp

7- and|worked|on my tasks.  
 Mp PP + NG (circumstance)

8- That day,|\*was|it|was very exhausting day  
 Adv Ca Rp Adv Att NG (comp)

9- because|on Wednesday night,|I|slept|very late.  
 PP + NG (circ) Ac Bp Adv

10- I|was|sleepy  
 Ca Rp Attribute

11- , but|I|had to sit  
 Ca Bp

12- and work until|I|finished.  
 Mp Ac Att

13- And after|I|finished all the work,  
 Adv Ac Bp Adv NG (complement)

14- I|was|playing games.

Ca Rp Mp NG (complement)

15- The game|I|played|was|ROV game.

NG (comp) Ac Mp Rp NG (comp)

16- For me|it|was|a really fun game

NG (comp) Ca Rp Adv Att NG (comp)

17- and I|had never played|a game like this before.

Ac Bp NG (comp) Adv

18- And bad things|happened|to me

NG (comp) Mp PP + NG (circumstance)

19- when|the power|went out.

Adv NG (comp) Mp

20- Suddenly, all|my work|was|gone

Adv Adv Ca Rp Mp

21- , so|I|had to start|working|all over again.

Adv Ca Bp Mp Adv

22- When|I|was done|with my work

Adv Ac Bp PP + NG (circumstance)

23- , it|was|time|to quit.

Ca Rp NG Mp  
(comp)

24- After that, me and my friend|went|to a BBQ grill.

Adv Actor Mp PP + NG (circ)

25- Although|I|was tired|from work that day

Adv Ca Bp PP + NG (circ) Adv

26- , but|I|enjoyed eating.

Se Mep

27- When|we|finished eating, I|parted|with my friend

Adv Ac Bp Ac Mp PP + NG (comp)

27- and|entered|a store|to buy|snacks

Mp NG Mp NG (comp)  
(comp)

28- before I walked back to my room.

Adv Ac Mp Adv PP + NG (circ)

29- Although I was very tired

Ca Adv Mep

30- and exhausted from work that day

Bp PP + NG (circumstance)

31- , I was happy

Ca Rp Attribute

32- that I was able to eat grilled BBQ

Ac Bp Mp Mp NG (complement)

33- , it was something

Ca Rp NG (complement)

34- I could eat all the time

Ac Bp NG (complement)

35- and never get bored.

Adv Mep

Name: XXXXXXXXXX

ID: XXXXXXXXXX345

How I spent my last holiday

1- Last holiday, I and my boyfriend, \*visit Khao chamar waterfall in Khao chamoo district,

Adv Actor Mp NG + PP (complement)

Rayong province.

2- It was the first time for me to visit such a wonderful waterfall.

Ca Rp Attribute NG Mp NG (complement)  
(comp)

3- To reach the waterfall location, we \*should \*go on foot after having around three hours trip

PP + NG (circumstance) Ac Mp PP + NG Adv Rp PP + NG (circumstance)  
(circ)

riding a motorcycle from home.

Mp NG + PP (complement)

4- When|we|arrived there,

Adv Ac Bp Adv

5- I|was amazed|by the beautiful scenery of the waterfall.

Se Mep NG + PP (complement)

6- The air|was|so fresh at that time

Ca Rp Adv Att PP + NG (Circumstance)

7- and I|could not bear|to jump into the water immediately.

Se Mep PP + NG (circumstance) Adv

8- It|\*is|quite windy|there

Ca Rp Attribute Adv

9- and all I|could see|②only green, green, and green.

Ac Mep Adv NG (complement)

10- Hearing the sound of falling water|while|we|were swimming

NG + PP (complement) Adv Ac Mp

11- made|me|feel|peaceful and relaxing.

Mp Se Mep Attribute

12- After finishing|lunch, I|began to think of

Adv Bp NG Ac Mep  
(comp)

13- where I|would get|the cheap hotel stay.

Adv Ac Bp NG (complement)

14- We|decided|to stay|at a hotel near the waterfall for a night.\*

Se Bp Bp PP + NG Adv NG + PP (complement)  
(circ)

15- We|went|there by motorcycle.

Ac Mp Adv PP + NG (circ)

16- We|rode|slowly

Ac Bp Adv

17- and ③sometimes|stopped|for several minutes|to enjoy|the landscape.

Adv Bp PP + NG (circ) Mep NG (comp)

18- It|was|such an unforgettable|experience for me.

Ca Rp Attribute NG + PP (complement)



19- I|really enjoyed|it

Se Adv Mep NG (comp)

20- , and|I|think we|will definitely|go back|there again next holiday.

Se Mep Adv Bp Adv NG (comp)

Name: XXXXXXXXXX

ID: XXXXXXXXXX434

### How I Spent my Last Holiday

1- During the school vacations,|I|made|my bookmarks on the computer

Adv Ac Bp NG + PP (comp)

2- because I|would like|to use|it for bookmarking the books

Se Mep Mp NG + PP (complement)

3- , that|was|interesting hobby|for the bookworm like me.

Rp Attribute PP + NG (circumstance)

4- Firstly,|I|opened|MS Word on the computer

Adv Ac Bp NG + PP (complement)

5- , and|set margins|of the paper into narrow or normal

Bp PP + NG (circumstance)

6- , it depended|on the quantity|of bookmarks to make

Ca Rp Attribute PP + NG (circumstance)

7- I|\*like to set|in narrow

Se Bp PP + NG (circumstance)

8- because|it|could contain|four bookmarks per one page.

Ca Rp NG + PP (complement)

9- Then,|I|searched|the interesting pictures for made it

Adv Ac Bp NG (complement)

10- , I|used|the pictures of fabric|such as a picture of silk, cotton, velvet, lace, etc.

Ac Bp NG + PP (comp) NG (complement)

11- Most of my bookmarks|used both dark and light \*color|especially|navy blue or light pink,

Adv NG (comp) Mp Attribute NG (comp) Adv Attribute  
including using the pattern fabric images like floral, polka dots, and even Thai \*pattern.

Attribute

12- Next,|I|cropped|the picture into bookmark shape

Adv Ac Bp NG + PP (complement)

13- , I|used|a dark fabric image for the background or frame

Ac Bp Att NG + PP (complement)

14- , sometimes I|sued|a light fabric image as the background too

Adv Ac Mp Att NG (complement) Adv

15- , and|cropped|a light image|\*was smaller than the background

Bp Att NG  
(comp) Att NG (complement)

16- , it|depended|on the size of ^ bookmark to make.

Ca Rp PP + NG (circumstance)

17- I|inserted

Ac Mp

18- and|cropped|another (S)ictures

Bp NG (comp)

19- , I|used|the images from 2000s US TV series 'Without a Trace'

Ac Bp NG + PP (complement)

20- , because|these main characters|were attracted|for me, especially, Martin Fitzgerald (Eric Close).

Carrier Rp PP + NG Adv NG (comp)  
(circ)

21- He|is|a very smart and handsome man

Ca Rp Adv Attribute NG (comp)

22- , and I|could imagined

Se Mep

23- that|it|would have been|very excellent

Ca Rp Adv Attribute

24- if I|had read|some book with him.

Ca Rp NG + PP (complement)

25- I|brought|these images from it to crop into beautiful shape image, vertical rectangle, square, circle, and oval.

Ac Mp NG (complement)

26- After that, I|arranged

Adv Ac Mp

27- and|decorated|these bookmarks

Mp NG (complement)

28- , there|were adding|the captions quotes from famous people about reading, inserting clipart

Rp NG (complement)

images to decorated bookmarks like pearls, roses books, and so on

NG (complement) Adv

29- , and saved it into pdf file in my USB flash drive

Bp NG (complement)

30- when I finished marking it.

Adv Ac Mp NG (comp)

31- Finally, I brought the finished bookmarks to print on the photocopier machine with 180 gram paper at the internet café

Adv Ac Mp NG (complement)

32- , cut it into bookmark shape,

Bp NG + PP (complement)

33- covered it with the PVC clear sticker for making long-lasting bookmarks

Mp NG + PP (complement)

34- , and cut it again

Bp NG (comp) Adv

35- Overall, I felt so proud to make these pretty bookmarks

Adv Se Mep Att PP + NG (circ) Att

36- and I had fun to do it.

Ca Rp PP + NG (circ)

37- I think I would do the bookmarks from my favorite American TV series in the future.

Se Mep Ac Mp NG + PP (complement)

Name: XXXXXXXXXX

ID: XXXXXXXXXX738

### How I spent my holiday

1- On holiday, I spent time with my aunt at The mall Bangkapi

Adv Ac Bp NG + PP (complement)

2- , it is very close to my place.

Ca Rp Adv PP + NG (circumstance)

3- We visited many stores

Ac Mp NG (comp)

4- and we did many things together there.

Ac Bp NG (comp) Adv

5- First, we walked to Tha mall, it took 15 minutes to get there.

Adv Ac Mp PP + NG (circ) NG Bp NG (comp) Mp Adv (comp)

6- When|we|arrived there,  
Adv Ac Exp Adv

7- it|was|1:00 pm.  
Ca Rp NG (comp)

8- we|went|to Niki shop for running shoes.  
Ac Mp PP + NG (circumstance)

9- My aunt|bought|a pair of running shoes.  
Ac Bp NG + PP (complement)

10- It|was|colorful.  
Ca Rp Attribute

11- Secondly,|we|went|to a gourmet market for buying some stuff|such as soap, shampoo, lotion,  
Adv Ac Mp PP + NG (circumstance) NG (complement)  
tissue, vegetable, and snacks.

12- We|spent|two hours there looking and buying things.  
Ac Bp NG (comp) Adv NG (complement)

13- Next,|we|watched a movie after|we|bought|things. The movie \*named|®|“Aquaman”.  
Adv Ac Mep NG Adv Ac Bp NG NG (comp)  
(comp) (comp)

14- It|was|really|fun.  
Ca Rp Adv Attribute

15- We|ate|pop-corn during the movie.  
Ac Mp NG + PP (complement)

16- There|were|a lot of people at the theater.  
Exp NG + PP (complement)

17- Then,|it|was|dinner time.  
Adv Ca Rp Attribute

18- We|were looking|for what to eat.  
Ac Bp PP + NG (circumstance)

19- we|decided|to eat Yayoi,  
Se Mep Mp NG (comp)

20- it|was|a Japanese restaurant.  
Ca Rp Attribute

21- I|ordered|Saba set  
Ac Bp NG (comp)

22- , but|my aunt|ordered|Pangasius Dory Fish set.  
Ac Bp NG (complement)

23- It|was|delicious.

Ca Rp Attribute

24- After dinner,|we|went|to Swensen's for ice-cream.

Adv NG Ac Mp PP + NG (circumstance)  
(comp)

25- We|ordered|two scoops of chocolate.

Ac Bp NG + PP (complement)

26- It|was|not too sweet.

Ca Rp Adv Attribute

27- We|spent|around 30 minutes talking about my life.

Ac Bp Adv NG (complement)

28- My stomach|was|full

Carrier Rp Attribute

29- and|I|was|sleepy.

Ca Rp Attribute

30- Overall,|I|had|an awesome day.

Adv Ca Rp Attribute

31- I|enjoyed|spending|time with my lovely aunt. |Eating delicious foods and ice-cream|are|my favorite thing to do.

Se Mep Bp NG + PP (comp) Att NG (comp) NG (comp) Rp  
NG (complement)

32- I|hope we can spend time together again.

Se Mep NG Bp NG Adv  
(comp) (comp)

Name: ██████████

ID: ██████████442

How I spent my last holiday

1- In my holidays,|I|went|to Khao Kho, Phetchabun with my uncle's friend.

Adv Ac Mp PP + NG (circ) NG + PP (complement)

2- I|\*am|really|excited

Ca Rp Adv Attribute

3- because|it|was|my first time

Ca Rp Attribute

4- that|I|went|to Phetchabun.

Ac Mp PP + NG (circumstance)



- 5- We|started|around 3 a.m.|from Bangkok to Phetchabun| it took 5 hours.  
Ac Rp Adv PP + NG (circumstance) Ac Bp NG (comp)
- 6- We|drove|to Khao Kho it was a high mountain  
Ac Mp PP + NG (circ) Ca Rp Attribute
- 7- and|the road|made|me|felt dizzy,  
NG Bp NG Mep Att  
(comp) (comp)
- 8- so|I|decided|to sleep.  
Adv Se Mep Bp
- 9- When|we|arrived|my brother|woke me up|to \*saw the view of Khao Kho.  
Adv Ac Bp NG (comp) Mp Mp NG + PP (complement)
- 10- It|was|really beautiful  
Ca Rp Adv Attribute
- 11- and|the weather|was|so cold.  
Ca Rp Adv Attribute
- 12- Next,|we|went|to Khao Kho Post Office behind it  
Adv Ac Mp PP + NG (circumstance) Adv NG (comp)
- 13- I|saw|the view|\*is|breathhtaking.  
Ac Mep Ca Rp Attribute
- 14- I|video called|to my mom  
Ac Vp PP + NG (circumstance)
- 15- and|showed|her  
Mp NG (complement)
- 16- what|I|saw|in this place.  
Ac Mep PP + NG (circumstance)
- 17- I|think|it|was|probably the most beautiful Post Office in Thailand.  
Se Mep Ca Rp Adv Adv Attribute NG + PP (comp)
- 18- Then,|we|went|to the hotel to take a nap  
Adv Ac Mp PP + NG (circ) Bp Bp
- 19- and|woke up|to find something to eat.  
Mp Mp NG (comp) Mp
- 20- My|brother|\*wants|to eat Moo-gata  
Ac Mep Mp NG (comp)
- 21- and|we|\*agree|with him.  
Ac Mep PP + NG (circumstance)
- 22- The weather|was|so cold and the \*warm from the brazier  
Carrier Rp Adv Att NG + PP (complement)



23- it|was|a really perfect night.

Ca Rp Adv Attribute

24- I|like|the trip so much

Se Mep NG Adv  
(comp)

25- because there|was|a scenic place

Exp Existent

26- and|I|love|cold ^ weather

Se Mep Att NG (complement)

27- the place|is|perfect for me.

Ca Rp Attribute

28- But|the road|made|me feel terrible.

NG Bp Ac Mep Att  
(comp)

29- I|think|once it is enough for me.

Se Mep Adv Ca Rp Adv PP + NG (circumstance)

Name: ██████████

ID: ██████████708

### How I spent my last Holiday

1- This|\*is|my first|Blackpink concert with me and ^ friends.

Ca Rp Attribute NG + PP (complement)

2- During last year's|vacation in July,|two ^ friends and I|went|to a Blackpink concert at Impact

Adv NG + PP (comp) Actor Mp PP + NG (circumstance)

Arena, Muang Thong Thani.

3- In the morning,|we|took|a van at Chatuchak|to travel to the concert venue.

Adv Ac Mp NG + PP (complement) PP + NG (circumstance)

4- It|took|us about an hour.

Ac Bp NG PP + NG (circ)  
(comp)

5- Therefore, ⇨arrived,|we|had|breakfast and lunch at the Cosmo Department Store until 6 pm.

Adv Ca Rp NG + PP (complement)

6- At six o'clock in the evening,|we|returned|to the concert venue|to prepare|for the event.

PP + NG (circumstance) Ac Mp PP + NG (circ) Mp PP + NG (circ)

7- Before entering, we took a photo of the venue for an hour.

Adv Mp Ac Mp NG + PP (complement)

8- At one o'clock in the evening, in which the concert will begin at 8 pm

Adv PP + NG (circ) Mp PP + NG (circumstance)

9- , we got into the event

Ac Mp PP + NG (circ)

10- and finished looking for seats

Bp PP + NG (circumstance)

11- , so we sat waiting for the time to prepare to watch Blackpink's show.

Adv Ac Bp NG + PP (comp) Mp Bp NG (complement)

12- The show started about 45 minutes late

NG (comp) Bp PP + NG (circ)

13- and the show ended at 22:30.

NG (comp) Bp PP + NG (circ)

14- After watching the concert, we left the event to return to the dormitory.

Adv NG (complement) Ac Mp NG (comp) Mp PP + NG (circ)

15- But before getting into the car, we walked to pick up the concert poster

Adv Mp PP + NG (circ) Ac Mp PP + NG (circ)

16- that the staff provided.

NG (comp) Mp

17- After completing various missions, we went to take a taxi to return to the dormitory.

Adv Bp NG (comp) Ac Mp NG + PP (complement)

18- Going to this concert, I am very happy and fun

NG (comp) Ca Rp Adv Attribute

19- , because the girls perform cool shows and sing very well

Ac Mp NG (comp) Vp Adv

20- and the girls are very good at keeping fans entertained.

Ca Rp Adv Attribute Mp

Name: ██████████

ID: ██████████509

### When I went to Kanchanaburi

1- Kanchanaburi|was|one of the place in Thailand

Ca Rp NG + PP (complement)

2- , I|had planned|to go there.

Ca Bp Mp Adv

3- We|booked|on facebook

Ac Mp PP + NG (circumstance)

4- and|we|were ready|to go in three days.

Ac Bp PP + NG (circumstance)

5- When|we|arrived

Adv Ac Mp

6- , we|spent|the time in Kanchanaburi like 2 hours.

Ac Bp NG + PP (complement)

7- First trip,|we|went|to ^ Tiger Cave Temple

Adv Ac Mp PP + NG (circumstance)

8- , even though|we|were|hungry

Ca Rp Attribute

9- , the first thing to do|was pay|⑤homag to the sacred things|there.

Adv NG (comp) Bp NG + PP (complement) Adv

10- After we|finished praying|at the temple, we went to eat

Adv Ac Bp PP + NG (circ) Ac Mp Mp

11- because|we|didn't|eat|anything in the morning.

Ac Mp NG + PP (complement)

12- We|chose|Chanasaung restaurant.

Ac Bp NG (complement)

13- After that,|we|had to check in|on 13:00 PM.

Adv Ca Mp PP + NG (circ)

14- When|we|arrived

Adv Ac Mp

15- my friends|did not waited|for anything

Ac Bp PP + NG (circumstance)

16- , they|ran|to the water

Ac Mp PP + NG (circ)

17- and|jumped|down.

Mp Adv

18- In the night,|we|had celebrated|happily.

Adv Ac Bp Adv

19- All stress|is released

NG (comp) Bp

20- , I|am|so happy

Ca Rp Adv Attribute

21- when|I|live|with ^ friends

Adv Bp PP + NG (circ)

22- and|I|have to see|the nature too.

Ca Bp NG (comp) Adv

23- I|cannot find|in the city.

Se Mep PP + NG (circ)

Name: [REDACTED]

ID: [REDACTED]452

### How I spent my last holiday

1- Last week,|I|spent|my holiday at Chatuchuk Market with my friends.

Adv Ac Bp NG + PP (complement)

2- Chatuchuk Market|had|many bargains

Subject Rp NG (complement)

3- that|\*are|very cheap|for young people such as clothes, shoes, bags, tree and cactus.

Rp Adv Att NG (complement)

4- First,|my friend and I|made|an appointment|during the holidays|to \*went shopping at

Adv Actor Bp NG (comp) Adv PP + NG (circumstance)

Chatuchuk Market by bus

5- because|it|was|not far from

Ca Rp Adv

6- where|I|lived.

Adv Ac Exp

7- I|bought|a sacred tree, an air purifying plant and a cactus to put it in my room.

Ac Mp NG + PP (complement) Mp

8- Which|was|very cheap

Rp Adv Att

9- , and my friend|bought|fashion clothes.

Ac Mp NG (comp)

10- After that, my friend and I|got|hungry.

Adv Carrier Rp Attribute

11- so|we|invited|each other

Adv Ac Mp NG (comp)

12- and|bought|meatballs.

Mp NG (comp)

13- It|was|the best food|in the Chatuchuk Market

Ca Rp Attribute PP + NG (circumstance)

14- because|the market|had|cheap food as well.

Carrier Rp Attribute Adv

15- Finally,|my friend and I|have|fun

Adv Carrier Ca Rp Att

16- and|enjoy|shopping|every time.

Mep NG (comp) Adv

17- It|is|another popular place for teenagers.

Ca Rp NG + PP (complement)

Name: \_\_\_\_\_

ID: \_\_\_\_\_259

How I spent my last holiday

“A trip to the Dreamwold”

1- Last|Happy New Year,|my friends and I|went to|DremWold|to play

Adv NG (comp) Actor Mp NG (comp) Mp

2- and|spend|time together.

Bp NG (comp)

3- First,|we|went|to the Ticket shop to buy Tickets for Player.

Adv Ac Mp PP + NG (circ) Bp NG + PP (comp)

4- Next,|we|went|to the Haunted house,

Adv Ac Mp PP + NG (circumstance)



5- grouped|together in the dark,

Mp NG + PP (comp)

6- we|were|all excited

Ca Rp Attribute

7- and|had|fun.

Rp Att

8- After that,|we|went|to the thrilling ride and the roller coaster.

Adv Ac Mp PP + NG (complement)

9- One of my friends|got off|the ride

Actor Mp NG (comp)

10- because|\*we|was|↔\*and|drunk.

Ca Rp Att

11- He|puked

Ac Mp

12- so|we|had to find|a comfortable seat|to relax.

Adv Ac Bp NG (comp) Bp

13- Finally,|we|found|a KFC restaurant

Adv Ac Mp NG (comp)

14- and|had|dinner.

Rp NG (comp)

15- We|\*order|The box All Star 4 set, ^|\*include|one single ⑤berger, one chicken spicy, one big

Ac Mp NG (comp) Mp NG (complement)

16- french fries and ↔and coca cola.

NG (complement)

17- When,|I|returned|home,

Adv Ac Mp NG (comp)

18- I|was|very tired but happy

Se Adv Mep Attribute

19- because|I|had|so much fun

Ca Rp Adv Att

20- ,|I|think

Se Mep

21- if|I|have|the opportunity

Ca Rp Attribute

22- , next time,|me and my friends|will find|some free time|to visit again.

Adv Actor Mp NG (comp) Mp Adv



Name: [REDACTED] K.

ID: [REDACTED] 7937

### How I spent my last holiday.

1- Last two months ago, I went to Nakhon Nayok Province.

Adv Ac Mp PP + NG (circumstance)

2- It was located at central region.

Ca Rp Attribute

3- That was my trip with ^ friends

Rp NG + PP (complement)

4- before we had to go to school.

Adv Ac Bp PP + NG (circ)

5- We chose to go to the province near Bangkok

Se Mep Mp PP + NG (circ) Adv NG (comp)

6- because we spent time just 2 hours.

Ac Bp NG (comp)

7- The first place we went to

Adv Ac Mp

8- was Khun Prakon Chon Dam.

Rp NG (comp)

9- It was a large dam

Ca Rp Attribute

10- that we could see wide water surrounding by a beautiful wild.

Ac Mep \* NG + PP (complement)

11. It such a amazing view point.

Ca Attribute NG (comp)

12- Next we drove the jeep to admire the scenery.

Adv Ac Mp NG (comp) Mep NG (comp)

13- The price of the jeep was 500 baht for 5-6 people and for 1 hour.

Carrier Rp NG + PP (comp)

14- When we were finished driving,

Adv Ac Rp Bp NG (comp)

15- we took some photos

Ac Mp NG (comp)

16- and moved to another place.

Mp PP + NG (circumstance)

17- After that, we went to Wang Trakrai waterfall.

Adv Ac Mp PP + NG (circumstance)

18- It was not so far from the first place.

Ca Rp Adv PP + NG (circumstance)

19- When we arrived

Adv Ac Mp

20- we cooked a special food

Ac Mp NG (comp)

21- that was papaya salad

Rp NG (comp)

22- it was so delicious and spicy.

Ca Rp Adv Attribute Attribute

23- We also prepared 2-3 \*menu for this trip.

Ac Adv Mp NG + PP (complement)

24- After that, we enjoyed playing the water

Adv Se Mep Mp NG (comp)

25- it was cool.

Ca Rp Attribute

26- We came back around 4 p.m. before sunset.

Ac Mp PP + NG (circumstance)

27- I think

Se Mep

28- I was tired from travelling

Ca Mep PP + NG (circumstance)

29- but I had fun too.

Ca Rp Att Adv

30- I got some new experiences.

Ca Rp Attribute

31- I had a great time with my friends.

Ca Rp Attribute PP + NG (circ)

32- I cannot stop admiring about the place

Ac Mep PP + NG (circumstance)

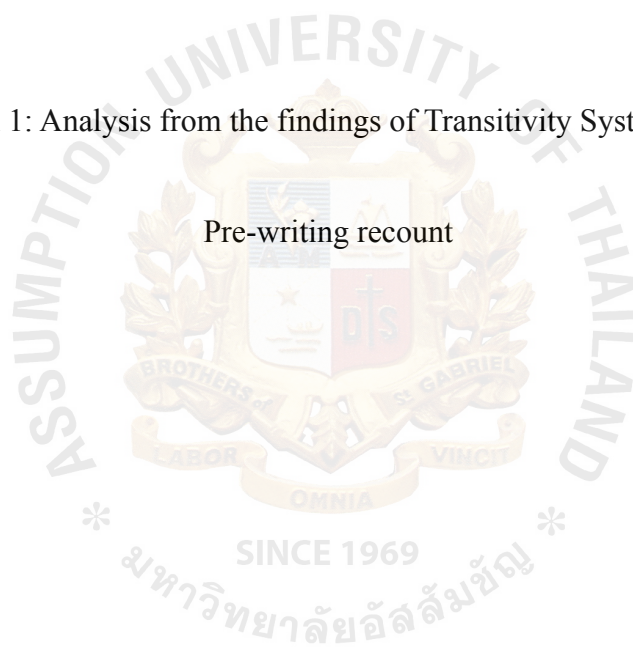
33- because it was so amazing.

Ca Rp Adv Attribute

## APPENDIX G

Research question 1: Analysis from the findings of Transitivity System processes found

Pre-writing recount



## Pre-writing recount Analysis

Name: XXXXXXXXXXID: XXXXXXXXXX633

## My highlights of last week

1. Last week on Friday 21 August I went to Samut Prakan province.  
Adv Adv Ac Mp PP + NG (circumstance)
2. That day is my mother's birthday.  
Adv Rp NG (complement)
3. Next I bought a garland to pay homage to my mother  
Adv Ac Mp NG + PP (complement)
4. and I bought a shirt for my mom as a birthday present.  
Ac Mp NG + PP (complement)
5. My mother was delighted for the gift  
Carrier Rp Attribute PP + NG (circumstance)
6. I bought her.  
Ac Mp NG (complement)
7. After that My mother and I went to Bang Pa resort.  
Adv Actor Mp PP + NG (circumstance)
8. I am very happy.  
Ca Rp Attribute
9. And we went back.  
Ac Mp Adv



Name: [REDACTED]ID: [REDACTED]345

## My highlight of last week

- 1 On last Csunday, Imy friend and I |went |to the Fake club Radchada soi 4.  
Adv Actor Mp PP + NG (circumstance)
- 2 |It |was |a host bar |not far |from the apartment.  
Ca Rp Attribute Adv PP + NG (circumstance)
- 3 |We |took |a taxi.  
Ac Mp NG (comp)
- 4 After |we |arrived,  
Adv Ac Mp
- 5 there, CWe |chose |a seat  
Adv Se Bp NG (comp)
- 6 and |\*order |alcoholic drinks with the waiter.  
Bp NG + PP (complement)
- 7 Next |we |sat |for a while.  
Adv Ac Bp PP (circumstance)
- 8 There |was |a male-style |walk on stage,  
Exp Existent NG + PP (complement)
- 9 they |\*are wearing |only 1 piece of pants.  
Carrier Rp NG + PP (complement)
- 10 We |had |a lot |of fun and excitement for  $\Leftrightarrow$ to  $\Leftrightarrow$ night.  
Carrier Rp Adv PP + NG (circumstance)
- 11- Because |this |is |the first time to go to a place |(S)lik this.  
Ca Rp Attribute PP + NG (complement)

# to go  $\Rightarrow$  Non-Finite  
 $\therefore$  to + verb (infinitive)  
 $\therefore$  not main verb

Name: XXXXXXXXXX

ID: XXXXXXXXXX434

### My highlights of last week

- 1- Yesterday, I made my bookmarks  
Adv Ac Bp NG (complement)
- 2 and read the book at my house.  
Bp NG + PP (complement)
- 3 These activities was so fun.  
Carrier Rp Attribute
- 4 Firstly, I made my bookmarks with the MS Word on the computer.  
Adv Ac Bp NG + PP (complement)
- 5 Then I decorated, edited,  
Adv Ac Bp Bp
- 6 and arranged these bookmarks so that they were satisfied.  
Bp NG + PP (complement)
- 7 Next I saved them into pdf files  
Adv Ac Bp NG + PP (complement)
- 8 before they will be printed by a printing machine with 180 gram paper.  
Adv Ac Mp PP + NG (complement)
- 9 covered by the PVC clear stickers, and cutting in rectangle bookmarks on Monday.  
Mp PP + NG (circumstance) NG + PP (complement) Adv
- 10 After I finished my bookmarks,  
Adv Bp NG (comp)
- 11 I read the books at the bedroom in the evening.  
Ac Bp NG + PP (complement)
- 12 The book is about the English slang.  
Carrier Rp Attribute
- 13 It is very useful for speaking English and watching the TV series which  
Ca Rp Adv PP + NG (comp) NG (complement)
- 14- they use words very much.  
Ac Bp NG (comp) Adv
- 12 I was fun in doing these activities,  
Ca Rp Mp NG (complement)
- 13 and I cannot wait to do them again.  
Ac Bp Mp Adv  
Finite  
Negative polar advert



Name: S. P. 11

ID: 644600738

### My highlights of last week

- 1- Yesterday, my friends and I went outside Bangkok to Samut Sakhon province.  
Adv Actor Mp Adv NG + PP (complement)
- 2- It \*is near Bangkok.  
Ca Rp Adv NG (complement)
- 3 it took us 1 and ^ half hours to get there.  
Mp Ac NG (complement)
- 4 We went ^ many places.  
Ac Mp NG (complement)
- 5 Firstly, we visited the church and worshiped with ^ people there at 10.00 a.m. until 12.00 p.m.  
Adv Ac Bp NG (comp) Bp PP + NG + (circumstance)
- 6 After church, we ate lunch together.  
Adv Ac Mp NG (complement)
- 7 Next, we went to the After Rain Café.  
Adv Ac Mp PP + NG (circumstance)
- 8 We drank smoothies and ^ some dessert.  
Ac Mp NG (comp) NG (comp)
- 9 We took pictures and we ⇌ around.  
Ac Mp NG (comp) Ac
- 10 Then, we went to another café.  
Adv Ac Mp PP + NG (circumstance)
- 11 It was called O2 kaffee & Bistro.  
Ca Rp Vp NG + NG (complement)
- 12 It \*is beautiful and natural.  
Ca Rp Attribute
- 13 We paddled a boat in the canal.  
Ac Mp NG + PP (complement)
- 14 We really enjoyed that we can ☺ hangout together after the bad situation for 4 months ago.  
Ac Adv Mep Ac Bp Adv NG + PP (complement)

Firite

Name: XXXXXXXXXX

ID: XXXXXXXXXX442

### My highlights of last week

- 1 My mom and I | went | to ^ | Aunt's house | to visit | my grandma | on Saturday.  
 Actor      Mp      NG (complement)      Mp      NG (comp)      Adv
- 2 After | we | arrived.  
 Adv      Ac      Bp
- 3 | we | \*talk | a lot | with grandma about the past to now.  
 Sa      Vp      Adv      PP + NG (complement)
- 4 Then | it | was | time for dinner.  
 Adv      Ca      Rp      NG + PP (complement)
- 5 My mom | cooked | dinner for us  
 Actor      Mp      NG + PP (complement)
- 6 | it | was | my favorite food  
 Ca      Rp      Attribute
- 7 | it | was | Stir-Fried basil | with squid.  
 Ca      Rp      Attribute      PP + NG (circumstance)
- 8 On Sunday, | we | \*⇔took | back to ours house in the morning. |  
 Adv      Ac      Adv      PP + NG (circumstance)
- 9 We | went | to Big C to \*bought the food  
 Ac      Mp      PP + NG (circumstance)
- 10 and | I | ate | ice-cream a lot  
 Ac      Bp      NG + PP (comp)
- 11 because | it | was | yummy!  
 Ca      Rp      Attribute
- 12 | We | were | tired | from our day at my ^ Aunt's house.  
 Ca      Rp      Bp      PP + NG (circumstance)
- 13 | I | \*love | to talk | with ^ grandma  
 Se      Mep      Vp      PP + NG (circumstance)
- 14 and | I | miss | her | so much.  
 Se      Bp      NG      Adv  
 (comp)

Name: ██████████

ID: ██████████708

### My Highlights of last week.

- 1 Last week, on Sunday, |I| went to Central Rama IX with a friends.  
Adv Ac Mp PP+NG (circumstance)
- 2 |I| visited| Central Rama IX with my friends| last Sunday.  
Ac Mp NG+PP (complement) Adv
- 3 |We| went shopping for personal items at Watson and (S)Booth.  
Ac Mp NG+PP (complement)
- 4 After that, |we| went to buy stationary at Fuji store.  
Adv Ac Mp PP+NG (circumstance)
- 5 (I) ⇔ Continue ⇔ with ⇔ a small zoo in the basement.  
NG+PP (complement)
- 6 There |\*are many animals| in the event.  
Adv Exp Existent PP+NG (circumstance)
- 7 An hour later, |\*I and my \*friend| left ⇔ Central Rama 9| to go to Lotus Fortune.  
Adv Actor Mp NG+PP (comp) Mp PP+NG (circumstance)
- 8 And |go shopping| for fresh and extra supplies.  
Mp PP+NG (circumstance)
- 9 On the past Sunday, |it| was a vacation  
Adv Ca Rp NG (complement)
- 10 that |I| made |the most| of my time.  
Ac Mp Adv PP+NG (circumstance)
- 11 Because |I|\* was shopping for supplies and food at the same time and day.  
Ac Mp PP+NG (circumstance)

15 | \*you | \*can | sleep | ^ | \* ⇔ my apartment.  
       Ac       Mp       NG (comp)

16 | \* ⇔ after | \* ⇔ you | \* ⇔ lost drunk  
       Adv       Ac       Bp

17 | \*you | \*can<sup>Ⓟ</sup> back | home.  
       Ac       Adv   NG (comp)

Name: XXXXXXXXXX

ID: XXXXXXXXXX452

My highlights of last week.

1 Last Cwednesday, | I | went to | \*go | \*to | work at McDonald's in The Avenue Ratchayothin.  
       Adv       Ac   Mp       NG + PP (complement)

2 | I | \*attend work | from 11:00 am to 8:00 pm.  
       Ac   Mp       PP (circumstance)

3 After | I | arrived | at work.  
       Adv Ac   Mp   PP + NG (circumstance)

4 First, | I | went to | dress up | by ⇔ punching my hair, wearing a hat |  
       Adv Ac   Mp       Mp   PP + NG (circumstance)

5 I and | came<sup>i</sup> to work | at the counter.  
       Mp       Mp   PP + NG (circumstance)

6 Next, CAt 8:00 pm. | It | \*is | time for me to finish work.  
       Adv PP + NG (circ) Ca Rp   NG + PP (complement)

7 | I | went back | to my room by bus or sometime a motorcycle.  
       Ac   Bp       PP + NG (circumstance)

8 Finally, | I | worked | every Wednesday | like this every week.  
       Adv   Ac   Mp       Adv       PP + NG (circumstance)

9- SSometim | I | am tired  
       Adv   Ac   Bp

10 but | it | is | fun.  
       Ca Rp Attribute

11 | It | is considered | one of the work experiences.  
       Ca       Rp       NG + PP (complement)

Name: XXXXXXXXXX

ID: XXXXXXXXXX259

### My highlights of last week

- 1- Last Saturday | my friends and I | went | to Sabtto Café. | ©Behind | ©cham ©kasem University.  
 Adv Actor Mp PP + NG (circ) Adv NG (complement)
- 2 It | \*is | a quiet restaurant | with a good ©atmmapherer.  
 Ca Rp Attribute PP + NG (circumstance)
- 3 | we | drove | a motorcycle to ^ Café.  
 Ac Mp NG + PP (complement)
- 4 After | we | arrived | at the Café,  
 Adv Ac Bp PP + NG (circumstance)
- 5 we | ordered | drinks and cakes.  
 Sa Bp NG + NG (complement)
- 6 Next | we | took | pictures with the food  
 Adv Ac Mp NG + PP (complement)
- 7 that | was served.  
 Adv i Rp
- 8 | ^ | ©Coffee and cake | were | delicious.  
 Carrier i Rp Attribute
- 9 ©after, | which | we | did | a tutorial  
 Adv Ac Bp NG (complement)
- 10 and | talked | about the lessons.  
 Vp PP + NG (circumstance)
- 11 | We | are | very \*happier to | \*⇒ to spend | our free time together  
 Ca i Rp Attribute Bp NG (complement)
- 12 although | we | ©wre tired | from studying | and ©Review lessons.  
 Adv Ac Bp PP + NG (circ) Mp



Name: XXXXXXXXXX

ID: XXXXXXXXXX937

### My Highlights of last week

- 1- I |\*have| a class 3 days per week.  
Ca iRp      Attribute
- 2- I |Ⓢ|always stayed |at ⇔ the room for holiday.  
Ac   Adv   Bp   PP+NG (circumstance)
- 3 But |on last Ⓢsaturday, I |hung out |with my \*friend at the café.  
Adv      Ac   Bp   PP+NG (circumstance)
- 4 Before |we|arrived |at the Salotto café.  
Adv   Ac   Bp   PP+NG (circumstance)
- 5 |I|took |my friend to work at Major cineplex first  
Ac   Mp   NG + PP (complement)
- 6 and |Ⓟ|directly to the café with \*⇔another \*⇔one.  
PP+NG (circumstance)
- 7 When |we|arrived |we|looked |for the seats.  
Adv   Ac   Mp   Ac   Mp   PP+NG (circ)
- 8 So |we|decided to \*sat |Ⓢ|outsind.  
Adv   Se   Mep      Adv
- 9 |It|was |a natural air  
Ca iRp   NG (complement)
- 10 and ⇔Ⓟalso |a small garden |there.  
NG (comp)      Adv
- 11- Then |we|ordered |some coffee  
Adv   Ac   Bp   NG (comp)
- 12- and |banana Ⓢ|cupcaks.  
NG (complement)
- 11 Next |we|did |homework together.  
Adv   Ac   Mp   NG (complement)
- 12 So |I|really |enjoyed |on Ⓢsaturday, I |got |some photos  
Adv   Se   Adv   Mep   PP+NG (circ) Ac   Mp   NG (comp)
- 13 and |very |⇔Ⓢrelat |at there.  
Adv      Adv



## APPENDIX H

Research question 1: Summary table for the different Transitivity processes found

Post-writing recount (CCA cycle completed)



Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#633	36	18	12	2		14	

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#345	21	8	8	9		5	

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#434	38	8	16	3		10	

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#738	35	7	14	3		12	2

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#442	33	12	7	11	1	12	1

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#708	21	15	7	1	1	4	

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#509	24	11	11	1		3	

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#452	17	6	2	1		8	1

Transitivity processes							
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#259	23	13	4	2		6	

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		Transitivity processes					
Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#937	33	13	3	7		14	

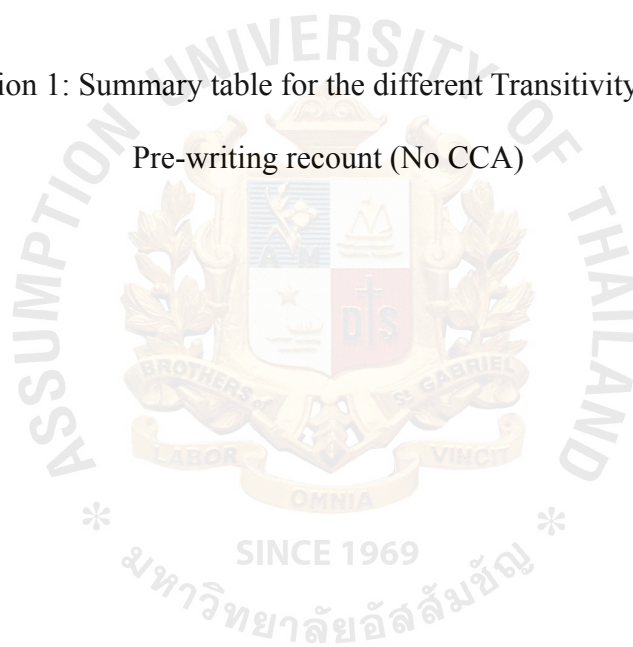
Transitivity processes	Frequency	Percentage %
Material	111	34%
Relational	88	27%
Behavioral	84	26%
Mental	40	12%
Existential	4	1%
Verbal	2	1%



## APPENDIX I

Research question 1: Summary table for the different Transitivity processes found

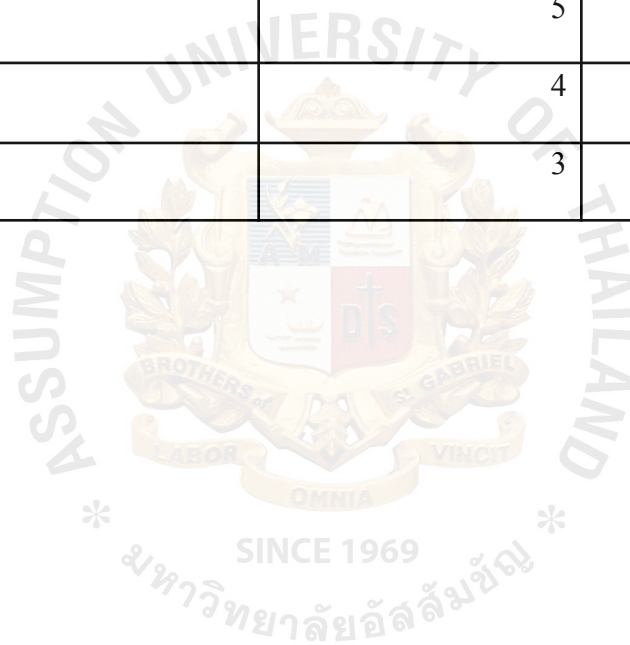
Pre-writing recount (No CCA)





Student ID	Clauses	Material	Behavioral	Mental	Verbal	Relational	Existential
#937	15	5	4	2		2	

Transitivity processes	Frequency	Percentage %
Material	62	44%
Behavioral	33	24%
Relational	33	24%
Verbal	5	4%
Mental	4	3%
Existential	3	2%







## APPENDIX J

Research question 2: Language features found from the analysis

Post-writing recount (CCA cycle completed)



Name: Pakhuan C.

ID: 6111301633

### How I spent my last Holiday

T + AT + D P P AD + D P  
Last Thursday was a day that I had no class. So, I had to wake up at 6:00 am. to go to  
work. My work was a small internet café and it was very close to the university.

T + AT + D T P P AP T P D\* P  
First, when I arrived at my workplace, I sat down and worked on my tasks. That day was  
P AD + D D T P AD + D AT + D P D T P  
it was very exhausting day because on Wednesday night I slept very late. I was sleepy, but I had  
D\* T T D T P D P  
to sit and work until I finished. And after I finished all the work, I was playing games. The game  
P P P AM + D T P P  
I played was ROV game. For me it was a really fun game and I had never played a game like this  
AT + D T D P T P Suddenly P  
before. And bad things happened to me when the power went out. suddenly, all my work was  
D AD + D P D D P P  
gone, so I had to start working all over again. When I was done with my work, it's time to quit.

D\* T + AT T P Although P P + D  
After that, me and my friend went to a BBQ grill. although I was tired from work that  
T P T P + D P T P  
day, but I enjoyed eating. When we finished eating, I parted with my friend and entered a store to  
AT + D P AP + D T P AD + D P + D T P + D D\*  
buy snacks before I walked back to my room. Although I was very tired and exhausted from  
P D P D P something P  
work that day, I was happy that I was able to eat grilled BBQ, it was ~~something~~ I could eat all the  
T D P + D C\*  
time and never get bored.

Name: Orapin P.

ID: 6111305345

### How I spent my last holiday

T + AT + D T visited AP + D  
Last holiday, I and my boyfriend, ~~visit~~ Khao chamar waterfall in Khao chamoo district,  
P D D  
Rayong province. It was the first time for me to visit such a wonderful waterfall.

D\* went AP + D  
To reach the waterfall location, we ~~should go~~ on foot after having around three hours trip  
P AP + D P P + D D  
riding a motorcycle from home. When we arrived there, I was amazed by the beautiful scenery of  
P AD + D D T P D  
the waterfall. The air was so fresh at that time and I could not bear to jump into the water. D\*  
AM + D was AD + D D AP + D T D P was D D D D D\*  
immediately. It is quite windy there and all I could see only green, green, and green. Hearing the  
D D T P D\* P A D D T D D\*  
sound of falling water while we were swimming made me feel peaceful and relaxing.

T + AT + D P P D  
After finishing lunch, I began to think of where I would get the cheap hotel stay. We  
P AP + D P AP + D P  
decided to stay at a hotel near the waterfall for a night. we went there by motorcycle. We rode  
AM + D T sometimes P D\*  
slowly and ~~sometime~~ stopped for several minutes to enjoy the landscape.

D\* P D AM + D T  
It was such an unforgettable experience for me. I really enjoyed it, and I think we will  
AM + D AP + D AP + D D D C\* C\*  
definitely go back there again next holiday.

Name: Nattanan S.

ID: 6111306434

### How I Spent my Last Holiday

During the school vacations, I made my bookmarks on the computer because I would like to use it for bookmarking the books, that was interesting hobby for the bookworm like me.

Firstly, I opened MS Word on the computer, and set margins of the paper into narrow or normal, it depended on the quantity of bookmarks to make I ~~like~~ liked to set in narrow because it could contain four bookmarks per one page.

Then, I searched the interesting pictures for made it, I used the pictures of fabric such as a picture of silk, cotton, velvet, lace, etc. Most of my bookmarks used both dark and light ~~color~~ colors especially navy blue or light pink, including using the pattern fabric images like floral, polka dots, and even Thai ~~pattern~~ patterns.

Next, I cropped the picture into bookmark shape, I used a dark fabric image for the background or frame, sometimes I sued a light fabric image as the background too, and cropped a light image was smaller than the background, it depended on the size of <sup>the</sup> bookmark to make. I inserted and cropped another ~~figures~~ pictures, I used the images from 2000s US TV series 'Without a Trace', because these main characters were attracted for me, especially, Martin Fitzgerald (Eric Close). He is a very smart and handsome man, and I could imagined that it would have been very excellent if I had read some book with him. I brought these images from it to crop into beautiful shape image, vertical rectangle, square, circle, and oval.

After that, I arranged and decorated these bookmarks, there were adding the captions quotes from famous people about reading, inserting clipart images to decorated bookmarks like pearls, roses books, and so on, and saved it into pdf file in my USB flash drive when I finished marking it.

Finally, I brought the finished bookmarks to print on the photocopier machine with 180 gram paper at the internet café, cut it into bookmark shape, covered it with the PVC clear sticker for making long-lasting bookmarks, and cut it again.

Overall, I felt ~~proud~~ prouder to make these pretty bookmarks and I had fun to do it. I think I would do the bookmarks from my favorite American TV series in the future.

C\*



Name: Suparat B.

ID: 6111303738

### How I spent my holiday

On holiday, I <sup>P</sup>spent time with my aunt at The mall Bangkapi, it <sup>was</sup>~~is~~ <sup>AD + D D</sup>very close to my place. <sup>P D T P D D AP + D</sup>  
We visited many stores and we did many things together there.  
<sup>D\*</sup> <sup>T + AT + D P</sup>First, we walked to Tha mall, it took 15 minutes to get there. When we arrived there, it <sup>AP + D P AP + D</sup>  
<sup>P</sup>was 1:00 pm. <sup>P</sup>we went to Niki shop for running shoes. <sup>D</sup>My aunt bought a pair of running shoes. <sup>P D</sup>It  
<sup>P D</sup>was colorful. <sup>D\*</sup> <sup>D\*</sup>  
<sup>D\*</sup> <sup>T + AT + D P</sup>Secondly, we went to a gourmet market for buying some stuff such as soap, shampoo,  
<sup>T</sup>lotion, tissue, vegetable, and snacks. <sup>P</sup>We spent two hours there looking and buying things. <sup>AP + D T</sup>  
<sup>T + AT + D P</sup>Next, we watched a movie after we bought things. <sup>D\*</sup> <sup>P</sup>The movie <sup>name was</sup>~~named~~ "Aquaman". <sup>P</sup>It was  
<sup>AM + D</sup>really fun. <sup>P D</sup>We ate pop-corn during the movie. <sup>P</sup>There were a lot of people at the theater. <sup>D\*</sup>  
<sup>T + AT + D P</sup>Then, it was dinner time. We were looking for what to eat. we decided to eat Yayoi, it  
<sup>P D</sup>was a Japanese restaurant. <sup>P</sup>I ordered Saba set, <sup>T</sup>but my aunt ordered Pangasius Dory Fish set. <sup>P</sup>It  
<sup>P D</sup>was delicious. <sup>D\*</sup> <sup>D\*</sup>  
<sup>D\*</sup> <sup>T + AT + D P</sup>After dinner, we went to Swensen's for ice-cream. We ordered two scoops of chocolate.  
<sup>P AD + D D P AP + D</sup>It was not too sweet. <sup>D\*</sup>We spent around 30 minutes talking about my life. <sup>D\*</sup>My stomach was full  
<sup>D\*</sup> <sup>T P D</sup>and I was sleepy. <sup>D\*</sup> <sup>D\*</sup>  
<sup>T + AT + D + C P D P</sup>Overall, I had an awesome day. <sup>AM + D</sup>I enjoyed spending time with my lovely aunt. <sup>D</sup>Eating  
<sup>D T C\* D C\* D</sup>delicious foods and ice-cream are my favorite thing to do. <sup>D</sup>I hope we can spend time together  
<sup>D C\* C\*</sup>again.



Name: Kesorn S.

ID: 6111306442

### How I spent my last holiday

<sup>AP+D</sup> In my holidays, <sup>P</sup> I went to Khao Kho, Phetchabun with my uncle's friend. <sup>was</sup> <sup>AM+D</sup> I ~~am~~ really <sup>D</sup> excited <sup>T</sup> because <sup>D</sup> it's my first time <sup>P</sup> that I went to Phetchabun.

<sup>P</sup> We started <sup>AP+D</sup> around 3 a.m. from Bangkok to Phetchabun, <sup>P</sup> it took 5 hours. <sup>P</sup> We drove to <sup>D</sup> Khao Kho <sup>T</sup> it's a high mountain and the road made me felt dizzy, so I decided to sleep. When we <sup>D\*</sup> arrived <sup>P</sup> my brother <sup>P</sup> woke me up to <sup>see</sup> ~~saw~~ the view of Khao Kho. <sup>AM+D</sup> It's really beautiful and the <sup>D</sup> weather <sup>T</sup> was so cold.

<sup>T+AT+D</sup> Next, we went to Khao Kho Post Office behind it I saw the view <sup>AP+D</sup> ~~is~~ breathtaking. I video <sup>was</sup> <sup>D</sup> called to my mom and showed her what I saw in this place. I think it's probably the most <sup>P</sup> beautiful <sup>AP+D</sup> Post Office in Thailand.

<sup>T+AT+D</sup> Then, we went to the hotel to take a nap and woke up to find something to eat. My <sup>wanted</sup> <sup>T</sup> brother <sup>agreed</sup> ~~wants~~ to eat Moo-gata and we <sup>agree</sup> ~~agree~~ with him. The weather was so cold and the <sup>warmth</sup> ~~warm~~ <sup>D\*</sup> from the brazier it's a really perfect night.

<sup>AD+D</sup> I like the trip so much because there's a scenic place and I love cold weather <sup>T</sup> the place is <sup>D</sup> perfect for me. But the road made me feel terrible. I think once it's enough for me.

Name: Kannika C.

ID: 6111301708

### How I spent my last Holiday

was<sup>D</sup> my friends<sup>T</sup>  
This ~~is~~ my first Blackpink concert with me and friends.

AT + D of my<sup>T</sup> P  
During last year's vacation in July, two friends and I went to a Blackpink concert at Impact Arena, Muang Thong Thani. In the morning, we took a van at Chatuchak to travel to the concert venue. It took us about an hour. Therefore, arrived, we had breakfast and lunch at the Cosmo Department Store until 6 pm.

AT + D P  
At six o'clock in the evening, we returned to the concert venue to prepare for the event. Before entering, we took a photo of the venue for an hour. At one o'clock in the evening in which the concert will begin at 8 pm, we got into the event and finished looking for seats, so we sat waiting for the time to prepare to watch Blackpink's show. The show started about 45 minutes late and the show ended at 22:30.

AT + T P T AT + D  
After watching the concert, we left the event to return to the dormitory. But before getting into the car, we walked to pick up the concert poster that the staff provided. After completing various missions, we went to take a taxi to return to the dormitory.

AD + D D T had T D T  
Going to this concert, I am very happy and fun, because the girls perform cool shows and sing very well and the girls are very good at keeping fans entertained.

Name: Kiattinan F.

ID: 6111306509

### When I went to Kanchanaburi

Kanchanaburi was one of the place in Thailand, I had planned to go there. We booked on facebook and we were ready to go in three days.

When we arrived, we spent the time in Kanchanaburi like 2 hours. First trip, we went to the Tiger Cave Temple, even though we were hungry, the first thing to do was pay ~~homag~~ <sup>homage</sup> to the sacred things there.

After we finished praying at the temple, we went to eat because we didn't eat anything in the morning. We chose Chanasang restaurant.

After that, we had to ~~check in on~~ <sup>check-in at</sup> 13:00 PM. When we arrived my friends didn't waited for anything, they ran to the water and jumped down. In the night, we had celebrated happily.

All stress is released, I'm so happy when I live with <sup>my</sup> friends and I have to see the nature too. I can't find <sup>it</sup> in the city.

Name: Anongnat C.

ID: 6111300452

### How I spent my last holiday

<sup>T+AT+D</sup> <sup>P</sup>  
<sup>P</sup> <sup>D</sup> Last week, I spent my holiday at Chatuchuk Market with my friends. Chatuchuk Market  
<sup>AD+D</sup> <sup>D</sup> <sup>D</sup> <sup>D</sup> <sup>T</sup>  
<sup>D\*</sup> had many bargains that ~~are~~ very cheap for young people such as clothes, shoes, bags, tree and  
cactus.  
<sup>T+AT+D</sup> <sup>T</sup> <sup>P</sup> <sup>AT+D</sup> <sup>go</sup>  
 First, my friend and I made an appointment during the holidays to ~~went~~ shopping at  
<sup>T</sup> <sup>P</sup> <sup>AP+D</sup> <sup>P</sup> <sup>D</sup>  
<sup>D\*</sup> Chatuchuk Market by bus because it was not far from where I lived. I bought a sacred tree, an air  
<sup>T</sup> <sup>AP+D</sup> <sup>P</sup> <sup>AD+D</sup> <sup>D</sup> <sup>T</sup> <sup>P</sup>  
purifying plant and a cactus to put it in my room. Which was very cheap, and my friend bought  
fashion clothes.  
<sup>T+AT+D</sup> <sup>T</sup> <sup>D</sup> <sup>AD+D</sup> <sup>P</sup> <sup>D</sup> <sup>T</sup> <sup>P</sup>  
 After that, my friend and I got hungry, so we invited each other and bought meatballs. It  
<sup>P</sup> <sup>D</sup> <sup>AP+D</sup> <sup>T</sup> <sup>P</sup> <sup>D</sup> <sup>AM+D</sup>  
<sup>D\*</sup> was the best food in the Chatuchuk Market because the market had cheap food as well.  
<sup>T+AT+D+C</sup> <sup>T</sup> <sup>T</sup> <sup>D</sup>  
Finally, my friend and I have fun and enjoy shopping every time. It is another popular  
place for teenagers. <sup>C\*</sup> <sup>C\*</sup>

Name: Arisa A.

ID: 6111307259

### How I spent my last holiday

#### "A trip to the Dreamwold"

<sup>T+AT+D</sup>  
<sup>D</sup> Last Happy New Year, my friends and I went to DremWold to play and spend time together.

<sup>T+AT+D</sup> <sup>P</sup> First, we went to the Ticket shop to buy Tickets for Player. <sup>T+AT+D</sup> <sup>P</sup> <sup>D</sup> Next, we went to the Haunted house, <sup>D</sup> <sup>AP+D</sup> <sup>P</sup> <sup>D</sup> <sup>P</sup> <sup>T</sup> <sup>P</sup> grouped together in the dark, we were all excited and had fun.

<sup>D\*</sup> <sup>T+AT+D</sup> <sup>P</sup> <sup>D</sup> <sup>on</sup> After that, we went to the thrilling ride ~~and~~ the roller coaster. <sup>P</sup> <sup>AP+D</sup> One of my friends got off the ride because <sup>T</sup> <sup>she</sup> <sup>P</sup> <sup>D+P</sup> <sup>P</sup> <sup>AD+D</sup> <sup>P</sup> <sup>D</sup> ~~we~~ was ~~and~~ drunk. He puked so we had to find a comfortable seat to relax.

<sup>D\*</sup> <sup>T+AT+D+C</sup> <sup>P</sup> <sup>T</sup> <sup>P</sup> <sup>ordered</sup> Finally, we found a KFC restaurant and had dinner. ~~We order~~ The box All Star 4 set, <sup>which</sup> <sup>includes</sup> <sup>D</sup> <sup>burger</sup> <sup>D</sup> <sup>D</sup> <sup>T</sup> ~~include~~ one single ~~burger~~, one chicken spicy, one big french fries and ~~and~~ coca cola.

<sup>D\*</sup> <sup>P</sup> <sup>AP+D</sup> <sup>P</sup> <sup>AD+D</sup> <sup>P</sup> <sup>T</sup> <sup>D</sup> <sup>T</sup> <sup>P</sup> <sup>D</sup> <sup>AD+D</sup> <sup>T</sup> When, I returned home, I was very tired but happy because I had so much fun. I think if I have the opportunity, next time, me and my friends will find some free time to visit again.

C\*



### Post-writing recount (September 21<sup>st</sup>, Week 4, Lesson 4)

Name: Chang-er K.

ID: 6111307937

How I spent my last holiday.

T + AT + D      AT + D      P      P      P      P  
 Last two months ago, I went to Nakhon Nayok Province. It was located at central region.  
 P      my      AT + D      P      P      D\*      AP + D  
 That was my trip with friends before we had to go to school. We chose to go to the province near  
 Bangkok      T      P      AD + D      D\*  
~~Bangkok~~ because we spent time just 2 hours.

D\*      AT + D      P      P      P      D      P  
 The first place we went to was Khun Prakon Chon Dam. It was a large dam that we could  
 D      beautiful      D      an amazing      T + AT + D      P  
 see wide water surrounding by a ~~beautyfull~~ wild. It such a ~~amazing~~ view point. Next, we drove  
 D\*      the jeep to admire the scenery. The price of the jeep was 500 baht for 5-6 people and for 1 hour.  
 P      P      P      T      P      D\*  
 When we were finished driving, we took some photos and moved to another place.

D\*      T + AT + D      P      P      AD + D      AP + D      D  
 After that, we went to Wang Trakrai waterfall. It was not so far from the first place.  
 P      P      D      P      P      AD + D      D      T      D  
 When we arrived we cooked a special food that was papaya salad, it was so delicious and spicy.  
 D\*      D      P      menus      T + AT + D      P      P      D  
 We also prepared 2-3 ~~menu~~ for this trip. After that, we enjoyed playing the water it was cool.

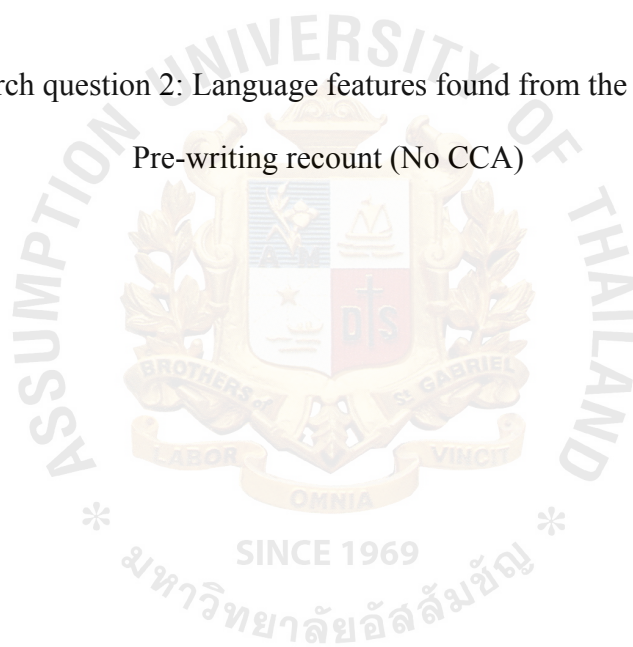
came back      AT + D      P      D      T      P  
 We ~~cameback~~ around 4 p.m. before sunset. I think I was tired from travelling but I had  
 AD + D      D      P  
 fun too. I got some new experiences. I had a great time with my friends. I can not stop admiring  
 C\*      T      P      AD + D      D      C\*      C\*  
 about the place because it was so amazing.



## APPENDIX K

Research question 2: Language features found from the analysis

Pre-writing recount (No CCA)



Name: P-11-CL-11

ID: 0111001633

My <sup>highlights</sup> ~~highlights~~ of last week

<sup>T+AT+D</sup> Last week, <sup>P</sup> on Friday 21 August, I went to Samut Prakan <sup>province</sup> ~~province~~. That day <sup>was</sup> ~~is~~ my mother's birthday.

<sup>T+AT+D</sup> <sup>P</sup> Next, I bought a garland to pay homage to my mother and I bought a shirt for my mom as <sup>T</sup> <sup>P</sup> a birthday present. My mother was delighted for the gift I bought her.

<sup>T+AT</sup> <sup>T</sup> <sup>P</sup> After that, My mother and I went to Bang Pa resort. I'm very happy. <sup>AD+D</sup> <sup>D</sup> <sup>P</sup> <sup>AP+D</sup> ~~And~~ we went back.



Name: XXXXXXXXXX

ID: XXXXXXXXXX345

highlights

My ~~highlight~~ of last week

T + AT + D Sunday

T P

AP + D On last ~~sunday~~, my friend and I went to the Fake club Radchada soi 4. It's a host bar not far from the apartment. We took a taxi.

T + AT P

AP + D we P

T ordered D

After we arrived, there, ~~We~~ chose a seat and ~~order~~ alcoholic drinks with the waiter.

T + AT + D P

AP + D P

D

AP + D

were

D

Next, we sat for a while. There was a male-style walk on stage, they ~~are~~ wearing only 1 piece of pants.

P

T

that night

T

was

AT + D

We had a lot of fun and excitement for ~~to night~~. Because this ~~is~~ the first time to go to a place ~~like~~ this.

C\*

C\*



Name: XXXXXXXXXX

ID: XXXXXXXXXX434

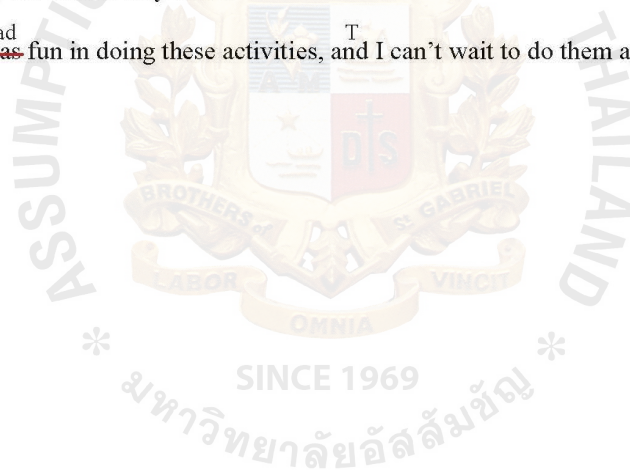
### My highlights of last week

<sup>T+AT</sup> Yesterday, <sup>P</sup> I made my bookmarks and <sup>T P</sup> read the book at my house. <sup>P AD+D</sup> These activities was so fun.

<sup>T+AT</sup> Firstly, I made my bookmakrs with the MS Word on the computer. <sup>T+AT+D P</sup> Then I decorated, <sup>P</sup> edited, and <sup>T P</sup> arranged these bookmarks <sup>until I was P+D T+AT P</sup> until I was satisfied. <sup>AT+D</sup> Next, I saved them into pdf files <sup>P</sup> before ~~them~~ will be printed by <sup>T D</sup> the printing machine with 180 gram paper, covered by the PVC clear stickers, and cutting in rectangle bookmarks on Monday.

<sup>T+AT I P</sup> After finished my bookmarks, I read the books <sup>P</sup> at <sup>in my</sup> the bedroom in the evening. The book <sup>was</sup> is about the English <sup>slangs</sup> slang. <sup>was AD+D D</sup> It is very useful for speaking <sup>E T</sup> English and watching the TV series <sup>AD+D AD+D</sup> which they use words very much.

<sup>had</sup> I ~~was~~ fun in doing these activities, and I can't wait to do them again. <sup>T D</sup>



Name: XXXXXXXXXX

ID: XXXXXXXXXX738

highlights  
My ~~highlights~~ of last week

T + AT + D      T      P      AP + D      was AP + D  
Yesterday, my friends and I went outside Bangkok to Samut Sakhon province. It is near  
P      T a      AP + D      P to  
Bangkok, it took us 1 and half hours to get there. We went many places.

T + AT + D      P      T      P      the      AP + D      10:00      12:00  
Firstly, we visited the church and worshipped with people there at 10:00 a.m. until 12:00  
T      P  
p.m. After church, we ate lunch together.

T + AT + D      P      P      T ate      P  
Next, we went to the After Rain Café. We drank smoothies and some dessert. We took  
P cohesion: what did you mean?  
picures and we around.

T + AT + D      P      P      Kaffee      was      D      T      D  
Then, we went to another café, it's called O2 ~~kaffee~~ & Bistro. It is beautiful and natural.  
P      AP + D      AM + D      P      hung out      D  
We paddled a boat in the canal. We really enjoyed that we can ~~hung out~~ together after the bad  
AT + D  
situation for 4 months ago.      C\*

Name: XXXXXXXXXX

ID: XXXXXXXXXX

highlights

My ~~highlights~~ of last week

T P my aunt's  
My mom and I went to ~~Aunt's~~ house to visit my grandma on Saturday.

P talked AT + D AT + D  
After we arrived, we ~~talk~~ a lot with grandma about the past to now Then it's time for  
P  
dinner. My mom cooked dinner for us it's my favorite food it's Stir-Fried basil with squid.

T + AT came AP + D P buy  
On Sunday, we ~~took~~ back to our house in the morning. We went to Big C to ~~bought~~ the  
T P T D  
food and I ate ice-cream a lot because it's yummy!

P P aunt's loved my T  
We were tired from our day at my ~~Aunt's~~ house. I ~~love~~ to talk with grandma and I miss  
AD + D AD + D  
her so much.





Name: XXXXXXXXXXXX

ID: XXXXXXXXXX708

### My Highlights of last week.

#### Intro

T + AT P my  
Last week, on Sunday. I went to Central Rama IX with ~~a~~ friends.

#### Body

P AT + D P D  
I visited Central Rama IX with my friends last Sunday. We went shopping for personal items at Watson and <sup>T Boots</sup>~~Booth~~.

T + AT P D Next, we continued and went to the AP + D  
After that, we went to buy stationary at Fuji store. ~~Continue with a~~ small zoo in the  
were D AP + D D  
basement. There ~~are~~ many animals in the event.

T + AT me T friends P Cohesion: how did you visited two malls at the same time?  
An hour later, ~~I~~ and my ~~friend~~ left Central Rama 9 to go to Lotus Fortune

for D T D  
~~And go~~ shopping ~~for~~ fresh and extra supplies.

#### Conclusion

T + AT D P P AD + D T P  
On the past Sunday, it was a vacation that I made the most of my time. Because I was  
C\* T D T C\*  
shopping for supplies and food at the same time and day.

Name: XXXXXXXXXXID: XXXXXXXXXX 509

highlights  
My ~~highlights~~ of last week

Monday T + AT went as a grab driver AD + D

On Monday, after lunch, I go to work the grab Driver. Everything seems to be going well  
 T it rained heavily went AP because I P D (New paragraph) had my at Tuesday  
 but heavy rain so I back home and got wet. Next, I have to meet friends on Midnight of Tuesday.  
 drove After that P had to T the  
 I drive to Bangkok University, after that, we went to the night club, so I have a pee but toilet you  
 But had AD + D T I really needed to. I couldn't go to so I had to go to  
 must pay the 1 coin, but I have just paper and very very pee. I'm not go to the toilet, but I peeing.  
 D After the was P went AP + D T I was D My  
 on the next building. after night club is closed, we gotta back home and I'm so drunk, then my  
 P that I could at his He told me that after I've recovered from being I could go  
 friend told me you can sleep my apartment, after you lost drunk you can back home.  
 D AP + D  
 AD + D



Name: ██████████

ID: ████████452

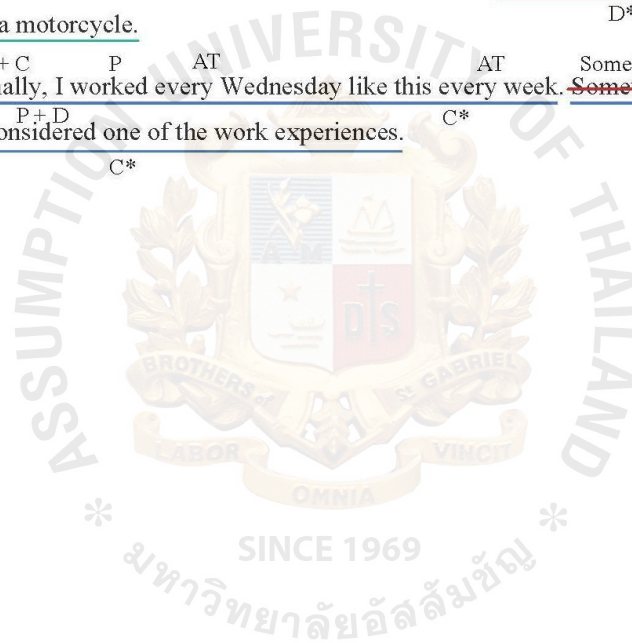
My highlights of last week.

<sup>T + AT + D W</sup> <sup>P</sup> <sup>AP + D</sup>  
 Last ~~Wednesday~~, I went to ~~go to~~ work at McDonald's in The Avenue Ratchayothin. I  
<sup>attended</sup>  
~~attend~~ work from 11:00 am to 8:00 pm.

<sup>P</sup> <sup>T + AT + D P</sup> <sup>D</sup> <sup>preparing</sup> <sup>T</sup>  
 After I arrived at work. First, I went to dress up by ~~punching~~ my hair, wearing a hat, and  
<sup>P</sup> <sup>D\*</sup>  
 came to work at the counter.

<sup>T + AT + D</sup> <sup>at</sup> <sup>was</sup> <sup>P</sup> <sup>AP + D</sup> <sup>T</sup>  
 Next, ~~At~~ 8:00 pm. It ~~is~~ time for me to finish work. I went back to my room by bus or  
<sup>D</sup> <sup>D\*</sup>  
 sometime a motorcycle.

<sup>T + AT + C</sup> <sup>P</sup> <sup>AT</sup> <sup>AT</sup> <sup>Sometimes</sup> <sup>P</sup> <sup>T</sup>  
 Finally, I worked every Wednesday like this every week. ~~Sometim~~ I'm tired but it's  
<sup>P + D</sup> <sup>C\*</sup> <sup>C\*</sup>  
 fun. It is considered one of the work experiences.  
<sup>C\*</sup>



Name: ██████████

ID: ████████/259

My <sup>highlights</sup> ~~highlights~~ of last week <sup>AP + D</sup> ~~AP + D~~ was

<sup>T + AT + D</sup> Last Saturday my friends and I went to Sabtto Café. <sup>T</sup> ~~Behind~~ <sup>b</sup> ~~charm~~ <sup>C</sup> ~~kasem~~ <sup>K</sup> University. <sup>was</sup> ~~It is~~

<sup>D</sup> a quiet restaurant with a good <sup>atmosphere</sup> ~~atmosphere~~. <sup>P</sup> we drove a motorcycle to <sup>the</sup> ~~Café~~. <sup>new paragraph</sup> ~~After~~ we arrived at

<sup>P</sup> the Café, we ordered drinks and cakes. <sup>new paragraph</sup> ~~Next~~, we took pictures with the food that was served.

<sup>The c</sup> ~~A~~ Coffee and cake were delicious. <sup>T</sup> ~~After~~, which we did a tutorial and talked about the lessons. We

<sup>AD + D</sup> ~~are~~ very <sup>happy</sup> ~~happier~~ to ~~to~~ spend our free time together although we <sup>T</sup> ~~were~~ <sup>P + D</sup> ~~tired~~ from studying and

<sup>r</sup> ~~Review~~ lessons.



Name: XXXXXXXXXXID: XXXXXXXXXX5937

## Highlights

My ~~Highlights~~ of last week

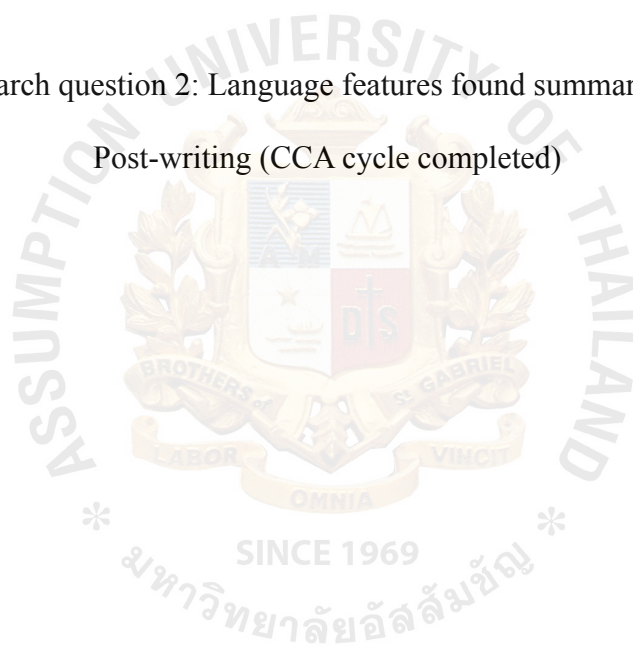
<sup>had</sup> <sup>three</sup> <sup>always</sup> <sup>P</sup> <sup>my</sup> <sup>T</sup> <sup>AT</sup>  
 I ~~have~~ a class ~~3~~ days per week. I ~~always~~ stayed at ~~the~~ room for holiday. But on last  
<sup>Saturday</sup> <sup>P</sup> <sup>AP + D</sup> <sup>friends</sup>  
~~saturday~~ I hung out with my ~~friend~~ at the café.  
<sup>AT + D</sup> <sup>P</sup> <sup>P</sup> <sup>AT + D</sup> <sup>T</sup>  
 Before we arrived at the Salotto café. I took my friend to work at Major cineplex first and  
 went <sup>D</sup> Cohesion: what did you mean? <sup>P</sup> <sup>P</sup> <sup>AD + D</sup> <sup>P</sup>  
<sup>^</sup> directly to the café with ~~another one~~. When we arrived we looked for the seats. So, we decided to  
<sup>sit outside</sup> <sup>D</sup> <sup>T</sup> <sup>there was</sup> <sup>D</sup> <sup>T + AT</sup> <sup>P</sup> <sup>T</sup>  
~~sat outside~~. It's a natural air and also a small garden ~~there~~. Then, we ordered some coffee and  
<sup>cupcakes</sup> <sup>T + AT</sup> <sup>P</sup> <sup>^</sup>  
 banana ~~cupcakes~~. Next, we did homework together  
<sup>AD + D</sup> <sup>AM + D</sup> <sup>P</sup> <sup>Saturday</sup> <sup>P</sup> <sup>T</sup> <sup>AD + D</sup> <sup>Not clear</sup>  
 So, I really enjoyed on ~~Saturday~~. I got some photos and very ~~relat~~ at there.



## APPENDIX L

Research question 2: Language features found summary table

Post-writing (CCA cycle completed)







## APPENDIX M

Research question 2: Language features found summary table

Pre-writing (No CCA)



Summary table of the language features (pre-writing recount)

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#633	I = 6	4	3	2	8	5	6	3	1	0	1	0	0				
	Mother = 4																
	Mom = 1																
	Her = 1																
	we = 1																

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#345	My friend and I = 1	6	4	2	7	7	6	4	4	0	0	0	0				
	We = 5																

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#434	I = 7	10	1	2	11	10	10	6	0	0	4	0	0				
	they = 1																

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#738	my friends and I = 1	12	3	1	14	10	8	5	5	1	0	1	0				
	us = 1																
	we = 9																

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#442	My mom and I = 1	6	5	3	7	4	7	3	1	0	1	0	0				
	Grandma = 3																
	Aunt's = 2																
	we = 5																
	I = 3																
	mom = 1																
	it = 1																
	our = 1																
	her = 1																

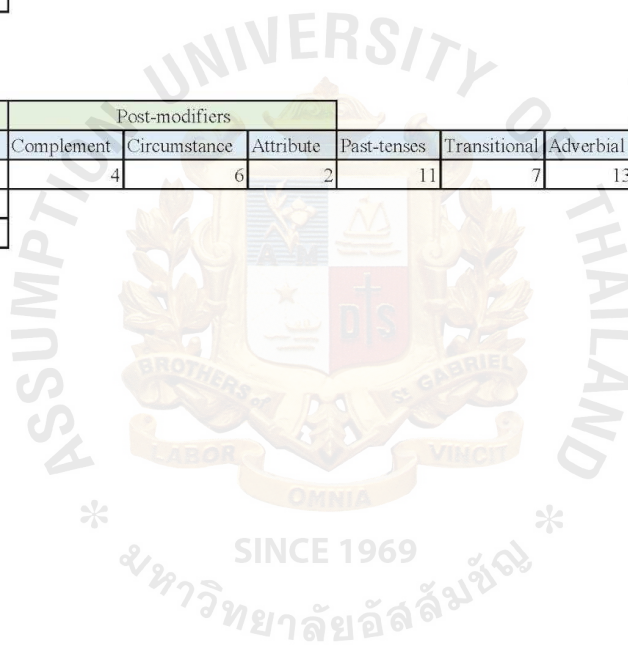
Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#708	I = 4	5	6	0	8	8	6	5	2	0	1	2	0				
	friends = 2																
	we = 3																
	I and my friends = 1																

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree					
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD	C*	C				
#509	I = 8	7	5	1	4	5	9	1	3	0	3	0	0				
	my friends = 1																
	my friend = 1																
	we = 2																
	you = 3																
	me = 1																

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree				C*	C
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD						
#452	I = 7 me = 1	3	7	1	8	6	7	6	2	0	0	3	1				

Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree				C*	C
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD						
#259	my friends and I = 1 we = 7 our = 1	6	3	3	10	6	7	1	1	0	1	0	1	0	0		

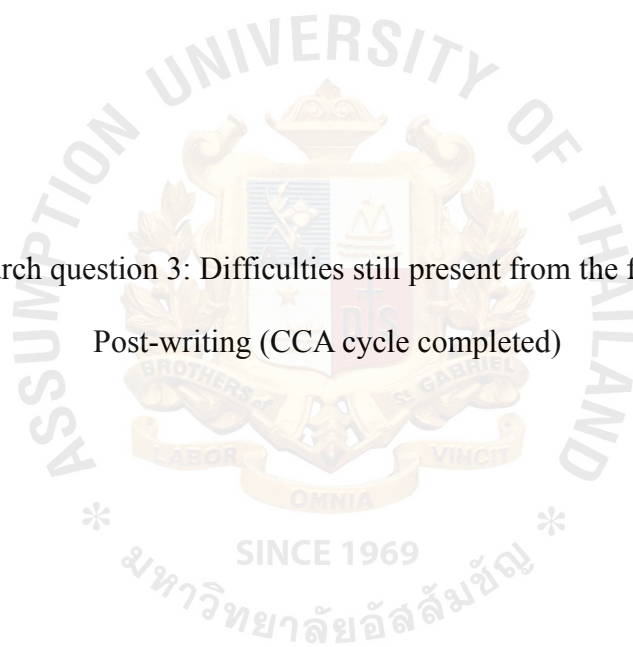
Student ID	Subjects	Post-modifiers										Adverbs of time, place, manner & degree				C*	C
	Participants	Complement	Circumstance	Attribute	Past-tenses	Transitional	Adverbial	AT	AP	AM	AD						
#937	I = 6 my friend = 2 we = 6	4	6	2	11	7	13	5	1	1	3	0	0				



## APPENDIX N

Research question 3: Difficulties still present from the findings

Post-writing (CCA cycle completed)



## Example 1

## Findings from student #633

<p>Last Thursday was a day that I had no class. So, I had to wake up at 6:00 am. to go to work. My work was a *small internet café and it was very close to the university.</p> <p>First, when I arrived at my workplace, I sat down and worked on my tasks. That day, *was it was very exhausting day because on Wednesday night, I slept very late. I was sleepy, but I had to sit and work until I finished. And after I finished all the work, I was playing games. The game I played was ROV game. For me it was a really fun game and I had never played a game like this before. And bad things happened to me when the power went out. ©suddenly, all my work was gone, so I had to start working all over again. When I was done with my work, it was time to quit.</p> <p>After that, me and my friend went to a BBQ grill. ©although I was tired from work that day, but I enjoyed eating. When we finished eating, I parted with my friend and entered a store to buy snacks before I walked back to my room. Although I was very tired and exhausted from work that day, I was happy that I was able to eat grilled BBQ, it was ©something I could eat all the time and never get bored.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *small</li> <li>- !</li> <li>- *was</li> <li>- !</li> <li>- !</li> <li>- ©</li> <li>- !</li> <li>- ©</li> <li>- ©something</li> </ul>
---	--

The difficulties still present in student #633 are mainly subject-verb agreement (\*) mistakes, punctuation (!) mistakes, and capitalization (©) mistakes. To elaborate: “My work was a \*small internet café” is missing a determiner. The correct form is: “My work was *\*at* a small internet café”.

Next, in the clause: “That day, \*was it was very exhausting day because on Wednesday night, I slept very late”. The mistakes were the missing punctuation marks, the commas ‘day,’ and ‘night,’ The finite verb \*was is not required in the clause because it indicates a subject-verb agreement mistake. Moving on, the remaining mistakes are the missing full stops (!) which indicates a cohesion mistake. The ©something is a spelling mistake. The correction is ‘something’.



## Example 2

### Findings from student #345

<p>Last holiday, I and my boyfriend, *visit Khao chamar waterfall in Khao chamoo district, Rayong province. It was the first time for me to visit such a wonderful waterfall.</p> <p>To reach the waterfall location, we *should *go on foot after having around three hours trip riding a motorcycle from home. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It *is quite windy there and all I could see (P)only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.</p> <p>After finishing lunch, I began to think of where I would get the cheap hotel stay. We decided to stay at a hotel near the waterfall for a night. We went there by motorcycle. We rode slowly and (S)sometimes stopped for several minutes to enjoy the landscape.</p> <p>It was such an unforgettable experience for me. I really enjoyed it and I think we will definitely go back there again next holiday.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *visit</li> <li>- *should *go</li> <li>- *is</li> <li>- (P)only</li> <li>- (S)sometimes</li> </ul>
---	---

The difficulties still present are subject-verb agreement mistakes: \*visit, \*should \*go, \*is. In order for the subject-verb agreement to be correct. The simple past tenses must be implemented.

The corrections are: \*visited, \*went, \*was. The code in the phrase '(P)only' indicates a missing process. The correct clause is: "It **was** quite windy there and all I could see **was** only green, green, and green". Moving on, the code in the phrase '(S)sometimes' indicates a spelling mistake. The correct phrase is 'sometimes'.

## Example 3

## Findings from student #434

<p>During the school vacations, I made my bookmarks on the computer because I would like to use it for bookmarking the books, that was interesting hobby for the bookworm like me.</p> <p>Firstly, I opened MS Word on the computer, and set margins of the paper into narrow or normal, it depended on the quantity of bookmarks to make. I *like to set in narrow because it could contain four bookmarks per one page.</p> <p>Then, I searched the interesting pictures for made it, I used the pictures of fabric such as a picture of silk, cotton, velvet, lace, etc. Most of my bookmarks used both dark and light *color especially navy blue or light pink, including using the pattern fabric images like floral, polka dots, and even Thai *pattern.</p> <p>Next, I cropped the picture into bookmark shape, I used a dark fabric image for the background or frame, sometimes I sued a light fabric image as the background too, and cropped a light image was smaller than the background, it depended on the size of ^ bookmark to make. I inserted and cropped another Ⓢictures, I used the images from 2000s US TV series 'Without a Trace', because these main characters were attracted for me, especially, Martin Fitzgerald (Eric Close). He is a very smart and handsome man, and I could imagined that it would have been very excellent if I had read some book with him. I brought these images from it to crop into beautiful shape image, vertical rectangle, square, circle, and oval.</p> <p>After that, I arranged and decorated these bookmarks, there were adding the captions quotes from famous people about reading, inserting clipart images to decorated bookmarks like pearls, roses books, and so on, and saved it into pdf file in my USB flash drive when I finished marking it.</p> <p>Finally, I brought the finished bookmarks to print on the photocopier machine with 180 gram paper at the internet café, cut it into bookmark shape, covered it with the PVC clear sticker for making long-lasting bookmarks, and cut it again</p> <p>Overall, I felt Ⓢproud to make these pretty bookmarks and I had fun to do it. I think I would do the bookmarks from my favorite American TV series in the future.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *like</li> <li>- *color</li> <li>- *pattern</li> <li>- ^ bookmark</li> <li>- Ⓢictures</li> <li>- Ⓢproud</li> </ul>
--	---

The difficulties still present in student #434 are:

- \*like indicates tense mistake - the correct subject-verb agreement is the simple past tense 'liked'
- \*color - the correction is the plural noun 'colors'
- \*pattern - the correction is the plural noun 'patterns'
- ^ bookmark indicates a missing determiner - the correction is 'the bookmark'
- Ⓢictures indicates spelling mistake - the correction is 'pictures'
- Ⓢproud indicates spelling mistake - the correction is 'proud'

## Example 4

## Findings from student #738

<p>On holiday, I spent time with my aunt at The Mall Bangkapi, it *is very close to my place. We visited many stores and we did many things together there.</p> <p>First, we walked to The mall, it took 15 minutes to get there. When we arrived there, it was 1:00 pm. we went to Niki shop for running shoes. My aunt bought a pair of running shoes. It was colorful.</p> <p>Secondly, we went to a gourmet market for buying some stuff such as soap, shampoo, lotion, tissue, vegetable, and snacks. We spent two hours there looking and buying things.</p> <p>Next, we watched a movie after we bought things. The movie *named ①“Aquaman”. It was really fun. We ate pop-corn during the movie. There were a lot of people at the theater.</p> <p>Then, it was dinner time. We were looking for what to eat. ②we decided to eat Yayoi, it was a Japanese restaurant. I ordered Saba set, but my aunt ordered Pangasius Dory Fish set. It was delicious.</p> <p>After dinner, we went to Swensen’s for ice-cream. We ordered two scoops of chocolate. It was not too sweet. We spent around 30 minutes talking about my life. My stomach was full and I was sleepy.</p> <p>Overall, I had an awesome day. I enjoyed spending time with my lovely aunt. Eating delicious foods and ice-cream are my favorite thing to do. I hope we can spend time together again.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *is</li> <li>- *named</li> <li>- ①“Aquaman”</li> <li>- ②we</li> </ul>
---	--

The difficulties still present are:

- \*is - the code indicates a subject-verb agreement mistake. The correction is the simple past tense ‘was’ in the phrase: “it **was** very close to my place”.
  - \*named and ①“Aquaman” - the codes indicates a subject-verb agreement mistake and a missing process. The correction is the noun ‘name’ and the process ‘was’.
- Hence, the correct phrase: “The movie **name was** “Aquaman”.
- ②we - the code indicates a capitalization mistake. The correction in the phrase is: “**We** decided to eat Yayoi”.

## Example 5

## Findings from student #442

<p>In my holidays, I went to Khao Kho, Phetchabun with my uncle's friend. I *am really excited because it was my first time that I went to Phetchabun.</p> <p>We started around 3 a.m. from Bangkok to Phetchabun. it took 5 hours. We drove to Khao Kho it was a high mountain and the road made me felt dizzy, so I decided to sleep. When we arrived my brother woke me up to *saw the view of Khao Kho. It was really beautiful and the weather was so cold.</p> <p>Next, we went to Khao Kho Post Office behind it I saw the view *is breathtaking. I video called to my mom and showed her what I saw in this place. I think it was probably the most beautiful Post Office in Thailand.</p> <p>Then, we went to the hotel to take a nap and woke up to find something to eat. My brother *wants to eat Moo-gata and we *agree with him. The weather was so cold and the *warm from the brazier. it was a really perfect night.</p> <p>I like the trip so much because there was a scenic place and I love cold ^ weather the place is perfect for me. But the road made me feel terrible. I think once it is enough for me.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *am</li> <li>- ,</li> <li>- to *saw</li> <li>- *is</li> <li>- *wants</li> <li>- *agree</li> <li>- *warm</li> <li>- ^</li> <li>- ^ weather</li> </ul>
--	---

The difficulties still present are:

- \*am - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'was' in the phrase: "I **was** really excited".
- to \*saw - the code indicates a subject-verb agreement mistake. The correction is the non-finite verb infinitive 'to see' in the phrase: "my brother woke me up **to see** the view of Khao Kho".
- \*is - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'was' in the phrase: "I saw the view **was** breathtaking".
- \*wants - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'wanted' in the phrase: "My brother **wanted** to eat Moo-gata".
- \*agree - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'agreed' in the phrase: "we **agreed** with him".
- \*warm - the code indicates a subject-verb agreement mistake. The correction is 'warmth' in the phrase: "the **warmth** from the brazier".

- **|** - the code indicates missing punctuation, comma.
- ^ weather - the code indicates a missing determiner. The correction is 'the weather' in the phrase: "I love **the** cold weather"



## Example 6

## Findings from student #708

<p>This *is my first Blackpink concert with me and ^ friends.</p> <p>During last year's vacation in July, two ^ friends and I went to a Blackpink concert at Impact Arena, Muang Thong Thani. In the morning, we took a van at Chatuchak to travel to the concert venue. It took us about an hour. Therefore, arrived, we had breakfast and lunch at the Cosmo Department Store until 6 pm.</p> <p>At six o'clock in the evening, we returned to the concert venue to prepare for the event. Before entering, we took a photo of the venue for an hour. At one o'clock in the evening in which the concert will begin at 8 pm, we got into the event and finished looking for seats, so we sat waiting for the time to prepare to watch Blackpink's show. The show started about 45 minutes late and the show ended at 22:30.</p> <p>After watching the concert, we left the event to return to the dormitory. But before getting into the car, we walked to pick up the concert poster that the staff provided. After completing various missions, we went to take a taxi to return to the dormitory.</p> <p>Going to this concert, I am very happy and ☹fun, because the girls perform cool shows and sing very well and the girls are very good at keeping fans entertained.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *is</li> <li>- ^ friends</li> <li>- ☹fun</li> </ul>
---	--

The difficulties still present are:

- \*is - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'was' in the phrase: "This **was** my first Blackpink concert".
- ^ friends - the code indicates a missing determiner. The correction is 'my' in the phrase: "me and **my** friends".
- ☹fun - the code indicates a missing process. The correction is 'had' in the phrase: "I am very happy and **had** fun".

## Example 7



## Findings from student #509

<p>Kanchanaburi was one of the place in Thailand, I had planned to go there. We booked on facebook and we were ready to go in three days.</p> <p>When we arrived, we spent the time in Kanchanaburi like 2 hours. First trip, we went to ^ Tiger Cave Temple, even though we were hungry, the first thing to do was pay ©homag to the sacred things there. After we finished praying at the temple, we went to eat because we didn't eat anything in the morning. We chose Chanasaung restaurant.</p> <p>After that, we had to check in on 13:00 PM. When we arrived my friends did not waited for anything, they ran to the water and jumped down. In the night, we had celebrated happily.</p> <p>All stress is released, I am so happy when I live with ^ friends and I have to see the nature too. I cannot find in the city.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- ^ Tiger Cave Temple</li> <li>- ©homag</li> <li>- ^ friends</li> </ul>
---	--

The difficulties still present are:

- ^ Tiger Cave Temple - the code indicates a missing determiner. The correction is 'the' in the phrase: "we **went** to the Tiger Cave Temple".
- ©homag - the code indicates a spelling mistake. The correction is 'homage'.
- ^ friends - the code indicates a missing determiner. The correction is 'my' in the phrase: "when I live with **my** friends".

## Example 8

## Findings from student #452

<p>Last week, I spent my holiday at Chatuchuk Market with my friends. Chatuchuk Market had many bargains that *are very cheap for young people such as clothes, shoes, bags, tree and cactus.</p> <p>First, my friend and I made an appointment during the holidays to *went shopping at Chatuchuk Market by bus because it was not far from where I lived. I bought a sacred tree, an air purifying plant and a cactus to put it in my room. Which was very cheap, and my friend bought fashion clothes.</p> <p>After that, my friend and I got hungry, so we invited each other and bought meatballs. It was the best food in the Chatuchuk Market because the market had cheap food as well.</p> <p>Finally, my friend and I have fun and enjoy shopping every time. It is another popular place for teenagers.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- *are</li> <li>- *went</li> <li>- ,</li> </ul>
--	--

The difficulties still present are:

- \*are - the code indicates a subject-verb agreement mistake. The correction is the simple past tense 'was' in the phrase: "that **were** very cheap".
- \*went - the code indicates a subject-verb agreement mistake. The corrections is present tense 'go' in the phrase: "to **go** shopping at Chatuchuk Market".
- , - the code indicates missing punctuation, comma.

## Example 9

Findings from student #259

<p>Last Happy New Year, my friends and I went to ⓈDremWold to play and spend time together.</p> <p>First, we went to the Ticket shop to buy Tickets for Player. Next, we went to the Haunted house, grouped together in the dark, we were all excited and had fun.</p> <p>After that, we went to the thrilling ride and the roller coaster. One of my friends got off the ride because *we was ⇔*and drunk. He puked so we had to find a comfortable seat to relax.</p> <p>Finally, we found a KFC restaurant and had dinner. We *order The box All Star 4 set, ^ *include one single Ⓢberger, one chicken spicy, one big french fries and ⇔and coca cola.</p> <p>When, I returned home, I was very tired but happy because I had so much fun, I think if I have the opportunity, next time, me and my friends will find some free time to visit again.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- ⓈDremWold</li> <li>- *we</li> <li>- ⇔*and</li> <li>- *order</li> <li>- ,</li> <li>- Ⓢberger</li> <li>- ,</li> <li>- ,</li> <li>- ⇔and</li> </ul>
---	---

The difficulties still present are:

- ⓈDremWold and Ⓢberger - the codes indicates a spelling error. The corrections are 'Deamworld' and 'burger'.
- \*we - the code indicates a subject-verb agreement mistake. The correction is the pronoun 'he'.
- \*order - the code indicates a subject-verb agreement mistake. The corrections is the simple past tense 'ordered'.
- ⇔\*and - the code indicates a cohesion mistake. The word 'and' is not needed in the sentence.
- , - the code indicates missing punctuation, comma.

Example 10

Findings from student #937

<p>Last two months ago, I went to Nakhon Nayok Province. It was located at central region. That was my trip with ^ friends before we had to go to school. We chose to go to the province near ⓈBankkok because we spent time just 2 hours.</p> <p>The first place we went to was Khun Prakon Chon Dam. It was a large dam that we could see wide water surrounding by a Ⓢbeautyfull wild. It Ⓟsuch a Ⓢamaezing view point. Next, we drove the jeep to admire the scenery. The price of the jeep was 500 baht for 5-6 people and for 1 hour. When we were finished driving, we took some photos and moved to another place.</p> <p>After that, we went to Wang Trakrai waterfall. It was not so far from the first place. When we arrived we cooked a special food that was papaya salad, it was so delicious and spicy. We also prepared 2-3 *menu for this trip. After that, we enjoyed playing the water, it was cool.</p> <p>We ⇔cameback around 4 p.m. before sunset. I think I was tired from travelling but I had fun too. I got some new experiences. I had a great time with my friends. I cannot stop admiring about the place because it was so amazing.</p>	<p>Difficulties found</p> <ul style="list-style-type: none"> <li>- ^ friends</li> <li>- ⓈBankkok</li> <li>- Ⓢbeautyfull</li> <li>- Ⓟsuch</li> <li>- Ⓢamaezing</li> <li>- ,</li> <li>- ,</li> <li>- *menu</li> <li>- ,</li> <li>- ⇔cameback</li> </ul>
--	---

The difficulties still present are:

- ^ friends - the code indicates a missing determiner. The correction is ‘my’ in the phrase: “That was my trip with **my** friends”.
- ⓈBankkok, Ⓢbeautyfull, Ⓢamaezing - the codes indicates spelling mistakes. The corrections are: ‘Bangkok’, ‘beautiful’, and ‘amazing’.
- Ⓟsuch - the code indicates a missing process. The correction is ‘was’ in the phrase: “It **was** such amazing viewpoint”.
- \*menu - the code indicates a subject-verb agreement mistake. The correction is ‘menus’ in the phrase: “We also prepared 2-3 **menus** for this trip”.
- ⇔cameback - the code indicates cohesion mistake. The correction is ‘came back’
- , - the code indicates missing punctuation mistake, comma.

## APPENDIX O

Summary table for grammatical and punctuation mistakes found

Post-writing (CCA cycle completed)



Post-Writing Recount (CCA cycle completed)

ID Number	Grammar mistakes	Punctuation mistakes	Total mistakes
-----------	------------------	----------------------	----------------

#633	4	2	6
#345	5	0	5
#434	6	0	6
#738	2	0	2
#442	7	1	8
#708	4	0	4
#509	6	0	6
#452	2	1	3
#259	8	3	11
#937	6	2	8
	50	9	59
Average mistakes per student	5	0.9	





## APPENDIX P

Summary table for grammatical and punctuation mistakes found

Pre-writing (No CCA)

Pre-Writing Recount (No CCA)

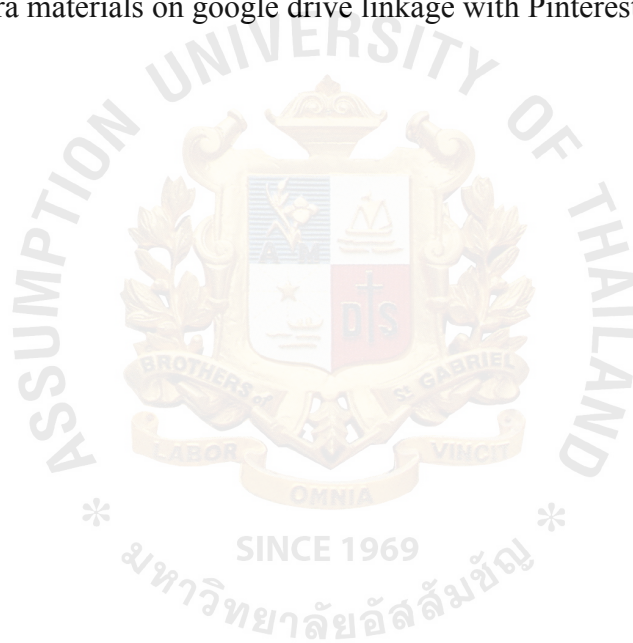
---

ID	Grammar mistakes	Punctuation mistakes	Total mistakes
#633	4	3	7
#345	6	2	8
#434	12	2	14
#738	12	2	14
#442	7	2	9
#708	13	2	15
#509	48	11	59
#452	7	1	8
#259	15	4	19
#937	14	6	20
	138	35	173
Average mistakes per student	13.8	3.5	



## APPENDIX Q

Extra materials on google drive linkage with Pinterest SNS



Myatni Yin (Daniel)

## Cohesive devices

Dear students, please look at the examples of the different types of cohesive devices. This will help you in adding details in your recount writing. We use cohesive devices to create cohesion (any type of writing) in the recount text. Cohesion is applied at all levels (word, phrase, sentence and paragraph). The reason is to direct our readers' attention to what you wrote.

<b>Addition</b>	<b>Comparison</b>	<b>Giving Examples</b>	<b>Sequencing</b>
Moreover	Similarly	For example,	First, second, third,...
Additionally	Compared to	Such as	To begin with...
In addition	Likewise	Namely	After that...
Also	Equally	In order words	Next
Too	also	To illustrate this...	Finally
As well as	In the same way		Lastly
Furthermore			

<b>Concluding</b>	<b>Emphasizing</b>	<b>Causes</b>	<b>Reformulation</b>
In conclusion	In Particular	Since	In other words
To conclude	Clearly	As	Put simply
To sum up	Specifically	Due to	In simple terms
Overall	Obviously	Because	That is to say
	Above all	As a result of	Rather
	Mainly	That is/was why	
	Especially		

<b>Contrasting</b>	<b>Transition</b>	<b>Condition</b>	<b>Time connectors</b>
Besides	As far as	If	After (a while)
Although	As far	Even if	Next, meanwhile
But	now	As long as	Finally, in the end
Even though	Next	once	Since (then), so far
yet	With reference to	Whether	Soon as, when,
On the other hand		Provided that	Whenever, while
still		In spite of	until
Whereas		In case	At first, at last,
While			At the same time
as			
instead			

## HOW DESCRIPTIVE WORDS ADD DETAILS TO YOUR RECOUNT WRITING?

Dear students, I hope this summary of how descriptive words add details to your recount writing will help you. Feel free to ask me any questions on the line group chat if needed.

### Describing People

- A **naughty** girl
- An **old** man



### Describing Places

- **Beautiful** city
- **Tall** tower



### Describing Animals

- This is a **playful** rabbit.
- A **small** kitten
- A **friendly** dog



### Describing Things

- **Purple** flowers
- A **wooden** chair
- An **interesting** book



## Adjectives are describing words

- The **boy** ran down the road
- **+ADJECTIVE**
- The **naughty** boy ran down the road.



## Adjectives are describing words

- I put on my **jacket**.
- +ADJECTIVE
- I put on my **soft colourful** jacket.



## Adjectives are describing words

- The **boy** ran down the road
- +ADJECTIVE
- The **naughty** boy ran down the road.

## Adjectives are describing words

- The **dog** chased me.
- + adjective
- The **large** dog chased me.





## Adjectives as Descriptive Words

Adjectives are the most common type of descriptive words. They help us know that a sunset is **gorgeous** or a cat is **acrobatic**. Explore a list of adjective examples.

acrobatic	adorable	adventurous
brave	bright	brilliant
concrete	conventional	delirious
foolhardy	gregarious	grim
handsome	handy	intelligent
intrepid	joyful	jubilant
keen	kooky	lanky
lazy	limp	luxurious
mediocre	mellow	miserable
nocturnal	organic	ornate
ordinary	powerless	practical
precious	questionable	quirky
radiant	rustic	sly
sophisticated	stunning	tattered
thorny	verdant	weathered

Adjectives typically come before the noun they describe. However, when you use a predicate adjective to modify your subject, you'll find the adjective after the noun. You can also use adjectives and the words after them as adjective phrases for even more descriptive power!

## Adverbs as Descriptive Words

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While adjectives provide further description for nouns, adverbs modify other parts of speech, including verbs, adjectives and other adverbs. Adverbs describe concepts such as time, place, circumstance, manner, or degree.

amusingly	angrily	apathetically
assertively	begrudgingly	blissfully
chillingly	coily	darkly
dazzlingly	deafeningly	dutifully
eagerly	faintly	frivolously
greedily	hastily	intelligently
kindly	lavishly	lazily

## Using Descriptive Words in Your Writing

---

Descriptive words help paint a picture in the reader's mind. The sentence "It was windy," might give the reader information, but it's not very descriptive. Consider how much imagery you can add with the words "gusty," "torrential," "breezy," or "windswept" in front of your nouns.

Using descriptive words can:

- bring characters to life in a novel or short story
- sell an item in a product advertisement
- convince an audience in a persuasive writing piece
- explain the setting of a news story
- provide instructions for a DIY (do it yourself) project

## ADVERBS

An **adverb** describes a verb, an adjective or another adverb.

It tells us how, where, when, how much and with what frequency.

An adverb can tell...

### HOW?

quietly  
peacefully  
carefully  
slowly  
badly  
closely  
easily  
well  
fast  
quickly  
cheerfully

### WHERE?

above  
abroad  
far  
away  
back  
here  
outside  
backwards  
behind  
below  
down

### WHEN?

now  
yesterday  
soon  
later  
tomorrow  
yet  
already  
tonight  
today  
then  
last year

### HOW MUCH?

quite  
fairly  
too  
enormously  
entirely  
very  
extremely  
rather  
almost  
absolutely  
just

### HOW OFTEN?

always  
sometimes  
often  
frequently  
normally  
generally  
usually  
occasionally  
seldom  
rarely  
never



## Introduction

### What is an Adverb?

**adverb** (noun): a word that modifies a verb, an adjective or another adverb, expressing manner, place, time or degree; a word that can modify a phrase, clause or sentence

An **adverb** is a word that tells us more about a *verb*. It "qualifies" or "modifies" a *verb* (The man *ran* **quickly**). In the following examples, the adverb is in **bold** and the verb that it modifies is in *italics*.

- John *speaks* **loudly**. (How does John speak?)
- **Afterwards** she *smoked* a cigarette. (When did she smoke?)
- Mary *lives* **locally**. (Where does Mary live?)

But adverbs can also modify *adjectives* (Tara is **really** *beautiful*), or even other *adverbs* (It works **very** *well*). Look at these examples:

- Modify an *adjective*:
  - He is **really** *handsome*. (How handsome is he?)
  - That was **extremely** *kind* of you.
- Modify another *adverb*:

- She drives **incredibly** *slowly*. (How slowly does she drive?)
- He drives **extremely** *fast*.

## Adverb Form

We make many adverbs by adding **-ly** to an adjective, for example:

- **quick** (adjective) > **quickly** (adverb)
- **careful** (adjective) > **carefully** (adverb)
- **beautiful** (adjective) > **beautifully** (adverb)

There are some basic rules about spelling for -ly adverbs. See the table below:

adjective ending	do this	adjective	adverb
most adjectives	add -ly	quick nice sole careful	quickly nicely solely carefully
-able or -ible	change -e to -y	regrettable horrible	regrettably horribly
-y	change -y to -ily	happy	happily
-ic	change -ic to -ically	economic	economically

But not all words that end in -ly are adverbs. The following -ly words, for example, are all adjectives:

- friendly, lovely, lonely, neighborly

And some adverbs have no particular form. Look at these examples:

- well, fast, very, never, always, often, still

## Kinds of Adverbs

Here you can see the basic kinds of adverbs.



## Adverbs of Manner

Adverbs of Manner tell us the manner or way in which something happens. They answer the question "how?". Adverbs of Manner mainly modify *verbs*.

- He *speaks* **slowly**. (How does he speak?)
- They *helped* us **cheerfully**. (How did they help us?)
- James Bond *drives* his cars **fast**. (How does James Bond drive his cars?)

## Adverbs of Place

Adverbs of Place tell us the place where something happens. They answer the question "where?". Adverbs of Place mainly modify *verbs*.

- Please *sit* **here**. (Where should I sit?)
- They *looked* **everywhere**. (Where did they look?)
- Two cars were *parked* **outside**. (Where were two cars parked?)

## Adverbs of Time

Adverbs of Time tell us something about the time that something happens. Adverbs of Time mainly modify *verbs*.

They can answer the question "when?":

- He *came* **yesterday**. (When did he come?)
- I *want* it **now**. (When do I want it?)

Or they can answer the question "how often?" (**frequency**):

- They *deliver* the newspaper **daily**. (How often do they deliver the newspaper?)
- We **sometimes** *watch* a movie. (How often do we watch a movie?)

## Adverbs of Degree



Adverbs of Degree tell us the degree or extent to which something happens. They answer the question "how much?" or "to what degree?". Adverbs of Degree can modify *verbs*, *adjectives* and other *adverbs*.

- She **entirely** *agrees* with him. (How much does she agree with him?)
- Mary is **very** *beautiful*. (To what degree is Mary beautiful? How beautiful is Mary?)
- He drove **quite** *dangerously*. (To what degree did he drive dangerously? How dangerously did he drive?)

## Adverb Position

When an **adverb** modifies a *verb*, there are usually 3 possible positions within the sentence or clause:

1. FRONT - before subject		<b>Now</b>	I will <i>read</i> a book.
2. MID - between subject + verb	I	<b>often</b>	<i>read</i> books.
3. END - after verb/object	I <i>read</i> books	<b>carefully</b> .	

When an **adverb** modifies an *adjective* or another *adverb*, it usually goes in front of the word that it modifies, for example:

	<b>adverb</b>	<b>adjective</b>	
She gave him a	<b>really</b>	<i>dirty</i>	look.
	<b>adverb</b>	<b>adverb</b>	
We	<b>quite</b>	<i>often</i>	study English.

The position of an **adverb** often depends on the **kind of adverb** (manner, place, time, degree). The following table gives you some guidelines for placement based on the kind of adverb.

<b>kind of adverb</b>	<b>mainly modifies</b>	<b>sentence</b>			<b>usual position</b>
			<b>adverb</b>		
<b>manner</b>	verbs	She <i>spoke</i>	<b>gently</b> .		END
<b>place</b>	verbs	He <i>lived</i>	<b>here</b> .		END

kind of adverb		mainly modifies	sentence			usual position
				adverb		
time	definite	verbs	I'll <i>do</i> it	<b>today.</b>		END
	frequency		We	<b>often</b>	<i>go</i> to Paris.	MID
degree		verbs, adj. and adv.	I	<b>nearly</b>	<i>died.</i>	MID
			It was	<b>terribly</b>	<i>funny.</i>	before adj.
			He works	<b>really</b>	<i>fast.</i>	before adv.

## Adverbs of Frequency

Adverbs of Frequency are **adverbs of time** that answer the question "How frequently?" or "How often?". They tell us how often something happens. Here are some examples:

- a. daily, weekly, yearly
- b. often, sometimes, rarely

You probably see a difference between a) and b) above. With words like *daily*, we know exactly how often. The words in a) describe **definite** frequency. On the other hand, words like *often* give us an idea about frequency but they don't tell us exactly. The words in b) describe **indefinite** frequency.

We separate them into two groups because they normally go in different positions in the sentence.

- **Adverbs of Definite Frequency**
- **Adverbs of Indefinite Frequency**

## Adverbs of Definite Frequency

Examples:

- hourly, daily, weekly, monthly, yearly
- every second, once a minute, twice a year

- once, twice, once or twice, three times

Adverbs of definite frequency, like all adverbs of definite time, typically go in END position. Look at these examples:

- Most companies pay taxes **yearly**.
- The manager checks the toilets **every hour**.
- The directors meet **weekly** to review progress.

Sometimes, usually for reasons of emphasis or style, some adverbs of definite frequency may go at the FRONT, for example:

- **Every day**, more than five thousand people die on our roads.

## Adverbs of Indefinite Frequency

Look at these examples of adverbs of indefinite frequency:

100% **always, constantly**

usually, normally

frequently, regularly

often

50% **sometimes**

occasionally \*

rarely, infrequently

seldom

hardly ever

0% **never**

Adverbs of indefinite frequency mainly go in MID position in the sentence. They go **before** the main verb (except the main verb "to be"):

- We **usually** go shopping on Saturday.
- I have **often** done that.
- She is **always** late.

*Occasionally, sometimes, often, frequently and usually* can also go at the

beginning or end of a sentence:

- **Sometimes** they come and stay with us.
- I play tennis **occasionally**.

*Rarely* and *seldom* can also go at the end of a sentence (often with "very"):

- We see them **rarely**.
- John eats meat very **seldom**.





Myatni Yin  
Daniel

# PAST TENSE

SIMPLE PAST  
TENSE

PAST  
CONTINUOUS  
TENSE

PAST  
PERFECT  
TENSE

PAST  
PERFECT  
CONTINUOUS  
TENSE

## The Past Tense [Simple, Progressive and Perfect]

In English, Tenses are used to show the time of actions and situations. There are three types of tenses; Present tense, Past tense and Future tense.

But here we will discuss only the types, formation, and examples of Past tense.

There are four types of Past tense;

# PAST TENSE

SIMPLE PAST  
TENSE

PAST  
CONTINUOUS  
TENSE

PAST  
PERFECT  
TENSE

PAST  
PERFECT  
CONTINUOUS  
TENSE

## 1. Simple Past Tense

The simple past tense is used to describe an action that happened in the recent past. The simple past tense is also called the past simple.

Follow the rules to create the simple past tense.

**"Subject + Past Form + Object"**

### Past Simple with Regular Verbs

1. We use regular verbs in the simple past that always end with a **-d**. We usually add **-ed** to the base form of the verb to make past form:

BASE FORM	ADD -ED	PAST FORM	SENTENCE EXAMPLE
Visit	-ed	Visited	I visited Australia.
Open	-ed	Opened	I opened the door.
Start	-ed	Started	I started a business.



2. We add only -d if the verb ends in e

BASE FORM	ADD -D	PAST FORM	SENTENCE EXAMPLE
Owe	-d	Owed	You owed me money.
Believe	-d	Believed	I believed your story.

3. Delete y and add ied to the base form of the verb if the verb ends in y preceded by a consonant.

BASE FORM	ADD -IED	PAST FORM	SENTENCE EXAMPLE
Marry	-ied	Married	My cousin married a doctor.
Deny	-ied	Denied	The man denied everything.

#### How to pronounce -ed

- A. When -ed is added to verbs that end in d pronounce the last syllable separately.
- B. When -ed is added to verbs that end in t, pronounce the last syllable separately.
- C. The ending of all other regular verbs is pronounced as one syllable when -ed is added.

#### Past Simple with Irregular Verbs

Some verbs do not use the -ed ending to express the past tense. These are irregular verbs, and they have unique past tense forms.

Examples;

*Shake – Shook, Buy- Bought, Do – Did, Break – Broke*

The house **shook** a lot during the earthquake.

We **bought** a nice gift for our parents.

I **did** the dishes after supper.

### Simple Past Sentence

#### Negative form

**"Subject + Did not + Verb + Others"**

Place **did not** after the subject and use the simple form of the verb to create the negative form of the simple past tense for regular and irregular verbs.

*I **did not** forget to tell him.*

*She **did not** waste my valuable time.*

*Marcia **did not** report her income.*

*I **did not** shake the bottle of medicine.*

*My uncle **did not** shave his head.*

*He **did not** apologize to his friend*

### Simple Past Sentence

#### Question form

**"Did + Subject + Verb + Others"**

Place **did** before the subject to create questions in the simple past tense. The base form of the verb is always used when creating questions in the simple past tense with regular and irregular verbs.

***Did** Jessica find a starfish on the beach?*

***Did** the squirrel eat the peanuts?*

***Did** he shoot a deer last weekend?*

***Did** I indicate my overtime hours on my timesheet?*

***Did** they remain friends after the argument?*

### Uses of Simple Past Tense

#### 1. In case of story/history etc:

*Akbar was a great king.*

*There was a beautiful fairy who lived in a dream world.*

#### 2. Incident/Accident etc

*A pilot as killed in a plane crash.*

### 3. Last + point of time/point of time + ago

She met Adam **last** Monday.

**Last** year, we were in London.

I met her a week **ago**.

## 2. Past Continuous Tense

The past progressive is used to describe an activity that happened and continued for a period of time in the past.

It is formed using the past tense of the verb **to be (was/were)** and by adding **-ing** to the simple form of the verb.

**"Subject + Was/Were + Verb-ing + Object"**

Examples;

We **were walking** in the snow with our snowshoes.

I **was changing** the lightbulb when I got a shock.

My daughter **was blowing** her nose.

The kids **were playing** ball there.

**Past Continuous Sentence**

**Negative form**

**"Subject + Was/Were + not + Verb-ing + Object"**

Place **not** after the past tense form of the verb to **be** to create the negative form of the past progressive tense.

He was **not** smiling at you.

It was **not** nipping my ankle.

The collar was **not** choking the dog.

The guests were **not** eating the potato salad.

They were **not** joking.

**Past Continuous Sentence**

Place the past tense form of the verb to **be** before the subject to create questions in the past progressive tense.

**Was** the meat thawing on the counter?

**Were** the wounds on his body healing?

**Was** she hoping for a new nightgown for Christmas?

**Was** the ice cracking on the lake?

**Were** the actors rehearsing for the play?

**Was** it drifting on the sea?

### Uses of Past Continuous

#### 1. Anything that was continuously happening in the past

You were doing your homework.

I was swimming in the river.

#### 2. Past Tense + While + Past Continuous

My mother was cooking food **while** I was playing chess.

She was correcting her mistakes **while** you were laughing.

#### 3. Past Perfect Tense

The past perfect tense is used to describe a past action that occurred before another past action.

Use **had** for all persons and the **past participle** of the verb to create the past perfect tense.

**"Subject + Had + Past Participle + Object"**

Examples;

The rain **had stopped**, so we went for a walk.

My grandmother **had died** when I was born.

She **had seen** the movie before, so she went to bed.

**Subject + Had + Not + Past Participle + Object**

Place **not** after **had** to create the negative form of the past perfect tense. The past participle of the verb is always used in the negative form.

He had **not** held a baby before today.

It had **not** arrived, so I called the store.

I had **not** noticed that you were standing there.

### **Past Perfect Sentence**

#### **Question Form**

**"Had + Subject + Past Participle + Others"**

Place **had** before the subject to create the question form of the past perfect tense.

The past participle of the verb is used when forming questions in the past perfect tense.

**Had** the play ended when she arrived?

**Had** you given him your phone number?

**Had** your aunt worn this dress before?

**Had** they tasted seafood before today?

### **4. Past Perfect Continuous Tense**

We use the past perfect progressive to talk about actions or situations which had continued up to the last moment that we are thinking about, or shortly before it.

Use **had been** for all persons and add **-ing** to the main verb to create the past perfect continuous.

**"Subject + Had been + Verb-ing + Object"**

Examples;

At that time we **had been living** in the caravan for about six months.

When I found Emily, I could see that she **had been crying**.

I went to the doctor because I **had been sleeping** badly.



Unit 2: Deconstruction of the recount text  
Myatni Yin

How I spent my holiday (Daniel)

During the holidays, I **went** to Central World with my friends. Our main objective **was** to visit the new flagship Apple store. I **was** really **glad** to have a break **for** four days! I **rarely** get to see my friends **because** of my work **and** studies.

Orientation

**First**, when we **arrived** at Central world, it **was** **already** around lunchtime. We **immediately** **went** looking **for** what to eat. I **asked** my friends what they **wanted** to eat. **After** brainstorming what to eat, we **decided** to eat at a Japanese Shabu restaurant **called** Nobu Shabu. It **was** a buffet shabu with a time limit of one hour **and** a half. The food **was** **delicious**! I **loved** eating the lamb, it **was** **so** **yummy**! I ate 10 plates of lamb. My stomach **was** **super** happy.

Event 1

**After** finishing lunch, we **were** **too** **full** **and** did not feel like walking. **So**, we **decided** to find a place to sit **and** get some drinks. My friend **recommended** ChaTraMue, which **was** one of his favorite tea shops. I **ordered** the milk **green** tea. It **was** **fasty** **and** it **was** not **too** **sweet**. We spent around thirty minutes chitchatting **and** catching up about our lives.

Event 2

**Finally**, we **had** the energy to walk to our main objective, which **was** to visit the new Apple store. I **was** **surprised** by the beauty **and** design of the apple store. It **had** an **all-glass** design, housed **under** a tree canopy. **There** **were** only two floors. The store's **unique** design **included** many of Apple's **latest** features, such as a forum, boardroom, **and** **freestanding** displays **for** the products. I **spent** a lot of my time playing around with the iPad Pro 11-inch model. The iPad Pro **had** a 6Gb ram with a refresh rate of 120hz.

Event 3

**Overall**, I **had** an awesome day. I **got** to meet up with my friends, ate **delicious** food, **and** **checked** out the new Apple store. I think I **would** visit the store **again** **soon** if Apple has new promotions **for** the iPad Pro 11-inch model in the future.

Re-orientation  
(optional)

**Purple** = conjunctions + FANBOYS

**Blue** = Time connectors

**Green** = adjectives + adverbs

**Yellow** = Past tenses

**Grey** = Action verbs + verbs

**arrived + surprised** = verb + past tense

Cohesive devices



### A quick summary in understanding punctuation basics

Dear students, I've made a short summary of the common punctuations. You **do not** need to **know all** of it. Just **focus** on the ones that are relevant to your **recount writing** such as:

- Full stop
- Question mark
- Comma
- Exclamation mark
- Quotation mark
- Apostrophe

Full Stop (.) – Usually used at the end of a sentence.

Question Mark (?) – Usually used at the end of an interrogative sentence to form a question.

Comma (,) – Usually used to denote a pause in a sentence.

Apostrophe (') – Used to show possession or for contraction of word.

Exclamation Mark (!) – Used to denote shock, surprise, anger or a raised voice. Colon (:) – Used to indicate what is to follow next.

Round Brackets ( ) – Used to add extra information in a sentence.

Quotation Mark (" ") – Used to show that someone else has said it.

 <b>Full Stop</b> At the end of a sentence	 <b>Comma</b> To separate items in a series	 <b>Colon</b> To introduce a list
 <b>Semicolon</b> To join to independent clauses	 <b>Question Mark</b> To show that it is a question	 <b>Exclamation</b> After an exclamation
 <b>Slash</b> To separate letters, numbers etc	 <b>Apostrophe</b> To show when a letter or a number has been left out	 <b>At sign</b> For email address
 <b>Ellipsis Mark</b> one or more words have been intentionally left out	 <b>Round Brackets</b> To add extra information to a sentence	 <b>Quotation Marks</b> to indicate a phrase to show that someone else has written or said it

**Title:** Gives an idea what the recount is about

**Washing my dog**

On Monday 21 July I helped my mum to wash our dog. His name is Roar and he has long, golden fur like a lion's mane. He was pretty stinky!

**Introduction:** States Who, What, When and Where

Firstly, I sprayed him down with a hose so he was all nice and wet. Then mum squeezed some doggy shampoo down his back. It was blue and looked like toothpaste. Next mum and I rubbed it into his fur all over his body.

**Paragraph 1:** Tells details about the first event

Once we had rubbed it in well, mum carefully rinsed him off with the hose. Mum said it is important to get all the shampoo off or it can hurt his skin.

**Paragraph 2:** Tells details about the next event

**Paragraph 3:** After that, we dried him off with towels. He kept trying to shake the water off and every time we got wet. Lastly, mum combed his fur. I wanted to give him a mohawk but mum said no.

Washing my dog is lots of fun and I can't wait to do it again.

**Conclusion:** Gives reflective comment about the events

### At the Beach

**Orientation** { My family and I **went** to the beach on Saturday morning **because** it **was** a lovely day.

**Events/  
Body**

**First**, we all **swam** for about two hours. The weather **was** nice **and** not too hot. We made sure to **use** sunscreen lotion to **prevent** sunburns.

**Next**, my cousins **and** I **built** sand-castles. **We** used a variety of tools to help **us** **build** the sand-castles so that it would look beautiful.

**After** that, we **played** with our beach ball. It was really fun **because** our dog also **played** along with us. While we were playing our parents were taking a short nap.

**Finally**, we **packed** up **and** my father **took** us to McDonald's for lunch **because** we **were** hungry. **We** **ate** hamburgers, french fries, chocolate milkshake, coleslaw **and** coca-cola. My favorite **was** the double fish burger. It was so yummy!

**Re-orientation** { **We** **were** **tired** from our day at the beach, so **we** **went** to bed early. I **slept** like a baby!

**Red** = Time connectives, **Blue** = Past tense, **Yellow** = 1<sup>st</sup> & 3<sup>rd</sup> Person, **Green** = Conjunction

Light **Blue** =  
Action Verb

## APPENDIX R

Group photo with the students at CRU

Unit 4 class, week 9



















