

# AN ANALYSIS OF THAI LEARNERS' WRITING OF RECOUNTS AND INFORMATION REPORTS

*Nichtawan Sutinwong*

Graduate School of English  
Assumption University, Thailand  
palmnichtawan@hotmail.com

## Abstract

This small scale study looks at some of the major strengths and issues of genre writing of a group of Thai high school students. The study was limited to *recount* and *information reports* genres as these are considered to be among the prototypical genres in educational settings. The findings indicate that many of these high school students were able to construct text at the level of the basic linguistic features of the genres but needed to develop the nominal groups for elaboration and expansion. However there were issues in organizing and contextualizing of their writing which are only touched upon in this study although important for the development of their writing skills in other genres.

**Key words:** Thai learners, genre, verbal processes, nominal groups, writing development.

## Introduction

Learning English in Thailand focuses on learning traditional grammatical principles such as form based structures and vocabulary. As Conlon (2009) suggested Thai-English teachers believe that to teach English is to teach grammar rules, not to teach students communication. Many Thai high school learners seem not to be able to effectively express what they think through writing as writing is viewed as one of the most difficult tasks for them. One important issue in learning English is a lack of opportunities to use English in real situations both in and outside the English classes. For writing activities, Thai teachers usually use a course book. However there are still problems in terms of the 'purpose' of the writing. Most of students are not exposed to a model text or given an explanation of how to construct texts for different purposes. Thus, many Thai learners are not likely to have