



AN ANALYSIS OF ENGLISH WRITING OF THAI ADOLESCENT
LEARNERS IN TERMS OF THEIR KNOWLEDGE OF THE GENRES OF
RECOUNT AND INFORMATION REPORTS

NICHTAWAN SUTINWONG

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

GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND
AUGUST 2015

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PLAGIARISM STATEMENT

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

Signature; Nichtawan S.

Nichtawan Sutinwong

Date: 11/09/2015



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Nichtawan Sutinwong

ABSTRACT

Learning English in Thailand especially high-school seem to pay less attention on developing oral and written communication to convey meaningful information including language ability of learners. As high school students become university students, this problem affect to the learners directly. Some students may be able to express what they think through writing. However, many Thai teenagers seem not to have ideas about constructing meaningful communication in organized context by using language features regarding communicative purpose. Genre-Based Approach applied to conduct this study due to the fact that this approach focuses on assisting students to understand how to express meaning and require students to concern with purposes, language features and text organization as an important factor. Thus, this approach is selected to assist this study to observe an ability of using English to produce meaningful communication and examine major genre writing problems found in Thai student's writing. Recount and Information Reports are the basic genres that this research focuses on. All data used in this research is collected from 15 high school students of Satriwittaya School learning English in the special English class in the evening. According to an analysis students' writing, it could be indicated that many Thai teenagers seem to be able to apply linguistic knowledge used as tool to help them construct meaning. However, most of them still have problems in term of idea organization and inconsistency of using tense as one of the requirements of genre writing in view of language features. As the researcher or teacher perceives Thai specific problems and strengths, he/she may apply the result of this study to design the new material to help them develop language ability or plan what the teachers have to teach as micro knowledge before teaching writing or support them to use English in a systematic way.

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Appendix

The writing of Thai students on the writing topic 1 (Information Report)

The writing of Thai students on the writing topic 2 (Information Report)

The writing of Thai students on the writing topic 3 (Recount)

The writing of Thai students on the writing topic 4 (Recount)



Chapter One

Introduction

1.1) Background

According to the researcher's teaching experience, Thai learners especially in high-school are disenabled to effectively express what they think or their notions through writing. One important perceived problem of learning English for Thai learners is a lack of opportunities to use English in real situations both in English class and the outside classroom. In Thailand, English course book plays an important role in English classroom. The Thai teachers usually use course book to set up English activities in the classroom. The students usually learn English without context. Due to the fact that there are some writing activities in the course book, the students sometimes have chances to create their writing. Generally, writing lessons in course books prepare writing topics that provide only form; such as, e-mail, letter or column in a magazine but the activities still lack of direction in term of purposes. Most of them are not likely to try to illustrate or explain how to construct texts for different purposes. According to the researcher's teaching experience, writing activities students practice seem not to be able to establish writing proficiency. Many Thai students still have many problems in terms of idea organization, language features and purposes. Thus, to create meaningful communication connected to social purposes in real world situations seems to be one of the most difficult jobs for Thai adolescent students.

Overall, learning in high school seems to promote the students to be passive learner more than active learner. Learning during high school in Thailand seems to pay less attention on

developing language ability, communicative skill, analytical skill and logical thinking which are necessary in learning in the university level as well as real-world situations. However, learning in high school seems to focus on preparing students to enter to the famous public universities. Most activities in the classroom, especially English class, are to practice doing the tests. As the high school students become university students, this problem affects the students directly. When they are familiar with learning for handling the tests, they may not be able to use English to communicate through both writing and speaking. The researcher observes this problem when the researcher as the teacher has taught Intensive English Course (IER 0120) at Assumption University for two months. The problem of using English is reflected in first –year university students' writing. Many students could use English to communicate through writing journal. However, most of them could not generate writing connecting to purpose. They do not have any ideas about language features in the different text type as well as to organize their ideas. They usually use one strategy to complete all writing assignments without concerning with purposes in context.

In this study, Recount and Information Reports are focused on because they are the basic genre writing that Thai adolescent students would be able to write. Language features used in both genres are linguistic knowledge the students have already learned in high school level. Furthermore, the students have chances to apply their linguistic knowledge to use in their own writing. To assist the students to develop communicative competence in this case writing, this study should observe writing ability from what the students would be able to do and find out the major genre writing problems in the next procedure.

1.2) Rationale

As mentioned above, learning English focusing on learning grammatical principles and vocabulary seems not to be able to establish communication ability, especially writing proficiency. The students are not likely to be able to apply their linguistic knowledge from English classroom to construct the contexts related to the social purposes in various social situations. Conlon (2009:130-131) suggests that Thai-English teachers seem to believe that to teach English is to teach grammar rules, not to teach students communication. Writing activity in the classroom seems to concentrating on practicing using grammar without context through various grammar exercises; for example, fill in the blank exercise, multiple choices and cloze test. Thai students seem not to be supported to study the text model, do joint construction and create individual writing as the process of learning writing. Obviously, Thai students seem not to have opportunities to learn idea organization as well as linguistic features in the different contexts linked to communicative purposes. As such, many Thai students are not likely to be able to generate meaningful written text concerning social purposes.

The genre approach tries to teach student how to express meaning through writing and speaking in a systematic way. As Cheng (2007:288) explains, the genre approach is the method which people can use as a framework to generate outcome to communicate with other people as well as concerning with the social purposes. Kay and Dudley-Evans (1998:310) point out that the students are stimulated to be aware of social purpose in the particular context through genre-based approach. The students need to be supported to have understanding of how to organize their ideas as well as information in the particular text type to develop content (Chen and Su 2012:191). They need to learn the appropriate language features in the particular discourse

which seems to be necessary to support meaningful communication (Flowerdew1993:309). To establish comprehensible input, the students should be promoted to learn language from the texts for supporting them to learn language in context (Badger and Write 2000: 156). As Firkins, Forey and Sengupta (2007:343) state, all students should understand language is used as a tool for communication to fulfill purposes in contexts connecting to the different social situations.

In comparison to traditional learning style based on Grammar- Translation Method, Genre-based approach seems to encourage the students to use real language in the real situation concerning the social purpose as an important factor. The students should be promoted to produce meaningful and purposeful communication not to practice applying forms in the grammar exercises. This approach tries to help students perceive how to express meaning through writing in a systematic way. Understanding the framework and the requirements of the particular genre would assist to construct meaningful writing connecting to certain purposes. In order to gain some input knowledge, the students have to study language features, text organization and other details in context through the model of text. Genre-based approach also has another different idea from traditional grammar in term of linguistic knowledge. For genre-based approach, linguistic knowledge is considered as a tool to help them produce the meaningful text and complete the purpose of texts at the same time.

For the teachers, this approach would benefit to the teachers to indicate the obligation in the particular text types as well as discover the omitted points in students' genre writing. As Garner and Nesi (2012:47) state, genre knowledge could assist teachers to describe the requirements of genre writing to be able to construct academic writing tasks and complete what students lack from genre conditions or use some conditions in a wrong way.

Based on genre-based approach mentioned above, in order to develop Thai adolescent' writing proficiency, we need to examine Thai students' writing to perceive what are genre writing problems, for example, problems of language features and idea organization connected to the social purposes as well as genre knowledge of Thai students. Until we can identify Thai specific problems, we cannot design effective lessons to help the students develop.

As mentioned above, it can be implied that to be aware of the real genre writing problems among Thai adolescent students as well as their genre knowledge is likely to be the important factors to develop writing proficiency that the teacher should understand. To assist the teachers to understand these problems, the teachers should analyze Thai adolescent students' writing. From analyzing students' writing, the teachers could perceive current students' genre knowledge in term of linguistic knowledge and idea organization. Then, the major genre writing problem occurring among Thai adolescent students could be discovered from analyzing individual students' writing. Hence, the researcher could be aware of both genre knowledge and the main genre writing problems of Thai adolescent students in the same time.

1.3) Objectives of the Research

1. To develop knowledge of genre reflected in Thai adolescent students' writing
2. To find out the major genre writing strengths and problems identified in the writing of Thai adolescent students

1.4) Significance of the Study

The researcher believes that this study will make English teachers acknowledge writing proficiency of Thai adolescent students and what are the current genre writing problems. The written text created by students will reflect what they learn from English lessons in the classroom

so that the teachers could have more understanding about what they have to teach as micro-knowledge before teaching writing to students. Furthermore, the teachers will have more opportunities to help both advanced students and low-proficiency students to be able to generate academic writing which is important for learning at higher levels.

1.5) Research Questions

1. **What is the students’ text organization found in the writing of information reports and recount?**
2. **What is the students’ language features found in the writing of information reports and recount?**
3. **What are the major genre writing strengths and problems found in the writing of information reports and recount by Thai adolescent students?**

1.6) Definition Terms Used in this Research

Adolescent – The students or participants whose age is sixteen years old

High school student – Thai students studying in grade ten or Mattayom four

Genre writing – Various kinds of writing emphasize on conveying meaning in context as well as connecting to social purpose.

Knowledge of genre – An understanding of the different purposes in the different kind of text influences to select the proper linguistic knowledge to make meaningful and purposeful communication.

Language feature – The knowledge of language used as a tool to convey meaning and fulfill the purposes in the particular text type

Idea organization- An ability to arrange and select kinds of information to be suitable with the target genre affecting to content

Meaningful communication – An ability to use language in context to convey meaning in term of expressing ideas, giving information, entertaining and so on including not to concern with the grammar correction

Purposeful communication – An ability to use language in context and connect to social purposes, such as, tell what happen, give factual information, explanation and argument in the different social situations

1.7) Organization of the Proposal

This research contains approximately 30,000 words of information. All information is divided into five chapters as follows:

Chapter One- introduction provides overview of this thesis that begins with the background, rationale, aims of the research, objectives of the research, research questions, significance of the study and definition of terms mentioned in this study.

Chapter Two - literature review is mentioned about the main theory used to conduct this research. This chapter is discussed about what is a good writing should be? and the major notions in ELT related to this research such as concept of genre and genre-based approach, related that still has many problems.

Chapter Three- research methodologies are explained about procedures of data collection. All information of participants and how to analyze data to achieve all objectives that the researcher expects are reviewed in this chapter.

Chapter Four- the findings are presented to answer the research questions. In this chapter, there are the findings from analyzing students’ writing to see genre knowledge of the students and identify the major genre writing problem found in students’ writing.

Chapter Five - conclusion reviews the significance of the findings in the study



Chapter two

Literature review

2.1) Communication to convey information

Hamilton and Parker (2009:3) explains that communication is the procedure that people employ for sharing thoughts, notions and feeling to other people. As Sperber and Wilson (1986:1) state, to transfer information from a source to a destination is communication. Communication is the procedure of delivering a message or information. Communication consists of a complex two part process coping with the encoding translation and decoding of information. Communication is used to accomplish various purposes which affect the ways to organize all kinds of information. Many complex intentions are also included in the communication (Levinson1983:18). Communication can occur among two people, in a small group or among many people.

According to definitions mentioned above, to convey information could not arise without a communicator. Successful communication needs a communicator who has a good foundation of communication to generate and deliver information as the sender and receiver. Two important elements influencing communication are encoding and decoding. Encoding is the way of bringing information into the form to communicate. The encoder or sender has to realize who is an audience, how to communicate with the audience and what kind of word is selected to create message for assisting the audience to understand information. On the other hand, decoding is the way the receiver or decoder interprets the meaning of the information or message. Another factor affecting the interpretation of messages to understand each other is frame of reference of

encoder and decoder. Frame of reference copes with educational backgrounds, personal attitudes, family's influence, sex, race, where the person grew up, personality, prior experiences and so on (Hamilton and Cordell 1996: 7). As Halliday (1985:93) mentions that two main modes of communication people use are written language and spoken language. Written language is viewed as products and consists of high degree of lexico-grammatical system such as choice of words, spelling, grammatical structures and making sentences. It could be said that written language pays attention on accuracy as the fundamental factor (Halliday 1985: 92-93). However, spoken language is represented as processes and always produced in form of clauses. Halliday (1985:80) states "spoken language has a lower degree of lexical density than written language". The speakers need to concern with three important elements as follows (Hamilton and Cordell 1996: 13):

1. Language - words used to convey information or express his/her thoughts and feeling,
2. Voice - tone of voice, pitch, and volume
3. Nonverbal elements – facial expressions, eye contact, gestures and appearance

Thus, communication is used not only to share people's attitude and their notions but also to express feelings, such as, admiration, annoyance, confusion or respect with each other. Communication in forms of both speech and written communication could reflect social relationships of the sender and receiver including kinds of information through language choices used to convey information.

As mentioned above, communication is the ways people in society used to share ideas, information, express attitudes or feeling and to make an understanding of each other. Trudgill (2000:1) sees that communication could transfer some information about the speakers such as

social status, what kind of job he/she do or the sort of person and identify the group that people belong to. As such, language used in society for communicating could be counted as speech community (Foley 2001:3).

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Considering the principles behind the communication to convey information, it could be implied in this thesis that the students would not be able to communicate effectively through writing if they have never experienced to be both encoder or sender and decoder or receiver. The students as the communicators should be able to use the language to express their attitudes, personal opinions, notions, feeling, etc. However, it would be difficult for students to understand how to convey information to other people because they seem not to have opportunities to share their ideas, thoughts or feeling through writing with their own voices. They may not understand the sense of using language to make people understand their ideas because Thai-English teachers are likely to believe that to teach English is to teach grammar structures, not to teach students communication (Conlon 2009:130-131). Thus, if the students experienced to convey information by themselves, most of them would be able to convey information as well as to express attitudes, notions, feeling or stories in form of writing more effectively.

2.2) Writing

According to Shannon and Weaver (1963), writing is the way that people deliver notions from one person to another through using knowledge of forms and the system of rules to construct texts. Hedge (2001:5) mentions writing is communication through written text to communicate with a friend, a relative, a colleague, an employer or a teacher. Suitable choice of words, proper linguistic features and sentence structures is required for writing and these may be

different to those used in spoken communication. As Brandt (1986:93) points out, writing is an ability to express notions by using the correct grammatical structure. Writing is to generate meaning through organizing words, sentences and paragraphs. Writing consists of many procedures: pre-writing, drafting, and revision (Davidson and Tomic 1994:1). Hyland (2002: 10-11) argues writing is not only to use grammatical knowledge to generate a text but also is concerned with purposes and contexts. Writing is language employed to create meaning including complete aims and intentions. From the definitions mentioned above, it could be summarized that writing is applying linguistic knowledge in term of grammatical structure and vocabulary to construct texts to create meaning for delivering messages, information or ideas to other people in the community.

2.2.1) What good writing should be?

Hedge (1988: 1) provides an overview of good writing “effective writing requires a number of things: a high degree of organization in development ideas and information; a high degree of accuracy; the use of complex grammatical devices focus and emphasis; and careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter”. Moreover, good writing is related to selecting effective composing strategies. To generate writing, a good writer as well good writing should be concentrated on the procedures of writing; for instance, planning, rescanning and revising during the writing process more than checking spelling is the important stages writer should concerned with. McDonough and Shaw (1998:184) state in terms of objectives “any piece of writing is an attempt to communicate something: that the writer has a goal or purpose in mind...through the

use of certain logical and grammatical devices.” Regarding the format of good writing, Wilkins (1994:1) points out “clarity, explicitness, conciseness, clear paragraph structure and overall organization are considered important.” Murray (1983) summarizes six aspects of good writing found in most texts as follows:

1. Meaning (content)
2. Authority (convincing reader)
3. Voice (style)
4. Development
5. Design (for example, form, structure, order and coherence)
6. Clarity (a simplicity that is appropriate to the subject)

Good writing is clear thinking by a writer to convey meaningful communication effectively and convincingly to the reader. Linguistic competence is used by the competent writer reflected in term of lexical and grammatical aspects to assist them present his/her notions. In an analysis of good writing, content in terms of clarity of ideas, organization of ideas coherence between sentences and paragraphs is also included. Besides, good writing is organized by effective writing strategies; for instance, brainstorming, planning, drafting, editing and revising all the times during writing process. Furthermore, good writing should be considered as the mode of discourse, such as narrative, exposition, recount, argumentative and so on as corresponding with the particular purpose.

2.3) Vygotsky's Idea

2.3.1) Vygotskian View of Learning

Vygotsky's theory focuses on how people learn anything in general and develop their abilities. The notion of Zone of proximal development (ZPD) is a step used to explain how learning takes place on the social level (Foley 2011:101). Based on ZPD, learning occurs as what students learn could go beyond students' present competence. Foley (2011:101) explains that ZPD consists of actual development and potential development. Actual development concerns with the current ability of children to individually complete a task. In the opposite, potential development pays attention on the development of the children moving from one stage to another stage with supporting from adults or more advanced friends. Foley (2011:105) states that learning language needs to start with help or guidance (potential development) to encourage the students to be able to use language by themselves later (actual development) or what Vygotsky calls mediation. Mediation could move from inter-psychological to intra-psychological in three ways: object-regulation, other-regulation and self-regulation. Object-regulation is to notice or imitate how language is used from the model of text or examples. Other-regulation is to receive guidance or help from more advanced friends, teachers or more expert language user to assist students to understand and be able to use language better. Lastly, self-regulation is the stage the students acquire language and enable to employ language without help or they can use language individually. Three ways occur with learning understanding everything.

As such, learning starts from social level around students to the students' mind. The students are engaged in the learning processes through observing, receiving guidance or help

from other people before they use language independently. Learning from expert or more advanced language users could assist the students to develop their language ability or gain more understanding called scaffolding. This research will explain 'scaffolding' in detail in the following paragraph.

2.3.2) Scaffolding

Overall, scaffolding is the development of child from one stage to more advanced level needs helps from adult or more skillful friend. As Donato (1994:40) explains that an advanced student could support a beginner student to develop or expand his/her ability in term of skills and knowledge to be able to perform the tasks. Foley (2012:107) mentions that scaffolding is to provide help to the students to develop thought or language as well as observe how language is utilized or organized. The experienced students could guide and shape the low-proficiency students to accomplish the task and the strategies of advanced students are absorbed as well (Donato1994:37). Peers of the same level could provide scaffold help to their friends. As Machado and Mattos (2000:335) states that scaffolding is the types of help are provided by the adult to assist the children to be able to do something. As Lantolf and Appel (1994:10) summarize the overview of scaffolding by referring to what Vygotsky describes,

“the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

According to scaffolding, there are some similar learning processes connecting to learning process in curriculum cycle of genre provided by Derewianka. In curriculum cycle, the students could learn through studying model of text, joint construction with help from their

teachers and peers before they start creating their own texts. In the step of observing model of text which students gain some input knowledge in term of language features and idea organization to construct the texts to complete the particular purposes of the text called object-regulation. However, for joint construction, the low-proficient students receiving help and learn something from advanced students such as language knowledge or strategies or what Vygotsky calls other-regulation could be counted focusing on scaffolding. The students who have equal language level could help their peers to complete the tasks. The students can apply what they learn from more advanced peers to produce their own text called self-regulation. Furthermore, scaffolding used in learning language could also reduce fear, frustrated, worried that may demotivate learner to develop their language ability.

As such, it could be considered that the genre-based approach is concerns with language development more than understanding the nature of language. Scaffolding from Vygotsky's idea could be used to explain the curriculum cycle in the genre-based approach in term of how the students acquire language.

From the learning concept of Vygotsky, it could be obvious that learning English in high school seems not to have learning with guidance or supporting based on Vygotsky's idea because some Thai-English teachers are not likely to believe the idea of 'scaffolding'. This problem is reflected in teaching style, spoon feeding, which supports the students to be passive learner. The students lack of chances to learn from their advanced peers or other specialists. According to the wrong learning process, scaffolding, in view of second language acquisition, is used to assist this study to explain why Thai adolescent students could not produce their own texts connected to social purposes which may become one part of writing problems.

2.4) Systematic Functional Grammar (SFG)

Systematic Functional Grammar is originally developed by Michael Halliday, the Australian Linguist. This scholar views language as a network of system for constructing meaning or what Halliday called 'system of meaning'. Language which is systematically organized could express meanings in form of both spoken and written to fulfill the human needs (Halliday1994:5). Foley (2011:13) defines functional grammar as 'system of resources' that people use to convey meanings and reflect their identity but grammatical knowledge is regarded as what the community set up to make people in the particular community understand each other and identify group people belong to. Furthermore, functional grammar aims to utilize grammatical knowledge for supporting many purposes of the texts occurring in the society (Halliday1994). All aspects of language as well as how language works could be explained by grammar based on the concept of function rather than language rules. Bloor (1995:1) points out that functional grammar are to analyze how people use linguistic forms as well as words to construct meaning. To present information uses complex structure (Achugar and Colombi 2005: 36). As Thompson (1996) mentions that functional grammar is a framework of a linguistic account involving conveying information in context rather than isolated clauses.

Thus, it could state that language is a system or resource used to create meanings but grammar is used to explain why language is written and spoken like that. Grammatical knowledge also assists people to understand more about language in context or 'Tool for understanding'.

2.4.1) Three Metafunctions in Systematic Functional Grammar

As Foley (2011:7) states that to share information, express attitude, construct ideas, entertain, argue, express points of view, make sense of the world and so on are called the functions of language. All functions of language are organized by linguistic organization into three different dimensions called three metafunctions: the ideational, the interpersonal and the textual (Foley 2011:8). All aspects in metafunctions considered as the 'same thing' and have an equal important to contribute meanings in a clause. As Halliday (1994: 34) states "forms part of a different functional configuration, making up a separate strand in the overall meaning of the clause".

2.4.1.1) The Ideational Metafunction

The ideational metafunction consists of two important components: the logical metafunction and the experiential metafunction. For the logical metafunction, this function pays attention on the connection between clauses and ideas. In term of the experiential metafunction, how people use language to represent their experiences, attitudes, notions or what Foley calls 'experiences of world around us and inside us' in form of clauses. There are three important terms inside the clauses to support convey meanings as follows (Foley 2011:30):

1. Participants- living things or non-livings presented in form of noun and subject and object pronoun
2. Process- verbal group consisting of six processes: material, mental, relational, behavioral, verbal and existential
3. Circumstances- adverbial group

The following example is analyzed on the basis of experiential meaning (Foley 2011:31):

Table 2.4.1.1.1

All through the rainy season,	she	lived	alone	in the jungle
Circumstance	Participant	Process	Circumstance	Circumstance

2.4.1.2) The Interpersonal Metafunction

The interpersonal metafunction is the way people select different clauses depending on the relationship between audience and speaker. As Haliiday (1994:68) explains that two main role in exchange are giving and demanding considered as the basic of speech role. Foley (2011:104) points out that people exchanging information or goods and service for either giving or seeking is the common thing. There is an example illustrated below (Halliday 1994: 69):

Table 2.4.1.2.1

commodity	goods and service	information
giving	‘offer’ Would you like this teapot?	‘statement’ He’s giving her the teapot
demanding	‘command’ Give me that teapot	‘question’ What is he giving her?

The different forms which people use to communicate could be explained by the mood system. In the mood system, there are two main components: mood block and residue. The mood black consists of nominal group used as the subject and finite verb. This element plays an important role to present the interpersonal function of the clause. For the residue, all elements in

the clause excluding subject, finite verb and mood adjuncts: adverb of frequency, manner, degree, affirmation and so on are called residue. The structure of residue consists of Predicator, Complement, and Adjunct. The following example demonstrates the analysis of a clause with respect to its interpersonal metafunction (Foley 2011:111):

Table 2.4.1.2.2

Obviously	I	can	see
Comment Adjunct	Subject	Finite	Predicator
Mood Block			Residue

2.4.1.3) The Textual Metafunction

Foley (2011:145) defines textual metafunction as the whole system to organize what people would like to communicate by making meanings cohesive and coherent together with relating to speakers’ intention. The textual metafunction is the way speakers shape meaning or messages to be suitable with the particular situation (Thompson1996:17). To explain how to organize clauses in the texts, the linguistic resources used is the system of Theme and Rheme. Foley (2011:146) provides a simply definition of Theme “what speaker or writer is on about- their starting point....speakers use the first element of clause to indicate their Theme.” There are many types of theme as follows (Foley 2011:147-148):

- 1. Topical Theme- to use noun or nominal group, there, verb as subject
- 2. Textual Theme- to join one word, sentence or paragraph using co-ordinate conjunction and conjunct adverb
- 3. Marked Theme- to use all types of adverb in front of the sentences

There are some examples illustrated below (Foley 2011:147-148):

Table 2.4.1.3.1

Shakespeare’s Hamlet	is considered his greatest play
Topical Theme	Rheme

Table 2.4.1.3.2

However,	Shakespeare moved to London
Textual Theme	Rheme

Table 2.4.1.3.3

For 30 years,	Shakespeare worked in the theatre.
Marked Theme	Rheme

Thus, it could be summarized that systematic functional grammar views language as a system to construct meaning. Grammatical knowledge is one of the most important elements to help people create meanings in contexts. Functional grammar is also utilized to analyze and explain language forms that people use in the particular context through linguistic organization called three metafunctions: the ideational, the interpersonal and the textual. To select certain choices of language to create meaning concerns with what people want to convey (field), who is the audience (tenor) and which form should be used (mode) or what Foley calls ‘register’(Foley 2011:193). Besides, language choices could change direction of the particular context and texts also relate to the society (Foley 2011:218).

As mentioned above, it could be implied that language in SFG concerns with language occurring in the real world utilized by people in the society. As Foley (2011:218) states that knowledge of grammar contributes language which is one part of the culture and people. The

difference of language choices affects to purposes in the particular context. Consequently, there are many types of text called 'genres' or various styles in writing and speaking occurring in the society. As Foley (2011: 218) states "the choice can be made to change direction." As such, it could be implied, the notion of systematic functional grammar leads to practice writing and speaking in a systematic way concerning with using language that relates the social purposes in the different social situations.

Thus, selecting language features in the particular text type supporting to make meaning and also concerning with connecting to social purposes based on the genre based approach could be counted focusing on systematic functional grammar.

To the point of applying the concept of Systematic Functional Grammar for assisting this study to analyze genre writing problems, Systematic Functional Grammar is used to identify language features in the particular genre to support creating meaning connected to various social purposes in the particular genre. As Derewianka (1990:4) states that language is used to fulfill and achieve purposes occurring in the real-world situation effectively. SFG also has the similar concept of using grammar as a part of construct meaning. As such, knowledge of SFG is one of the most important elements to assist this research to analyze the strengths and problems found in students' genre writing in term of language features. Furthermore, SFG could help this research provide the clear suggestions in term of selecting language features to make students produce the text more effectively because some students may lack of some requirements in term of linguistic features. Hence, Thai adolescent students would be able to apply their explicit knowledge learned from classroom to construct texts if they were aware of the language features in the target genre. It could be considered that this learning is to learn with guidance or supporting from adult or an advanced people based on Vygotsky's ideas. This is one of the most

practical methods which support learning the foreign language. The following paragraph will mention Vygotsky's ideas in detail.

2.5) Genre-Based Approach

2.5.1) Concept of Genre

Genre is defined as various kinds of writing of which the main concern is the social purposes presented in the different forms, for example, letter, news report, article, recipe and so on (Badger and White 2000:156). The group of social activities that members of a society try to communicate consists of different purposes (Swale 1990:58). From Badger, White and Swales's notions toward genre, the social purposes are the heart of genre connected to the different situations occurring in the real world. Moreover, Kay and Dudley-Evans (1998:309) state that the specific communicative purpose conducts grammar items, content including the overall organization of text structure in the target genre. Thus, to achieve any social purposes, genre knowledge is one of the most important factors supporting communication to convey meaning successfully (Myskow and Gordon 2010:285). As Derewianka summarizes the overall of genre concept,

“the term ‘genre’ has in the recent times been extended beyond its traditional use in literary contexts to include all purposeful uses of language: telling someone how to make a toy boat, buying fruit in the market, sharing what happened on the weekend, reviewing the literature in a particular field, persuading someone to your point of view, and so on” (Derewianka 2003: 134-135 cited in Thu 2009:14).

Hence, to generate meaning and purposeful communication is not necessary to follow the traditional learning style, or rote-memorization strategy based on Grammar- Translation Method

and Audio-Lingual Method to be able to communicate. The notion of genre is useful for everyone concerned with using language to fulfill purposes depending on certain situations.

2.5.2) The Genre-Based Approach to Teaching Writing

The genre approach originates from combining three different approaches: an ESP model, Social Process model and New Rhetoric's model (Yang 2008:59). The ESP model considers the overall text but Social Process focuses on the detail hidden in texts affecting the outcome or meaning of texts. The last model, the New Rhetoric model pays attention on purposes that shape what kind of genre should be used more than on the context and the text organization. For the Systemic-Functional Model, this model influences genre-based approach in terms of mainly focusing on connections between social purposes and language used in text features that are the important factors to convey meaning. The genre-based approach also plays an important role in teaching English in many countries, such as, Singapore, Hong Kong, Australia and the UK. Especially in Australia, the genre approach is the core theory used to establish language ability to not only primary-Australian students (Derewianka: 1990) and low-proficiency EFL students but also migrants.

Overall, the genre approach tries to help students perceive how to express meaning through writing and speaking in a systematic way. As Cheng (2007:288) explains, the genre approach is the method which people can use as a framework to generate outcome to communicate with other people as well as concerning with the social situation and purposes at the same time. This approach attempts to help students realize three key elements: purpose, audience and organization considered as the important factors to produce purposeful and meaningful communication (Chen and Su 2012:185). Understanding differences of a specific

genre in terms of purpose, language feature and text structure as requirements that the students need to be aware of (Flowerdew1993:309). When the students understand the requirements in the particular genre, the students could produce the discourse that connects to the social purposes (Kay and Dudley-Evans1998: 309). In the genre-based approach, language viewed as a tool is used to complete or fulfill the specific purpose in the particular genre to support meaning (Ling 2011:56). Badger and White (2000:156) see linguistic knowledge is brought together with social purposes. As such, the students who understand how to produce the texts to serve the particular social purpose through fulfilling the requirements of target genre in term of linguistic features and text organization would be able to create purposeful and meaningful communication in the real world and in their academic writing.

2.5.3) Genre-Based Approach to Study Genre Writing

To develop genre writing ability, the students need to have clear understanding about two major elements: communicative purpose and language features enabling them to produce academic writing successfully (Hyland 2002:18). There is the specific setting in each genre used to produce the written text. The students could learn language in context through text analysis to see the differences in linguistic features related to a particular purpose. As Badger and Write (2000: 156) point out that the students study language in context through the model of texts in the specific genre to gain some input knowledge. Hyland (2002: 21) states that the model of genre texts could be a good resource for the students to learn language in the target genre together with assisting them to understand how contexts, purposes, text organization are connected to each other. Furthermore, the students can transfer what they learn from the given text, such as, language features, structures, purposes of the text of different genres and how to organize information into their own writing (Christie 1999:762). Thus, activating students to be

aware the significant feature, structure and purpose in the different texts is the main way to encourage them to create meaningful purposeful writing. Furthermore, Halliday (1994) states, linguistic knowledge also play an important role in the discourse in term of supporting meaning in the social situation. Due to the communicative purpose becoming the main concern in this approach, the idea organization in the written text could help students recognize the particular purpose clearer. Hence, to have a clear understanding in term of purpose, the students could create the written text with well-organized ideas to support a better content. As Chen and Su (2012: 184) mention, the genre-approach enriches students' writing in term of fluent organization and content development. Moreover, to emphasize students to express meaning connected closely to social purposes, the genre-based approach also promotes students to use real language in the real world regarding real purposes (Derewianka 1990:4). Thus, various social situations build the variety of genres: recount, narrative, information report, instruction, explanation and argument to serve the different purposes in the society.

2.5.4) Genre Knowledge

Genre knowledge is one of the most important factors supporting the written text to satisfy a particular purpose. The students need to have a clear comprehension of linguistic aspects and the contexts connected to various situations in the society where a specific genre takes place (Garner and Nesi 2103: 27). As such, all student-writers need to have a clear understanding of how social context and the target genre affect language features to be able to apply genre knowledge to generate writing. Tardy (2004:271) sees that the students concern with only some aspects of genre, such as, language features and the pattern of organization but they could not recognize some details inside the different genres or what Tardy called 'not-fully-developed genre knowledge'. However, the students learned this knowledge in context could

acquire genre knowledge better and use it to serve the particular communicative purpose more effectively. Furthermore, Hyland(2004) mentions some general knowledge of genre, shared by the members of the society, for example, shared name, shared communicative purposes shared knowledge of writer-reader roles, shared knowledge of context, shared knowledge of formal and textual features, shared knowledge of text content, shared knowledge of register and shared awareness of intertextuality.

2.5.5) The Process of the Learning and Teaching Cycle of the Genre-Based Approach

Derewianka (1992) mentions four major stages of the curriculum cycle of genre approach as follows:

- Preparation
- Modeling
- Joint Construction
- Independent Construction of Text

2.5.5.1) Preparation

Setting the context which a given genre is applied in is the major task in this stage. Many specific topics are collected, then each is related to the appropriate genre to explore the particular purpose in the society by mean of developing writing ability. To illustrate on overview of any elements in the particular genre, the teachers can present elements in questions to assist learners to observe structure or specific aspects in each genre. All questions provided by teachers should relate to the main features in a certain genre. For example, six elements in narrative presented in questions; where does the story take place? , when does the story occur? , who is the main

character?, what is the main character like? and so on. Those questions support learners to perceive how the text develops a narrative.

2.5.5.2) Modeling

In this procedure, providing samples of texts helps students be aware of the text's features in detail as well as language features of genres. Observing the sample text provides chances for student writers to have an overview of the text as a whole, how the text structure fulfills the purpose of texts types in society. The teachers not only emphasis the function in each stage but illustrate features of text as well as language features in the particular genre. Hence, it could be said that context and the social purpose have to connect with each other.

2.5.5.3) Joint Construction

The group writing in the chosen genre is the main activity to support learners to get the sense of generating text based on the genre-based approach. This activity could be conducted in both the whole class or in a small group. Before starting writing, the student writers are provided some information by reading, observing, watching DVD, discussion, brainstorming, searching information on the internet and so on to store some data to put into their writing. The students can use guidance, such as flowcharts, columns or headings to help them organize their ideas. Then, each student is allowed to contribute his/her sentence for sharing their ideas and information on the board, typing sentences on computer screen and so on. Revising structure occurs after the composing of the text by student writers. The teachers can stimulate them to recheck structures from the given model text including asking some questions to make them recognize some mistakes or giving some advice to make the text more complete.

2.5.5.4) Independent Construction of Text

Each student is promoted to generate his/her own writing in a genre that he/she practices in the previous stage. Many students may select a related topic that they experience before to write their own draft. All of them can apply the model of the particular genre to help them produce their first draft. The student writers with less writing experience are able to consult teachers to receive advice to assist them improve their own writing more effectively. Rewriting and editing are optional steps in training students to write based on this approach.

2.5.6) Classification of types of text

Derewianka (1992) mentions many kinds of genres, for example, recount, instruction, narrative, information report, explanation and argument. In this thesis, students' writing is studied only in term of recount and information report.

2.5.6.1) Recount

- **Purpose:** Tell or report what happened in the past
- **Idea Organization:** The story is organized by time sequence. The paragraph is separated in two parts as follows:
 - **Orientation:** this section is to provide background to make readers understand some writer's ideas. The writer can mention about who or what involves in this story, where and when the story takes place.
 - **Events:** the main information including other details is presented in this section.
- **Language Features:**
 - Specific participants
 - Past Tense
 - Action verbs (Material process)

There are three major categories of recount Personal Recount, Factual Recount and Imaginative Recount as follows:

Personal Recount: Repeat an activity or experience that the writer is included

- Use of first person pronoun (I, we)
- Enable to put personal feeling or reaction

Factual Recount: Repeat vary of incidents, such as, science experiment, police report, news report or historical account

- Use of third person pronoun (he, she, it, they)
- The result of the activity presented at the ending, for example, science experiment
- Use adverb of time, place and manner to give details
- Descriptive adjective
- Passive voice
- Avoid mentioning personal feeling

Imaginative Recount: Talking about unreal events arising from writer's imagination

- Use of first person pronoun
- Enable to cope with personal reactions

2.5.6.2) Information report

- **Purpose:** Provide facts about the phenomena of the world, animals, plants and non-living things in general

- **Text organization:** This text type can consist of various kinds of information, for instance, classification, functions, giving examples, describing components and aspects by using subheading to organize paragraph
- **Language Features**
 - Present Tense
 - Use action verbs (material processes) to describe behavior (walk, plant, cook)
 - Use linking verbs (relational processes)
 - Use adjective to describe or give detail
 - Use adverb of manner, place and duration
 - Enable to use technical vocabulary
 - Avoid using first personal pronoun (I ,We)
- **Details:**
 - Begin the introduction by giving the definition or general statement
 - Avoid personal opinion in this genre
 - No conclusion or ending in this genre
 - Enable to use diagrams, photos and illustrations

Considering what the students learn in the classroom, Thai adolescent students seems not to have chances to learn idea organization in the different contexts connected to communicative purposes. In order to develop Thai students' writing proficiency, the researcher needs to examine writing problems in term of idea organization and purposes that may be found in students' writing. The genre-based approach would be the principles which could assist this study to find out these writing problems occurring among Thai adolescent students in term of constructing writing linked to social purposes as well as idea organization. The result of

discovering these problems could assist students to develop an ability to create academic writing necessary for real-world situations as well as to learn in university level.

2.6) Evaluation for Genre Writing

For this study, to evaluate genre writing of Thai adolescent students through analyzing students' writing needs to use checklist as close evaluation to check genre writing quality or requirements.

As McGrath (2002:22) provides an overview of material evaluation that evaluation is 'making of judgments'. Tomlinson (2003:150) mentions that material development is to evaluate the usefulness of activities or lessons utilized in teaching and learning. Evaluation is not the stages that the material users examine advantages or disadvantage of certain materials (Hutchinson and Water 1987:96). Evaluation is to consider materials or activities which could help the teachers support students to use language as well as develop their language ability (Cotterall 2000:112). Hutchinson and Water (1987:97) state that evaluation is the level of appropriateness in term of selecting or employing certain activities or materials to complete learning aims or solve problems. The degree of flexibility and benefit is proposed by materials could be counted focusing on evaluation (Nunan 1989:135). It is to give an importance to the materials or activities material users consider that fulfill what they are looking for (McGrath2002:22).

For assessing materials, pre-use, in-use and post-use evaluation is three main procedures through employing the different methods such as the checklist method, the in-depth method,

first-glance evaluation and criteria evaluation (McGrath 2002:17). The method utilized in this research is close-evaluation using checklist.

2.6.1) Checklist

As McGrath (2002:40) defines close evaluation as the next stage of evaluating material in more detail after the primary evaluation called first-grace evaluation. Checklist is one of the most practical ways used to assess materials or activities. It could combine many questions or information account relating to materials or activities that the evaluator wants to assess. Furthermore, checklist also provides more convenient to the evaluators in term of comparing evaluation from the different evaluators because checklist can use a tick or a score to answer questions or statement. It is not difficult to understand as well as not to complicate to accomplish the checklist. Checklist could assist the teachers or material users to choose the proper materials to support teaching. There are three methods used to design checklist: borrow and adapt the checklists published, to create the content and format for a new checklist through brainstorming ideas and to find out what both teachers and students view as necessary. Material users should concern with functions in the checklist as follows (McGrath 2002:49):

- 1.) Information - to consist of basic information about materials or activities.
- 2.) Format and response - to combine between open-ended question and giving a score
- 3.) Sequencing of categories and specific criteria – to realize certain criteria overlap
- 4.) Rating, weighting and scoring – to allow qualitative judgments to be made

Hence, it could be considered that classification of types of text (as presented on page 14-16) mentioned by Derewianka (1990) could be modified to use as a checklist for this research to evaluate and study students' writing in term of recount and information report styles. In order to

identify the strengths and genre writing problems, evaluating using checklist would be the suitable method to help the researcher analyze data.



Chapter Three

Research Methodology

In this chapter, the methodology to operate this thesis was described. In detail, the chapter consists of the following information: 1) Restatement of Research Questions, 2) Research Context, 3) Research Participants, 4) Data Collection, and 5) Data Analysis.

3.1) Restatement of Research Questions

1. *What is the students' text organization found in the writing of information reports and recount?*
2. *What is the students' language features found in the writing of information reports and recount?*
3. *What are the major genre writing strengths and problems found in the writing of information reports and recount by Thai adolescent students?*

3.2) Description of Research Context

Satriwithaya School was a public school for girls. This school was situated at 82, Dinsor Road, Bavorn Niwet, Phar Nakhon, Bangkok. Satriwithaya School was one of the most famous girl schools in Thailand was established on August 3 rd, 1901. There are 3,217 Thai female students attending the school (Education Management Information System 2014). The age of students was approximately between 11-17 years. This school consisted of both secondary to high school presented in the table below (Table 3.2.1).

Grade	Number of Students
Grade 12	598
Grade 11	547

Grade	Number of Students
Grade 10	449
Grade 9	575
Grade 8	535
Grade 7	513

The students in grade 7-9 could selected to learn in standard program or English program.

For grade 10- 12, all students were separated into four main academic majors as follows:

- 1.) Mathematics and Science
- 2.) Mathematics and English
- 3.) English and Language (Chinese, French, German, Japanese are students' choice)
- 4.) English and Social Studies

Each classroom contained 35-40 students. The students studied all subjects in Thai including English subjects taught by Thai teachers. For speaking class, English was taught by foreign teachers only 2 hours per week for each class. Satriwithaya School was the public school so that this school had to follow a curriculum provided by Ministry of Education more than other private schools, bilingual or international schools. Hence, what the learners learned in English subjects had to relate to the curriculum that was provided by government.

3.3) Research Participants

The target participants to collect data were 15 high school Satriwittaya students. Their ages were between 16-17 years old. All of them studied in Mathematics and Science major in Special English Class for Communicative Practice in the evening. The extra English class in the

evening was elective course for the students who would like to develop language ability. There were prerequisite courses for them, but they had learned English from Grade 1 to Grade 9. In this semester, the participants learned three English courses. For Grammar and Vocabulary and English for Communication, both English courses were taught by a school English teacher. English in Mind used as a main course book for teaching grammar and vocabulary. Most activities in this class were to practice applying grammar rules through fill-in the blank exercises, multiple choices exercises including practicing doing the tests to prepare students for university entrance examinations. The participants learned this subject 2 hours per week. In English for Communication, the participants practiced reading in class and learn grammar in this class as well. The participants learned this subject 2 hours per week. Listening and Speaking were taught by native speaker teachers for an hour per week. The participants would be provided the topics to present in front of the class or use pictures to tell the story. In this class, there were too many students, 35 students so that there was not enough time to let every student present their ideas. There were details about the participants illustrated below:

Table 3.3.1

Name -Surname	Age	Grade (Matthayom)
Student 1	16	Grade 10
Student 2	16	Grade 10
Student 3	16	Grade 10
Student 4	16	Grade 10
Student 5	16	Grade 10
Student 6	16	Grade 10

Student 7	16	Grade 10
Student 8	16	Grade 10
Name -Surname	Age	Grade (Matthayom)
Student 9	16	Grade 10
Student 10	16	Grade 10
Student 11	16	Grade 10
Student 12	16	Grade 10
Student 13	16	Grade 10
Student 14	16	Grade 10
Student 15	16	Grade 10

3.4) Data collection

For this research, a discourse analysis was operated. The data used in this research are the written texts generated by high school students without teaching for enabling to find out the major genre writing problems more effectively

To collect all data, the researcher started collecting data from the first week to the fourth week of February in 2015 at Satriwithaya School. Each participant created 4 written texts which consisted of two written texts in Recount and two written texts in Information Report. Every week, the researcher prepared one writing topic to the English teacher who taught Special English Class in the evening. The main activity in this class was speaking to develop communicative competence. At the end of the class, this teacher wrote the writing topic on the board and told the participants to create writing at least 150 words as homework every week.

The participants had one week to generate writing. After the participants submitted their writing to their teacher in the next class, the researcher collected all writing from their teacher and check them. The new writing were provided to the participants. This cycle took 4 weeks to collect all data. In the fourth week of February, all participants received their essays back together with feedback from the researcher. The topics and duration given to the participants to write were summarized in the table below (Table 3.4.1):

Week Date	Writing Topic	Genres	Duration to write
Week 1 (Feb 4 th , 2015)	1. Give information in detail about your own airport	Information Report	One week
Week 2 (Feb 11 th ,2015)	2. Describe your own prison from your imagination	Information Report	One week
Week 3 (Feb 18 th ,2015)	3. Recount one of the craziest incident	Recount	One week
Week 4 (Feb 25 th ,2015)	4. Recount what happened to the earth from your imagination	Recount	One week

After the researcher received the participants' writing, the researcher used them to analyze to explore the major genre writing problems. The following topic explained the method and the criteria the researcher used to analyze the data in detail.

3.5) Data Analysis

In the data analysis, discourse analysis was the method to analyze the data. To answer the research question, this researcher found out the major genre writing problems occurring among Thai adolescent students through analyzing the students' writing. This study investigated

language features and text organization the students used in the students' writing to create texts connecting to purposes in the target genre. Principally, certain genres had the different purpose, linguistic knowledge or language features and text organization so that every genre text type was different (Derewianka1990). The following paragraph would explain the method and the criteria for evaluation in detail.

3.5.1) Checklist and Criteria for Evaluation

To analyze the data, this study used checklist to evaluate each students' writing. The format of checklist was modified from the published evaluation checklist of Tucker (1975:360). For the criteria in the checklist, the researcher used text organization and language features provided by Derewianka (1990) as the criteria to check the requirements in term of language features and text or idea organization in the particular text type based genre-based approach. There were the details in two major genres, Recount and Information Report, focused in this research as follows:

1.) Recount (Derewianka 1990: 15-16)

- **Purpose:** Tell or report what happened in the past
- **Idea Organization:** The story is organized by time sequence. The paragraph is separated in two parts as follows:
 - **Orientation:** this section is to provide background to make readers understand some writer's ideas. The writer can mention about who or what involves in this story, where and when the story takes place.
 - **Events:** the main information including other details is presented in this section.
- **Language Features:**

- Specific participants
- Past Tense
- Action verbs (Material process)

There are three major categories of recount Personal Recount, Factual Recount and Imaginative Recount as follows:

Personal Recount: Repeat an activity or experience that the writer is included

- Use of first person pronoun (I, we)
- Enable to put personal feeling or reaction

Factual Recount: Repeat vary of incidents, such as, science experiment, police report, news report or historical account

- Use of third person pronoun (he, she, it, they)
- The result of the activity presented at the ending, for example, science experiment
- Use adverb of time, place and manner to give details
- Descriptive adjective
- Passive voice
- Avoid mentioning personal feeling

Imaginative Recount: Talking about unreal events arising from writer's imagination

- Use of first person pronoun
- Enable to cope with personal reactions

2.) Information report (Derewianka 1990: 51-53)

- **Purpose:** Provide facts about the phenomena of the world, animals, plants and non-living things in general
- **Text organization:** This text type can consist of various kinds of information, for instance, classification, functions, giving examples, describing components and aspects by using subheading to organize paragraph
- **Language Features**
 - Present Tense
 - Use action verbs (material processes) to describe behavior (walk, plant, cook)
 - Use linking verbs (relational processes)
 - Use adjective to describe or give detail
 - Use adverb of manner, place and duration
 - Enable to use technical vocabulary
 - Avoid using first personal pronoun (I ,We)
- **Details:**
 - Begin the introduction by giving the definition or general statement
 - Avoid personal opinion in this genre
 - No conclusion or ending in this genre

3.5.1.1) Checklist for evaluation according to Genre Approach (Recount)

Table 3.5.1.1

Criteria		
Student	What the research found in the student's writing	What the research did not find in the student's writing
Text Organization		
Overall Text Organization by Time Sequence		
Orientation as Background Information		
Events		

Table 3.5.1.2

Criteria		
Student	What the research found in the student's writing	What the research did not find in the student's writing
Language Features		
Specific participant		
Past Tense		
Action verbs (Material process)		
Liking items to do with time		
Adjective in Noun Group		

3.5.1.2) Checklist for evaluation according to Genre Approach (Information Reports)

Table 3.5.1.2.1

Criteria		
Student	What the research found in the student's writing	What the research did not find in the student's writing
Text Organization		
Overall Text Organization by categories or use subheading		
Opening with General classification		
Description		

Table 3.5.1.2.2

Criteria		
Student	What the research found in the student's writing	What the research did not find in the student's writing
Language Features		
Present tense		
Action verb		
Linking verbs (relational processes)		
Descriptive adjective		
Nominal Group		
Adverb of Manner		
Adverb of Place		
Adverb of duration		

3.5.3) Method of Data Analysis

To analyze data, there were two main processes separated into three main sections. First, the data were separated for each genre, Recount or Information Report. In this study, there were 30 written texts in Recount and 30 written texts in Information Report created by 15 Thai high-school students. To analyze students' writing, this study paid attention on students' control of the text organization or idea organization and language features which were specific in the particular genre. Next, the researcher used the evaluation criteria in form of checklist (see table 3.5.1.1) to assist this research to analyze students' writing. Language features the students used as well as to organize the text based on the requirements in the target genre is recorded in the checklist in the section of 'students' writing'. The finding from the analysis in each genre is used to answer for the research question.

1. *What is the students' text organization?*
2. *What is the students' language feature?*
3. *What are the major genre writing problems found in the writing of recount and information reports by Thai adolescent students?*

The analyzed data from using genre based approach as the criteria assisted the teachers to be aware of the strengths, real genre writing problems among Thai adolescent students as well as their genre knowledge. It was likely to be the important factors to develop writing proficiency that the teacher should understand.

Chapter 4

Data Analysis and Findings

In this chapter, the analysis and findings of the collected data is presented. The analysis of students' writing is analyzed to find out what are the major genre writing strengths and problems found in the writing of recount and information reports. The chapter includes the two main sections: 1) the analysis of students' writing 2) the findings 3.) the summery of finding to answer the research.

4.1) Analysis of Students' Writing

4.1.1) Writing Topic 1: Give information in detail about your own airport

Table 4.1.1.1



Criteria		
Student 1	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	Airport is a place where many people can go to foreign country by the comfortable plane.	—
Description	<p>To travel under the sea is the name of museum that we catch many strange fish around the world and look after them in the big aquariums. The customers can visit for free. Here are many seasonal shows from many cute aquatic animals, for instance, seahorse, dolphins, sharks. Many fish that can shine many colors brightly like jellyfish and etc.</p> <p>In our airport, we build the winter room that there are mountains that are covered snow. In consequence, the travelers can ski from the top of the mountains or build the giant snowman and take photos with him. Many children like to throw snow to their friends.</p> <p>There is the beautiful beach near our airport. Everyone can go swimming, sunbath, play beach volleyball, build sand castle and keep shells. When the customers finish their activities, they can take a shower in the bathrooms that are built by the best engineer in the world.</p>	<p>1.) Not avoid adding conclusion</p> <p>Ex. All these activities make the tourists feel pleased and they can spend their time worthily so they can travel happily.</p>

Table 4.1.1.2

Criteria		
Student 1	What the research found	What the research did not find
Language Features		
Timeless in present tense	People can go to the museum, we build, the fish shine colors, children throw snow, etc.	Using first personal pronoun (I ,We)
Action verb	Wait, call, travel, visit, build, shine, swim, take a shower, ski, catch, play and etc.	
Linking verbs (relational processes)	go, keep, v.to be, make, feel and etc.	
Descriptive adjective	comfortable, foreign, different, new, strange, big, giant, cute, aquatic, pleased, the best and seasonal	
Nominal Group	the name of museum that we catch many strange fish around the world, the big aquariums, many seasonal shows from many cute aquatic animals, Many fish that can shine many colors brightly like jellyfish, the winter room that there are mountains that are covered snow, the giant snowman, many children	
Adverb of manner	brightly	
Adverb of place	at the airport, under the sea, in the big aquariums, in the airport, from the top of the mountain, near the airport, in the world, in the bath room	
Adverb of duration	for a long time	

Criteria		
Student 2	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	<p>Airport is a place where many people can go to foreign country by the comfortable plane. There are four main towers: Tower A- Departure tower, Tower B-Arrival tower, Tower C- Control room and Tower D- shopping mall and 5 stars hotel that support over 5,000 passengers per hour. Moreover, this airport surrounds with botanical garden and giant swimming pool that are well-managed.</p>	—
Description	<p><u>First super service</u> is changing landscape every season to make passengers excited to be back again. In the botanic garden, all flowers and trees are changed every season.</p> <p><u>The second super service</u> is VIA lounges which decorated stylishly and supporting 30 passengers in each. There are two lounges; one in Tower A another in Tower B; that every passenger can go for rest with no register. In the lounges, there are coffee and dessert for passengers, many comfortable seat and a big cinema for passengers to kill their time.</p> <p><u>The last super service</u> is having concert or superstar interview when they off the plane. In Tower B, there is a stage for mini concert and interview. In front of the stage, is a large free area that can support 400 fans club when they wait for their idols or having concert. There are many superstars that have been on this stage</p>	—

Description (continue)	<p>such as Super Junior, Lee Min Ho and Bruno Mars.</p> <p>Actually, <u>VIA has many other services for example 5 stars hotel</u> which has spa and a big shopping mall where passengers can find every brand name around the world and buy in 20% off etc. VIA is not only an airport but it is the place that passengers can experience the joy before they begin their journey.</p>	
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Table 4.1.1.4

Criteria		
Student 2	What the research found	What the research did not find
Language Features		
Present tense	- Airport is a place where many people can go to foreign country..., three super services make passengers choose this airport...., VIA lounges which are decorated.. ,every passenger can go to rest.. ,there are many comfortable seats and etc.	
Action verb	support, choose, change, decorate, find, experience and wait	
Linking verbs	go, have, v.to be , feel., make	
Descriptive adjective	the biggest new, many, arrival, giant, well-managed, every, important, the best, comfortable, and botanical.	
Nominal Group	a place where many people can go to foreign country, four main towers, 5 stars hotel that support over 5,000 passengers per hour, botanical garden, giant swimming pool that are well-managed, first super service, all flowers and trees, VIA lounges which decorated stylishly	
Adverb of manner	stylishly	
Adverb of place	in Thailand, every season, in the lounges, in Tower B, on the stage and around the world	
Adverb of duration	when they wait for their idols or having concert... when they off the plane....before they begin their journey...	

Table 4.1.1.5

Criteria		
Student 3	What the research found in the student's writing	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	My airport is the most beautiful airport in Asia that open only in special occasion of Thailand such as Songkran Festival or the Royal ceremony. Our purpose is to attract tourists from over the world to be a part of Thai festivals.	—
Description	<p>In this airport, there are 3 sections divided for the best service. <u>First section is located near main gate.</u> This section is information counter. You can ask everything you want to know from the receptionist. The receptionist is going to inform you about location and step that you must know before travelling by airplane. <u>Second section is luggage registration part.</u> The passengers' luggage will be checked and weighed. The overweight luggage will be send to another part and it costs excess baggage charge. The registered luggage will be transport on the carousel to the airplane. <u>Third section</u> is a lounge. Our airport lounge is the most modern-luxury decorated with Thai furniture. Inside the lounge, the airport exhibit the cultural symbols such as Thai performance and drawing.</p>	<p>1.)Put ending personal feeling</p> <p>If you have chance to come to Thailand and your airline departure in my airport. I am sure you will be excited and keep this place in your memory.</p>

Table 4.1.1.6

Criteria		
Student 3	What the research	What the research did not find
Language Features		
Present tense	There are 3 sections divided for the best service..., First section is located near main gate..., This section is information counter..., You can ask everything you want to know from the receptionist and etc.	-Use future tense in some sentences Ex. - The registered luggage will be transport on the carousel to the airplane... -the overweight luggage will be send to another part....
Action verb	check, open, send, transport, decorate, exhibit and check	
Linking verbs	There are, go and is	
Descriptive adjective	modern, luxury, cultural, overweight, special, beautiful, Thai, cultural	
Nominal Group	the most beautiful airport in Asia that open only in special occasion of Thailand, our purpose , Thai festivals, three sections, the best service, the overweight luggage, the registered luggage, the most modern-luxury decorated with Thai furniture, the cultural symbols, Thai performance	
Adverb of place	inside the lounge, in this airport, near main gate	
Adverb of duration	before travelling	

Table 4.1.1.7

Criteria		
Student 4	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	Airport is the place that people who want to travel go.	—
Description	<p>My airport has many friendly polite smart staffs. In the terminal has luxurious sofas. During passengers waiting to get the the plane, there are a lot of activity in relax :for example; sale zone that has cheap goods for people who want to shopping, advice attractions zone for people who want to look for interesting place or landmark in each countries. Besides, there are big clean restroom. In the restaurant, there are free buffet that have a lot of famous food in each country.</p> <p>Advantages of my airport is passengers do not waiting for the plane for a long time. Besides, if passengers go to airport before get the plane, they can shopping or look for interesting attractions. And there are free buffet for everyone.</p>	

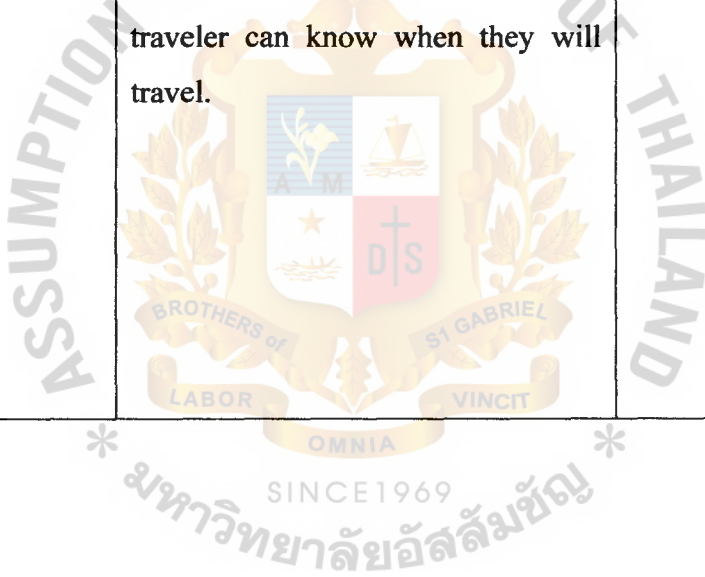
Table 4.1.1.8- Table 4.1.1.10

Criteria		
Student 4	What the research found	What the research did not find
Language Features		
Present tense	My airport has many friendly polite smart staffs..., there are big clean restroom..., In the restaurant, there are free buffet that have a lot of famous food in each country....., they can shopping.....	—
Action verb	wait, look for	
Linking verbs (relational processes)	have, there are and go	
Descriptive adjective	famous, interesting, cheap, a lot of, many, friendly, polite and smart	
Nominal Group	many friendly polite smart staffs, luxurious sofas, a lot of activity, sale zone that has cheap goods, people who want to shopping, people who want to look for interesting place or landmark in each countries, big clean restroom, free buffet that have a lot of famous food in each country	
Adverb of place	in the terminal	
Adverb of duration	During passengers waiting, for a long time, before get the plane	

Criteria		
Student 5	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	If I can create my own airport, I will create as big as I can do.	—
Description	<p>In my airport, there are many zones. In each zone, there are many things. <u>In zone one</u>, there is food zone. There are many kinds of food from another country such a Thai food, Japanese food, Chinese food etc. <u>In zone two</u>, there is souvenir zone. In this zone, there are many souvenir shops and some is hand made products. <u>In third zone</u>, there is kid zone. In this zone, children can play with their friends or other kids. <u>Next zone is cinema</u>. This zone can make bored people go to watch movie. <u>Zone five</u>, there is smoking zone. I make this zone for people who like to smoke. <u>Next zone</u> is hotel for travellers who do not know where they can stay. <u>Zone seven</u> is bar for people who want to drink alcohol or juice.</p>	—

Description

Zone eight, there is rest zone. This zone I make for people who want to take a rest and some want to have peace. Some want to have privacy. Next zone is spa and massage. This zone is for people who want to relax. And the last zone is beauty and salon zone because girl and women have to beautiful all time. In my airport, there are free WiFi and have computer to use. In my airport, there are many points that have flight schedule because traveler can know when they will travel.



Criteria		
Student 5	What the research found	What the research did not find
Language Features		
Present tense	There are many kinds of food from another country..., some want to have privacy ..., there is souvenir zone...., there are many souvenir shops and some is hand made products...., children can play with their friends, I make this zone for people who like to smoke and etc.	Use first personal pronoun Ex. <u>I</u> make for people who want to take a rest and <u>I</u> make this zone for people who like to smoke
Action verb	show, drink ,take a rest and play	
Linking verbs (relational processes)	have, go, there are , there is, v.to be,	
Descriptive adjective	Japanese and Chinese	
Nominal Group	many zones, many things, many kinds of food, Thai food, Japanese food, Chinese food, many souvenir shops, people who like to smoke, travellers who do not know where they can stay, people who want to drink alcohol or juice, people who want to take a rest , people who want to relax, my airport, many points that have flight schedule	
Adverb of manner	happily	
Adverb of place	in my airport, next zone, in each zone, in zone on, in third zone next zone	
Adverb of duration	when they will travel.	

Table 4.1.1.11

Criteria		
Student 6	What the research found	What the research did not find
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	In international airport, there are many facilities that make people comfortable and security guards who give security to passengers and their belongings.	—
Description	Four Season International Airport have many facilities that make you be comfortable however, they also have high technology but they are in present not in the future. There are many facilities that make you comfortable. First service is luggage express. This service sends your luggage to the airport before or after you arrive at the airport. This service does not charge for premium customers. For other customers, they have to pay some money. There is Four Seasons restaurant. In this restaurant, there are four zones that you can select menu you want. There is global library, you can buy or read books in the library.	—

	<p>You can order books that do not have in this library from other countries. You can choose a type of book that you want in E-book or real book. You can go to Four Season International Airport without plane ticket. You can go shopping, eat and rest in this airport.</p>	
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Table 4.1.1.12

Criteria		
Student 6	What the research found	What the research did not find
Language Features		
Present tense	there are many facilities that make you comfortable..., this airport has security guard, you can choose the book that you want, this service sends your luggage to the airport....., they also have high technology....., there is global library etc.	Use future tense in some sentences. Ex. You <u>will lose</u> all your money in this airport.
Action verb	visit, make, send, charge, buy, select, read, order, choose, bring, eat etc.	
Linking verbs	go, have, v.to be, make and feel	
Descriptive adjective	international, surprising, comfortable, high	
Nominal Group	many facilities that make people comfortable, security guards who give security to passengers and their belongings, many facilities that make you be comfortable, high technology, premium customers, some money, four zones that you can select menu you want, global library, books that do not have in this library from other countries, a type of book that you want in E-book or real book, International Airport without plane ticket	
Adverb of place	in this airport, from future, in the restaurant, in the library, from other countries	
Adverb of duration	During passengers waiting for a long time,	

Table 4.1.1.13

Criteria		
Student 7	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	Airport is the place for transport passenger and goods by air but harbor is the place for transport by water. So for convenience, this airport adds both places in 1 place. Therefore, this airport is called 2 in 1 airport. All of facilities in this airport create to decrease complicated step but keep safety with high technology. There are many highlights of this airport	—
Description	<u>2 in 1 function</u> 2 in 1 function is not only normal airport but it is the harbor by itself. This is using of resource to maximize the benefits because this airport can use 2 functions in 1 that make the government economize more. <u>Can take water inside</u> Another airport cannot take water inside because safety reason but at 2 in 1 Airport you can take water inside; moreover: do not worry about security because there are high technology machines to check that the water you take inside is safe. So you do not have to throw the water anymore. <u>Soundproof room</u> This function build for someone who want to do the activity that will make loud sound for the purpose of not make other people annoying.	—

Table 4.1.1.14 – Table 4.1.1.15

Criteria		
Student 7	What the research found in the student's writing	What the research did not find in the student's writing
Language Features		
Present tense	Airport is the place for transport passenger and goods by air....., all of facilities in this airport create to decrease complicated step...., there are many highlights of this airport...., someone who want to do the activity that will make loud sound....., you can take water inside...., you do not have to throw the water anymore...., This function build for someone	Use future tense in some sentence Ex. This function build for someone who want to do the activity that <u>will make</u> loud sound
Action verb	throw, check, take water, use and maximize	
Linking verbs (relational processes)	have, there are, go, keep and v. to be	
Descriptive adjective	safe, normal, high, complicated	
Nominal Group	the place, this airport, both places in one place, all of facilities in this airport, high technology, many highlights of this airport, machines, the government	
Adverb of manner	—	
Adverb of place	inside	
Adverb of duration	—	

Criteria		
Student 8	What the research found	What the research did not find
Text Organization		
Overall Text Organization	Not have	—
Opening with General classification	Fantastic airport has weight one hundred farms. Moreover, this building is created by a famous architect in Thailand and London, United Kingdom.	—
Description	<p><u>In front of airport</u>, there are high-luxury taxi line that receive-send customers. Building is a modern in a period. <u>In the building</u>, there are new-fashion shops. Moreover, there are many high-luxury brand name shops, for example, Yves Saint Laurant, Bobbi Brown, Benefit and Louis Vitton. There are many restaurants. People can choose restaurant that they want. The restaurants service about seafood, Italian food but the highlight is Thai food. If people will get test Thai food, everyone will say “it is very delicious”. All menus is a quality and organic ingredients. There is high comfortable modern style spa. Customers can relax in spa if they feel tired. Spa has a service about massage and fish spa. <u>There is stick security guard because airport is public for international</u>. This airport is controlled by private company and government. They will provide high security system in an airport.</p> <p><u>Next to a building, it is a huge runway</u>. Runways</p>	—

is attractively by gold and crystal. There is scanner before coming to the airport in order to protect passengers. Customers will not worry because an airport is high technology and staffs will take care of customers.

When people arrive to fantasy airport, they will see wall and street that decorated carefully in a wall. Budget of airport is 100 million baht and government support that this airport is international from Thailand.



Table 4.1.1.16 – Table 4.1.1.17

Criteria		
Student 8	What the research found	What the research did not find
Language Features		
Present tense	The building <u>is created</u> by a famous architect...., all menus <u>use</u> qualified organic ingredients..., <u>there are</u> new-fashion shops..., this airport <u>is controlled</u> by the private company , the restaurants service about seafood	Use future tense in many sentences Ex. Passengers <u>will be</u> provided high security, passengers <u>will see</u> wall and street, the security guard <u>will protect</u> everyone, customers <u>will not be</u> worry, everyone <u>will say</u> “it is delicious”, the staff <u>will take care of</u> all passengers.
Action verb	give, provide, choose, use, decorate, arrive, come, protect and support etc	
Linking verbs (relational processes)	go, have, v.to be, make and feel	
Descriptive adjective	fantastic, famous, high-luxury, Italian, Thai, qualified, organic, tired, modern, high, convenient, private, many, and international.	
Nominal Group	high-luxury taxi line that receive-send customers, new-fashion shops, many restaurants, choose restaurant that they want, Thai food, All menus, high security system in an airport	
Adverb of manner	attractively	
Adverb of place	in front of airport, in the building, next to this building	
Adverb of duration	when people arrive, before coming	

Criteria		
Student 9	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	In this airport, there are a lot of large expensive comfortable things that you want. In the level 10 th it has the car park that is enough for everyone.	—
Description	When you enter to this airport. At first, you can see the main room in the airport that called reception hall. A lot of airhostesses greet you. When you walk along, you can see the restroom After you park the car, there is a friendly handsome bodyguard to take care of you and take you into the airport. There are a lot of large expensive comfortable things that you want. You can go to counter to buy a ticket for your flight or reserve the seat. You can go to the restaurant when you feel hungry. You can go to the restaurant to buy something that you want to eat. This restaurant is very special that is you can go to every shop to choose one of the meal and order the chef to cook. You can choose what do you want to eat after that you can go to counter again to book your	—

<p>Description (continue)</p>	<p>seat and choose the world's best airline before you go to get on the plane.</p> <p><u>The good points of this airport</u></p> <p>This airport will not limit the weight of your bag. You can choose your own flight. You can cancel your flight when you want. You can ask every question to staffs. The price of food is inexpensive.</p>	
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Table 4.1.1.18

Criteria		
Student 9	What the research found	What the research did not find
Language Features		
Present tense	When you enter to this airport ..., a lot of airhostesses greet you..., when you walk along, you can see the restroom..., there are a lot of large expensive comfortable things..., you can go to the restaurant..., this restaurant is very special..., there are a lot of large expensive comfortable things....etc.	Use future tense in many sentences Ex. Passengers <u>will be provided</u> ..., passengers <u>will see</u> ..., the security guard <u>will protect</u> ..., customers <u>will not be</u> worry, everyone <u>will say</u>, the staff <u>will take care of</u>
Action verb	park, take off, enter, guide, rescue, walk, do, buy, order, choose, cook, eat, reserve, take photo, prepare, take care of , give and help	
Linking verbs	v.to be, get, v.to have and go	
Descriptive adjective	large, expensive, inexpensive, clever, friendly, handsome, free, comfortable, enough, a lot of, another, the second, good, insufficient	
Nominal Group	a lot of large expensive comfortable things that you want, the car park that is enough for everyone, the main room in the airport, a lot of airhostesses, a friendly handsome bodyguard, a lot of large expensive comfortable things that you want, something that you want to eat, restaurant is very special that is you can go	
Adverb of place	in the airport, on the 10th floor, in this hall	The student puts her personal opinion in this text. Ex. <u>I think</u> this airport is the most comfortable airport. Use first personal pronoun (I ,We) Ex. <u>I</u> think this airport is the most comfortable airport
Adverb of duration	when you walk to the restroom, before you go to get on the plane, after that	

Table 4.1.1.19

Criteria		
Student 10	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	Airport is a place to park the airplanes and the place for tourists to stay before getting on the airplanes.	
Description	<u>In this airport</u> , there are 6 entrances and 4 telephone boxes in each corner to contact other people or public relation counter that you can ask information. There are three restrooms. Two restrooms are between two entrances and another one is behind the shops. In the mall, there are many shops such as King Power, Duty Free, S&P restaurant and MK suki. Near the mall, there is a cinema that passengers can watch movie before getting on the plane. Behind the mall, there is a karaoke. Near the mall, there are a lot of comfortable seats. The way to go to the gate is in front of the shopping mall. The last zone is observing zone for tourists to see the runways	

Table 4.1.1.20

Criteria		
Student 10	What the research found	What the research did not find
Language Features		
Present tense	Airport is a place to park the airplanes...., there are 6 entrances...., there are three restrooms, this airport has a sky train..., there is a cinema that passengers can watch movie..., there are a lot of comfortable seats..., this airport uses a lot of budget to build...., two restrooms are between 2 entrances and etc.	No adverb of manner
Action verb	get on, park, ask, come, use, take and travel	
Linking verbs (relational processes)	v. to be and v. to have	
Descriptive adjective	Thai, high-quality	
Nominal Group	six entrances, 4 telephone boxes in each corner, public relation counter that you can ask information, three restrooms, two restrooms, two entrances, many shops, a cinema that passengers can watch movie, Thai culture, a lot of convenient places, high-quality materials, a lot of budget	
Adverb of place	in this airport, in each corner, between two entrances, behind the shops, in the shopping mall, near the shopping mall,	

	behind the sky train, in front of the cinema	
Adverb of duration	before getting on the plane	

Table 4.1.1.21

Criteria		
Student 11	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	This airport which is comfortable and interesting is divided into two sections.	—
Description	<p><u>First section</u>, there are 5 stars hotel, restaurant and many convenient store. Some flights are very early so the tourists have to go airport early too and they may feel sleepy. Thus, this airport has five starts hotel for them. Some tourist can eat lunch and dinner at the restaurant. They can buy anything from convenience store. <u>Second section</u>, there are theatre, souvenir shop, zoo and amusement park. This section is for tourists to rest and relax. In the theatre, there are many kinds of movie such as fantasy movie, romantic or adventure movie that they can choose. The tourists can watch some movie here. They can see many animals at the zoo such as lions, rabbits, tigers, bears and birds. In amusement park, there are a lot of rides for all tourists to play. All rides also have for the children too.</p>	—

Table 4.1.1.22

Criteria		
Student 11	What the research found	What the research did not find
Language Features		
Present tense	This airport which is comfortable and interesting is divided into two sections.... , this airport has ... , this section is..., some flights are..., the tourists have to go...., they can buy...., the tourists can watch... and etc.	No adverb of manner
Action verb	eat, buy, divide and rest	
Linking verbs (relational processes)	have, there are and go	
Descriptive adjective	interesting, comfortable, sleepy, convenience, fantasy, romantic and adventure	
Nominal Group	many convenient store, this airport which is comfortable and interesting, some flights, five starts hotel, some tourist, convenience store , many kinds of movie, many animals, a lot of rides	
Adverb of place	in amusement park, in the theatre, from convenience store	

Table 4.1.1.23

Criteria		
Student 12	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	An airport is the place where there are many planes for domestic and abroad flying. People who control the plane is pilot	—
Description	<p><u>Function</u></p> <p>When you enter the hi-technology beautiful airport, you do not need to buy the tickets but you have to buy the small genius watches that like the mini-computer. You can book private room or seat on the plane all the time one hour before the plane take off by project the menus into the air and choose the menus that you want. Besides, this smart watch can tell you the map of this airport, tourist attraction in each country or provinces. You can design your private room on the plane like choose the color of your luxury bed or the theme of your room. During you waiting for the plane, you can go to comfortable lobby on the second floor. There is high speed internet for the passengers. All of staffs in this cool airport except pilots and airhostess are robots that are made in Japan.</p> <p><u>Design</u></p> <p>I design this large wonderful modern airport in 25th century style that everything in this comfortable airport is very hi-technology. You can see every new</p>	—

	<p>technology around the world.</p> <p><u>Advantage</u></p> <p>This airport is good for scientist or passengers who want to study about the new technology and every information in the robot staff is always updated.</p>	
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Table 4.1.1.24

Criteria		
Student 12	What the research found	What the research did not find
Language Features		
Present tense	This airport which is comfortable and interesting is divided into two sections.... , this airport has ... , this section is..., some flights are..., the tourists have to go....., they can buy....., the tourists can watch...	No adverb of manner and time
Action verb	eat, buy, divide and rest	
Linking verbs	have, there are and go	
Descriptive adjective	interesting, comfortable, sleepy, convenience, fantasy, romantic and adventure	
Nominal Group	the hi-technology beautiful airport, the tickets, the small genius watches that like the mini-computer, private room, seat on the plane, one hour, before the plane, the menus, into the air, the menus that you want, this smart watch, the map of this airport, tourist attraction in each country or provinces, private room on the plane, the color of your luxury bed, the theme of your room, comfortable lobby on the second floor, high speed internet, All of staffs in this cool airport, robots that are made in Japan.	
Adverb of place	on the plane, on the second floor, in this cool airport, in Japan, around the world	

Table 4.1.1.25

Criteria		
Student 13	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories	Have	Mix up information
Opening with General classification	In this airport, there are four terminals; domestic Thailand, Europe, Asia and America for supporting a great number of passengers. There is an enormous car park that is next to the first terminal.	—
Description	<p>In the terminal, there are 4 floors. <u>On the first floor</u>, there are many comfortable seats and sofa for passengers who wait for check-in. And then, there is a luxury coffee shop in front of the check in zone. <u>On the second floor</u>, there are 25 general gates and 3 VIP gates. This floor is the floor for passengers who wait for get on the planes. There is Duty Free Zone in the last past of the floor and there are cable cars for transferring the passengers. <u>Next</u>, there are restaurants and food center <u>on the third floor</u>. There are 20 recreation rooms for support VIP passengers that are separated from food zone. <u>On the last floor</u>, this is the floor for relax. There is a big theater for passengers who want to watch the national show, such as Khon and etc. There is a beautiful park near the theater and the most popular zone is the view point at the top of the terminal. There are four toilets in each floor. Every floor, there are 30-50 inch TV that show the new cinema all day. And there is free WIFI that is covered the whole airport.</p> <p>There are many staffs for helping the passengers. All staffs are polite and active. They can speak 8 languages so there are no problems about communication among the staffs and the passengers. At the underground, there is a big car park that can support more than 1,000 cars per day.</p>	—

Table 4.1.1.26

Criteria		
Student 13	What the research found	What the research did not find
Language Features		
Present tense	There are four floors..., this floor is the section for the passengers who are waiting ..., there is beautiful park..., there is a luxury..., passengers who want to watch..., there is Duty Free..., there are restaurants etc.	No adverb of manner
Action verb	wait, check in, get on, congest, transfer, cover, help, consist of	
Linking verbs	go, get, have, v.to be and feel	
Descriptive adjective	enormous, domestic, the first, luxury, comfortable, general, big, beautiful, the most popular, polite, active	
Nominal Group	a great number of passengers, an enormous car park that is next to the first terminal, many comfortable seats and sofa, passengers who wait for check-in, a luxury coffee shop in front of the check in zone, passengers who wait for get on the planes, 20 recreation rooms, VIP passengers that are separated, a big theater for passengers who want to watch the national show, every floor, 30-50 inch TV that show the new cinema all day, all staffs, WIFI that is covered the whole airport, a big car park	
Adverb of place	in the airport, in the terminal, on the first floor, in front of the checking, in zone, on the second floor, near the theater, at the top of the terminal, on the last floor, at the playground,	

Table 4.1.1.27

Criteria		
Student 14	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Try to organize information by categories such as the first zone, second zone, third zone	Some information at the beginning of the text is repeated again and again.
Opening with General classification	—	
Description	<p>When you come to this place, you can see many beautiful polite staffs greet to you. The staffs take you to the check-in zone. The check-in zone, there are cute staff man or woman to check-in to get on the plane. In loading bag zone, the staffs help you carry your bags for you. The gate, there are handsome staff serves orange juice for you and open the movies all day. The rest rooms are very comfortable and there is automatic water control. The shops divide into two parts first is Duty Free and food center.</p> <p>The first zone is an entrance. This zone decorated from flowers. The flowers change every day for fresh when you come in. The style of entrance is spring blossom.</p> <p>The second zone is check-in zone. The style of this zone is modern. The colors of</p>	—

this room are black and white. The function of **this zone is check-in to get on the plane.** **The third zone** is loading bag zone, in this zone you are very luxury. **The staffs can carries bag for you.** This room style is undersea world. There are shells, seaweed, etc. This room use to loading bag to plane. **The forth zone** is gates. This room use for waiting for the planes. The style of this zone is vintage style of pink and white color. **The fifth zone** is restroom. There is luxury toilet like in Japan. There are 12 toilets. **The last zone is shops divide into 2 parts shops which are divided into two parts.** First is Duty free. There sell a goods in free tax and in my airport the goods in Duty Free have less cost than the shop outside. The second is food center. There are many kinds of food such as Japanese, Chinese, Italian food, etc.

Table 4.1.1.28

Criteria		
Student 14	What the research found	What the research did not find
Language Features		
Present tense	This airport which is comfortable and interesting is divided into two sections.... , this airport has ... , this section is... , some flights are... , the tourists have to go.... , they can buy.... , the tourists can watch... and etc.	No adverb of manner
Action verb	eat, buy, divide and rest	
Linking verbs (relational processes)	have, there are and go	
Descriptive adjective	beautiful, polite, friendly, comfortable, automatic modern, luxury, Japanese, Chinese, Italian, black and white.	
Nominal Group	many beautiful polite staffs, The colors of this room, This room, the check-in zone, your bags, automatic water control, vintage style, luxury toilet, shops which are divided into two parts, free tax, many kinds of food, many friendly staff, two sections	
Adverb of place	in the airport, in this zone, the fourth zone, in Japan, in Duty Free, outside the airport	
Adverb of duration	when you come in, all day, every day	

Table 4.1.1.29

Criteria		
Student 15	What the research found in	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General classification	—	—
Description	<p>First, transportation system. This system makes people who go to airport has convenience. Most airports in Thailand have many transportation systems such as sky train (BTS), subway (MRT), taxi, bus and Airport Link. All of them represent about going importance of transportation system. For example, the man who is marketing manager has meeting with CEO from France company. His plane take off 8a.m. It is impossible he can go to airport at 8a.m because distance from his house are far but he can use Airport Link. It makes him go to airport at 7 a.m. It gives comfortable and better life.</p> <p>Second, my airport has many Duty Free shops and brand name such as Shisedo, Gucci, Coach and etc. All of them can buy in the gateway. There are many kinds of restaurant such as Thai food, Japanese food or Chinese food.</p> <p>Finally, security system, this airport uses high technology such as CCTV around airport and car park. There are many security guards. All of them make people save.</p>	—

Table 4.1.1.30

Criteria		
Student 15	What the research found	What the research did not find
Language Features		
Present tense	This system makes....., people who go..., most airports in Thailand have..., the man who is marketing manager....., my airport has, this airport uses....., it makes... etc.	No adverb of manner, place and duration
Action verb	use and buy	
Linking verbs (relational processes)	go, v.to be, v. to have and make	
Descriptive adjective	comfortable, convenient, important, impossible, better, Thai, Japanese, Chinese, high-technology, a lot of and different.	
Nominal Group	people who go to airport, most airports in Thailand, many transportation systems, the man who is marketing manager, His plane, my airport, many kinds of restaurant, this airport, CCTV around airport, many security guards, Thai food, Japanese food, Chinese food	
Adverb of manner	—	
Adverb of place	—	
Adverb of duration	—	

4.1.2) Writing Topic 2: Describe your own prison from your imagination

Table 4.1.2.1

Criteria		
Student 1	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	Many prisoners in Thailand stay in the dirty prison because they break the law, for example, somebody snatch and run away or kill the honest people. So, they must spend their time to make benefit for society. Sweep the temple court, keep the rubbish near the sea and afforest in the mangrove are the best activities that they must do.	—
Description	<p><u>Sweep the temple court</u> can make feel calm because of clean air around the temple. They must sweep the leaves which fall from the trees as long as the people come to practice the dharma can meditate happily.</p> <p><u>Keep the rubbish</u> near the sea make the beach be beautiful and livable. The prisoners will keep and separate the rubbish in each litter bin. After that, they will send the recyclable waste to the factory.</p> <p><u>Mangrove forest</u> is the kindergarten of aquatic animals, therefore, the prisoners must afforest. The plants that they will grow are mangrove.</p>	<p>Put some conclusion at the end of the text</p> <p>Three activities that they do can help many people or animals to live comfortably more than before. Maybe, these works may make some prisoners change themselves to be the good person in the society.</p>

Table 4.1.2.2

Criteria		
Student 1	What the research found	What the research did not find
Language Features		
Present tense	Sweep the temple court <u>can</u> make...., mangrove forest <u>is</u>, three activities <u>that they do</u> ..., people come, keep the rubbish near the sea make....	-No adverb of duration -Use future tense in some sentences Ex. The prisoners <u>will keep</u> and separate the rubbish, they <u>will send</u> the recyclable waste, they <u>will grow</u>
Action verb	grow, afforest, spend, sweep, fall, come, practice, meditate, separate, send	
Linking verbs (relational processes)	go, keep, v.to be, make , feel	
Descriptive adjective	comfortable, foreign, different, new, strange, big, giant, cute, aquatic, pleased, the best and seasonal	
Nominal Group	Many prisoners in Thailand, the dirty prison, the honest people, the honest people the rubbish near the sea, the best activities that they must do, clean air around the temple, the leaves which fall from the trees, each litter bin, plants that they will grow	
Adverb of manner,	comfortably, happily	
Adverb of place	near the sea, in Thailand around the temple, from the trees, in each litter bin, in the society, in the dirty prison	
Adverb of duration	—	

Table 4.1.2.3

Criteria		
Student 2	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	People who do something illegal are arested and put in prison. In prison, everybody lives like deadman that waiting for one day to go out of this hell. Only one way that they can do is waiting but it is too long. Prisoners who regret what they did will lose lifetime that they can do for their life, their family and their community. They ought to get a chance. Three off-prison activities that prisons should do for society to reduce their time in the prison.	—
Description	<u>Clean public place</u> ; a park, they had swept leaves, picked up trash and clean up everything in a park at 5a.m. in the morning before everybody came. As well as town square, pavement that is dirty. They can communicate with people in town. <u>Make handmade product</u> : they make handmade product such as key ring, doll, bracelet and necklace etc. and sell them in low-	- Put an ending Everybody should give a chance to people that are ready to turn over a new live and hope to have good life in the future....

	<p>price. Money that they earn will spend on charity or in the restaurant that prisoners work in for buying ingredients.</p> <p><u>Work in “Restart Café”:</u> all of workers since a chief to waiters in the restaurant are prisoners. Workers are not receive salary so the restaurant can sell food in low price for the poor, beggar and the homeless.</p>	
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Table 4.1.2.4 –Table 4.1.2.6

Criteria		
Student 2	What the research found	What the research did not find
Language Features		
Present tense	They can communicate..., they earn..., prisoners work....., workers are not receive..., People who do something illegal are arrested, everybody lives..., Prisoners who regret....., they can communicate..., people who do something illegal are arrested, everybody lives like... etc.	-No adverb of time and manner -Use future tense in some sentences Ex. The prisoners <u>will keep</u> ...they <u>will send</u> ..., they <u>will grow</u>
Action verb	reduce, sweep, pick up, clean, come, communicate, sell, earn, spend, work, receive and give	
Linking verbs	go, have, v.to be and make	
Descriptive adjective	good, dirty, low, clean, new, good	
Nominal Group	People who do something illegal, Only one way that they can do, Prisoners who regret what they did, lifetime that they can do, activities that prisons should do, activities that prisons should do, public place	
Adverb of place	at 5a.m., in the morning, in town, in the restaurant	

Criteria		
Student 3	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	<p>Living as a prisoner is one the nightmare that people do not want to do. When people have to be punished on their lawsuit by living without freedom in the places called prison. Prison contains many convicts that come from different places, taught by different environment, lived without conscious and have been punishing on their mistakes. So, living in a new place with many new people put pressure on prisoners and make them stressed or be in depression.</p>	—
Description	<p>Keep prisoners doing some activities in free time maybe a good way to prevent depressive disorder that caused violence in prison. For some prisoners that feel bad and depressed with living in prison, we can get them to do off-prison activities. Off-prison activities that I think prisoners should do for society to reduce their time in the prisons and also reduce their stress are....</p>	

1.) **Form a community stage** and take them to be the master of ceremonies. They must talking are about their mistakes and living in the prison to be precedent for people.

2.) **Take them many different training institutions** to make friends and learn how to live correctly after leaving the jail.

3.) **Take them to a temple and let them clean around the temples.** After finished cleaning, they will be listening to chanting that will make them completely understand what mistakes were missed and how to live happily in prison or after leaving –jail life.



Criteria		
Student 3	What the research found	What the research did not find
Language Features		
Present tense	Living as a prisoner <u>is</u>, people <u>do not want</u> ..., a prisoner <u>is</u> ..., prison contains..., people put pressure..., we can get them...., I think.....	-Use future tense and past tense in some sentences Ex. they <u>will be listening</u> to chanting that <u>will make</u> them completely understand what mistakes <u>were missed</u> - Put personal opinion Ex. <u>In my opinion</u> , the three off-prison activities that <u>I think</u> ... -Use first personal pronoun Ex. I think
Action verb	punish, come, live, teach, prevent, cause, form, learn, let, clean, listen, try relieve, happen and promote	
Linking verbs (relational processes)	have, v.to be, feel and make	
Descriptive adjective	good, depressive, bad, depressed off-prison, many and different-training	
Nominal Group	the nightmare that people do not want to do, many convicts that come from different places, from different places, taught by different environment, many new people, some activities, depressive disorder, prisoners that feel bad and depressed with living in prison	
Adverb of manner,	correctly, completely, happily	
Adverb of place	around the temples	
Adverb of duration	When people have to	

Table 4.1.2.7

Criteria		
Student 4	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	The jail that you knew it had to dirty, scary but my jail is not.	—
Description	My jail is located at a private island in Mediterranean ocean. My building is a big modern twin towers. There are beautiful gardens for rest and relax. <u>In the building</u> , there are a lot of rooms for the prisoner. <u>In the room</u> , there are a big high-technology bedroom, big modern restroom etc. <u>In every prisoner room</u> , there are WiFi, computer, air-condition, TV, radio and DVD player. The prisoner can to use Wi-Fi and computer under straff's control. <u>In the bathroom</u> , there are a warm water and TV for prisoner to relax. There is a park for prisoner can to exercise, relax and make them have a good health. And this jail very clean, beautiful and high-technology.	

Table 4.1.2.8

Criteria		
Student 4	What the research found	What the research did not find
Language Features		
Present tense	My jail is located...., my building is....., my building is....., there are beautiful gardens...., there is a park....., my jail is not etc.	—
Action verb	exercise and use	
Linking verbs (relational processes)	there are, there is	
Descriptive adjective	big, modern, beautiful, warm and high-technology	
Nominal Group	a private island in Mediterranean ocean, a big modern twin towers, beautiful gardens, a lot of rooms, a big high-technology bedroom, big modern restroom, a warm water, good health	
Adverb of manner,	—	
Adverb of place	at a private island, in the bathroom, in the Mediterranean ocean, in building	
Adverb of duration	—	

Table 4.1.2.9

Criteria		
Student 5	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	—	
Description	<p><u>Advantage of my jail</u> is prisoner have knowledge so they can work and make revenue after they go out the jail.</p> <p>My jail has a lot of <u>place</u> include bedrooms that have sufficient space, hospital which has good doctors and good medicines, clean toilet, garden which prisoners can plant vegetable and fruit for eat, playground that prisoners can rest after they finish their works, big canteen that have a lot of food which make of vegetable that prisoners plant, temple, school and library. Prisoners must meditation and learning about their religious. They should to study at school. After they go out the jail, they can work and make revenue. Besides, in free times, Prisoners can go to library for read book.</p> <p><u>My jail decorates similar the house</u> and decorate with black-white furniture tone. Garden is sylvan. Besides, all the places in jail are clean.</p>	

Table 4.1.2.10

Criteria		
Student 5	What the research found	What the research did not find
Language Features		
Present tense	Advantage of my jail is...., prisoner have..., my jail has..., big canteen that have a lot of food which make of vegetable that prisoners plant, all the places in jail are...., my jail has, a lot of place include, prisoners can plant vegetable and fruit, they finish their works, prisoners plant..., they go out...., they can work	
Action verb	work, include, plant, rest, read study and decorate	
Linking verbs (relational processes)	v.to be, have, make, go	
Descriptive adjective	sufficient, a lot of, good, clean, big, black-white	
Nominal Group	bedrooms that have sufficient space, hospital which has good doctors, good medicines, clean toilet, garden which prisoners can plant vegetable and fruit, playground that prisoners can rest, big canteen that have a lot of food which make of vegetable that prisoners plant, black-white furniture, all the places	
Adverb of manner,	—	
Adverb of place	in jail	
Adverb of duration	—	

Table 4.1.2.11

Criteria		
Student 6	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	Do you think an activities that prisoners do is very boring and repetitiously? I will present you a new activity that prisoners do for society.	—
Description	<p>1.) <u>Make movie</u>: this movie create and directed by their self and the story is from their life that make people know how difficult in their life but they did not give in. After that, profits from their movie give to charity.</p> <p>2.) <u>Build all day market</u>: in this market, it has many food and things that make from prisoners. Food is very delicious, healthy, different kinds and have many cuisines. Something in this market is a handmade and have only one in the world or you can create new design that you like.</p> <p>3.) <u>Create new brand</u>: make new singer and musician to make an album and has concert every midyear then give money to charity.</p>	

Table 4.1.2.12

Criteria		
Student 6	What the research found	What the research did not find
Language Features		find
Present tense	the story is..., this movie create..., profits from their movie give..., Food is very delicious..., Something in this market is..., you can create..., do you think....?	-Use future tense and past tense in some sentences Ex. I <u>will</u> <u>present</u> ... -they <u>did not give</u> in
Action verb	direct, give, build, present	
Linking verbs (relational processes)	v.to be, make	
Descriptive adjective	boring, new, difficult, delicious, healthy	
Nominal Group	an activities that prisoners do, a new activity that prisoners do for society, this movie, the story, their life that make people know, many food, things that make from prisoners, different kinds, many cuisines, new design, new brand, new singer and musician, an album,	
Adverb of manner	—	
Adverb of place	in this market, in the world, every midyear	
Adverb of duration	—	

Table 4.1.2.13

Criteria		
Student 7	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	The prison is a place for prisoner during punishment. This place is like the second home for them. There are many activities and facilities to do before they can come back to their home.	—
Description	<u>The concept of the prison</u> is the theme park. It is The RIP (Rest In Paradise) that is the most colorful buildings in the jail around the world. The biggest building is a place for housing. There are 100 floors in the building which locate the center of jail. The highest floor is the housing of seriously prisoners. The prison is secured by monitoring systems and security forces with poison candies. In situation have braking the rules may be punished by the roller coasters and extreme spinners. The buildings are like the rows of bread that are library, classrooms, workshops and care centers. The prisoners can use these opportunities to change themselves.	Put an ending RIP is a paradise prison for housing, learning, working, training and changing their lifes before they are freedom pass punishments. There are buildings which have wonderful resting places for supporting prisoners.

Table 4.1.2.14

Criteria		
Student 7	What the research found	What the research did not find
Language Features		
Present tense	There <u>are</u> 100 floors in the building which <u>locate</u> ..., the prison <u>is</u> ..., the concept of the prison <u>is</u> ..., the prison <u>is secured</u>, the buildings <u>are</u>, The prison is..., This place is..., There are many activities....., they can come back....., The buildings are.....etc.	No adverb of manner and adverb of duration
Action verb	come, punish, use, change	
Linking verbs (relational processes)	v.to be, there are	
Descriptive adjective	colorful, the biggest, extreme, wonderful	
Nominal Group	The RIP that is the most colorful buildings, the most colorful buildings, the jail around the world, The biggest building, 100 floors in the building, monitoring systems, extreme spinners, care centers	
Adverb of manner,	—	
Adverb of place	in the building, in the jail, around the world	
Adverb of duration	—	

Table 4.1.2.15

Criteria		
Student 8	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	The big term of organization will arrest prisoners or famous rioter.	
Description	<p><u>Inside</u>, jail can live one hundred people. <u>In the first floor</u>, police will welcome in a lobby. Moreover, the lobby builds by high-quality jewelry from Spain. Upon ceiling is built by many famous architects. The famous person brings bone from dead body to decorate ceiling in the first floor. On the right, people can see investigate room. Police who will bring famous prisoners in a room are very cruel. If the police know that prisoners lie about event, the police will kill them in a terminal room. Terminal room places opposite investigate room. Nobody controls the terminal room. Robots are in terminal room for control prisoners.</p> <p><u>In the second floor</u>, it has 100 cell rooms. There are security guards and checking machines. Rioter can talk with other rioters by window in the room. In the room, prisoner stays</p>	

	<p>private room. There are LCD television, Macbook, huge bed. People use a toilet together. Lavatory is used automatic system.</p> <p><u>The last floor</u> is dining room. There are many types of food in the restaurant such as buffet dessert, seafood, BBQ and street food restaurant. <u>In outside</u>, Police will make timetable for prisoners. Everyone will practice in a garden</p> <p>Prisoner low-profile in the jail can relax private in each corner. There is calm room in each corner. Secret prison is control with a high technology in the world. People can visit this prison every day. People do not pay any money for visit this jail.</p>	
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Table 4.1.2.16

Criteria		
Student 8	What the research found	What the research did not find
Language Features		
Present tense	The famous person brings..., people can see..., the police know..., terminal room places..., there are security guards..., people use..., the lobby builds ..., robots are...	Use future tense in many sentences Ex. The big term of organization <u>will</u> <u>arrest</u> .., police <u>will</u> <u>welcome</u> ..., Police who <u>will</u> <u>bring</u> ..., the police <u>will</u> <u>kill</u> ..., police <u>will</u> <u>make</u> No adverb of manner and adverb of duration
Action verb	kill, control, stay, visit, pay, decorate, bring	
Linking verbs (relational processes)	there are, v. to be, make	
Descriptive adjective	famous, high-quality, cruel, huge, automatic, low-profile, high	
Nominal Group	high-quality jewelry from Spain, many famous architects, famous person, bone from dead body, ceiling in the first floor, Police who will bring famous prisoners in a room, 100 cell rooms, checking machines, other rioters, private room, huge bed, automatic system, many types of food in the restaurant, a garden, calm room, any money, each corner	
Adverb of manner,	—	
Adverb of place	from Spain, upon ceiling, in the first floor, on the right, in a room, in terminal room, in the restaurant, in the second floor, in each corner	

Table 4.1.2.17

Criteria		
Student 9	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	My prison is different from another prison in the world.	—
Description	<p><u>When you enter in it</u>, you will see the most beautiful flower that we found around the world and choose one of each country. This flower will make you relax from tention by ficture and smell. <u>Next</u>, it is very important. Orchestra hall that we compile the famous musician and singer to make you enchant with the song. If anyone ever see it before, it is free for everyone because we want to distribute the happiness to everyone. During you listening music if you want to release your sorrow in the restroom, we consider it near the Orchestra hall. This room has a pink color and automatic toilet that will make you very comfortable in this room. <u>Next is a football field</u>, I think this is a favorite room for boys because I think mostly of male like football. This room has a good Wi-Fi. We install it because we want you to connect with outside, follow news, search about knowledge. The room everyone must to know it, <u>cinema</u>. You can eat breakfast, lunch and dinner for free and this hotel is 5 stars hotel. You can stay for free.</p>	

Table 4.1.2.18

Criteria		
Student 9	What the research found	What the research did not find
Language Features		
Present tense	My prison is..., it is very important..., anyone ever see it...., we want..., we consider..., This room has...	Use future tense in some sentences Ex. You <u>will see</u> the most beautiful flower, this flower <u>will make</u> you relax from tension, this room has a pink color and automatic toilet that <u>will make</u> you very comfortable in this room. Put personal opinion Ex. <u>I think</u> ... , because <u>I think</u> mostly of male like football No adverb of manner and adverb of duration
Action verb	enter, find, distribute, release, install, connect, search, follow, stay, eat	
Linking verbs (relational processes)	is	
Descriptive adjective	Beautiful, famous, free, pink ,automatic, comfortable, good	
Nominal Group	another prison in the world, the most beautiful flower that we found around the world, each country, Orchestra hall that we compile, the famous musician, the restroom, this room, pink color, automatic toilet that will make you very comfortable, a favorite room, a good Wi-Fi, 5 stars hotel, a good day	
Adverb of manner,	—	
Adverb of place	around the world, near the Orchestra hall, in this room outside	
Adverb of duration	—	

Table 4.1.2.19

Criteria		
Student 10	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	—	
Description	<p>In my prison, there are some facilities and activities to do. There are many big bed in the bedroom. The prisoners can sleep all the tomes that they want. <u>In the eating room</u>, prisoner can eat anything that they want. They can cook their own food. On every Friday evening, prisoners will eat international buffet and have a party. <u>The restroom</u> is very clean and has water heater. <u>In the zoo</u>, there are a lot of animals such as rhinoccros, pretty alphaca, little cute tiger and many kinds of bird. Prisoners can feed some food to animals. <u>In the amusement park</u>, there are some fun rides to give prisoners get a lot of fun for example roller coster, cable car and water park with high and long sliders. <u>Last</u> is a flower furby garden. Prisoners can play with furbies.</p>	

Table 4.1.2.20

Criteria		
Student 10	What the research found	What the research did not find o
Language Features		
Present tense	there are some facilities...,the prisoners can sleep..., prisoners can feed ..., there are a lot of animals	
Action verb	sleep, eat, cook, feed, play, study, talk, walk, live, work out and use	
Linking verbs (relational processes)	there are, have, get	
Descriptive adjective	big, international, clean, little, cute	
Nominal Group	some facilities and activities, many big bed in the bedroom, all the tomes that they want, their own food, international buffet, water heater, a lot of animals, many kinds of bird, some fun rides, a lot of fun, long sliders	
Adverb of manner	—	
Adverb of place	In my prison, in the bedroom, in the eating room, on every Friday evening, in the zoo, in the amusement park	
Adverb of duration	—	

Table 4.1.2.21

Criteria		
Student 11	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	The prison is on the island.	—
Description	<p>There are 7 floors. <u>On the first floor</u>, there are food court and many kinds of restaurant such as English food, Japanese food, Korean food, Thai food and Chinese food. The prisoners have to eat many kinds of food because all kinds of food have different nutrition so they will get all of them. <u>On the second floor and third floor</u>, there are 1,000 rooms for them. <u>On the fourth floor</u>, the prisoner can get some necessary things. <u>On the fifth floor</u>, the prisoners can rest in the meeting room, cinema and use internet for relaxing. <u>On the sixth floor</u>, there are gym, fitness, swimming pool for them to work out. <u>On the seventh floor</u>, the prisoners can walk in the garden and realize about their mistake. Not only the prisoners live in this prison but also poor people.</p>	

Table 4.1.2.22

Criteria		
Student 11	What the research found	What the research did not find
Language Features		
Present tense	There are 7 floors..., there are food court and many kinds of restaurant, The prisoners have to eat..., all kinds of food have..., the prisoners can rest..., prisoner can get..., the prisoners live	-
Action verb	eat, rest, use, work out, walk, live	
Linking verbs (relational processes)	get, have	
Descriptive adjective	English, Japanese, Korean, Thai, Chinese, different, necessary, poor	
Nominal Group	many kinds of restaurant, English food, Japanese food, Korean food, Thai food, Chinese food, the prisoners, many kinds of food, all kinds of food, different nutrition, some necessary things, the garden, the prisoners, poor people	
Adverb of manner,	—	
Adverb of place	on the first floor, on the second floor and third floor, on the fourth floor, on the fifth floor, on the sixth floor, on the seventh floor, in the garden, in this prison, in the meeting room	
Adverb of duration	—	

Table 4.1.2.23

Criteria		
Student 12	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	—	
Description	<p><u>Advantage</u></p> <p>The purpose of this prison is I want prisoners have knowledge for their good future. All of them should have skill that can help them to earn some money when they leave the prison.</p> <p><u>Style/Design</u></p> <p>I decorate the prison in Thai resort style and the concept of my prison is I want all prisoners feel like they are camping in academic camp. Besides, the prisoners can relax in the same time by go to the swimming pool, park and fitness or area for watching stars.</p> <p><u>Function</u></p> <p>A gate is on the left side of the prison. The hospital where for cure the sick prisoners is next to the gate. Besides, there is a laboratory next to the hospital for some genius prisoners. Some prisoners who live in a prison for long time may be have some awesome ideas that possibly</p>	

<p>Description (continue)</p>	<p>change our world. The bedroom is in front of the laboratory for sleep and rest.</p> <p>If some prisoners want to relax or exercise, they can go to the swimming pool or park and fitness. The canteen is near the bedroom for eating. Every day, they will have the international buffet in the evening. Area for watching stars is in front of the bedroom for some prisoners who love astronomy or want to relax. Study center is on the right side of this area for provide knowledge to prisoners. The last, temporary confinement center is in front of the area for watching stars and on the right side of a gate.</p>	
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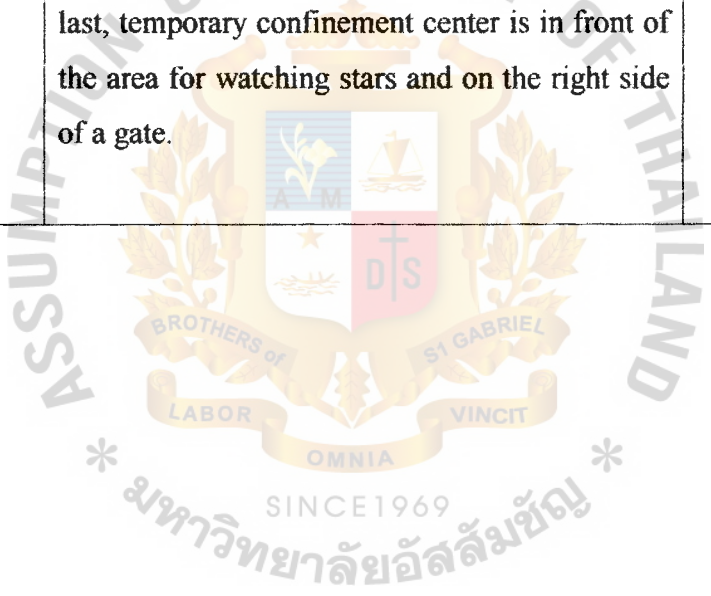


Table 4.1.2.24

Criteria		
Student 12	What the research found	What the research did not find
Language Features		
Present tense	The purpose of this prison is..., I want..., I decorate..., the prisoners can relax..., a gate is..., the bedroom is....	No use adverb of manner Comment: Student may not know this genre allows her to use adverb of manner or she cannot use this adverb.
Action verb	Help, earn, decorate, camp, go, relax, exercise	
Linking verbs (relational processes)	is, have, there is	
Descriptive adjective	good, genius, sick, awesome, temporary	
Nominal Group	The purpose of this prison, their good future, skill that can help, some money, the prison in Thai resort style, the concept of my prison, all prisoners, academic camp, the prisoners, A gate, The hospital where for cure the sick prisoners, Some prisoners who live in a prison for long time, some awesome ideas that possibly change our world, the bedroom, the canteen, the international buffet, some prisoners who love astronomy	
Adverb of place	in front of the laboratory, near the bedroom, in front of the bedroom, on the right side of this area in front of the area, on the right side of a gate	
Adverb of duration	for long time, when they leave the prison, every day, in the evening,	

Table 4.1.2.25

Criteria		
Student 13	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	In my prison, there are two dormitories, two big bathroom and restrooms. The prison is divided in two zones: general zone and serious sentence zone. The first zone is the zone for the prisoners who did not make a serious sentence. Another one is the zone for the prisoners who make a serious mistake. So the prisons in the first zone will have more independent than the prisoners in serious zone.	—
Description	* In the dormitories, there are many bedrooms that have the toilet in the room. One bedroom for 15 prisoners. But in the serious zone is the private room that does not have toilet in the room. Because the prisoners in the serious zone have serious sentences and they may be brawl or do something that is maybe bad situation then they should to stay in private room. Next, there are restrooms at first part and last part of the dormitory because it is convenient and sufficient for many prisoners. Next to restroom, there are two big bathrooms at	

	<p>the last part of the dormitory because the prisoners should exercise or do activity. Then, there is a park that has many trees near the canteen for relax and exercise. And the most important place in my prison is the hospital. In the hospital, there are modern medical services and professional doctors because health of the prisoners and staffs are necessary.</p>	
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Table 4.1.2.26

Criteria		
Student 13	What the research found	What the research did not find
Language Features		find
Present tense	there are two dormitories...., the prison is divided..., the first zone is..., another one is..., prisoners in the serious zone have..., they may..., it is...,staffs are.....	No adverb of duration No use adverb of manner Comment: Student may not know this genre allows her to use adverb of time or she cannot use this adverb.
Action verb	divide	
Linking verbs (relational processes)	have, make, is, there is, there are	
Descriptive adjective	necessary, big, general, serious, private, bad, important, modern, medical, professional independent, convenient, sufficient	
Nominal Group	two dormitories, , two big bathroom and restrooms, general zone, serious sentence zone, serious sentence zone The first zone, a serious mistake, the prisons, many bedrooms that have the toilet in the room, the private room that does not have toilet, restrooms at first part, a park that has many trees near the canteen, my prison, modern medical services, professional doctors because health of the prisoners	
Adverb of manner,	—	
Adverb of place	in my prison, in two zones, in the dormitories, in the serious zone, in private room, next to restroom, in the hospital	

Table 4.1.2.27

Criteria		
Student 14	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	My prison have 7 zones.	—
Description	The first zone is bed room. <u>Bedroom</u> is a vintage style. The color of this room is pink. This room have television, bed, desk and sofa. <u>The next room is Onsen.</u> The water in Onsen have only hot water because in winter the temperature is cold. The prisoner will take a bath in hot water. This Onsen make from lava rock to control the temperature. <u>The next room is bath room.</u> This room has different things from onsen room is this room has only cold water to have more fresh. <u>The next room is dressing room.</u> This room is a modern style. The color of this room is black and white. This room have many dresses, clothes etc. <u>The next room is living.</u> This room have a update movie and Wi-Fi. <u>The next room is canteen.</u> This canteen have a Chinese, Japanese, Thai food and	

	<p>every meal have the best dishes in the world.</p> <p>The last room is pet room. This room have a cute pet in the world such as dogs, cats, rabbits</p>	
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Table 4.1.2.28

Criteria		
Student 14	What the research found	What the research did not find
Language Features		
Present tense	The first zone is...., The color of this room is...., This Onsen make...., This room has...., This room is...., The last room is....., prisoner can feed....,	No adverb of manner
Action verb	control, feed, feed, take a bath	
Linking verbs (relational processes)	is, have	
Descriptive adjective	cute, Thai, Japanese, Chinese, black and white, modern, fresh, different, hot, cold, vintage	
Nominal Group	the first zone, a vintage style, the color of this room, hot water, different things from onsen, cold water, modern style, many dresses, Thai food, this canteen, every meal, the best dishes in the world, a cute pet in the world,	
Adverb of manner	—	
Adverb of place	in the world, in hot water, in winter, in Onsen, in the world,	
Adverb of duration	all the time	

Table 4.1.2.29

Criteria		
Student 15	What the research found	What the research did not find
Text Organization		
Overall Text Organization by categories or use subheading	Have	—
Opening with General Classification	—	
Description	<p>Functions: My prison is on the airship that detains only 8 prisons. This travel around the world. Every prison has their private rooms. In the room, has air conditioner and glass wall that you can see the beautiful view of sky. Besides, the three meals daily, it has snack service for prisoners all the times. You can find many international sweet. The cleaner clean the toilet for you every 2 hours except at night. It has a living room where you can watch TV or play computer games and there is a garden with green plants that can help you to relax. The last necessary thing is a small hospital for prisoners who get sick. The prisoners have to pay 30,000 baht per month for the prisons.</p> <p>Disadvantage: However, the disadvantages of this prison is there has not enough space for play sport</p>	

	<p>like football or basketball and they do not have a swimming pool and gym.</p> <p><u>Size & Color:</u> The private rooms of every prison are gray color and 5 square meters.</p>	
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Table 4.1.2.30

Criteria		
Student 15	What the research found	What the research did not find
Language Features		
Present tense	every prison has..., it has..., The cleaner clean..., you can watch TV..., The last necessary thing is..., The prisoners have....	
Action verb	find, clean, play, help, relax, pay, play, detain	
Linking verbs (relational processes)	has, is, get	
Descriptive adjective	sick, private, beautiful, international, green, necessary, gray, small	
Nominal Group	the airship that detains only 8 prisons, every prison, my prison, their private rooms, glass wall that you can see the beautiful view of sky three meals daily, many international sweet, The cleaner, every 2 hours, a living room where you can watch TV or play computer games, a garden with green plants that can help you to relax, The last necessary thing, small hospital, prisoners who get sick, the prisons, private rooms, every prison, gray color	
Adverb of manner,	—	
Adverb of place	in the room, around the world on the airship	
Adverb of duration	per month every 2 hours all the times at night	

4.1.3) Writing topic 3: Recount One of the Craziest Incident

Table 4.1.3.1

Criteria		
Student 1	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	Last three years, the craziest incident had many excited joyful story but there was one story I wanted to choose and talk about the story is in the school.	—
Events	The fat joyful teacher who sat on his chair talked with his students. The teacher wanted to drink coffee but he was lazy and felt tired to make his drink. He told my friend and me to make coffee for him. I had a good idea at that time. That idea came up into my mind before I made coffee. The teacher told me that added much sugar in coffee and I put all sugar in the small pot and put it into coffee. But some sugar in the cup did not melt because there was too much sugar in the cup. I told my friend to serve coffee but my friend did not know anything. First drank coffee, the teacher told my friend “I will deduct 5 marks from your test.” I was very happy.	Less adverb of time to organize information.

Table 4.1.3.2

Criteria		
Student 1	What the research found	What the research did not find
Language Features		
Specific participants	teacher, my friend and I	Not avoid putting dialog in the text Ex. “I will deduct 5 marks from your test.” I was very happy
Past Tense	the craziest incident had, there was, I wanted, The teacher wanted, he was lazy and felt tired, That idea came up, I made, The teacher told me, sugar in the cup did not melt, I told, my friend did not know, teacher drunk coffee, teacher told, I was	
Action verbs (Material process)	sit, come, add ,put and drink	
Linking items to do with time	3 years ago, at that time, before I made coffee.	
Nominal Group	the craziest incident, many excited joyful story, one story, the story, The teacher, much sugar in coffee, all sugar in the small pot, some sugar in the cup	

Table 4.1.3.3

Criteria		
Student 2	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	Since I could remember, I have thought that I have not really done any crazy things. My daily life is going to school or tutorial school, going back home and travelling sometimes.	Not mention about who is involved, what happens, where and when it happens.
Events	<p><u>When I was in M.2</u>, I broke a school rule that is not allow students to play card or any gamble. <u>In that day</u>, the school had an annual fair so the students did not have any classes in the afternoon and we had nothing to do. <u>Then</u>, we grouped together to play cards until school was over. We closed the doors to hind us from the teachers but a janitor opened the doors and I thought she saw us. <u>Then</u>, everybody ran away and hoped that a janitor did not tell the teachers.</p> <p><u>When I was in M.3, my school was surrounded by protest. At that time</u>, I was studying in the classroom. Suddenly, I heard thunderous sound but I did not know that it was the sound of the gun.</p>	

	<p><u>Then,</u> the school announced that students was prohibited going out of the school unless students had parents. I had to walk to a car that parked far away from school.</p> <p><u>When I came home and watched the news.</u> I just had knew that incident was very excessive.</p>	
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Table 4.1.3.4

Criteria		
Student 2	What the research found	What the research did not find
Language Features		
Specific participants	I	—
Past Tense	I could..., When I was..., I broke..., the school had..., the students did not have..., we grouped..., we had..., we closed..., everybody ran away..., I was..., I heard..., I did not know..., I just had knew..., I came home and watched..., I came..., I came home and watched...	
Action verbs (Material process)	come, park, prohibit, study, open, close, run away, hind, group and brake	
Linking items to do with time	in the afternoon, in that day ,then, until, at that time	
Nominal Group	a car that parked far away from school, my daily life, tutorial school, a school rule that is not allow students to play card or any gamble, the school, an annual fair, any classes in the afternoon.	

Table 4.1.3.5

Criteria		
Student 3	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	One of my craziest incident was happened when I was in Matthayom 3. I studied in boarding school and had never traveled alone. When I came back home on holiday, she always travelled by bus with me.	-Not mention what happens and where the incident happened
Events	In the facts, I could not remember anything even though a bus number. My first time on the bus was so mess. I had a class <u>at 8.30 am</u> . But I arrived <u>around 10 am</u> . Because I went on a wrong number of bus. <u>Then</u> , I went on a new bus that was correct but I fell asleep and the bus took so far from my school. <u>At last</u> , I was so tired and called for taxi but all of taxi driver did not to go because of traffic jam. So, I decided to walk around four kilometers to took my class but a class was over.	-Put irrelevant detail to the purpose of the text The time passed by, my mother told me that she would not travelled with me anymore because she thought me already. I could remember how to went the ways she taught me.

Table 4.1.3.6

Criteria		
Student 3		What the research did not find
Language Features	What the research found	
Specific participants	I	—
Past Tense	One of my craziest incident was happened..., when I was..., I studied..., When I came back..., When I came back home on holiday..., she always travelled..., I could not..., My first time on the bus was..., I had..., I arrived..., I went..., I fell..., the bus took..., I decided..., a class was....	
Action verbs (Material process)	arrive, fall and take	
Linking items to do with time	At 8.30 am, at last, then	
Nominal Group	One of my craziest incident, boarding school, a bus number, my first time, a class at 8.30 am, a wrong number of bus, four kilometers, my class, a class	

Table 4.1.3.7

Criteria		
Student 4	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	
Events	<p><u>Last month</u>, I went to friend's house. My friend names Baitoey. On that day, I went with one friend, Pink. During traveling, we saw a boy who is taxi driver was defecated roadside. He looked at me and friend and sent little smile to us. We were shocked, then we walked quickly. When we arrived at friend's house. I invited friend to cycling together. Then, I and Pink went to sent Baitoey to study piano. She warned me and Pink do not go to that area because there was many dogs but we do not believe her. When I sent Baitoey to study piano, I and Pink went to that way. We rode bike slowly. Suddenly, I heard the sound of dogs baling. I told Pink we should back home but she do not listen to me. Finally, we were chased by a lot of dogs.</p>	All information is present in the same paragraph

Table 4.1.3.8

Criteria		
Student 4	What the research found	What the research did not find
Language Features		
Specific participants	Friend , I	Use present tense in some sentences. Ex. she <u>does not listen</u> to me , we saw a boy <u>who is</u> taxi driver.
Past Tense	I went..., we saw..., He looked...and sent, we were..., I invited..., She warned..., there was..., I sent..., I heard..., we should..., we were chased....	
Action verbs (Material process)	send, arrive, walk, invite, warn, ride and chase	
Linking items to do with time	Last month, on that day, then	
Nominal Group	My friend, a boy who is taxi driver, little smile, that area, many dogs, the sound of dogs, a lot of dogs	

Table 4.1.3.9

Criteria		
Student 5	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	The craziest in my life was climbing up to the high point of the adventure water park. It was similar to simple thing but it had more details.	Do not mention where the incident happened, who is involved and when it happened.
Events	At Tum Nan Pha resort, the first day, my brother and I played into the adventure water park. It was very funny. I told to my brother “the first person could climbing up to the high point. It is a winner.” But it did not have somebody can do it. The next day we played it again. I am try to climbing up to the highest point and I can do it. However, it is not finished yet. I find the way to climb down but it did not have. I have two choices to climbing down. The first choice is returned to the similar way I was climbing up. The second choice is jumping down from the highest point	

	<p>into the nature well. I choose the second choice. The supervisor tell to me “You must squeeze your nose when you jumping down.” I did it as advice. Although I did it, before I into water. I unguarded because release hand left my nose. It is very cork. This is an incident that I will ever try to do. It is very excited experience and I will play it again in this summer.</p>	
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Table 4.1.3.10

Criteria		
Student 5		What the research did not find
Language Features	What the research found	
Specific participants	my brother, I	-This student uses present tense in many sentences. Ex. I <u>have</u> two choices, it <u>is</u> not finished yet, it <u>is</u> a winner, I <u>find</u> the way to climb down, the first choice <u>is returned</u> to the similar way and etc.
Past Tense	It was, my brother and I played, I told, it did not have, we played,	
Action verbs (Material process)	play	
Linking items to do with time	The next day , the first day, before	
Adjective in Noun Group	The craziest in my life, the high point of the adventure water park, simple thing, more details, two choices	-Not avoid putting dialogue in the text Ex. “the first person could climbing up to the high point. It is a winner”, “You must squeeze your nose when you jumping down.”

Table 4.1.3.11

Criteria		
Student 6	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	In three past, there were many thing that happen with me. There were a good thing and a bad thing. It gave me many experience to grow up with a strung mild and know how to solve the problem.	Not mention where and what happen, who is involved in this story
Events	One day when I am in M. 2, my teacher told us to create a new board. <u>After</u> school, we go to shopping in Suksapan and find something to eat. We come back to the room and think about how to create a board at the back of the classroom. <u>At 5 o'clock</u> , we have already create an image. <u>After that</u> , we create a paper car, talking and play. Then, we finish this project <u>at 7 pm</u> . The building was dark because all of light bulb was turned off. We walk to the ledder when we walk down to the ground but the door is locked. We call another student who practices for sport day to call a person who have a key to open the door.	

Table 4.1.3.12

Criteria		
Student 6	What the research found	What the research did not find
Language Features		
Specific participants	I	Use present tense in many sentences Ex. we <u>go</u> ... we <u>come back</u> ... and <u>think</u> .. ,we <u>create</u> ..., we <u>walk</u> ... and we <u>call</u> ...
Past Tense	there were..., It gave..., my teacher told..., The building was..., light bulb was turned off..	
Action verbs (Material process)	open, practice, lock, call, walk, turn off, play, come and find	
Linking items to do with time	One day, at 5 o'clock, after school after that, then and at 7 pm	
Nominal Group	a good thing, a bad thing, a new board, the room, a board at the back of the classroom, this project, The building, another student who practices for sport day, the door, a key, a person	

Table 4.1.3.13

Criteria		
Student 7	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	
Events	<p><u>On 12th July, 2014</u>, that day is my friend's birthday. Her name is Namwhan. We lied to her that we were going to see a saxophone concert (In fact, no concert on that day). My few other friends and I persuaded her to have dinner <u>before</u> seeing a concert at the restaurant, Tudari, and I dated the others in there. I talked to her for 30 minutes for waiting the others. She thought that we certainly went to see a concert late. <u>Then</u>, my friend held the birthday ice cream cake with birthday candles and presents. Namwhan was very surprises. We sang happy birthday song to her and had dinner together. <u>After</u> we had dinner, we ate the birthday ice cream cake. My friend put dry ice and water into the plate <u>then</u> had smoke. Everybody enjoyed with this. But <u>afterwards</u>, dry ice stuck to the plate! Everyone helped together to pick out dry ice from the plate. It was very hard to take out but everybody enjoyed with it.</p>	

Table 4.1.14

Criteria		
Student 7	What the research found	What the research did not find
Language Features		
Specific participants	we (friends and I)	-This student uses present tense in some sentences. Ex. That day is my friend's birthday. Her name is Namwhan
Past Tense	We lied..., we were going..., My few other friends and I persuaded..., I dated..., I talked..., She thought..., my friend held..., Namwhan was..., we had..., we ate..., Everybody enjoyed..., Everyone helped..., It was....	
Action verbs (Material process)	lie, hold, sing, eat, put, enjoy, stick, help	
Linking items to do with time	On 12 th July, 2014, before, after, then and afterwards	
Nominal Group	that day, my friend's birthday, a saxophone concert, concert at the restaurant, birthday ice cream cake with birthday candles and presents, dry ice, the plate, ice from the plate	

Table 4.1.3.15

Criteria		
Student 8	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	
Events	<p><u>Last year</u> when my brothers who are very silly, crazy and lazy went to school but I did not need to go to school in that day. And my mother usually buys some snacks for both of my brother and me. I ate my snack already but I wanted to eat more so I told my mother to tell my brothers that today did not buy any snack. <u>And then</u> I ate my brother's snack. Both of my brothers did not know that I ate their snack. <u>That day</u>, I was very happy and I felt better than before <u>when I heard my brother, Bank asked my mother</u> "why today do not have any snack" and I ate all snack already and do not have any snack left in fridge or anywhere <u>I laugh very loud when there was only my mother and I. At the same time</u>, another brother, Nutt, said that I eat their snacks but I said I never do like that because I'm a good person. But in <u>this year</u> I do like this many time. I told my mother to buy for me 2 but for my brothers only 1 per person so the snacks that my mother that I will solve this problem by eat 3 and</p>	

	both of my brothers eat only one.	
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Table 4.1.3.16

Criteria		
Student 8	What the research found	What students cannot do
Language Features		
Specific participants	my brothers, mother and I	-This student uses present tense in some sentences Ex. I laugh very loud, I eat their snacks, I'm a good person, I do like this many time
Past Tense	I did not need..., I heard..., I told..., I ate, brothers did not know, Nutt, said that..., I said..., I was...	
Action verbs (Material process)	laugh, eat, buy	
Linking items to do with time	last year, in that day, at the same time, this year, and then	
Nominal Group	* my brothers who are very silly, crazy and lazy, any snack, both of my brothers, their snack, all snack, my mother, any snack left in fridge, good person, many time	-Not avoid putting dialogue in the text Ex. "why today do not have any snack"

Table 4.1.3.17

Criteria

Student 9	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	My craziest incidents in <u>last three year</u> happen in the cinema. I cannot remember what is the name of the movie but I watched it in 3D.	—
Events	<u>Before</u> I entered the cinema, I stop to bought popcorn. Normally, I eat popcorn very fast and it always deleted to sheild my eyes. <u>When the movie finished, there are few popcorn left in the bucket.</u> <u>At the last</u> of the movie makes me very afraid so I accidently throw the popcorn bucket with a few popcorn backward. I turned back and saw a man behind me with popcorn on his body. I felt very sorry and helpless. I do not know what to do so I said sorry to him and ran away.	—

Table 4.1.3.18

Criteria		
Student 9	What the research found	What the research did not find
Language Features		
Specific participants	I	-This student uses present tense in many sentences. Ex. My craziest incidents in last three year <u>happen</u> .. , I <u>do not know</u> .., I accidentally <u>throw</u>, <u>there are</u>, I <u>eat</u>, I <u>stop</u>, I <u>cannot</u> remember what <u>is</u> the name of the movie ,I <u>like</u> to eat popcorn etc.
Past Tense	I watched..., I entered..., the movie finished..., the movie finished..., I turned back and saw, I felt....	
Action verbs (Material process)	happen, buy, eat, watch, enter, stop, delete, turn , say and run	
Linking items to do with time	last three years, on that day, before and at the last	
Nominal Group	My craziest incidents in last three year, the cinema, my eyes, few popcorn, the bucket, the movie, the popcorn bucket with a few popcorn backward, a man, his body	

Table 4.1.3.19

Criteria		
Student 10	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	My story occurred in <u>last three years</u> at Chonburi when I came back to my hometown	—
Events	<u>The third day after</u> I came back to my hometown, I went to the sea at Toeyngum beach. I went there with my mother and older sister. Normally, I went to swim together but I was myopia. I had to take off my glasses and went to swim with my older sister. For a moment, There is someone walked to me. I did not know who was he. I cannot see anything. It was very terrible. He said “can I closed to you” I was silent and stun for a minute. <u>Then</u> , a ring that I sat on was turn over. I fell into water. I was disgrace. He said again “Never mind, I understand sorry sorry” I was very glad that I fell into water. If it did not occur, I did not know what I will say to him.	Use present tense in many sentences. Ex. My craziest incidents in last three year <u>happen ...</u> , I <u>do not know</u> , I accidentally throw ..., <u>there are ...</u> , I <u>eat ...</u> , I <u>stop ...</u> , I <u>cannot</u> remember what <u>is</u> the name of the movie ,I <u>like</u>

Table 4.1.3.20

Criteria		
Student 10	What the research found	What the research did not find
Language Features		
Specific participants	my mother, my sister and I	—
Past Tense	I came..., I went..., I was..., I had to take off..., I did not know..., It was..., I was..., I sat..., I fell..., He said...,	
Action verbs (Material process)	swim, say, sit, turn over, fall, occur, come, close,, take off and go	
Linking items to do with time	after, then, last three years and for a moment	
Nominal Group	The third day, my hometown, my mother and older sister, my glasses, a ring that I sat on	

Table 4.1.3.21

Criteria		
Student 11	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	No	—
Orientation as Background Information	<p><u>The funny stories happened</u> because I study <u>in the school</u> which has a lot of things opposite of my habit and about my unlucky thing in the school.</p>	Does not mention when this event happens as background information.
Events	<p>First, it was about hair style of Satriwittaya School. I have to cut my hair but it is not fair because my friends and I are the first generation that have to cut hair as short as the chin. It was very bad. Second, it happened because I have to work with my friends at Aekaumnuykan building at the school <u>until around 7 pm</u>. We walked down to the stair. The door was locked by the security guard. We told the seller who walks pass to help us and tell the guard for opening the door. The seller blamed us because we did not tell guard that we worked on the building. On the other hand, we did not know we have to tell the guard.</p>	

Table 4.1.3.22

Criteria		
Student 11	What the research found	What the research did not find
Language Features		
Specific participants	My friend, I	Do not use many liking items to do with time
Past Tense	it was..., it happened..., We walked..., The door was locked..., We told..., The seller blamed..., we did not tell..., we worked..., we did not know...,	
Action verbs (Material process)	happen, walk, tell say, blame, work, help and open	
Linking items to do with time	until around 7 pm	
Nominal Group	hair style of Satriwittaya School, my friends, the first generation that have to cut hair as short as the chin, my friends at Aekaumnuykan building at the school, the stair, the security guard, the seller who walks pass, the guard, the door, the seller, the building	

Table 4.1.3.23

Criteria		
Student 12	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	My craziest incident was happen <u>two years ago</u> when I was in grade 8.	—
Events	<u>One evening</u> when my class was over, I was cleaning my classroom where on the third floor slowly and sang songs with my lovely friend. We spent a lot of time to clean this untidy classroom. <u>After we finished cleaning the classroom</u> while we were closing the classroom's door, I heard some noise like a big machine was working. As such, I told my friend to listen that mystic sound. Suddenly, I remembered that this evening the school had a spraying chemical smoke to kill the commas and mosquitoes. Thus, I told my friend and one of my friend saw the white smoke at the stairs of the second floor. We ran to the first floor and hurried to find the exit of this town among the chemical smoke that could not make our body work abnormally. <u>Finally</u> , all of us could run out from that town and I thought if we spent more time to clean our classroom, maybe we were die together with the mosquitoes.	—

Table 4.1.3.24

Criteria		
Student 12	What the research found	What the research did not find
Language Features		
Specific participants	I , friends	—
Past Tense	my class was..., I was cleaning I was cleaning..., We spent..., we finished..., we were closing..., I heard..., I told..., I remembered..., the school had..., I told..., my friend saw..., We ran..., all of us could run..., I thought..., we spent..., we were die...	
Action verbs (Material process)	listen, clean, work, happen, clean, sing, spend, finish, clean, hear, tell, kill, die and run out	
Linking items to do with time	One evening, after and finally	
Nominal Group	my class, my classroom where on the third floor slowly, songs with my lovely friend, a lot of time, this untidy classroom, the classroom, the classroom's door, some noise , a big machine, my friend, mystic sound, the school, chemical smoke, the white smoke at the stairs of the second floor, the exit of this town among the chemical smoke that could not make our body work abnormally, our classroom, the mosquitoes	

Table 4.1.3.25

Criteria		
Student 13	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	The craziest thing in my life in <u>last three years</u> is going to see the dentist.	Do not mention about where the incident happens
Events	I cannot remember that I started to afraid of dentist but I think it is <u>when I was 12 years old</u> about. In my opinion, going to see dentist is awful because I have to open my mouth for a long time and the dentist and her or his assistant do something with my teeth and it make me hurt. The worst time that I go to see the dentist is when I was thirteen, <u>three years ago</u> , because there are many lime stone on my teeth and the dentist clean it with the terrible dental tools. <u>Then</u> , I gargled. My month was bleeding and had got the wound. Therefore, that made me fear more. I realize that I ever cried and be bad tempered <u>before</u> I went into the clinic because the child who was the first was crying loudly and that make me crazier. I hate it more. <u>The first time</u> that I go to see the dentist for prepare to operate, the dentist said “You have to pluck your teeth” I was shocked. “about four” she said. I was crazy when I heard it and I did not want to continue.	—

Table 4.1.3.26

Criteria		
Student 13	What the research found	What the research did not find
Language Features		
Specific participants	I and the dentist	This student uses present tense in many sentences. Ex. I hate it more, I go to see the dentist, there are many lime stone on my teeth and the dentist clean it with the terrible dental tools etc. -Not avoid irrelevant detail to the purpose of the text Ex. However, everybody should go to see the dentist two times for a year at least.
Past Tense	I started..., I was..., I gargled..., my month was bleeding and had got the wound..., I ever cried..., I went..., child who was..., I was..., I was shocked..., I heard..., I did not want....	
Action verbs (Material process)	start, open, do, go clean, cry	
Linking items to do with time	before, then and the first time	
Nominal Group	The craziest thing, the dentist, my opinion, my mouth, his assistant, my teeth, The worst time that I go to see the dentist, many lime stone, the terrible dental tools, the wound, the clinic,	

Table 4.1.3.27

Criteria		
Student 14	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	<u>One day a year ago</u> , my mother led my sister and I to do Identity card.	Does not mention where this event happens in this text as background information.
Events	In the time, the Government Legislated told that the children who is 15 year old must to has ID card. We went to district office <u>in the early morning</u> because we hoped that there were few of people. On the other hand, there were a lot of people and I had a queue. We waited a long time <u>until</u> reached my queue <u>at noon</u> . The authority (student means officer) said that the time was lunch break and we must come again <u>after</u> lunch break. My mother and I requested the authority to did ID. Card only one last but they declined. We were very angry but we must waited. We very bored and nervous. It was crazy and bad day. Finally, I completed to do identity card <u>in the evening</u> .	—

Table 4.1.3.28

Criteria		
Student 14		What the research did not find
Language Features	What the research found	
Specific participants	my mother, my sister and I	No
Past Tense	my mother led..., Government Legislated told..., we hoped..., We went..., there were..., I had..., We waited..., the time was..., I requested..., they declined..., We were... I completed...	
Action verbs (Material process)	lead, tell, go, hope, wait, reach, say, request, decline, complete and come	
Linking items to do with time	One day, a year ago, In the time, in the early morning, until, at noon, in the evening and after.	
Nominal Group	my mother, my sister and I, the children who is 15 year old, ID card, district office in the early morning, few of people, a lot of people, a long time, my queue, the authority	

Table 4.1.3.29

Criteria		
Student 15	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	Every time, when my aunt came to visit me, it times for shopping and expenditure. She always indulged me and my sister everything so we were really courteous her so much.	Information in an orientation is not background information relating to the story.
Events	<u>One day on Friday</u> , my aunt emplaned from Surathani and my lovely cousin from Chonburi came to visit my sister and I at mansion in Bangkok. <u>After</u> I finish my classes <u>at 6 pm</u> , she took my sister and I to Central Pinklao for shopping, had dinner and did some her task at the bank. We had delicious great buffet supper that I never ever had before. We leave from the restaurant <u>at about near 10 pm</u> . While we on a taxi to back to the mansion, my aunt asked a taxi driver that were there any night market. The chauffeur said that there was a night market at Phra Phutta Yodfa Bridge. <u>Then</u> , my aunt promptly persuaded us to	

	<p>go there but I really felt sleepy. My cousin whispered that she just wanted to spend her times with her granddaughters so we went to shopping at this horrific night market <u>until midnight</u>. If my parents knew, especially for my mom. She will oppose these execution certainly.</p>	
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Table 4.1.3.30

Criteria		
Student 15	What the research found	What the research did not find
Language Features		
Specific participants	my aunt, my sister, I	This student uses present tense in some sentences. Ex. After I <u>finish</u> my classes at 6 pm., We <u>leave</u> from the restaurant
Past Tense	my aunt emplaned..., my lovely cousin from Chonburi came..., she took..., she took..., We had..., my aunt asked..., chauffeur said..., My cousin whispered..., there was..., my aunt promptly persuaded..., she just wanted..., we went..., my parents knew..., my parents knew.....	
Action verbs (Material process)	leave, come, take, finish, ask, say, persuade, whisper and spend	
Linking items to do with time	one day, on Friday, after, before, then and until	
Nominal Group	my aunt, my sister, my lovely cousin from Chonburi, my classes at 6 pm, my sister and I at mansion in Bangkok, delicious great buffet supper that I never ever had before, the restaurant at about near 10 pm., the mansion, a taxi driver that were there any night market, The chauffeur,	

4.1.4) Writing Topic 4: Recount What Happened to the Earth from your Imagination

Table 4.1.4.1

Criteria		
Student 1	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	No	—
Events	<p><u>In the past</u>, the earth is full of trees. It is shady and cool. <u>After that</u>, there were many industrial factories that made a lot of pollution. The earth was destroyed by human. That is the result of Global Warming, the trees began die, and be decrease slowly. Even if there were someone try to tell to stop destroying and make many campaigns for restore environment, but everyone thought it was not their duty and ignore it. <u>One day</u>, all of the leaves fall and all of the trees die. People realize the trees are important, they try to restore everything. But it is too late to change. All people can do just take the leaves stick on the trees and hope it is will revive again. But it is impossible, everything cannot turn back.</p>	—

Table 4.1.4.2

Criteria		
Student 1	What the research found	What the research did not find
Language Features		
Specific participants	the earth , the humans	This student uses present tense in many sentences Ex. the earth is ..., It is... and cool. People realize the trees are important, they try ..., All people can do and hope..., it is will revive again. it is impossible, everything cannot turn back
Past Tense	there were..., earth was destroyed..., trees began..., it was	
Action verbs (Material process)	destroy, begin, decrease, die, stop, restore, fall	
Linking items to do with time	After that, one day, in the past	
Nominal Group	many industrial factories that made a lot of pollution, the earth, the result of Global Warming, the trees, many campaigns, their duty, all of the trees, all people, the leaves	

Table 4.1.4.3

Criteria		
Student 2	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	No	Does not tell what happened to the earth in the past from her imagination
Orientation as Background Information	Oceans are the places of life. Not only marine creatures that take in and live in but land creature that use benefits from the oceans. Nonetheless, they destroyed by who grain everything and do not take care the oceans. Nowadays, our places where we once live and use will not last before long so we have to save the oceans right away.	Does not mention who is involved, where and when the incident happens and what happens.
Events	Under the oceans are full of the waste such as glasses, plastics and the food that we eat. All of these make water so dirty that marine animals cannot live and we cannot use. Therefore, we should stop throwing a lot of waste into the oceans and collecting them before they sink down to the ocean ground. We should clean or wipe oil stain that leak from ships and inform to the staff that relate with taking care of the ocean	-Put irrelevant detail to the purpose of the text Ex. There are other way that we can do to protect our oceans for example campaign and inform people to concern about what happen with the ocean now.

Table 4.1.4.4

Criteria		
Student 2	What the research found	What the research did not find
Language Features		
Specific participants	Oceans	Use present tense in many sentences Ex. Oceans are..., we have to save.., All of these make..., marine animals cannot live..., they sink..., There are..., we can do...
Past Tense	they destroyed..., we should...	
Action verbs (Material process)	throw, collect, clean, wipe, protect, inform, do, give	
Linking items to do with time	Nowadays	
Nominal Group	the places of life, land creature that use benefits from the oceans, the oceans, our places where we once live and use, the waste, food that we eat, marine animals, a lot of waste into the oceans, the staff that relate with taking care of the ocean, other way that we can do, our oceans, easy way, the oceans which give us life	

Table 4.1.4.5

Criteria		
Student 3	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	Not provide background information
Events	<p><u>In May 1975</u>, the pollution was increasing every day and wildlife animals felt that something was strange. The pollution and natural disaster strongly and frequently happened. Wildlife animals realized that a cause of wickedness was human. Human destroyed a nature and animal's habitat. <u>Next 2 years</u>, wildlife animals could not stand and controlled the visitors who want to visited their habitats. If human want entered the forest. They had to registered a special pass ticket from their organization for a security of the forest. <u>Nowadays</u>, it have a new technology that was better than before. The human tried to create the new technology to destroy the barrier that the animals built to enter to the prohibited area. The human tried to pay some money to the security guard to come inside and install the program that can help the human to be able to control everything in the world including animal's mind.</p>	—

Table 4.1.4.6

Criteria		
Student 3	What the research found 0	What the research did not find
Language Features		
Specific participants	Human, wildlife animals	NO
Past Tense	the pollution was increasing..., wildlife animals felt..., something was strange..., natural disaster strongly and frequently happened..., Wildlife animals realized..., Human destroyed., wildlife animals could not stand..., wildlife animals could not stand and controlled...	
Action verbs (Material process)	happen, destroy, control, visit, enter, register, build, install and pay	
Linking items to do with time	in May 1975, next 2 years, nowadays	
Nominal Group	the pollution, wildlife animals, a cause of wickedness, a nature and animal's habitat, wildlife animals, the visitors who want to visited their habitats, a special pass ticket from their organization, a new technology that was better than before, the new technology, the barrier that the animals built, the prohibited area, some money, the security guard, the program that can help the human, everything in the world including animal mind.	

Table 4.1.4.7

Criteria		
Student 4	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	The animals which lived in the North Pole and South Pole become extinct. It was effect from the world hottest and it made snow melt. It made an animals do not have a place to rest.	Not mention about when the incident happens
Events	<u>Before 2015</u> , the world did not hot too much. Animals in North Pole can live. However, the people started to destroy forests, rivers, oceans and air which were a place to rest and live of animals. It made animals have to migrate to another place which have richness of environment for living. The animal in North Pole needed ice, snow and cold weather because their body have a lot of fat and fur which give them warm but if a weather not cold. It had a affect to the animals. They were probably death or sick. The weather which did not cold to make snow melt. <u>Nowadays</u> , we can save the world by join with environment foundation to save the world.	—

Table 4.1.4.8

Criteria		
Student 4	What the research found	What the research did not find
Language Features		
Specific participants	The animals	
Past Tense	It was.., it made.., the world did not.., the people started..., The animal in North Pole needed..., It had..., They were...., snow melt...	
Action verbs (Material process)	live, melt, start, destroy, rest, live, migrate, give	
Linking items to do with time	Before 2015, Nowadays	
Nominal Group	The animals which lived in the North Pole and South Pole, effect from the world hottest, the world, Animals in North Pole, the people, forests, rivers, oceans and air which were a place to rest and live of animals, another place which have richness of environment for living, The animal in North Pole, cold weather, fur which give them warm, a weather, The weather which did not cold, the world by join with environment foundation	

Table 4.1.4.9

Criteria		
Student 5	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	Not provide background information
Events	<p><u>In 1960</u>, everyone liked to plant the tree and helped the other to take care of the forests. When they do this, the trees and animals are very happy and also growing very well. <u>From 1980 to 1985</u>, the year that many trees grown very big and fast. But some people wanted more comfortable than this time. They wanted to cut out the big trees for making the tables, the sofa, the chairs. These things was made by the woods or the trees. But <u>in 1985</u>, the forest decreased very fast from 1960. Because these was allowed and was accepted by people around the world. According to these reasons, the animals did not have the habitat. <u>In 1990</u>, the world was polluted by the Global warming. This was the effect that we</p>	All information is presented in the same paragraph

	<p>cut off the tree and did not take care of the forests. But this pollution did not effect to us very much. Someone known this but they wanted comfortable than the others. <u>Until 2000</u>, the global warming influenced us more than 1990. It caused many problems to our world. <u>Nowadays</u>, people were very sad and pleased for the things that they did in the past. They helped each other to promote the better understanding and take care of the trees. If we cooperated to do this, we will get the better world.</p>	
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Table 4.1.4.10

Criteria		
Student 5	What the research found	What the research did not find
Language Features		
Specific participants	people, forest	—
Past Tense	everyone liked...and helped..., some people wanted..., they wanted..., these things was made..., forest decreased..., these was allowed and was accepted..., the animals did not have..., the world was polluted..., This was..., we cut off... and did not take care of..., they wanted..., global warming influenced..., it caused..., people were..., they helped..., we cooperated...	
Action verbs (Material process)	plant, grow, cut, decrease, allow, accept, pollute, take care of, cause, cooperate and influence	
Linking items to do with time	In 1960, From 1980 to 1985, in 1985, in 1990, until 2000	
Nominal Group	the trees and animals, the year that many trees grown very big and fast, some people, the big trees, These things, the forest, these reasons, the animals, the world, the effect that we cut off the tree, this pollution, the global warming, many problems, the things that they did in the past, the better world	

Table 4.1.4.11

Criteria		
Student 6	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	
Events	<p><u>One thousand year ago</u>, in the Parallel World, a little girl who come with a secret magic can create wind, fier, water and everything that she can imagine so she can manage everything that she thought. She was born in a small village where far from a high technology, high pollution and living with beautiful nature, kind people. She used a magic to play with and animal but she did not know another people.</p> <p><u>When she was 5 years old, her family move to the big city.</u> Her father work very hard and come home late <u>everyday</u>. One day, she saw a kitten under the tree during the way where she went home after school. She likes it very much so she take a kitten home. Her family also like it and allow her to take care of kitten. <u>After 10 years</u>, she have to study in high school. She has many friend in this school. One day in break time, she use her power to help her friend climb</p>	—

	on the mango tree because she want to ate mango but she cannot climb down. <u>After that</u> ,	
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Table 4.1.4.12

Criteria		
Student 6	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	
Events	<p>her friend fear her so much. In the evening in those day, she come home but did not met her parents then she find a little on the table that mother write. Her father in the hospital. She was very sad and she cannot control her power. Her power destroy everything in this world and when this world have been destroy. The Parallel World had been destroy too. Suddenly, she saw the tree that she met a ktten so she try to control her power. She created everything back like in the past.</p>	—

Table 4.1.4.13

Criteria		
Student 6	What the research found	What the research did not find
Language Features		
Specific participants	the little girl, kitten, father	This student uses present tense in many sentences. Ex. a little girl who <u>come</u> with a secret magic can create wind, fire, water and everything , her father <u>work</u> very hard and <u>come</u> home late everyday, she <u>likes</u> it very much so she <u>take</u> a kitten home , she <u>use</u> her power to help her friend and etc.
Past Tense	She was born..., she used..., she did not know..., she saw..., she went..., she was..., The Parallel World had..., she saw..., she met..., she created...	
Action verbs (Material process)	come, manage, born, use, move, work, take, try, destroy, control, find and met	
Linking items to do with time	one thousand year ago, after 10 years one day, after that, in the evening	
Nominal Group	a little girl who come with a secret magic, everything that she can imagine, everything that she thought, a small village, a high technology, high pollution, beautiful nature, kind people, another people, the big city, a kitten under the tree, the way where she went home, a kitten, many friend in this school, her friend, those day, her parents, the table that mother write, her father in the hospital, everything in this world, this world, the tree that she met, her power, the past	

Table 4.1.4.14

Criteria		
Student 7	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	<u>Nowadays</u> , everybody have a big hard problem is called Global Warming. This problem effects to many things in the world such as human, animal, natural and environment. All of these cause from human's bad activities. And this problem has begun from more <u>10 years ago</u> .	—
Events	<u>In 2005</u> , the humans were more interested in technology and manufacture. They developed them that that it caused of pollution. Many factories released the bad gas to the air. It destroyed the atmosphere and made the world hotter. <u>In 2010</u> , people usually used the cars for travelling that made air pollution. The air was very hot and bad. The world's average temperature was increasing faster. The ice in the polar zones began melting. <u>In 2015</u> , the world's temperature still increase continually. The ice in the polar zone is melting more. Some animals in that zone cannot live and sick or die. Because the air pollution that makes the temperature increase and cause the organism life be worse.	—

Table 4.1.4.15

Criteria		
Student 7	What the research found	What the research did not find
Language Features		find
Specific participants	the humans	—
Past Tense	the humans were.., They developed..., it caused..., Many factories released...., It destroyed... and made, people usually used.., The air was..., temperature was increasing..., The ice in the polar zones began...	
Action verbs (Material process)	develop, release, destroy, use, increase, start and melt	
Linking items to do with time	nowadays, in 2005, in 2010, in 2015	
Nominal Group	a big hard problem, many things in the world human's bad activities, this problem, the humans, Many factories, the bad gas, the atmosphere, the cars, the polar zones, Some animals in that zone the air pollution that makes the temperature, the organism life	

Table 4.1.4.16

Criteria		
Student 8	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	The children around the world grew up with technology like smartphone, tablet, computer and hi-speed internet. It was an easy way to connect with other thing which made them smart or stupid.	Does not mention where this story happens.
Events	<u>Before 2015</u> , the children would play with each other with a toy which can find around their house, no technology, no internet. They played with each other. It made them know each other and become a friend. When internet came into their countries and technology in their countries, technology start into the people. The parents or the number of families started to use an electronic thing. It came to their child too. Some families who had a baby or a little child would start to take care of their children with electronic thing like watch cartoon in smartphone or tablet. If they grown	

enough to take care of themselves, they would give an electronic things as a gift for their children.

The effect that would happen it was effect about their eyes. The electronic thing affects with their brain and that it was a point why the children did not smart. Nowadays, the children still to be eletronicaholic because the internet came to the people so easy. The electronic thing can to buy with inexpensive price. And the change of the world make everything change.



Table 4.1.4.17 –Table 4.1.4.18

Criteria		
Student 8	What the research found	What the research did not find
Language Features		
Specific participants	children	Use present tense in some sentences. Ex. A toy which can find ... , the electronic thing affects ... , the change of the world make ...
Past Tense	The children around the world grew up... , it was.., the internet came..., the children would play..., they played..., it made..., the number of families started..., it came...	
Action verbs (Material process)	grow, play, start, come, take care of ,give, buy, use, find	
Linking items to do with time	before 2015 and nowadays	
Nominal Group	The children around the world, hi-speed internet, an easy way, other thing which made them smart or stupid, the children, a toy which can find around their house, their countries technology in their countries, technology in their countries, the people, The parents, the number of families, an electronic thing, their child, Some families who had a baby or a little child, their children with electronic thing, their eyes, The electronic thing, the internet, inexpensive price	

Criteria		
Student 9	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	No	—
Events	<p><u>Back to 1960</u>, Hawaii was a city in America that very peaceful. There are no people live in there. Hawaii has a very beautiful beach and sea. The sea are pack with many aquatic plants, coral reef, aquatic animals and a mermaid. They live together happily. <u>In 1970</u>, some people moved to live in Hawaii. The mermaid was very excited. She never saw human before. In everyday, she swam to the beach to watch people. She saw human cut trees to build their houses. Fishing to eat. She was very frightened so she decide to hide herself from human. <u>In 1985</u>, Hawaii became a famous city because of the beautiful sea. Many people live in Hawaii and many tourists want to visit Hawaii. It makes Hawaii develop. There are many hotels, many café and restaurant. The beautiful beach became a road. Pollution from human make the aquatic animal cannot live. The mermaid</p>	

	<p>very sad that her home and her friends are die. <u>In 2000</u>, Hawaii face with a global warming and many environment problems. <u>In 2010</u>, because of a global warming. Hawaii was destroyed by earthquake. The sea became a dessert. The mermaid cannot live so she use glass bowl that human leave at the beach to make her new house.</p>	
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Table 4.1.4.19

Criteria		
Student 9	What the research found	What the research did not find
Language Features		
Specific participants	people, mermaid	—
Past Tense	Hawaii was..., some people moved..., The mermaid was..., She never saw..., she swam..., She saw..., She was..., Hawaii became..., The beautiful beach became....	
Action verbs (Material process)	pack, cut, move, live, build, swim, visit, die, use and leave	
Linking items to do with time	Back to 1960, in 1970, in 1985, in 2010	
Nominal Group	a city in America that very peaceful, very beautiful beach and sea, The sea, many aquatic plants, aquatic animals, a mermaid, coral reef, some people, their houses, a famous city, the beautiful sea, Many people, many tourists, many hotels, a road, The mermaid, her home, her friends, many environment problems, a dessert, glass bowl that human leave at the beach	

Table 4.1.4.20

Criteria		
Student 10	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	<p>This story happened with the boy at natural village in 2005. At this village, there were good environment such that many trees and good atmosphere. Everyone would like to grow a lot of trees and help together for saving the energy. Everyone did like this in many years later.</p>	—
Events	<p><u>In 2009</u>, this village got prize from Save the Earth Foundation to be the best village that save energy. Everyone was glad in the prize. <u>Next year</u>, the village was worse. Someone came to the city because there were more progress and more technologies. So, there were not people to look after environment. Many trees died. Moreover, someone cut them all of area. <u>In 2015</u>, the family that live still nowadays. There is the boy that he addicts games. He does not interest in anybody. He play the grow plant game in the very good level. He water the tree every hour but many trees around him, he did not interest.</p>	

Table 4.1.4.21

Criteria		
Student 10	What the research found	What the research did not find
Language Features		
Specific participants	people	This student uses present tense in many sentences. Ex. In 2015, the family that <u>live</u> still nowadays, <u>there is</u> the boy that he <u>addicts</u> games, he <u>does not interest in</u> anybody. He <u>play</u> the grow plant game in the very good level. He <u>water</u> the tree every hour
Past Tense	Everyone was..., the village was..., someone came..., there were..., many trees died..., someone cut..., he did not interest...	
Action verbs (Material process)	happen, come, look after, die, cut, live, play and pour	
Linking items to do with time	many year later, in 2009, next, in 2015 and nowadays.	
Nominal Group	natural village, this village, good environment, many trees, good atmosphere, a lot of trees, many years, the best village that save energy, the prize, the city, all of area, many trees around him	

Table 4.1.4.22

Criteria		
Student 11	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	Not provide background information
Events	<p><u>In 1900</u>, there were a lot of forest. People did not destroy the forest and did not use the energy too much. There were few people and there were not pollution. <u>In 2000</u>, people started cutting the trees to make furniture, paper and the flames of picture. People continue cutting the tree more and more. <u>In 2003</u>, people started using the energy more than before. There were a lot of electric equipment such as air conditioner, fans, televisions and computers and lights. <u>In 2005</u>, there were a lot of people. Thus, they had to destroy the forest for living. Necessaries were used more than before. <u>In 2007</u>, people built the buildings, house and condo. There were less necessities. People wasted their time. <u>In 2011</u>, people grew plant but they did not water it. Therefore, the roots had to find water by themselves. <u>In 2012</u>,</p>	-All information is presented in the same paragraph

	people did not have shelter they had to live between the building. People used a lot of energy. They opened the televisions over the night. There were a lot of waste, furniture and electric equipment in the room.	
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Table 4.1.4.23

Criteria		
Student 11	What the research found	What the research did not find
Language Features		
Specific participants	People	—
Past Tense	there were..., people did not destroy...and did not use..., People did not destroy...and did not use..., people started..., there were..., Necessaries were used..., people built..., People wasted..., people grew..., they did not water..., people did not have..., they had to live..., people used..., they opened...	
Action verbs (Material process)	open, start, continue, use, water grow, live and build	
Linking items to do with time	in 1900, in 2000, in 2003, in 2005 in 2007,before, in 2011, in 2012	
Nominal Group	a lot of forest, the energy, few people, the trees, the flames of picture, lot of electric equipment, a lot of people, the forest, their time, the building, a lot of energy, the televisions, a lot of waste, furniture and electric equipment in the room	

Table 4.1.4.24

Criteria		
Student 12	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	This city has a lot of garbage and pollution. There are a little trees and most of factories are releasing the poison gas.	—
Events	<p><u>Back to 2011</u>, there were many forests in this city. <u>Until 2012</u>, there was an organization came in the city and cleared the forests to build the big factories. <u>From 2013 to 2014</u>, the big factories released the waste water and Carbondyoxzine continuously as well as there were a lot of new products and technology from this wealthy organization. People began to change their life by using more technology. <u>Then</u>, it affected to the environment of this city that had more garbage and pollutions.</p> <p><u>Nowadays</u>, people in this city have many disease especially the diseases about breathing and there are not any fish in the river of this city. I think this city is the worst city in the world.</p>	

Table 4.1.4.25

Criteria		
Student 12	What the research found	What the research did not find
Language Features		
Specific participants	People, organization and big factories	—
Past Tense	there was ... ,there were..., the big factories released..., People began..., it affected..., organization came...	
Action verbs (Material process)	clean, come, build, change, began, release	
Linking items to do with time	Back to 2011, until 2012, from 2013 to 2014, then and nowadays	
Nominal Group	a lot of garbage and pollution, most of factories, the poison gas, many forests in this city, an organization, the forests, the big factories, the waste water, a lot of new products and technology from this wealthy organization, their life by using more technology, the environment of this city that had more garbage and pollutions, people in this city, many disease, the diseases about breathing, any fish in the river of this city, the worst city in the world	

Table 4.1.4.26

Criteria		
Student 13	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	Not provide background information in the orientation section
Events	<p><u>Back to 1970</u>, Bangkok was the calm city. Everywhere consisted of the trees and old buildings. You could see a little bit of car on the road that ran without hurry. The people were kind and generous. This city looked like the country side. <u>In 2000</u>, Bangkok had been developed by investors and wealthy person. There were many tall building, condominium, company and apartment. A great number of cars was on the road with hurry and face problem about the traffic but it was not a big problem. You could see a few trees everywhere even though it was less than the past. Bangkok <u>at present</u>, it is hard to see here. On the other hand, some buildings are still increasing. Everybody live with urgency and selfishness</p>	All information is presented in the same paragraph

	<p>because you have to race with many people in capital for your stability and well-being. The people have to face the big problem about the traffic because of haste every day that everybody cannot avoid. Moreover, you have to face air pollution that is effect from use the cars and deforesting. If nobody realize about problem and solve it, Bangkok will be the city of pollution and no one can live in Bangkok.</p>	
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Table 4.1.4.27

Criteria		
Student 13	What the research found	What the research did not find
Language Features		
Specific participants	Bangkok	Use present and
Past Tense	Bangkok was..., Everywhere consisted..., You could see..., The people were..., This city looked..., Bangkok had been developed..., A great number of cars was..., the road with hurry and face problem about the traffic..., it was..., a big problem..., You could see..., a few trees..., it was...	future tense in many sentences. Ex. some buildings <u>are</u> ... , everybody <u>live</u> ..., you <u>have</u> to race ... ,the people <u>have</u> to face, everybody <u>cannot</u>
Action verbs (Material process)	consists of, ran, live, race, face and use	avoid.., if nobody <u>realize</u> ... and
Linking items to do with time	Back to 1970, in 2000, nowadays	<u>solve</u> ..., Bangkok <u>will be</u> ..., no one
Nominal Group	This city, the country side, wealthy person, many tall building, condominium, company and apartment, some buildings, many people in capital, the big problem, air pollution that is effect, the city of pollution	<u>can live</u> ...

Table 4.1.28

Criteria		
Student 14	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	—	Not provide background information
Events	<p><u>Back to 2005</u>, the famous ocean that people thought was Mediterranean ocean. The ocean was beautiful and resourceful ocean. Many tourists came to this place. The effect that came with tourists was garbage. When tourists ate food, they left a plastic on the beach. After that, plastic came to under the ocean. <u>In 2007</u>, many tourist do this then under the ocean had a big pile of garbage. When had more garbage, then had water pollution. And effect to tourist. <u>In 2012</u>, not many people are about this pollution before many fish and crab emigrate to other ocean. In this ocean, had only not beautiful animal. <u>In 2012</u>, when this pollution had more effect to plant in water, many coral was died. <u>In 2014</u>, when the plants was died, an animals did not have food to survive then many marine creature was died. <u>Nowadays</u>, the scientist wanted to research about environment then they went to Mediterranean ocean. They saw many coral, fish, crab and shell was damaged and died.</p>	All information is presented in the same paragraph

Table 4.1.4.29

Criteria		
Student 14	What the research found	What the research did not find
Language Features		
Specific participants	tourists	—
Past Tense	people thought..., the ocean was..., many tourists came..., tourists ate..., they left..., plastic came..., the ocean had..., this pollution had..., the plants was died..., an animals did not have..., many marine creature was died..., the scientist wanted..., they went..., they saw..., shell was damaged and died	
Action verbs (Material process)	come, eat, leave, emigrate, die, go, damage	
Linking items to do with time	Back to 2005, then, in 2007, in 2010, in 2012, in 2014 and nowadays	
Nominal Group	the famous ocean that people thought, The ocean, resourceful ocean, this place, effect that came with tourists, a plastic on the beach, many tourists, a big pile of garbage, water pollution, many people, this pollution, many fish, this ocean, beautiful animal, this pollution, many marine creature, the scientist	

Table 4.1.4.30

Criteria		
Student 15	What the research found	What the research did not find
Text Organization		
Overall Text Organization by Time Sequence	Have	—
Orientation as Background Information	This story happened since many millions years ago. When human was born, forests were our habitat and animals were our neighbor. When human social progressed, the human's society separated from animals' society.	Does not mention where this story happens.
Events	We started to found cities and created many new invention. When human's population increased, we had to use more resource so we deforested for making houses or futures and hunted animals to be our food. <u>In 1879</u> , wild animal in every place of the world arranged a large meeting for resisting human's execution but humans did not stop to destroy them and their houses. <u>In 1899</u> , animals in human's society cooperated with wild animals for creating a new project named "Separate". The project started <u>in 1901</u> . They built the wall with 10 meters height around the world forest areas and found their own country. The humans have to use passport to enter the animal's country. Every weapon and wood saw were the prohibition for this country.	

Table 4.1.4.31

Criteria		
Student 15	What the research found	What the research did not find
Language Features		
Specific participants	human, forests and animals	Use present tense in some sentences. Ex. The humans <u>have to</u> use ...
Past Tense	This story happened..., human was born..., forests were..., animals were..., human social progressed..., the human's society separated..., We started... and created..., human's population increased..., we had to..., we deforested... and hunted..., wild animal arranged..., humans did not stop..., animals in human's society cooperated..., The project started..., They built..., wood saw were	
Action verbs (Material process)	happen, born, progress, use, deforest, hunt, arrange, destroy, build, stop, cooperate, started, find	
Linking items to do with time	many million years ago, in 1879, in 1899 and in 1901	
Nominal Group	This story, the human's society, animals' society, many new invention, human's population, hunted animals, wild animal in every place of the world, a large meeting, human's execution, their houses, wild animals, the wall with 10 meters height around the world, forest areas, their own country, The humans, Every weapon and wood saw, the prohibition, this country	

4.2) Findings from analysis of students' writing

4.2.1) What the research found in the students' writing of information reports

Text Organization

Considering Information reports' text organization from the first writing topic, all high school students are able to give a lot of information. They organize information by categories or using subheading found in every writing. Most students try to divide information depending on type and categories as reflected in all students' writing except student 7,9,10 and 12. For student 7,9,10 and 12, they organize information by using subheading to help them construct the well-organized texts. Furthermore, several students start with providing general statement to give a definition of airport from their perspectives such as student 2-4, student 6-7, student 10 and 12. To give more information, the students provide a lot of information in the description section. Most students prefer to describe aspects, functions, facilities and services which the airports provide to the passengers. Some students mention about advantages and disadvantages of the airports or design for example student 9-10 and student 12. Many students avoid adding their personnel comment as well as conclusion in this kind of writing.

For the second writing topic, all students have well-organized text except student 8. Student 3, 6, 12 and 15 utilize subheading to assist them to organize ideas but other students prefer to arrange information by concerning types of information or categories to support well-organize text.

Language Features

Overall, most students can complete the requirements in term of language features. This research found that all students seem to be able to use present tense to give fact or information as illustrated in table 4.1.1 and 4.1.2. They are likely to be able to use action verb (material processes), linking verbs (relational processes) and adjective to describe aspects, functions, facilities, advantages or disadvantages in their airport and prison. For instance, from topic one, student 5,8 and 9 use words in present tense in the highest level, student 1,8,9 and 14 use a lot of action verbs. Many high school students also use adjective in form of Nominal Group to give detail in this type of writing found in all students' writing for example student 3,5,6,10 and 12. Many kinds of adverb such as adverb of place, time, and manner are also found in most students' writing which could increase more details in the students' writing such as students 1,2 and 13 from writing topic one.

4.2.2) What the research did not find in the students' writing of information reports

Text Organization

In case of the writing of Information reports, this research discovered some problems found in the students' writing. The problems are to create the variety of categories, lack of understanding about text structure, add personal feeling and conclusion. First, the students seem not to have ideas in term of creating the variety of categories as found in both writing of information reports. Even though writing in information report style can consist of various kinds of information, the students seem to pay attention on talking about only functions and aspects in their airports and prisons. In fact, the students are able to create other categories to assist them to

express their ideas more varieties such as advantages, disadvantages, decoration, technology or security system used in the airport or prisons. For the second problem, lack of clear understanding about text structure, this research could not see clearly this problem from the first writing topic of information report but this problem is reflected in the second writing topic. Some students start with the general classification or general statement at the beginning of the text as providing background information for example student 10, 12, 15. Many students only focus on expressing their ideas as well as giving information about airports and prisons. Besides, some students add personal feeling found in the writing of student 3 from the first writing topic and student 9 from both writing topic of information report. The conclusion which is not necessary for writing in information reports style is also found in the students' writing.

Language features

From the first writing topic, give detail about your own airport, there is some small mistake in term of language features found in the students' writing. Many students seem not to be able to control keep using present tense along the text. Future tense and past tense are used to provide information in some sentences as reflected in the writing of student 3 and student 6-9. On the topic, create your own prison, there are six students using future tense in many sentences for example student 1-3 and student 6, student 8 and 9. Some sentences in the writing of student 3 use past tense. A few students use first personal pronoun in their writing such as students 3, student 5 and student 9.

4.2.3) What the research found in the students' writing of recount

Text Organization

According to the writing in recount, this study found that all high school students seem to be able to describe their craziest incident happening to them in detail when they talk about their own experiences. Similar to the second writing of recount, all students are likely to be able to use their imagination to describe what happens to the earth in the past. From both writing topics, most students seem to be able to share their ideas and experiences through writing. They also try to use linking words of times to organize information and ideas by time sequence. Furthermore, some students start telling the events with giving background information in an orientation section to assist their audiences to understand what the students want to express found in the writing of student 10 in the first topic and student 4,7,12 and 15 from the second writing topic.

Language Features

Most students seem to be able to employ language features as a linguistic requirement in this genre to assist them to express their experiences and what they imagine. From third writing topics, this research discovers that many students can use past tense to retell their past experience. All students except student 11 use linking word of time or adverb of time to help them organize information by time sequence. Every student also identifies specific participants mentioned in the events. Besides, action verb presented in both past tense and non-finite form is also used to describe the incidents reflected in all students' writing. Many students are likely to try to avoid using first personal pronoun in most students' writing except student 3 and student 13. To apply noun group to give details also appears in this writing style.

For the last writing topic, there are many similarities discovered in the second writing of recount in term of language features and using noun group. The ability of using past tense and action verb to recount what happened to the earth in the past from their imagination is also reflected in all students' writing. High school students seem to be able to utilize linking words of time or adverb of time to organize text by time sequence as evidence showed in many students' writing except student 2. Moreover, all students seem to be able to use noun group to give detail and describe about people, animals, plants, environment or problems mentioned in the event found in all students' writing.

4.2.4) What the research did not find in the students' writing of recount

Text Organization

In case of the writing of recount, this study found the similar problems from both writing topics. The problems are to lack of clear understanding of text structure and select information to provide background information. According to the third writing topic, this research found that many students do not begin with an orientation section as giving background information which could help the readers understand the events the students describe in the next section better.

This problem reflects to lack of understanding of text structure as the evidences illustrated in the writing of student 1, student 4, student 6-9 and student 12-14. There are only two students, student 2 and 15, creating an orientation at the beginning of the text but all information does not connect to the information in the event section and support comprehension about the incidents students mention. Another problem discovered from the writing of recount is selecting information to provide as background information. Several students try to provide background

information in the orientation section but some necessary information is not mentioned. For instance, student 3 does not mention about what happens and where the incident happens, student 5 lacks of some information about who is in the event, when and where the event happens and student 11 does not talk about when the event happens. Four students do have background information such as student 1, student 4, student 6 and 7.

For the last writing topic, the problem about lack of understanding of text structure is also found on this topic. Many high school students forget to include the orientation as providing background information in their writing. They start presenting main information at the beginning of the text without giving background information as the evidences showed in the writing of student 1, 9, 11 and 13-14. For selecting information to provide as background information, some students try to begin with providing background information but they cannot give some completed background information. For example, student 8 and student 15 lack of some information about place the incident happens, student 10 forgets to mention about what happens and student 12 does not mention when the events happen. Furthermore, some students put irrelevant detail to the purpose of the text reflected in the writing of student 2.

Language Features

Even most high school students seem to be able to share their own experiences and their imagination through writing, the problem in term of language features still arise in the students' recount writing from both topics. The problem is inconsistency of using past tense to retell their past experience as a personal recount and express their imagination as an imaginative recount. From the first writing of recount, this study can determine that there are six students including student 1-3 and student 11-12 and student 14 who can control to use past tense along the text.

However, other students use present tense in many sentences. For the second writing of recount, the problems reflected in the students' writing is similar to the previous writing topic. Many students are not likely to be able to control using past tense along the text. They sometimes use present tense instead of past tense in some sentences as evidence illustrated in writing of student 1, student 6, student 8, student 10 and students 13.

4.3 Summary of Findings

The findings from the data analysis in the previous sections can critically be discussed to answer three research questions as follows:

4.3.1 What is the students' text organization found in the writing of information reports and recount?

Text Organization

The findings from an analysis the writing of information reports and recount reflected that Thai high school students organize the texts in both genres as follows:

Information reports

- 1.) The evidence reflects that most Thai adolescent students can organize information by categories or using subheading in the writing of information reports
- 2.) The evidence shows that Thai students cannot provide general statement or general classification in the writing of information reports

In the view of text organization, it could be stated that all high school students are able to give information together with organizing information by categories, using subheading or arranging information by concerning types of information found in all written texts. All students can provide a lot of interesting creative information in detail in the description section. However, many high school students cannot start writing with providing general classification or general statement at the beginning as giving the overall information. This study discovered that when the students start writing, they seem to pay attention on expressing their ideas as well as giving information about their airports and prisons.

Recount

- 1.) The evidence reflects that Thai adolescent students seem to be able to generate the series of events and organize information by time sequence
- 2.) The evidence shows that some Thai high school students cannot give orientation
- 3.) The evidence shows that some Thai students lack of comprehension to select information to provide background information

In case of recount, many high school students can share their experiences and imagination by using linking words of times to organize information and ideas by time sequences. However, Thai adolescent students still have problems in term of creating orientation for the writing of recount. Several students do not display orientation section as giving background information which could help the readers understand the events the students describe in the next section better. Furthermore, selecting background information is another problem. This study found that some students try to provide background information in the orientation section but some necessary information is not mentioned. Otherwise, information the students mentioning in the

orientation does not connect with what the students want to share in the next section or assist the reader to understand their experiences or imagination better.

4.3.2 What is the students' language features found in the writing of information reports and recount?

Language Features

The findings from an analysis the writing of information reports and recount reflected that Thai high school students employ language features in the writing of information reports and recount as follows:

Information reports

- 1.) The evidence reflects that many Thai adolescent students can use several language features of information reports to construct the text for conveying meaning
- 2.) The evidence reflects that some Thai adolescent students employ irrelevant language features for information reports

In case of language features in this genre, several adolescent students could select the proper grammar items or language features as genre requirement. To describe information, the clause structure employed in this genre is timeless in present tense for example my jail is located...., the famous person brings..., there are beautiful gardens...., people can see... and so on. The variety of using action verbs (material processes) is also found in the writing such as travel, transport, send, open, play, swim, enter, park, help...etc. Besides, many students use many words of linking verbs (relational processes), for example v.to be, v. to have, feel, make, keep, descriptive

adjective, adjective in form of nominal group to give details and adverb of place. To use adverb of duration and manner is also found in few students' writing. Even though many students can use language features of information reports, some students combine irrelevant text feature in this case future tense, for example the prisoners will keep, they will send... , the police will kill ..., they will be listening to chanting that will make them..., you will see the most beautiful flower and so on.

Recount

- 1.) The evidence reflects that many Thai adolescent students can use all language features of recount to retell their past experience and imagination
- 2.) The evidence reflects that some Thai adolescent students employ irrelevant language features in the writing of recount

For recount's language features, all high school students could employ all language features as a linguistic requirement in recount to assist them to express their experiences and what they imagine for completing the purpose. Past tense is the major clause structures the students utilize in this writing, for example the door was locked...., we did not tell..., we walked..., I entered..., everyone helped..., we were going... and so on. Action verb presented in both past tense and non-finite is also found in the students' writing, for instance arrive, fall, throw, travel, happen and etc. Besides, to use linking words of time or adverb of time also helps the students be able to produce well-organized text arranged by time sequences. However, clauses written in present tense to retell past experience or mention about imagination are counted as irrelevant language feature in the writing of recount. This study found that many students also combine some clauses written in present tense in their writing, for example the dentist clean it..., I stop ..., my craziest incidents in last three year happen ..., we come back... and think..., we create ... and etc.

4.3.3 What are the major genre writing strengths and problems found in the writing of information reports and recount by Thai adolescent students?

The Major Genre Writing Strengths

According to the findings from an analysis the students’ genre writing, this research can also identify genre writing strengths as follows:

1. Clause structures

In case of information reports, Thai high school students can produce clauses written in timeless in present tense up to 31 clauses as the maximum and 9 clauses as the minimum found in the first writing of information report as evidence illustrated in the table below. From 15 students, there are 8 students as the majority producing 11-20 clauses.

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
Timeless in present tense	11	12	10	9	21	16	16	22	21	15	15	16	20	31	12

Furthermore, this research found that the second writing of recount consisted of 24 clauses written in timeless present tense as the maximum and 10 clauses as the minimum (see the table below). There are 12 students employing clauses in present tense between 11-20 clauses.

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
Timeless in present tense	17	18	15	10	15	16	15	24	17	13	13	23	15	13	17

In depth, there are three main clause structures discovered in the students' writing from both topics which are timeless in present tense in form of S+ V.1, S+ modal verb to show possibility and there is/there are , for example, this function build..., this service sends your luggage...., there are many souvenir shops..., every passenger can go to rest.. ,there are many comfortable seats...and etc.

For recount, this study found that the number of verbs written in past tense are sixteen counted as the highest and the lowest is seven, for example, We walked..., The door was locked...., I watched..., I entered...,the movie finished...,the movie finished..., I turned back and so on. From the second writing topic, twenty clauses written in past tense are the maximum and two clauses as the minimum, for instance, earth was destroyed..., the pollution was increasing..., Wildlife animals realized..., forest decreased..., global warming influenced.., The animal in needed... and etc. There are some details about using past tense from both topic showed in the table below.

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
Past tense	15	17	15	12	5	5	14	8	7	10	9	16	11	12	14

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
Past Tense	4	2	8	8	20	10	10	8	9	7	16	6	13	16	18

As mentioned above, it could be inferred that high school students as the participants seem to have enough linguistic knowledge in term of grammatical structure. The students could use it as tool to assist them construct meaning. From the students’ writing, it could reflect that adolescent students would acquire how to use present tense or past tense through lessons in English classroom. Thus, it could be said that Thai students would have scaffolding or background knowledge in term of grammatical structure as this study found 31 clauses, the maximum, written in timeless in present tense and twenty clauses used in past tense to recount their past experiences and imaginations. This evidence represents Thai high school students have understanding about grammatical structure. As the micro-level, teaching grammatical structure in English classroom as providing input knowledge may not be necessary for Thai high school students but the teachers should promote them to apply grammatical knowledge to use in real context by concerning purpose as an important factor.

2. Action verb (Material Process)

This study could determine the number of using action verbs found in the writing of information reports and recount to reflect understanding of using action verbs by Thai high school students. Overall, from first writing topic of information reports, the research found that 18 words and 2 words are the maximum and the minimum of using action verb by Thai high school students. The range of action verb can be divided into 4 stages illustrated in the table below. The majority of students use action verbs between 1 to 5 words. In depth, there are 46 action verbs employed

by 15 students presented on the table on the following page. The students use them to describe their airport, for example, wait, decorate, travel, visit, arrive, check, rest, give, park and etc.

Range of Action Verb	The number of students
1 - 5 words	7 students
6 – 10 words	5 students
11- 15 words	2 students
16- 20 words	1 students

For another writing topic of information reports, this research found that there are 68 action verbs reflected in the students’ writing and illustrates the detail on the table on page17-18. The maximum action verb that consists in each written text is 15 words and the minimum is 1 word. The range of action verb is illustrated on the table below. In depth, the students can use many action verbs to assist them express ideas, for instance, grow, spend, practice, sell, earn , work, punish, teach, exercise, build, present and etc.

Range of Action Verb	The number of students
1 - 5 words	5 students
6 – 10 words	7 students
11- 15 words	3 students
16- 20 words	—

In case of recount, maximum of action verbs on the first writing of recount is 14 words and 1 word as the minimum. Most students use action verb around 6-10 words in their writing. In detail, 15 students use 78 action verbs to recount one of the craziest incidents showed on the table on page 19-20

Range of Action Verb	The number of students
1 - 5 words	5 students
6 – 10 words	8 students
11- 15 words	2 students
16- 20 words	—

For the second writing of recount, the maximum are 14 words and 6 words are the minimum. Overall, there are 12 students from 15 students employing action verbs 6-10 word per written text as presented in the table below. In depth, 63 is the number of action verbs reflected on students' work to recount what happened to the earth from your imagination, such as, destroy, use, happen, control, visit, enter, register, build, install, pay, help, melt, start, rest, migrate, join. plant, grow, cut, work and etc. (see the table on page 21-22)

Range of Action Verb	The number of students
1 - 5 words	—
6 – 10 words	12 students
11- 15 words	3 students
16- 20 words	—

According to an analysis mentioned above, it could be implied that Thai adolescent students studying in grade 10 or Mattayom 4 seem to have input knowledge in term of action verbs. Probably, they would acquire these verbs from learning during primary or junior high-school level so that many students seem to have an ability to select the suitable choice of words to convey meaning. The variety of action verbs used in the students' writing also reflects that high school students have a good foundation to learn more advanced lessons in term of micro-level. They could use this foundation to learn more advanced genres, for example, narrative, explanation or argumentative for developing them to be advanced learner who could construct academic writing.



Action Verb (Describing prison)

	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	TOTAL
grow	1															1
spend	1	1														2
sweep	1	1														2
fall	1															1
come	1	1	1				1									4
practice	1															1
separate	1															1
send	1															1
reduce		1														1
pick up		1														1
clean		1	1												1	3
communicate		1														1
sell		1														1
earn		1										1				2
work		1			1											2
receive		1														1
give		1				1										2
punish			1													2
live			1													1
teach			1													1
prevent			1													1
cause			1													1
form			1													1
learn			1													1
let			1													1
use				1			1			1	1					4
relieve			1													1
finish			2													2
happen			1													1
promote			1													1
exercise				1								1				2
include					1											1
plant					1											1

rest	1									1									2
read	1																		1
study	1								1										2
decorate	1												1						2
direct		1						1											2
build		1																	1
present		1																	1
change				1															1
kill									1										1
control									1						1				2
stay									1	1									2
visit									1										1
bring									1										1
enter										1									1
find										1							1		2
distribute										1									1
release										1									1
install										1									1
connect										1									1
search										1									1
follow										1									1
eat										1	1		1						3
sleep											1								1
cook											1								1
feed											1				1				2
play											1					1			2
talk											1								1
walk											1	1							2
live											1	1							2
work out											1	1							2
help													1				1		2
relax													1				1		2
divide														1	1				2
take a bath															2				2
pay																	1		1
Total	8	12	15	2	7	4	4	6	10	11	6	5	1	5	6				

Action Verb (The Craziest incident)

	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	TOTAL
make (do)	3															3
come	1		1			1				2				2	2	9
drink	1															1
add	1															1
put	2						1									3
park		1														1
prohibit		1														1
study		1	1	2							1					5
open		1									1		1			3
close		1														1
run away		1						1								2
hind		1														1
group		1														1
break		1														1
play		2			3											5
walk		1	1	1		2				1	2					8
arrive			1	1												2
fall			1													1
take			2													2
happen			1						1		2					4
travel			1													1
send				2												2
invite				1												1
warn				1												1
ride				1												1
chase				1												1
climb					3											3
return					1											1
jump					2											2
choose					1											1
release					1											1
find					1											1
practice						1										1
lock						1					1					2

call		2																	2
turn off		1																	1
give		1																	1
grow up		1																	1
talk		1	1																2
lie			1																1
hold			1																1
sing			1										1						2
eat			1	7		1													9
help			1									1							2
wait			1												1				2
have(eat)			3																3
pick			1																1
buy				3															3
laugh				1															1
enter																			
stop																			1
delete																			1
throw																			1
turn back																			1
swim																			2
sit																			2
occur																			2
take off																			1
blame																			1
work																			2
clean																			4
spend																			2
finish																			2
kill																			1
die																			1
run																			1
cry																			2
lead																			1
hope																			1
reach																			1
complete																			1
leave																			1
whisper																			1
visit																			1
Total	8	12	9	10	12	11	12	11	7	10	10	10	10	9	2	7			

Action Verb (Recount What happened to the earth)

	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	Total
destroy	2	1	2	1		3	1				2			1	1	14
begin	1						1					1				3
decrease	1				1											2
die	2						1		1	1						5
stop	1	1													1	3
restore	2															2
fall	1															1
revive	1															1
throw		1														1
collect		1														1
clean		1										1				2
wipe		1														1
protect		1														1
inform		1														1
do		1														1
give		1					1									2
live		3	4				1	5			1		1			15
take care of		2		2												4
eat													1			1
use		2				1	1	1	1		2		1		1	10
happen			1							1					1	4
control			2			2			1							5
visit			1													1
enter			1													1
register			1													1
build			1						1		1	1			1	5
install			1													1
pay			1													1
help			1							1						2
melt				1			2									3
start				1				2			2				1	6
rest				1									1			2
migrate				1												1
join				1												1
plant					1											1
grow					1			2		1	1					5
cut					1				1	1	2					5
accept					1											1

pollute	1																		1
cooperate	2																	1	3
find		1							1									1	3
meet		1																	1
manage		1																	1
born		1															1		2
play		1				2			1										4
move		1						1											2
study		1																	1
climb		1																	1
eat		1																	1
come		3				3			1				1						8
travel						1													1
release						2							1						3
play								2											2
buy								1											1
pack									1										1
leave									1								1		2
hind									1										1
swim									1										1
water										1		1							2
Total	11	17	12	10	10	18	10	15	15	8	13	5	3	3	9				



3. Nominal group

According to the finding, this study discovered that nominal groups are used to give details found in the writing of information reports and recount. In case of information reports, the maximum of nominal groups is sixteen times and the minimum is seven times from first writing topic. Most students can employ nominal groups between one to ten times as illustrated on the table below.

Range of Using Nominal Group	The number of students
1 - 10 times	9 students
11– 20 times	6 students
21- 30 times	—
31 - 40 times	—

In depth, in first writing topic, Thai high school student can use thirteen categories of nominal groups (N.1-N.11 and N.17-N.18) as the evidence showed in the table (see page). The students seem to be able to use noun group with one- element, two-element pre-modifiers and noun with post-modifiers as the majority. For one-element pre-modifiers, the highest is 39 times from N.3 (N+H), such as, many zones, four zones, both places, all menus, a lot of airhostesses and so on. The lowest nominal group is 13 times from the category of N.5 (C+H), for example, new-fashion shops, high-quality materials, VIP passengers, public relation counter, flight schedule and etc. Two-element pre-modifiers of nominal groups are found in the category of N. 7 (D+E+H), 16 times, as the most used for example, the new cinema, a friendly handsome bodyguard, the main room and etc. N.6 (D+N+H) is the lowest two-element pre-modifiers of nominal group used one

time in this topic. Noun with post-modifiers found in the students’ writing are N.17 (pp +ng), for example, without plane ticket, in E-book, in front of the check in zone, of this room etc. and N.18 (relative clause), such as, who want to watch the national show..., who wait for check-in..., that you can select menu..., who give security to passengers... and so on.

For second writing of information reports, fifteen categories of nominal groups (N.1-N.11, N.14 and N.17-19) are reflected in the students’ writing. The number of nominal groups the students can use is as high as 23 times and the lowest is 7 times. Generally, most students can use the nominal groups between eleven to twenty times per one essay presented on the table below.

Range of Using Nominal Group	The number of students
1 - 10 times	6 students
11– 20 times	7 students
21- 30 times	2 students
31 - 40 times	—

In detail, there are fifteen categories used in the writing of nominal groups (N.1-N.11 and N.14 and N.17-N.19) as the evidence showed in the table. One-element, two-element pre-modifier and noun with post-modifiers are the major elements found in the writing. For one-element pre-modifiers of nominal groups, the category of N.2 (D+H) is used totally 44 times as the most, for instance, the tickets, the plane, the menus, your room, this airport, the air and etc. The lowest one-element pre-modifiers of nominal group employed in this writing is 13 times in the category of N.5(C+H), for example, cell rooms, high-quality jewelry, checking machines. Two-element pre-modifiers of nominal groups are discovered in the category of N. 7 (D+E+H), 24 times, as

the most used for example, the famous musician, a favorite room, a good Wi-Fi, a good day, the most beautiful flower, 5 stars hotel and etc. The category of N.8 (D+C+H) and N. 10 (N+C+H) are the lowest used, one time per category. For noun with post-modifiers

In case of recount, the maximum of nominal groups is twenty three times and the minimum is seven times from first writing of recount. Most students can employ nominal groups between eleven up to twenty times as illustrated on the table below.

Range of Using Nominal Group	The number of students
1 - 10 times	6 students
11– 20 times	7 students
21- 30 times	2 students
31 - 40 times	—

To increase more detail, the high school students can use nominal groups with one- element, two-element pre-modifiers and noun with post-modifiers as the majority. For one-element pre-modifiers, the highest is sixty-three times in the category of N.2 (D+N), such as, ...and the category of N.5 (C+H) used six times is counted as the minimum of employing one-element pre-modifiers. The research also found that N.7 (D+E+H) is two-element of nominal groups having the maximum used but the category of N.6 (D+N+H) is not used in topic. For noun with post-modifiers, there are two categories, N.17 (pp+ng) and N.18 (relative clause) utilized by high school students. N.17 (pp+ng) is used 30 times, for instance, in the cup, in fridge, in the small pot, at the back of the classroom and etc. The category of N.18 (relative clause) is employed fourteen times, for example, who is taxi driver..., who practices for sport day..., that parked far

away..., that could not make our body work abnormally..., that were there any night market.. and etc.

Overall, on the second writing of recount, fourteen categories of nominal groups (N.1-N.10, N.14 and N.17-19) are reflected in the students' writing. The number of nominal groups the students can use is as high as 28 times and the lowest is 10 times. Generally, most students can use the nominal groups between eleven to twenty times per one essay presented on the table below.

Range of Using Nominal Group	The number of students
1 - 10 times	1 student
11– 20 times	11 students
21- 30 times	3 students
31 - 40 times	—

In depth, there are several categories discovered including one-element pre-modifiers, two-element pre-modifiers and noun with post-modifiers. For one-element pre-modifiers, one hundred and five is a number of N.2 (D+H) categories students use as the maximum, such as, the places, the leaves, the oceans, the barrier and etc. The category of N.5 (C+H) is used twelve times counted as the minimum of one-element pre-modifier of nominal group, for example, wildlife animals, animal mind, forest areas, human population and etc. Two-element pre-modifiers is also discovered in N.7 (D+E+H) category as the highest use, twenty-five times, for example, a little girl, a high technology, a small village, the big city, a big hard problem, the bad gas, an easy way and so on. The lowest is zero from N.11 (E+C+H). For noun with post-

modifiers, N.17 (pp + ng) and N.18 (relative clause) are the popular categories found in the students' writing. N.17 (pp+ng) is employed 44 times, for instance,...by join with environment foundation,.. from their organization,... into the oceans, ... of life and etc. For N.18 (relative clause), the students use thirty-seven times, such as,... which give us life, ... that use benefits that use benefits, ... which lived in the North Pole,... that made a lot of pollution and etc.

According to the findings, it could be summarized that one-element and two-element pre-modifiers and noun with post-modifiers are the major categories of nominal groups the high school students can use. Furthermore, it could be implied that high school students have linguistic knowledge and understanding in term of adjective in the group of Deitic, Epithet (descriptive adjective), Numerative (ordinal number, cardinal number and quantitative adjective), Classifier (compound adjective) and post-modifiers learned through English lessons or taught by English teacher. They are also able to apply their linguistic knowledge to produce nominal groups to give detail in the writing.

Thus, to develop language ability of high school students, the teacher may support the students practice expanding the head nouns with three-element and four-element pre-modifiers in context more than teaching single adjective as increasing vocabulary in isolated clause. This implication may assist the high school students to understand the sense of using many adjective in the real context.

Give information in detail about your own airport

		S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	TOTAL
N1	H	1	1	1			1		1	2			3	3	1	2	16
N2	D+H		1	1		1	5	3			1	1	6	1	3	3	26
N3	N+ H	2	1	2	1	4	5	3	2	1	6	6	2	2	2		39
N4	E+H		1		3	3		1	1		1	1	2		2	4	19
N5	C+H		1		1		1		2		2		2	2	1	1	13
N6	D+N+H												1				1
N7	D+E+H	2		5						3			2	4			16
N8	D+C+H	1		2						2			1		1		7
N9	N+ E+H	1	1		1				2	1	1			1	2		10
N10	N+ C+H		3			1					1			1		2	8
N11	E+C+H		1					1	2					1	1		6
N12	D+N+E+H																0
N13	D+N+C+H																0
N14	D+E+C+H																0
N15	N+E+C+H																0
N16	D+N+E+C+H																0
N17	pp+ng	3		4	2		2	3	1	2	1	1	10	3	2	2	36
N18	Relative clause	4	4	1	4	6	7	7	2	4	2	1	3	6	1	2	47
N19	Reduce clause																0

Describe your own prison from your imagination

		S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	TOTAL
N1	H	1	5	1		4	1			1			1	3		1	18
N2	D+H	2		1			5	2	3	4		3	8	6	3	7	44
N3	N+H	1	1	2	1	1	2	1	2		5	3	4	5	2		30
N4	E+H	1	1	1	2	3	4	2	5	2	2	7	1		6	3	40
N5	C+H					1		1	2		1					1	6
N6	D+N+H	1														2	3
N7	D+E+H	3			3		1	2		5	1		2	3	2	2	24
N8	D+C+H															1	1
N9	N+E+H				1			1			2	1	2	2		1	10
N10	N+C+H							1									1
N11	E+C+H									1	1			1			3
N12	D+N+E+H																
N13	D+N+C+H																
N14	D+E+C+H				1												1
N15	N+E+C+H																
N16	D+N+E+C+H																
N17	pp+ng	3		1	1			2	5	1	2	3	3	7	4	1	33
N18	relative clause	3	6	3		5	4	1	1	3	1		5	5		5	42
N19	relative phase			1													1

Recount one of the craziest incident

		S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	TOTAL
N1	H			1				2									3
N2	D+H	2	2	3	4		8	3	3	6	5	8	8		5	6	63
N3	N+ H	4	2	1	2	1			5	1		1	2	7	2		28
N4	E+H	1	1		1	2		1	1				2				9
N5	C+H			1				1			1	1			2		6
N6	D+N+H																0
N7	D+E+H		2		2	1	3						3	3	1	1	16
N8	D+C+H		1		1			2				1				1	6
N9	N+ E+H	1	1														2
N10	N+ C+H												1				1
N11	E+C+H															1	1
N12	D+N+E+H																0
N13	D+N+C+H																0
N14	D+E+C+H																0
N15	N+E+C+H																0
N16	D+N+E+C+H	8															8
N17	pp+ng	4	1	3	1	2	1	3		2		3	5		1	4	30
N18	relative clause		2		1		1		1		1	2	2	1	1	2	14
N19	reduce clause																0

Recount what happened to the earth from your imagination

		S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15	TOTAL
N1	H			2	7		3		1	1		1	2	3	1		21
N2	D+H	5	8	6	8	10	13	4	10	9	3	7	6	2	7	7	105
N3	N+H	3	1	1		2	1	3	2	4	5	5		2	3		32
N4	E+H		1		1		3		2	2	3	1		1	2	2	18
N5	C+H		1	3					1	2				1	1	3	12
N6	D+N+H						1										1
N7	D+E+H			2		3	3	3	3	2	1		3	1	2	2	25
N8	D+C+H			2				2						1	1	4	10
N9	N+ E+H	1								1		1	2	1		1	7
N10	N+ C+H								1						1	1	3
N11	E+C+H																0
N12	D+N+E+H																0
N13	D+N+C+H																0
N14	D+E+C+H			1													1
N15	N+E+C+H																0
N16	D+N+E+C+H																0
N17	pp+ng	1	2	2	5		5	2	4	1	1	2	9	2	2	6	44
N18	Relative clause	1	6	5	4	3	5	1	3	2	1		1	1	2	2	37
N19	Reduce clause	2															2

The Major Genre writing problems

1. Text organization or Idea organization

In case of information reports, this research found that the high school students cannot provide general statement or general classification viewed as the major problem in term of idea organization. There are two students and four students who do not give the general statement from the first and the second writing of information reports by order.

For recount, this research could reveal that there are two mains problems reflected in the students' writing. First, many high school students could not give orientation and to select background information is counted as another problem in term of text organization. There are thirteen students providing orientation and two students who do not produce orientation found in the first writing of recount. For the second writing, eight students give orientation and seven students do not mention about background information before starting describing the event. There are some details showed on the table below.

Aspects of Background Information	First Writing of Recount	Second Writing of Recount
Provide all necessary background information	3 students	3 students
Provide some necessary background	8 students	5 students
Provide irrelevant information as background information	2 students	—
Not provide background information	2 students	7 students

According to the findings mentioned earlier, it could be inferred that the students may recognize overview of the pattern of text structure but, without studying the model of text, they could not realize some details inside the different genres. Moreover, the students may not be taught writing in a systematic way or use process of the learning and teaching cycle of the Genre-Based Approach to develop writing ability. It could be possible they would not be promoted to study the model of text in order to observe text organization or content inside each genre including having a joint construction before they construct their own texts. The findings also reflected that the students may not understand how purpose, content and text organization connect to each other. As a result of lacking of clear understanding, the students could produce only incomplete genre writing found in the writing of information reports and recount.

2. Clause Structure

In the writing of recount, this study discovered that there are some study employ irrelevant language features. According to organizing the text by time sequences, the main clause structures used to retell the past experiences or expressing imagination is past tense but some students also combine present tense in their writing. There are ten students from the first writing of recount and seven students from another topic combining irrelevant feature, present tense, this genre writing, for instance, I accidentally throw..., I laugh..., , I find .., I have two choices..., we come back... and think..., I eat... and etc.

Due to the findings, it could be considered that Thai high school students still have problem in term of selecting language features connecting to the purpose of the text. Even many students can produce the writing of recount, it does not mean that the students perceive how to select suitable language features for this genre. From this problem, it could be implied that many students may not have opportunities to study the model of text to observe language features.

They also may not have joint construction to learn from peers, advanced learner or the teacher before they start to produce their writing. Thus, Thai high school students do not have real understanding to select the proper language features connecting to the purpose of the text or why they have to choose these language features to complete the particular purposes.

3. Adverb of Manner and Adverb of Duration

Another problem discovered in the writing of information report is the ability of using adverb of manner and duration in context. Overall, there are four students from fifteen students using adverb of manner in their writing from the first writing of information reports. One time of using adverb of manner is viewed as the highest use. For the second writing of information reports, the maximum use is three times and 0 time viewed as the lowest as showed in the table below.

Table I. Adverb of manner found in the first writing of information reports

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
The number of adverb of manner	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0

Table II. Adverb of manner found in the second writing of information reports

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
The number of adverb of manner	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0

For adverb of duration, ten students from fifteen students use adverb of duration from the first writing of information reports. The highest use of adverb of duration is three times, for example,

before they begin their journey, for a long time, before get the plane and so on and the lowest is zero. For the second writing of recount, four times of using adverb of duration are viewed as the maximum and no use of adverb of duration is counted as the minimum. There are tables illustrated below.

Table 3 Adverb of duration found in the first writing of information reports

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
The number of adverb of duration	1	3	1	3	1	2	0	2	3	1	0	0	0	3	0

Table 4 Adverb of duration found in the second writing of information reports

Criteria	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10	S.11	S.12	S.13	S.14	S.15
The number of adverb of duration	0	0	1	0	0	0	0	0	0	0	0	0	4	0	1

Due to an analysis, it could implied that learning adverb of manner and adverb of duration in the classroom as a micro teaching may not provide chances to students to use both adverbs to make sentence or use in context. In order to practice using adverb of manner and duration, fill in the blank exercise and cloze test may be the main exercises employed in the classroom. Those exercises seem not to be able to promote understanding in term of how to use adverb of manner and duration in the real context. Furthermore, Thai high school students may not study language in context through observing language features from the model of text as gaining some input

knowledge before they construct their own texts. This problem is reflected in the students' writing found using few adverbs. Due to lacking of the model of text to study, the students could not transfer what they learn from the text to their own writing. It is also indicated that learning adverb of manner and duration without context in the English classroom seems not to be able to help the students transfer knowledge to use in the real world situation.

Thus, it could be considered that Thai adolescent students would be able to apply language features in the particular genre including adverb of manner and duration whether they have opportunities to study linguistic knowledge in context and practice using it in the real context.

4. Nominal Group

According to the findings, this study reveals that most high school students can produce only one-element and two-element pre-modifiers of nominal groups. To employ three-element and four-element premodifiers of nominal group including using reduce clause is rarely found in the writing of information reports and recount by fifteen Thai Adolescent students. There is evidence showed on the table below.

Genre	Three-element pre-modifier (N.12-N.15)	Four-element pre-modifier (N.16)	Reduce clause (N.19)
Information Reports (Topic1)	—	—	—
Information Reports (Topic2)	1 time	—	1 time

Recount (Topic3)	—	8 times	—
Recount (Topic4)	1 time	—	2 times

From the table, this research found that there is no use three-element and four-element pre-modifier and reduce clause in the first writing of information reports. For the second writing, three-element pre-modifier found is the category of N.14 (D+E+C+H) and the category of N.19 (reduce clause) as nominal group with post-modifier is also found in the second writing of information reports. In case of recount, four-element pre-modifier found in the first writing of recount is the category of N.16 (D+N+E+C+H). Another writing of recount found the category of N.14 (D+E+C+H) as three-element pre-modifier and reduce clause as nominal groups with post-modifier.

As an analysis mentioned earlier, it could be inferred that the high school students may not be supported to practice giving details with various kinds of adjective to make single clause or a short paragraph as promote the students to use adjective in real context. Otherwise, the students may not realize that they can use many words of adjective to construct three-element or four-element of premodifiers to modify the head noun. Some students may not acquire how to utilize some kinds of adjective, such as, compound adjective in a group of classifier. In view of teaching as a micro level, the teachers may view that adjective is a foundation English the students already understand so that the teachers may not stimulate them to apply this knowledge to use in context more often. For English exercise, to rearrange adjective to be in the correct order or fill in the blank exercise about adjective may not be able to support understanding or develop an ability of using the variety of adjective.

4.4) Implications

On the base of the analyzed data, it can be indicated that learning English in high school still lacks of Vygotsky's idea to develop writing proficiency. To lack of Vygotsky's idea to promote learning language becomes most genre writing problems in term of text organization and language features found in the students' writing. These problems discovered in this study could explain in details based on Vygotsky's idea, scaffolding, as follows:

First; no object-regulation, Thai high school students would not have opportunities to imitate or study how language is used from the examples including the model of text called object-regulation. For curriculum cycles of genre-based approach, this approach calls this stage that modelling stage. This procedure provides chances for student writers to have an overview of the text as a whole, how the text structure fulfills the purpose of texts types in society. To gain some input knowledge in term of language features and idea organization also occurs in this stage which could support the students to apply this knowledge to construct their own text.

Second; no other-regulation, the high school students would not have the process to practice writing with their friend or what curriculum cycles of genre-based approach called joint-construction. In this process, other-regulation, the students have chances to receive help or learn from peers, advanced learners or expert, such as, English teacher to assist them understand and use language better. The students not only learn language but are able to absorb strategies of advanced students as well. The equal language- level students could also help their peers to complete the tasks. Furthermore, other-regulation is the important process which could help the students decrease stress, fear or worried that affects to stop developing language ability.

Finally, no self-regulation, many students seem to be promoted to practice applying grammatical forms through exercises due to learning English based on Grammar-Translation Method. Sometimes, the students may have chances to create their own texts but it could not be counted as self-regulation. Due to lack of learning other processes mentioned earlier, the high school students seem to lack of clear understanding in term of selecting language features, text organization or could not apply what they learn from more advanced learners in order to assist them to construct genre writing. Thus, many Thai adolescent students could not produce completed genre writing as finding discussed in the previous section.

According to implications mentioned above, it can be recommended that, to teach writing or develop writing proficiency in a systematic way for Thai adolescent students should apply the curriculum cycle of genre-based approach which also encourages the learners to acquire language based on Vygotsky's idea. As such, Thai students would be able to effectively improve writing proficiency to support learning in the university level as well as produce meaningful and purposeful communication to serve various kinds of situation in the society.

Chapter 5

Conclusion

In the final chapter, the conclusions of the research are presented. The chapter includes the following sections: 1) Conclusions of the Research, 2) Limitations of the Study, and 3) Suggestions for Further Research

5.1 Conclusions of the Research

In this study, it could be concluded that Thai adolescent learners have some similar genre writing strengths and problems discovered in their writing. There are two major strong points which are found in both writing of recount and information reports as the basic genre writing. According to an analysis, the first genre writing strength of Thai adolescent learners is to be able to use English to convey meaning connecting to the purpose of the texts. For Information reports, the students can provide a lot of information in detail. In case of Recount, they are also able to retell their past experience and expressing their imagination organized by time sequence in the writing of recount. Second, Thai high school students are able to apply their linguistic knowledge learned in classroom to use for creating meaningful and purposeful communication in both recount and information reports style. Especially, information reports, this study found that Thai students can choose the suitable language features connecting to the writing of information reports text. Nonetheless, Thai adolescent students as the participants of this study learn English without context and lack of chances to observe or study how to construct texts for the different purposes in English classroom at school. This problem affects to the students directly when they

construct genre English writing. There are two main problems found in writing of recount and information reports which are lack of clear understanding about text structure and inconsistency of using past tense in the writing of recount and present tense in the writing of information reports. This research found that Thai students have less understanding about text structure in the different kind of text type due to lacking of studying the model of genre text before. Many students pay attention on provide much information with less concerning with providing completed background information which is necessary for reader to understand the content when they create the writing of recount. For information reports, many students do not start with general classification at the beginning of the text. In case of language features in both genres, they cannot control to use past tense and present tense along the text because the students may not concern that language features are conducted by the purpose of the text. To have fewer opportunities to learn language in context to see the differences in linguistic features, this problem makes Thai students confuse about selecting language features to apply in context reflected in the students' writing of information reports.

5.2 Limitations of the Study

Although an analysis of English writing could identify genre writing strengths and problems occurring among Thai adolescent learners, this study focuses on only the basic genre writing, recount and information reports. This research would be able to discover more problems or strengths if this study covers more genres such as Narrative, Process, and Explanation that Thai high school students would be able to do. The problems and strengths in term of text organization and language features would be able to identify in more details. In view of data collection, all data are collected from the special English class at Satriwittaya School which is

the elective course so that there are only 15 participants from Mattayom 4 or grade 10 in this study. If this thesis has more participants from the different grades such as grade 11 and grade 12 or different public or private schools, the result would be more liable. Furthermore, this research cannot compare the result to observe the similarity or the difference in term of genre knowledge, an understanding of using genre writing or genre wiring problems and strengths occurring in other high schools in Thailand because this study has only one school to collect data.

5.3 Suggestions for Further Research

Due to the results of the study and its limitations, the possible studies that the researcher as teacher may continue are suggested as follows:

In this study, the findings determine that Thai students have the major genre writing problems in term of organizing ideas and using language features in context. However, they can use English to convey meaning such as giving information and telling what happens. For the further research, it could be recommended that teacher or researcher may expand the scope of this study by collecting more data on the same level of students, grade 10, or the higher level from other schools in other main academic majors such as Mathematics and English, English and Language, English and Social Studies. Otherwise, the further research could apply the findings that also reveal the genre writing strengths and weakness of Thai teenage students to develop teaching genres writing of recount and information reports for Thai students to become the mastery level.

For material development, to develop material to establish mastery progress in term of genre writing seems not to have many researchers having researched on the learning lessons before. The researcher may select one basic genre to develop the new lessons to establish or observe mastery progress in the selected genre for supporting Thai learners or second/foreign language learners to be able to effectively use genre writing in the real world situations. Furthermore, to identify Thai specific problems from this study would be able to help the teachers or researchers as material developers to design the new writing lessons based on Genre-Based Approach to assist the students develop genre writing. To support to use authentic material, the further research may use the articles from magazine or newspaper which the students have background knowledge as the model of text to teach genre writing or to develop to be the new genre writing lessons for second or foreign language learners.

In case of teaching practice, the further research may expand the scope of this research by focusing on training the new English teachers or student-teachers to be able to teach genre writing which is useful for improving teaching writing in a systematic way in the school and university level.

In view of second language acquisition, this study also reveals that Thai adolescent students still confuse about selecting language features so that the further research may study about learning strategy or teaching strategy that supports the students to acquire language features from genres such recount, information reports, narrative or explanation and so on.

In case of increasing oral communication or speaking, the further research could apply the scope of this thesis to observe communicative competence in term of English genre speaking of Thai adolescent learners to see an ability of organizing information and language features students use to convey meaning. In the researcher's opinion, this research does not intend to

develop natural talk but the researcher as the teacher would like to develop communicative skill to proficient in speaking. The students would be able to apply in learning in higher level including be practical in the real world situation



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