A LONGITUDINAL STUDY OF DEVELOPMENTS IN THE ACADEMIC WRITING OF THAI UNIVERSITY STUDENTS IN THE CONTEXT OF A GENRE BASED PEDAGOGY

Udom Srinon

B.A. (English-Honors) Mahamakut Buddhist University, Thailand

M.Ed. (TEFL) Silapakorn University, Thailand

A thesis submitted in fulfillment of the requirements for the degree of

Doctor of Philosophy

Linguistics

School of Humanities

Faculty of Humanities and Social Sciences

University of Adelaide, Australia

August 2011

TABLE OF CONTENTS

ABSTRACT

This dissertation reports on a study of developments in key aspects of the English academic writing of Thai students undertaking a writing course in a Thai university in 2006. The course employed the genre-based pedagogy associated with the so-called Sydney genre school (see, for example, Martin and Rose 2008) and focussed on two of the argumentative genres identified in the Sydney genre-school literature, the Exposition and the Discussion. The course was delivered to 72 English majors in two classes over a period of twelve weeks. The writing of six students was selected for close linguistic analysis, with the data set consisting of the three essays which each student produced at the beginning, middle and end of the course (18 texts in total).

The broad objective of the research was to investigate whether any developments could be observed in the student's writing, as a group, which could be interpreted as positive developments in their academic literacy and which might plausibly be seen as at least in part the result of the teaching and learning opportunities made available by the course.

It was found that a majority of the students produced essays at the commencement of the course, before any teaching, which (1) did not match any of the genre structural prototypes outlined in the literature, and which (2) seemed to be structurally and hence communicatively problematic, possibly on account of this. All students subsequently produced essays which did closely match one or other of the genre prototypes outlined in the literature and which seemed persuasively more coherent and easier to follow than the essays produced initially, before exposure to the genre-based pedagogy employed by the course. It is argued that it is plausible that the teaching and learning opportunities provided by the course played some role in this outcome.

As well, several trends were observed in the student's writing across the duration of the course by which they substantially increased the frequency with which they deployed the resources for construing inter-clausal relations (logico-semantic relations). In particular trends were observed by which the students, as a group, reduced the proportion of single clause sentences in their writing, increased the frequency of coordination (parataxis) and subordination (hypotaxis), made much greater use of mechanisms for referencing other

sources and voices, and much more frequently construed relations of consequentiality (cause-and-effect) and counter expectation. It is argued that these changes can be interpreted as positive developments in the writing of the students by which they extended their communicative range and by which their writing became more fluent and more nuanced. It is argued that it is plausible to see the course and its pedagogy as having a significant role to play in this outcome.

It is proposed that these findings, based as they are on longitudinal study involving a detailed and systematic analysis of specific linguistic features, lend strong support to claims about the efficacy of this genre-based approach to the teaching of writing.

DECLARATION

This thesis contains no material that has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text of the thesis.

I give consent to this copy of my thesis, when deposited in the University Library, being made available for loan and photocopying, subject to the provisions of the Copyright Act 1968, when it is accepted for the award of the degree.

Signed: _____Date:_____

ACKNOWLEDGEMENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

IELTS	International English Language Testing System
EFL	English as a Foreign Language
ESL	English as a Second Language
EAP	English for Academic Purposes
ESP	English for Specific Purposes
SFL	Systemic Functional Linguistics
HGS1	High group student 1
HGS2	High group student 2
MGS1	Middle group student 1
MGS2	Middle group student 2
LGS1	Low group student 1
LGS2	Low group student 2
para / p	parataxis
pr	projection
ng embeds / n	embedded clause functioning as a complete noun group
Q embeds / q	embedded clause functioning as a Qualifier in a noun group (i.e. part of a noun group)
att	"attempted" (as in attempted parataxis)
ach	"achieved" (as in achieved parataxis)
exI	internal extension (e.g."moreover", "what's more", "also")
exE	external extension (e.g. "and", "or", "instead of")
att exI	attempted internal extension; ach exI = achieved internal extension
tI	internal temporal relation (sub type of enhancement) (e.g. "firstly", "secondly", "lastly")
tE	external temporal relation ("when", "next", "until", "while", "then")
cI	internal causative relation (sub type of enhancement) (e.g. "therefore", "thus", "consequently")
cE	external causative relation (e.g. "because", "and so")
pp	purpose relation (sub type of enhancement) (e.g. "in order to")
coI	internal conditional (sub type of enhancement) (e.g. "Dinner is ready, if you are hungry.")
coE	external conditional (e.g. "if", "unless")

ct	counter expectation/concession (e.g. "however", "yet", "although", "but")
|	hypotactic boundary (i.e. division between clause which there is a hypotactic clause, e.g. a main clause plus a subordinate clause)

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction and significance of the study

A review of the literature shows that there are many approaches to teaching academic English writing; for example, competency-based, content-based and process-based approaches. Another is a genre-based pedagogy which has been developed in the Australian educational context as well as in other contexts around the world. Many studies assert that this approach provides particular advantages. For instance, in recent years a number of researchers (Matsuo and Bevan 2002; Kongpetch 2003; Lin 2003; Rose et al 2003; Emilia 2005; Kongpetch 2006; Krisnachinda 2006) have claimed substantial benefits of the genre-based approach for teaching courses on English for academic purposes, the approach focusing mainly on modelling, joint construction and independent construction (Callaghan and Rothery 1988; Martin 1992; Paltridge 1994; Feez 1998; Christie 1999; Flowerdew 2000; Martin and Rose 2003; Martin and Rose 2008). Derewianka (2003) has pointed out that genre-based methodologies have been adopted successfully in primary, secondary, tertiary, professional and community teaching contexts in programs for native speakers of English as well as ESL and EFL learners. Furthermore, she reports that educators in countries as diverse as Singapore, South Africa, USA, Italy, Hong Kong, Australia, Britain, China, Canada, Sweden and Thailand are employing genre-based methods for developing their syllabuses, materials and curricula.

In the context, however, of this dissertation and the research upon which it is based, it is significant that only a few of the above mentioned publications (for example Woodward-Kron 2005) base their claims on research which has sought to track developments over time in students' deployment of specific linguistic resources. Thus, in claiming benefits for the genre-based approach, they typically do not supply linguistic-analysis-based evidence showing that students undertaking genre-based courses enhanced their ability to use particular meanings over time.

This dissertation is concerned specifically with the teaching of EAP in the context of a Thai university, and it is to be noted that there have only been a few studies (Kongpetch 2003; Kongpetch 2006; Krisnachinda 2006) of the application of the genre-based approach

in the Thai educational context. Again the situation parallels that which has been observed in the literature more widely in that none of these studies had a longitudinal focus (i.e. did not investigate any changes in student writing over time) and did not focus on specific linguistic features within the students' writing.

The research project reported here provides something of a contrast to these general trends in that it did seek to longitudinally track changes in specific linguistic aspects over time in the writing of Thai university students undertaking a genre-based EAP course of the type advocated by, for example, Martin (1992), and Feez (1998). More specifically, it reports on a study of changes and developments which occurred in the academic writing of two classes of students over a period of one semester at a Thai university. The course was directed towards developing skills in argumentative or persuasive writing. The study examined changes and developments with respect to how the students staged their essays and with respect to their deployment of resources by which inter-clausal relations are established. The objective was to discover whether any significant changes in these aspects could be observed across a number of the students as a group and to investigate whether any such developments might plausibly be related back to the genre-based pedagogy which had been employed.

1.2 Social and educational context of the literacy ability of Thai students

In the Thai educational system English is taught as a foreign language at primary, secondary and tertiary levels. The English language is not used in daily life, as it is in some other countries. However, English is regarded as one of the most important languages for communication in the world as it is widely used as an international language of trade, diplomacy, research, and education. This significance has prompted the Thai government to encourage the learning of English in order to deal with these developments. In this regard, Wiriyajittra (2008, p.1) has stated that Thailand is in a critical situation because many of its English learners have acquired only low levels of linguistic skills. Therefore, the country has to improve learners' competence in English so that they can more effectively communicate on matters of industry and business. She further asserts that English curricula in professional contexts - such as medicine, nursing, and tourism - need to be elevated to acceptable international levels.

In the light of international developments, English writing is regarded as one of the skills needed for social practice, which is important for all students both in EFL and ESL contexts, and there are many practical measures that can help them become successful in their own writing. Those advocating genre-based approaches have argued that real benefits accrue from explicit teaching of textual structures, lexis and style when these aspects are related to communicative purposes and when outcomes enable learners to use their writing to communicate effectively.

In respect to the literacy standards of Thai university students, studies (Srinon 1999; Pongsiriwet 2001; Tawilapakul 2003; Wongsothorn 2003,; Tuppoom 2005) indicate that they generally exhibit low levels of skill in writing, especially in argumentative essays. In particular, students have a range of problems and errors associated with the use of tenses, determiners, verb forms, punctuation and so on. From these previous research projects it was apparent that most studies have been concerned with grammatical accuracy and with learning errors rather than exploring other issues such as the development of generic structure and inter-clausal relations in students' academic writing.

With respect to genre studies, Kanoksilpatham (2007) analysed the writing in scientific research articles in both Thai and English, identifying similarities and differences using Swales' genre analysis (2004). However, this study did not focus on the development of students' genre writing. Regarding the classroom genre-based academic writing in the Thai context, it found that little research had been conducted into the implementation of genre-based methods in classes, one exception being work by Kongpetch (2003; 2006) who used the approach in a classroom context. In this regard, Kongpetch (2003; 2006) found that the genre approach offered enhanced outcomes for students of English. However, as the researcher reported, many students were not able to write successfully because they encountered problems such as organisation of ideas and the selection of an appropriate rhetorical style. The researcher suggested that it would be valuable to implement this approach in other settings to determine its usefulness across the broader Thai context.

A literature review showed that little research had been conducted into the benefits of a genre-based pedagogy on student argumentative writing in Thai universities, especially by way of observing students' writing development in terms of generic structure. It was also observed that the few studies which employed the genre methodology were of limited

duration, and none focused on the issues of generic structure development and clause complexities in different genres. Therefore, the purpose of this study was to fill those gaps and to seek to assess the usefulness of the genre approach in regard to generic structure development and inter-clausal connections in student essays.

With respect to the benefits of genre-based methods, Christie (1999, p.762) outlines a number of advantages as follows.

> 1. They offer a principled way to identify and focus upon different types of English texts, providing a framework in which to learn features of grammar and discourse.
> 2. They offer students a sense of the generic models that are regularly revisited in an English-speaking culture, illuminating ways in which they are adapted or accommodated in long bodies of text in which several distinct genres may be found.
> 3. They offer the capacity for initiating students into ways of making meaning that are valued in English-speaking communities.
> 4. Because they permit all these things, they also form a potential basis for reflecting on and critiquing the way in which knowledge and information are organized and constructed in the English language.

It is important here to explain what is meant by the 'genre-based approach', this being defined by Bhatia (cited in Holland 2000) as follows;

> A genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalized with constraints on allowable contributions in terms of their intent, positioning, form, and functional value. These constraints, however, are often exploited by the expert members of the community to achieve private intentions within the framework of socially recognized purpose(s).

In other words, 'genres' also refer to things that are socially authorized through conventions which are embedded in the discursive practices of members of a specific disciplinary culture (Bhatia 2001). In this regard, Hyland (2003) explains that:

> Genre refers to abstract, socially recognised ways of using language. It is based on the assumptions that the features of a similar group of texts depend on the social context

of their creation and use, and that those features can be described in a way that relates a text to others like it and to the choices and constraints acting on text producers.

According to Martin and Rose (2008), genre-based approaches to teaching reading and writing have been adopted widely in Australia and other western education systems, and have, they assert, achieved significant improvements in student outcomes. Other researchers such as Feez (1998), Derewianka (2003), Woodward-Kron (2005) claim that the genre approach also helps learners to become critical of their own writing where they are exposed to three main stages of practice; modelling, joint construction, and independent construction of the text.

In the light of previous studies into the nature and the significance of the genre-based approach, the objective of this thesis is to provide insights into the contributions that genre-based courses might make in the development of student academic writing in Thai universities which apply the genre-based pedagogy. It is also anticipated that as a result of a long-term investigation this dissertation will provide some insights into the analyses of generic structure development and some specific linguistic indicators which are associated with clause complexity and inter-clausal connections in student essays.

1.3 Research questions

The key questions which this study addressed include the following:

1. To what degree in their initial, pre-test essays did the students produce staging structures which broadly matched one or other of the text organisational prototypes outlined in the Sydney school literature – i.e. to what degree could they be classed as "conforming" or "non conforming" structurally? Were any essays which employed "non conforming" staging structures communicative problematic on account of this?

2. Was there evidence of a trend towards greater "conformity" with Sydney school prototypes in the essays produced by the students for the "Exposition" exercise at the midpoint of the course? For example, did any of the students who had not previously structured their essays by means of the staging prototypes outlined in the literature come to employ such structures in this second essay? Similarly, did

students who initially produced partial or incomplete genre structures later produce full versions of these genres? Similarly, had the internal organisation of individual stages within the essays come to conform more closely with models of such stages outlined in the literature? Could any such trend towards "conformity" be seen as representing a development or an "improvement" in the students' writing?

3. To what degree did the essays produced for the final "Discussion" writing exercise demonstrate "conformity" with the structural models outlined in the Sydney genre school literature? Was there a trend towards greater "conformity" when these essays were compared with (a) those produced for the initial pre-test exercise and (b) with those produced for the mid-point essay exercise? Could any such trend towards "conformity" be seen as representing a development or an "improvement" in the students' writing?

4. Was it possible to observe developments in the student's deployment of the resources for construing inter-clausal relations (what within Systemic Functional Linguistics are termed "logico-semantic" or "conjunctive" relations")?

5. Is it plausible that any such developments could be related to the genre-based pedagogy employed in the course?

1.4 Objectives of the study

The objectives of this research were:
1.4.1 to investigate the use of a genre-based pedagogy in an EAP course,
1.4.2 to describe the texts of students in a genre-based academic writing course,
1.4.3 to consider the application of the genre-based pedagogy in an EAP course in a Thai university.

1.5 Research context and methodology

This study was conducted in an English writing course (Writing II) during the 2006 academic year. The participants were second-year students majoring in English (where English was taught as a foreign language), and the study was undertaken at the Kamphaeng

Saen Campus of Kasetsart University, which is located in the central region of Thailand. Data were collected from a total of 72 students attending two separate classes. Their average age was 20 and most had learned English in the Thai education system for about 14 years. The course was designed so that they would learn how to write different kinds of multi-paragraph compositions through different kinds of texts. The most important thing was that students should have the opportunity to develop communicative and critical skills through argument based on exposition and discussion.

In terms of data analysis, 18 essays from six students (HGS1, HGS2, MGS1, MGS2, LGS1 and LGS2) were tracked in terms of generic structured developments and 9 essays from three students (HGS1, MGS1, LGS1) were analyzed in terms of the students' deployment of the resources for construing "logical" relations between clauses.

1.6 Limitations of the study

This study was a small-scale project which is focused on the writing of six selected second-year students majoring in English. Consequently, there are obvious limits on the extent to which any findings and conclusions can be generalised beyond this context. As well, the study was directed to observing any changes in the students' writing which might have occurred over the duration of the course but by this was not seeking to find proof of the effectiveness of the teaching approach being employed. This is because it is impossible, or at least very difficult, to be definitive about causes and effects in language development because many different factors may be involved in determining the effectiveness of student learning in a particular course and in the pedagogy employed in that course. There are usually multiple factors in a student's language development; for example, other courses that he/she may be undertaking, the individual student's degree of motivation or interest, the possible influences of English-language TV/movies, the use of private tuition, and relationships with other English-speaking people. Nevertheless, this study's strategy of seeking to identify patterns in the writing development, over time and over multiple essays, of a group of students, does make it at least possible some conclusions will be reached as to potential correlations between these patterns of development and the pedagogy employed. This will especially be the case when those patterns of development can be observed in the writing of a significant number of the students in the analysed group – i.e. where the same development consistently occurs in the writing of three, four or more of the students.

Regarding the research context, this study comprised students from two English writing classes, this being a course requirement for students majoring in English at Kasetsart University, Kamphaeng Saen Campus, Nakornpathom Province, Thailand.

1.7 Key findings

The key findings, reported in detail in chapters 4 and 5, are summarized as follows.

1.7.1 Findings with respect to broad generic staging structure

It was found that a majority of the students produced essays at the commencement of the course, before any teaching, which (1) did not match any of the genre structural prototypes outlined in the literature, and which (2) seemed to be structurally and hence communicatively problematic on account of this. All students subsequently produced essays which did closely match one or other of the genre prototypes outlined in the literature and which seemed persuasively more coherent and easier to follow than the essays produced initially, before exposure to the genre-based pedagogy employed by the course. It will be argued that it is plausible that the teaching and learning opportunities provided by the course played some role in this positive development.

1.7.2 Findings with respect to the students' deployment of inter-clausal logical relations

Several trends were observed in the student's writing across the duration of the course by which they substantially increased the frequency with which they deployed the resources for construing inter-clausal relations. Thus trends were observed by which the students, as a group, reduced the proportion of single clause sentences in their writing, increased the frequency of coordination (parataxis) and subordination (hypotaxis), made much greater use of mechanisms for referencing other sources and voices, and much more frequently construed relations of consequentiality (cause-and-effect) and counter expectation.

It will be argued that these changes can be interpreted as positive developments in the writing of the students by which they extended their communicative range and by which their writing became more fluent and more nuanced. It will again be proposed that it is at least plausible to see the course and its pedagogy as having some role to play in this outcome.

1.8 Content of the thesis

This thesis comprises six chapters as follows.

Chapter 1 introduces the topic, provides background details and reports on key findings and conclusions.

Chapter 2 provides a review of the literature relevant to this field of research. It then outlines the theoretical framework which shapes the analytical methodologies which were used to identify and interpret changes in the students' writing. The chapter also reviews the genre approach which is currently debated in the literature, examining the approach of the so-called Sydney genre school. Next, the chapter examines the use of genre-based pedagogy in various contexts around the world, and discusses the meanings of 'genre' and 'register'. In the final section of this chapter, a review of the literature on EAP literacy development in EFL/ESL contexts is presented. This also relates to the studies in the Thai context.

Chapter 3 describes the methodology used in the study. The chapter presents three stages of thesis development: Stage 1 deals with theoretical framework development and syllabus construction: Stage 2 deals with the teaching and learning cycle: Stage 3 details the data analysis, presentation, and conclusion.

Chapter 4 presents key research findings on the changes and developments of broad-scale textual organization of the students' texts which are involved with generic structure development. The findings are classified into three stages. Firstly, they are associated with the pre-test texts written by the participants. Secondly, they are associated with the Exposition texts which were prepared after the six weeks of teaching and learning on Exposition. Thirdly, they are associated with Discussion texts which were written after the last six weeks of teaching and learning on Discussion. The final section of the chapter discusses some possibilities and trends regarding how the students developed their generic structures.

Chapter 5 presents key findings of the analyses with attended to the students' deployment of the resources for construing inter-clausal relations, and any changes in this of the

duration of the course. The chapter demonstrates how the texts written by the participants were analyzed and interpreted with respect to this aspect of meaning making.

Chapter 6 presents a summary of the researching findings and considers their implications for teachers considering employing a genre-based approach. The chapter also discusses the limitations of the present study and makes suggestions for future research.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1 Introduction

In the field of English for Academic Purposes (EAP) there is considerable literature on research that has been conducted into the literacy of student writers, particularly in regard to ESL/EFL learners. The literature contains research on a number of subjects associated with the nature of the 'errors' made by ESL/EFL writers (Green and Hecht 1985; Ellis, Sheen et al 2008; Lee 2008), first –language interference (Bialystok and Feng 2009; McLaughlin 1977; Gordon et al 2006) and similarities and differences between native and ESL/EFL writers of academic English (Wang 2003). The use of key linguistic resources, such as nominalization, by ESL/EFL writers has been examined by Billig (2008). Wintergerst et al (2003) has written about modality. Martin and Rose (2003) and Tseng and Liou (2006) have explored the issue of conjunction, and stance and interpersonal positioning have been researched by Hood (2004), Siew Mei (2007), and White (2009).

Some significant research has studied the broad, discourse-level structuring of EAP texts and how ESL/EFL students manage this aspect of their writing (Richardson 1991; Henry and Roseberry 1999). Other studies explore the structuring of student academic writing in terms of what for sake of convenience in this thesis I will label the "Sydney genre-school" approach (see Martin and Rose 2008 for a full account). This approach describes certain recurrent and conventionalized text organizational schemas (known as 'genres') which typically operate to enact the various functions required of academic writing. For example, there are recurrent and conventionalized schemas (genre structures) for arguing, explaining, reporting, and so on. In addition, this Sydney genre-school approach holds that it is pedagogically useful to demonstrate these structures explicitly to students through analyses of authentic texts and through feedback on their own work. This method is a form of pedagogy which explains what is conventionally expected of texts written in acceptable academic styles. Studies (Kongpetch 2003; Emilia 2005; Woodward-Kron 2005; Kongpetch 2006) within this area are concerned with the degree to which student writers employ these conventionalized genre structures and whether more advanced writers make more consistent use of such structures. Additionally, they consider the ways

in which the genre-based pedagogies can be associated with improvements in students' academic writing.

This study falls within the latter body of research. As outlined in the previous chapter, this work has been concerned with investigating how students in an EAP course in a Thai university structured their academic writing, the degree to which they employed the conventionalized text-organizational schema (genre structures) identified in the Sydney genre-school literature (henceforth just "Sydney-school literature"), and whether their writing developed with respect to structure and coherence in the context of a course employing a genre-based approach. As already indicated, this particular genre based approach is often referred to as that of the "Sydney Genre School" and is based on the work of Martin (1992a; 1993a), Rothery (1994), Feez (1998), Rose et al (2003), and others. The Sydney genre school, in turn, relied on the approach to linguistic analysis provided by the Systemic Functional Linguistics (SFL) of Halliday (Halliday and Matthiessen 2004) and his colleagues (for example Hasan, Martin , Matthiessen, etc).

The study employed a methodology in which the essays written by a relatively small group of students over the duration of the course were selected for close analysis for the purpose of investigating genre staging and the students' deployment of inter-clausal relations (logico-semantic relations). Obviously the study should be classed as "longitudinal" in that it sought to track and identify any changes in the student's linguistic behaviour over time, specifically their writing in the context of an unfolding academic English course. It should also be classed as what, in the literature, is termed a "case study", since it focussed on the language use of a relatively small number of subjects and conducted a combined quantitative and qualitative analysis of a relatively small-scale set of texts (the 18 essays produced by these students).

Accordingly, the material presented in the following sections is organised as follows.

Firstly there is a section outlining and defending the Sydney School genre-based approach to developing skills in written language, including a brief account the proposals it makes as to how "typical" academic or school-based texts are structured, and its proposals for how a genre-based pedagogy should be implemented. This section includes a brief review of the SFL view of language upon which the genre approach relies, and which informed the choices made when developing my methodology for analysing the students' writing. The

section also includes a review of studies which have investigated outcomes associated with genre-based literacy development programs.

Secondly, there is a section which reviews some key literature relating to longitudinal case studies of literacy development, both in general and more specifically in the context of academic writing. The section reports on the rationale which researchers have provided for employing such a methodology and reports on some of the kinds of findings with respect to literacy development which have emerged from such longitudinal case studies. It includes a subsection reporting on longitudinal studies which have employed an SFL framework for the analysis of linguistic development.

Thirdly, there is a section which more narrowly reviews studies which have investigated literacy outcomes associated with EFL and EAP teaching in the Thai educational context. This includes a short section on studies of programs which employed a genre-based approach

2.2 The genre approach
2.2.1 The notion of genre

'Genre' has been accepted as a typical way of engaging rhetorically with recurring situations (Freedman and Medway 1994, p.2). Partridge (2001) states that the notion of genre has gained attention in the teaching of English for specific purposes (ESP) in composition studies in both North America and Australia, being used in schools and adult settings involving first and second language. Also, Derewianka (2003) asserts that the increasing influence of genre methods in English language teaching is now well-attested by the growing literature on the subject. However, there are some different ideas and definitions about the notion of genre, particularly from the perspective of Swales of the North American School. Swales (1990) focused on genres in the broad sense that they are used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspirations. However, when looking at the concept of genre in the Sydney School it has been found that genres range from literary to quasi-literary forms and may include poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment-making, service encounters, news broadcasts and so on (Martin 2001). To understand this concept, Martin (1984) defines a genre as " a staged, goal-oriented, purposeful activity in which speakers engage as members of our cultures". As Martin and Rose (2003, p.7-8)

state, a genre is a staged, goal-oriented social process. In this sense, they emphasise the 'social' effects because we participate in genres with other people; similarly, they insist that it is 'goal-oriented' because people use genres to get things done; and they consider it to be 'staged' because it usually takes a few steps to reach the goal. In a similar vein, Martin (2009) states that genre is a staged goal-oriented social process. It is 'staged' because it usually takes more than one phase of meaning to work through a genre: it is 'goal-oriented' because unfolding phases are designed to accomplish something and people feel a sense of frustration or incompleteness if stopped: and it is 'social' because we undertake genres interactively with others.

The most significant difference between the North American and Sydney schools is that the latter has focused on explicating textual features (using Hallidayan schemes of linguistic analysis) while the North American work has focused on unpacking complex relations between text and context (Freedman and Medway 1994, p.9). According to Kroll (2003), this group of theorists (referred to as the New Rhetoric) are devoted to investigating the ideological, social, and physical surroundings in which genres are produced and also to studying the ways in which genres evolve, are negotiated, and fall out of favour. However, it can be seen that the notion of genre proposed by the Sydney School has been widely adopted in school classrooms and has according to its proponents, achieved substantial improvements in student outcomes. That is, the genre approach has produced a number of teaching and learning models and has had a significant influence on both the practice and the research into student literacy in primary and secondary schools (Ellis 2005, p.210-211). Yet, there is still some debate on the principles and concepts promoted by the Sydney School insofar as it deals with a fixed number of genres or a few simple generic forms (Reid 1988). Also, Sawyer and Watson (in Reid 1988), criticize that the Sydney-genre school over simplifies or misrepresents the nature of writing when it suggests that most written texts which students will have to deal with can be classified into a relatively small set of genre types with largely stable staging structures. Thus, in rejecting the Sydney-genre school approach, Sawyer and Watson (in Reid 1988), hold that textual structures are not nearly as consistent or predictable as the Sydney school suggests and that individual texts cannot be so regularly matched to a particular genre type. The Sydney-genre school response to this would be that, in fact, numerous studies (Wray and Lewis 1998; Kress 1999; Rose, Gray et al 1999; Woodward-Kron 2005) have, in fact, shown, that there is a great deal of consistency and

predictability in how texts are structured to achieve a particular communicative objective, and that, similarly numerous studies have shown that a substantial number of texts can be accommodated within the relatively small taxonomy of genre types it outlines. Sydney genre-school proponents would also argue that criticisms such as those made by Sawyer and Watson misrepresent their approach in that (1) the Sydney-genre school approach claims, not to be accounting for all texts, but rather only for what is typical or prototypical in texts with a particular communicative purpose, that (2) the models they supply of each genre allow for variability in that they specify some stages as "required" and some as "optional" and (3) they always allow for the possibility that a text in any given circumstance may not match the models they supply.

In addition, in response to such claims made by, for example, Sawyer and Watson, Christie (cited in Reid 1988) concludes that the notion of genre in the Hallidayan School and in the Sydney School is based on choice-making. That is, she states that the capacity of learners to recognize, interpret, and write genres entails making choices. Also, Kress (cited in Reid 1988) argues that genre is a linguistic/social category which involves a social process. In this sense, he further argues that social occasions involve complex social structures which bring together specific combinations of 'generic choices'. Martin et al (cited in Reid 1988) respond to criticism by Sawyer and Watson and others by asserting that Sydney-school genre theory puts language back into the picture. They state that it is not 'back to basics' but it is the key to providing progressive educators with somewhere to go. To conclude, Martin and Rothery 1980, 1981, Eggins et al (1986) Christie (1986, 1987a, 1989) (cited in Freedman and Medway 1994) claim a typology of genres which Christie and Rothery identify as "generic structures which appear to be involved in order to learn the various school subjects". Additionally, Freedman and Medway (1994) conclude that genre theory and classroom research have established a typology of genres which are valued more highly than others in the education system; they state that these valued genres need to be made explicit and taught so that all students have equal access to the means of learning.

This is an important reason that this study was involved with the concept of genre as developed by the Sydney School. That is, the study focused on the choices of making meaning in genres which have been labeled the Exposition and Discussion, and which are engaged with social occasions that happened in an academic context.

2.2.2 The Sydney-school taxonomy of genres

Martin (1987) summarized the genre taxonomy of the Sydney school as follows. 1) Procedure: 'how something is done. 2) Description: what some particular thing is like. 3) Report: what an entire class of things is like. 4) Explanation: a reason why a judgment has been made. 5) Exposition: arguments why a thesis has been proposed.

Also, Butt et al (1997, p. 9) summarized the types of genre which fulfil specific social purposes as indicated in the following table.

Table 1 Types of genres

> NOTE:
> This table is included on page 16
> of the print copy of the thesis held in
> the University of Adelaide Library.

Rose (2006) also summarized the taxonomy of genres in school curricula as shown in the following table.

Table 2 Taxonomy of genres

> NOTE:
> This table is included on pages 16-17
> of the print copy of the thesis held in
> the University of Adelaide Library.

In this study, the focus was on the "Exposition" and "Discussion" genres because these are two key persuasive genres and hence central to academic literacy where being able to argue and advance a position are core skills. A knowledge of these genres can assist students to write argumentative essays in English and possibly in Thai, and to argue more widely in their everyday lives and later careers. These two genres are considered in more detail below.

2.2.2.1 Exposition genre

Droga and Humphrey (2002) explain that one of the differences between Exposition and Discussion is that they have different structures. They define Expositions as persuasive text types that argue a case for or against a particular point of view. That is, some Expositions persuade the reader to think in a certain way by accepting a theory or position (eg. that smoking is bad for your health). In a similar view, Woodward-Kron (2005, p.28) defines Expositions as texts whose social purpose is to present a logically-sequenced argument in favour of a judgment.

Martin (1987, p.14) states that in Expositions more than one argument is presented in favour of a judgment by elaborating that it is related to 'arguments'. That is, each argument for the thesis tends to form a paragraph and the arguments and thesis may be summarized in a final paragraph or conclusion. Anderson and Anderson (1997) outline a similar view, stating that an Exposition text is used to argue a point of view or to persuade the audience to do something. They summarize the Exposition scaffold as follows;

1. An introductory statement

- The author's point of view is called the 'thesis' of the argument and this is given in the introduction.
- The introduction can include a preview of the arguments that will follow in the next section of the text.
- A question or emotional statement can be used to get audience attention.

2. A series of arguments to convince the audience
- A new paragraph is used for each new argument.
- Each new paragraph begins with a topic sentence that introduces a new argument.
- After the topic sentence comes details that support the argument.
- Emotive words are used to persuade the audience into believing the author

3. A conclusion summing up the arguments
- The author restates his/her thesis (point of view).
- A summary of what has been stated in the section above may be included here.

Theoretically, Exposition essay consists of the following elements;
- Background – provides a context for your argument by introducing the issue; particularly important in more developed expositions
- Statement of position – what it is you are trying to convince the reader of (sometimes called a thesis); usually followed by a preview of the arguments being used to support this position
- Series of arguments – arguments are ordered logically (according to the text preview if there is one); well developed texts use paragraphs (with a paragraph preview and supporting evidence) for each new argument
- Reinforcement of position – re-affirms the writer's point of view in the light of the arguments presented. (Droga and Humphrey 2002)

To understand exposition structure in context, the key elements are illustrated in the following text (Butt et al 1997).

Table 3 Exposition text structure

.

NOTE:
This table is included on pages 19-20
of the print copy of the thesis held in
the University of Adelaide Library.

Martin and Rose (2008) outlined the structure of the exposition with an embedded explanation as follows.

```
NOTE:
This figure is included on page 20
of the print copy of the thesis held in
the University of Adelaide Library.
```

Figure 1 Structure of the exposition

2.2.2.2 Discussion genre

The term 'Discussion genre' refers to a type of text which is organized around arguments 'for' and arguments 'against'. It is like the Exposition in that its purpose is to persuade. However, unlike the exposition, in the discussions the writer does not declare his/her own position in the introduction. Instead, the writer begins by indicating that there is a debate or

disagreement with respect to some issue and spends the body of the text setting out the two sides of the debate. It is only in the final section of the text, after having weighed up both sides of the argument, that the writer announces his/her viewpoint and declares whether he/she is 'for' or 'against' the proposition under consideration. Knapp and Watkins (2005) define Discussion as a sophisticated argument as it involves the consideration of an issue from a number of perspectives. Woodward – Kron (2005, p.28) states that Discussions are texts whose social purpose is to consider arguments for both sides of a topical issue, and to make an informed recommendation. Martin (2000) also states that Discussion texts can have multisided viewpoints in which more than one interpretation is evaluated.

The Discussion also has a social purpose which is to look at an issue from a range of perspectives before making a judgment or recommendation. For its structure, Droga and Humphrey (2002) summarize three main parts as follows;

- Identification – provides a context for the discussion by introducing the issue and giving any relevant background information; may preview in a general way, the different view point.
- Arguments for and against – paragraphs used to present arguments for both sides.
- Conclusion/ recommendation – sums up both sides and makes a recommendation favoring one side.

As it has been noted, the stages of the Discussion are important and can enable writers to state their case and present arguments in a logical sequence while the language features (grammar) enables these arguments to be depersonalized and speak with the voice of authority (Rothery 1994). Thus, the use of clear stages is needed and important while students engage in this process.

In conclusion, the Discussion genre focuses on multi-sided arguments which are staged logically in order to convince the reader. It mainly consists of three parts; introduction where an issue or point of debate is identified, a body where arguments "for" and "against" are presented and evaluated, and a conclusion, where the writer finally takes a stand and side with one or other of the viewpoints considered earlier in the text.

2.2.3 Genre-based pedagogy

Genre based pedagogy has particular stages when applied to a genre curriculum. Suggestions by Rothery (1984) for a genre-based approach to teaching are outlined below (cited in Reid 1988). Referring to the work of Rothery (cited in Reid 1988), there are at least seven stages as follows:

1. Introducing a genre – modeling a genre implicitly through reading to or by the class; for example reading Little Red Riding Hood.
2. Focusing on a genre – modeling a genre explicitly by naming its stages; e.g. identifying the stage Orientation, Complication and Resolution in Little Red Riding Hood.
3. Jointly negotiating a genre – teacher and class jointly composing the genre under focus; the teacher guides the composition of the text through questions and comments that provide scaffolding for the stages of the genre; e.g. in a narrative the following question might point towards a Resolution stage: ' How will X escape from the witch? Does she have to do it alone, or will someone help her?'
4. Researching – selecting material for reading; note making and summarizing; assembling information before writing.
5. Drafting – a first attempt at individually constructing the genre under focus.
6. Consultation – teacher and, pupil consultation, involving direct reference to the meanings of the writer's text; e.g. questions that help the writer to resolve the complication stage of a narrative; young writers tend to find complications easy, but resolving their characters' problems is hard; consultation involves getting into the text, not standing aside from it.
7. Publishing – writing a final draft that may be published for the class library, thus providing another input of genre models, and of course enjoyable reading.

The elements of this approach have been further refined by other researchers, Feez (1998) identifying at least five stages of the elements of the circle as follows:

1. Building the context; in this stage students:
   ▪ are introduced to the social context of an authentic model of the text – type being studied
   ▪ explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves

- explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need

2. Modelling and deconstructing the text; in this stage students:
   - investigate the structural pattern and language features of the model
   - compare the model with other examples of the text-type

3. Joint construction of the text; in this stage
   - students begin to contribute to the construction of whole examples of the text – type
   - the teacher gradually reduce the contribution to text construction, as the students move closer to being able to control the text-type independently

4. Independent construction of the text; in this stage :
   - Students work independently with the text
   - Learner performances are used for achievement assessment

5. Linking to related texts; in this stage students investigate how what they have learnt in this teaching/learning cycle can be related to:
   - other texts in the same or similar contexts
   - future or past cycles of teaching and learning

Martin (2000) states that the stages entail three main functions; deconstruction, joint construction, and independent construction, all of which emphasise the scaffolding process that enables teachers and students to work together. However, when comparing and contrasting the genre and process approaches, there are some marked similarities and differences. In terms of similarity, the genre and process approaches have some common staging: pre writing/drafting, conferencing, and publishing (Martin et al cited in Reid 1988).

Other common features are that they focus on the role of feedback from teachers or peers, and provide the opportunity to revise written work. Also, the role of instruction in novice learning and appropriation of writing are considered to be key elements (Hildebrand 1992; Heyden 1996; Huang 2004). But in terms of differences it has been found that the genre method has more focus on negotiation and social interaction among teachers and learners while the process approach tends to focus on multiple drafts of students' writing. Moreover, it has been noted that the process approach to writing instruction emphasizes a

cycle of revision during which students draft, edit, revise, and redraft their writing (Raimes 1983; Reimer 2001; Unger and Fleischman 2004; Kelemen 2006).

2.2.4 Outcomes of genre-based teaching

The literature reporting on studies of outcomes resulting from genre-based teaching is discussed in this section.

Richardson (1991) explored language as a personal resource and as a social construct, and in doing so he compared views of literacy pedagogy in Australia. He found that the development of genre-based pedagogy has conferred particular benefits on primary and secondary students in Australia and it has been successful in attracting the attention of political leaders and in securing funding for this form of education. However, this study only explored the different views of genre-based pedagogy in order to justify the continuation of the genre approach in the schools, and no linguistic evidence was proffered to support these claims.

In regard to the practical application of the genre method in the classroom, Henry and Roseberry (1998) studied its effectiveness in the teaching of ESP/EAP writing in a course entitled "English for Academic Purposes" in Brunei. They found that the genre group improved significantly in the comparison of pre- and post-test scores of motivation and texture index. They also indicated that a teaching approach focusing on rhetorical organization could be successful when applied to advanced learners in courses on English for Academic/Specific Purposes. However, this research tended to emphasize the psychological factors rather than exploring textual structures or linguistic features. This study was similar to the work of Flowerdew (2000) who used a genre-based framework to teach organizational structure in academic writing of 15 engineering undergraduate project reports. It was found that the problem/solution pattern was prevalent in key sections of these reports, and should therefore also be considered as complementary to the notion of genre. They suggested that there should be exercises for sensitizing students to genre structure and the problem/solution pattern. Again, this study did not supply any linguistic evidence to support claims of literacy development. Another study by Henry and Roseberry (2007) at the University of Brunei Darussalem examined the language errors of university entry-level students whose first academic language was not English. The purpose of their enquiry was to determine with some precision the kinds of errors the students made, how those errors related to specific parts of written genres, and the most

24

suitable guidelines for avoiding such errors. It was found that the majority of errors related to the use of what they termed "expression", not grammar, and that there was a relationship between the types of error and the move-strategy (that is, the way in which a genre move is realized in context). It was concluded that, at the academic level, raising students' awareness of the use of expression and patterns with relation to genre moves is far more crucial than instruction in grammar. Furthermore, it was proposed that instruction in usage is best conducted in small-group or individual settings and must be relevant to the student's immediate language task. The study suggested that for advanced language learners lexical knowledge plays a greater role than grammar in the acquisition of fluency.

In terms of the use of the genre system in curriculum and teaching, Sengupta et al (1999) studied its application to curriculum delivery in Hong Kong. They found that the approach can go far beyond the prescriptive, structural mode and can be seen as a pedagogy of possibilities within a staff-development context. Work by Furkins et al (2007), focused on a genre approach with a combination of two explicit teaching methodologies; a genre-based approach and an activity-based pedagogy used with students in an English club at a local school in Hong Kong. They claimed that their findings are particularly suitable for educational contexts where students are low-proficiency learners in EFL.

Examining syllabus renewal and implementation through a genre approach in primary and secondary schools in Singapore, Benedict (2003) found that the syllabus offered an insider's perspective and it provided insights into the dynamics of syllabus change. However, her study only suggested a few recommendations in the hope of stimulating further exploration for those who might find useful connections with their own situations.

Work by Loewen and Basturkmen (2005) investigated the application of the genre system by way of interactions during group writing tasks in genre-based instruction in an EAP classroom. They focused on students' discussion of text and discourse by recording, transcribing and analyzing small-group interactions and the roles students played during group writing tasks. The analysis showed that the students paid considerable attention to language forms in general and to discourse in particular. However, these researchers focused on psychological factors rather than seeking to relate linguistic features of the students' writing to literacy development. Another relevant enquiry was conducted by Matsuo and Bevan (2002) who compared two versions of macro-level innovation in teaching methodology of a genre approach to the written work of second-year English-

major university students in Japan. This research examined two different syllabi, one focusing on a single genre (the academic essay) and the other practicing a number of shorter genre texts. They found that student writing, as measured by pre- and post-treatment t-tests, was improved. However, the results of this study detailed students' written scores and their achievements with reference to the qualitative statistics such as t-tests and reliability, and no linguistic properties or evidence were provided or discussed.

Rose at al (1999) conducted research on scaffolding used for teaching reading and writing to indigenous children in schools in central Australian communities. They found that scaffolding strategies offer opportunities that indigenous students need to read and write at their year levels. They are not an instant panacea, but require consistent application within a curriculum framework that is properly sequenced and paced to enable students to make realistic progress. They also found that this kind of systematic programming and focused teaching is a rarity in indigenous community schools, where (for most students) literacy levels are behind the mainstream curriculum goals for their years. However, the authors noted that the rapid improvements attainable with scaffolding strategies enabled teachers to set clear academic targets for their students and to program and teach to those goals.

In another study, Rose et al (2003) studied scaffolding academic reading and writing at the Koori Centre in the University of New South Wales. They found that marked improvements in reading and writing were demonstrated by students. That is, developing skills and practice in reading and writing led to an overall improvement in each student's confidence and engagement in their tertiary study. They also found that across the curriculum students were more willing to explore issues in both class discussion and written assignments. In addition, during in-class writing-practice students who were previously reluctant to contribute developed the confidence to write and to independently edit group texts. They concluded that Koori Centre staff members involved in the program had shifted the way they approached teaching practice, preparation, and evaluation. They also asserted that the program had helped staff to think about the selection of appropriate texts for student reading assignments and the integration of curriculum content of other subjects with literacy practice.

A research project was conducted by Emilia (2005) into the genre approach to teaching academic writing in a tertiary EFL course in Indonesia. She reported that despite some limitations the teaching program was successful, the results showing marked

improvements in students' argumentative writing skills in English. It was observed that the students achieved enhanced control of the target argumentative genre, at greater length, with clear schematic structure and improved use of evidence and information in support of their arguments using various linguistic resources. These improvements also indicated their development in critical thinking and critical literacy. Moreover, data from classroom observations, student journals and interviews showed that the students were aware of having made progress in terms of metalanguage for discussing critical reading and writing. Their progress demonstrated that they had acquired a good grasp of those critical thinking dispositions, abilities and skills taught in the program. It also showed enhanced awareness of the values of class dialogue, a democratic atmosphere and the different roles of the teacher which allowed them to actively participate in their learning. However, as noted above, this study did not provide particular linguistic evidence is support of conclusions about the students' literacy levels, nor did it seek to track linguistic development over an extended period. Only the length of the students' texts was described as a sign of their literacy development, and Emilia did not compare the linguistic features which the students developed in stages for their various texts. More linguistic analysis could have been applied to the study which might have provided a better understanding of how students develop their literacy ability.

Kongpetch (2006) used the genre method in a Thai tertiary class, finding that it offered enhanced outcomes for students learning to write English. Yet, she reported that some students were not able to write successfully when they encountered problems such as organisation of ideas and the selection of an appropriate rhetorical style. This study suggests that it would be valuable to implement this approach in other settings to determine its usefulness across the Thai system. However, one shortcoming of Kongpetch's work was its emphasis on ethnographic methods which entailed interviewing students on the approach rather than tracking the linguistic development of their written exposition essays.

The use of explicit genre-based instruction was researched by Henry and Roseberry (1999) who found that, when accompanied by the attendant metalanguage, it can help learners improve their written English. Woodward (2005) studied "The role of genre and embedded genres in tertiary students' writing at a regional Australian university". The findings showed that the students wrote primarily expositions and discussions; however, they also embedded a range of other genres. Within these texts, thereby producing what Martin and Rose (2008) have termed "macro genre" structures. This project also noted that successful

writers embedded genres to support not only their arguments but to review and heighten their developing discipline knowledge. This research offered a clear understanding of how language teachers should deal with successful students' formal writing convention. However, the report did not indicate any linguistic evidence, merely discussing the genres embedded in students' arguments.

There are a few scholars who, while supportive in general terms of a genre-based pedagogy, have raised some concerns and suggested that there are some questions which remain to be answered. For example, Paltridge (1994) examined a number of examples of genre analysis with the aim of identifying the criteria employed for the identification of textual boundaries. He ended up arguing that there are non-linguistic, rather than linguistic, reasons for generic staging in texts, and that the search for structural divisions in texts should be seen as a search for cognitive boundaries in terms of convention, appropriateness, and content rather than as a search for linguistically-defined boundaries. Other issues were noted by Cheng (2006) who examined learning processes in ESP genre-based writing instruction. She argued that there are two deeper questions that may be holding back this area of research: the need for more attention to the full intricacies of being a learner in ESP genre-oriented classrooms, and the lack of theories of learning that are sensitive to the unique conceptual framework and pedagogical realities of ESP genre-based writing classrooms. While such findings are interesting, they do not relate, at least not directly, to the objective of this thesis of exploring whether or not objectively observable developments in students' writing can be observed as they participate in a course employing a genre-based pedagogy.

A recent enquiry by Beck and Jeffery (2009) explored how a group of high school students studying history and literature within an interdisciplinary framework experienced the thinking demands associated with a particular kind of writing characteristic of both subjects, and this involved exploring the exposition texts the students wrote for a course which employed a genre-based approach. They found that the task of articulating interpretive thematic statements is a significant challenge for these students, in some cases because the nature of interpretative understanding remained elusive to them and in others because they struggled to find appropriate language to express this understanding in a concise form. Again, while the writers did report on problems in the students' writing – for example, their struggle to express their understandings in a concise form – they did not

seek to base such findings on any form of detailed linguistic analysis, relying more on their own impressionistic responses to the students' texts.

Based on the studies discussed above, it can be seen that various researchers have sought to assess the benefits of the genre approach in different educational settings; however, few studies chose to employ a methodology by which conclusions as to these "benefits" would be derived from detailed linguistic analyses of student texts and of any changes in the linguistic properties of those texts over time. Therefore, this study sought to fill this gap by exploring developments and changes in the linguistic features of student work over a period of four months in an attempt to determine whether any such development might be plausibly related to the pedagogy being employed. That is, the study tracked changes in linguistic features of texts which developed over time.

2.3 Genre and Systemic Functional Linguistics
2.3.1 Modes of meaning (metafunctions)

As indicated above, the account of textual organisation (genre structure) advanced by the Sydney School and the pedagogy it advocates for language teaching, both arise from the view of language developed within SFL. This SFL perspective also informs the text analytical methodology employed for the purposes of this dissertation. Accordingly, the following section briefly reviews key aspects of SFL, particularly those which relate to the genre approach and the linguistic analyses conducted for this study.

Halliday (cited in Christie 2002) describes the ideational metafuction (field) as those aspects of lexis and grammar which are most directly involved in representing the world and its experiences, and it consists of two aspects: the experiential and the logical. This definition refers to people, places, things, ideas and processes and the relationships between these as used in the language system (Department of Employment 1989). This applies to the language used to encode our experience of the world and to convey a picture of reality; that is, it makes ideational meanings (Butt et al. 1997, pp. 12-15). Also, Martin (2001, pp.12-14) gives definitions of 'field' for two different levels; 'register' and 'language'. At the level of register, he states that fields are about people interacting with their world and their lives. For the level of language he states that the field is concerned with how we know what people are doing. For this function, Martin and Rose (2003) also

state that ideation is concerned with how our experience of reality, material and symbolic, is constructed in discourse.

The interpersonal metafunction is described by Halliday (cited in Christie 2002) as those grammatical resources in which the relationship between interlocutors is realized, and these include the social roles and relationships between participants. This can also be defined as the use of language to encode interaction and to show how defensible or binding we find our propositions or proposals; that is, it provides interpersonal meanings (Butt et al 1997). For this function, Martin (2001) mentions two dimensions; 'status', which focuses on power relations (dominant or deferential roles), and 'contact', which focuses on our alignment and affinity with others (close and distant roles).

The textual metafunction concerns aspects of the channel of communication (such as whether it is monologic/dialogic, spoken/written, and +/- visual-contact). It also refers to those aspects of grammar and lexis that assist in organizing language as a message and the resources of theme, information and cohesion are closely involved (Christie 2002). Additionally, the textual metafunction relates to the use of language to organize our experience, to shape logical and interpersonal meanings into a coherent form (Butt et al 1997).

In summary, SFL deals with how people use language and how the language is structured in different contexts, situations and cultures. As indicated earlier, the Sydney-school approach to modeling genre structures and classifying genre types was developed by scholars who adopt this SFL view of language (see Martin & Rose 2008 for a full account). For them, genre structures ultimately derive from particular selections of possible ideational, interpersonal and textual meanings. Thus a particular genre structure is created as speaker/writers combine ideational, interpersonal and textual meanings in a particular sequence. In making these selections, speakers/writers at the same time construct for their text a particular "style", or what SFL terms "register" – a point which is explored in more detail in the following section.

2.3.2 Register

SFL holds that different modes of meaning (metafunctions) are related to different aspects of the social context in which texts operate and which they help to realize (Martin and Rose 2003). SFL proposes that choices as to the meanings taken up in a text will reflect its

field (the nature of social experience being enacted or described), its tenor (the nature of the roles, relationships and personalities of those involved in the communication) and its mode (the nature of the text as a communicative event). SFL considers that the contextual variable of field will largely be realized by ideational meanings, tenor will largely be realized by interpersonal meanings, and mode will be realized by textual meanings. Thus any given utterance will express a particular register setting - it will construe a particular configuration of field, tenor and mode via a combination of ideational, interpersonal and textual meanings. Accordingly, under the SFL framework a particular register (a particular setting for field, tenor, and mode) is 'realized' by a distinctive set of choices of interpersonal, ideational and textual meanings. Under the model of "context" as developed by Martin (see, for example, Martin 1992) a particular setting for register realizes a particular genre. That is to say, particular "staged, goal-oriented" communicative events (genres) are realized by particular selections as to field, tenor and mode. These relationships by which particular "contexts" as ultimately realized via particular lexico-grammatical choices are shown in the figure below (Martin and Rose 2007).

```
NOTE:
This figure is included on page 31
of the print copy of the thesis held in
the University of Adelaide Library.
```

Figure 2 Register

This notion of register and register variation is important for the use of genre insofar as it is maintained in the literature that the stages which make up genres typically involve different combinations of interpersonal, textual and ideational meaning. Moreover, it involves micro shifts in register (i.e. slight shifts in field, tenor, and mode). Also, in the SFL literature, Hasan (1985) holds that particular contextual configurations (i.e. different settings for field, tenor, and mode) give rise to different genre structures.

2.3.3 Genre and register

To expand somewhat on what has just been outlined, Martin (1992), as just indicated, has departed from other SFL scholars, most notably Halliday and Hasan (1976) in arguing that it is useful to propose another contextual level – that of 'genre', as illustrated in the previous figure. That is, he distinguishes between register and genre by maintaining that register is a semiotic system in its own right, constituted by the contextual variables of field, mode and tenor, whereas Halliday uses the 'register' simply to refer to language as context's expression plane. According to Martin and Rose (2008), genre is realized by register, just as register is realized by choices at the level of meaning. This can be illustrated in the figure below.

NOTE:
This figure is included on page 32
of the print copy of the thesis held in
the University of Adelaide Library.

Figure 3 Genre and register

Martin (1992) postulates the relationship between genre and register as two communication planes, genre (context of culture) and register (context of situation), with register functioning as the expression form of genre, at the same time as language functions as the expression form of register (Derewianka 2003). While this position has been much debated in the literature (for example, see Hasan (1985)), Martin's approach has been very widely adopted in the context of language-teaching and EAP development, and consequently it was the approach adopted in this study.

The above material on SFL and notions of genre and register is relevant to the current study in that it is necessary to keep in mind that the genre-based pedagogy under investigation is one which is ultimately concerned with students' ability to make appropriate ideational, interpersonal and textual meanings via the lexico-grammatical

resources they employ. Thus any exploration of the types of genre structures students employ is ultimately a study of the meanings the students choose to make, or are able to make, as they pursue particular communicative objectives. While, obviously, it was not possible to explore all the meaning making (and associated use of lexico-grammatical resources) which went on the student essays which provided the data for this study, it was possible to explore the genre staging employed in general terms, and to focus in on one particular meaning making resource, the use of the resources for construing logico-semantic relations (a key aspect of the ideational metafunction). The nature of logico-semantic relations will be more fully described in the methodology chapter (chapter 3).

2.4 Review of the literature on longitudinal case studies of literacy development

2.4.1 Overview

As discussed above, the research upon which this dissertation is based can be classified as a longitudinal case study. The following material therefore locates this research in the context of what some key literacy scholars have had to say about studies of this longitudinal type and in the context of the kinds of findings which have been provided by other such studies.

2.4.2 Definitions of, and rationale for, longitudinal case studies

Recently Ortega and Byrnes (2008) called for a much greater emphasis to be placed on longitudinal research in applied linguistics. They wrote,

> The need for longitudinal research is particularly acute when goals are to generate cutting-edge insights about the nature of advance L2 capacities and to formulate some educational practices that may enable more of our language students to attain them. Yet, few systematic attempts have been made to support and foment longitudinal research in L2 learning and teaching... the lack of any explicit or sustained focus on longitudinal questions has meant that, after some 40 years of disciplinary history, we know little about the longitudinal pace and pattern of development in second language and literacy. (Ortega and Byrnes 2008, p.3)

Ortega and Byrnes contend that, even while longitudinal studies have been very much in the minority in applied linguistics, their value is widely recognized, at least in general terms. They note the widespread recognition that second/additional language learning takes a long time and argue that, therefore, it is only through investigating the phenomenon over time that fuller insights into second/additional language learning can be achieved.

> We have compelling descriptions in the SLA literature of how long it may take learners to traverse even beginning and intermediate levels of competence in an L2. (Ortega and Bynres 2008, p.4)

There are various views in the literature as to what longitudinal studies should entail methodologically. With regards to the span of time covered, there is general agreement that this should be determined by the specific nature of the study, with Ortega and Byrnes noting that within applied linguistics such studies have ranged from just a few months to more than five years. Thus, for example, a study by Taguchi of the ability of L2 learners to infer implied meanings from texts covered developments in those students over only seven weeks (Taguchi 2008), while Byrnes and Sinicrope's study of the development of the use of relativization by L2 learners of German covered a period of some four years (Byrnes and Sinicrope 2008). The study upon which this thesis is based is at the shorter end of the spectrum, covering, as indicated earlier, a period of some 12 weeks.

With respect to how longitudinal studies should be organized, Ortega and Byrnes propose that they should involve (1) "multiwave data collection" (i.e. the collection of data at different points in the research subject's language learning or literacy development), (2) a focus on capturing change by design (i.e. structuring the data collection and analysis so that it is sensitive to any significant change in the subject's communicative behavior) and (3) a focus on establishing antecedent-consequent relations through prolonged tracking of the phenomenon in context rather than through experimental controls or comparisons (Ortega and Byrnes 2008, p.6). The current study was formulated along similar lines in that (1) the data for analysis comprised essays produced by the students at the beginning, middle and end of the course (i.e. ' multiwave data collection'), (2) the analyses employed were designed to determine if the students' writing had changed or developed over time (i.e. capturing change by design) and (3) the writing of individual students was tracked over time so that it was possible to consider antecedents to any literacy development consequences which could be observed in their later work. Certainly a key objective of the

study was to observe the students' writing as a phenomenon over a prolonged period of time, and no experimental surveying or sampling methodologies were employed. Full details of the methodology employed are presented in chapter 3.

2.4.2.1 The nature of, and rationale for, "case" studies

As outlined above, the study upon which this thesis is based can be categorised as, not only as "longitudinal" study, but also as a "case" study. In the use of this term I am following Yin (and others) for whom "case" studies are "a distinct form of empirical inquiry that investigates a contemporary phenomenon within its real-life context" (Yin 2003). Case studies are distinguished from studies which employ surveys or experimental methodologies in that they focus on smaller numbers of subjects (often only one subject), with more detailed information being collected in each case, and with the data typically been subjected to qualitative rather than simply quantitative analyses. While case studies may involve data collected from just one subject, the term is also applied to studies involving a group of subjects. Thus Dyson and Genishi state that the "case" involved in such studies may be "a group, a place, or an activity, or some combination of those units" (Dyson and Genishi 2005, cited in Harklau 2008, p.25). The "case" in the context of the current study was that of the six students whose essays were selected for close analysis. In keeping with the above definitions of "case" studies, the social context in which the writing occurred (i.e. an EAP course in a Thai university) was taken into consideration and the language produced by the students was subjected to detailed qualitative analyses.

Those who advocate for longitudinal case studies in applied linguistic research hold that they have numerous strengths. Thus Harklau asserts that,

> ...longitudinal case studies are among the earliest and most enduring forms of first and second language acquisition research. Case studies have proven to be both empirically rich and theoretically generative in studies in second language acquisition (SLA). (2008, p. 23)

Harklau also notes that longitudinal case studies enable the researcher to 'carefully document the interaction of individual and context and to document how language learning is mediated by participants' understandings of and interactions with context over time' (p.28).

Other researchers have pointed to the potential of longitudinal case studies to permit the researcher to develop better understandings of the learner's learning context and to have some access to the learner's beliefs and perceptions. Thus Kanno states, ' … case studies offer the advantage of access to the frequently overlooked perceptions, beliefs, and attitudes of learners themselves' (Kanno 2003 cited in Harklau 2008, p.26.). Of course, in the case of the study on which this dissertation is based, the researcher had this type of access to the learning context, given that I was both teacher and researcher. Here I believe we can see what benefits can flow from this type of combined role – i.e. the teacher/researcher is in an ideal situation to have access to this kind of contextual material, something which may not be so readily available to a researcher who comes into a classroom only occasionally as an outside observer. As it turned out, one of the conclusions which I propose in chapter 4 with respect to the how some of the students structured their essays was, in fact, partly motivated by my knowledge of the students' cultural background.

Along a similar line, Harklau notes that the iterative nature of longitudinal case study work provides a researcher with an opportunity to become part of the research site and participants' lives in a way which would otherwise be unlikely

> … naturalistic longitudinal work carries with it momentum that allows the researcher to become part of the research setting and makes data collection easier as it goes along (2008, p.27).

Those who advocate the "case study" do acknowledge that others have criticized this methodology on the basis of supposed issues of "objectivity", "impartiality", "repeatability", and so on. Thus Harklau states,

> In a field that has historically been dominated by broader survey and experimental approaches, qualitative case studies may not be recognized as legitimate or rigorous research methodologies. Case studies have sometimes been criticized as unscientific (2008, p.32).

In response to this, those who advocate the case study as a methodology hold that such criticisms misunderstand the nature of language in general, and the nature of language research specifically. They note that communicative behavior is not a phenomenon which can be "objectively" observed and interpreted, located as it is in particular socio-cultural

36

contexts and involving, as it does, interactions between human individuals. As Harklau observes, the applied linguistic researcher must always be involved subjectively. She states,

> Case study researchers inevitably influence the phenomena we are investigating: We begin with a certain worldview and preconceptions and we shape and narrow the scope of inquiry over the course of data collection, directing attention to some facets of advanced language learning while neglecting others. It is a precept of interpretivist qualitative approaches that the researcher is the instrument of research and thus the researcher's subjectivity is considered a given in such approaches. However, it is worth emphasizing here that the researcher's own background and interests are pivotal factors in both language production observed and even more broadly in the shaping of case studies' experiences with the language. As Dyson and Cenishi (2005) observe, "cases are constructed, not found" (p. 2). (Harklau 2008, p.32)

The points are particularly relevant in the context of the study upon which this dissertation is based, given that the researcher was also the teacher and therefore being in the position of not only subjectively interpreting the subject's communicative behavior but also having a very strong influence on the communicative context in which these subjects operated.

Questions are also raised as to the "generalizability" of findings produced from case studies. This, of course, is a question which might arise in the context of the current study, given that it selected for analysis the writing of just six students. Researchers such as Lincoln and Guba (1985) have countered by asserting that case studies are not designed to produce "scientific generalizations" of the type envisaged by critics of the case study methodology. They argue that the point of case studies is to gain insight into particularistic, individual human experience, and therefore detailed, naturalistic and qualitative findings with respect to the communicative behavior of one or a few subjects can be just as revealing and useful as quantitative findings with respect to the language behavior of large numbers of subjects.

Other researchers have argued (for example Hammersley et al 2000) that case studies do in fact produce generalizations, but generalizations of a different order or kind than large-scale survey or experimental research. The approach to "generalizability" taken in this

dissertation is a cautious one in that the only findings it presents as certain are those which relate to the actual texts subjected to close analysis – i.e. it does not claim to have produced findings which can necessarily then be generalized to wider populations of student writers. Nevertheless, in line with the above advocates of the case study approach, it does hold out the possibility that the findings may well apply more widely, especially given that the study attends to trends which can be observed across the writing of a number of the students selected for close analysis.

2.4.2.2 Brief account of longitudinal case studies of language development in ESL and EFL contexts

In this section a brief review is provided of some of the more prominent recent longitudinal case studies of language and literacy development.

Hawkins (2005) explored the histories, school lives, and viewpoints of two kindergarten students and showed how identity work negotiated in classroom interactions can afford or deny access to the language and practices of school. Hawkins saw this study as supporting the view that language and literacy development is a socialization process and that classrooms involve complex ecological systems--spaces where multiple discourses and languages come into contact, interacting in complex ways. On the basis of this study, Hawkins found that for children acquire "school-affiliated identities", they must acquire the language as well as the behaviors, attitudes, resources, and ways of engaging needed to recognizably display the identity of a successful student. Hawkins also found that for these children, the ability to engage successfully with academic literacies was distinct from their ability to engage successfully in social interactions. That is, their language and literacy development was not necessarily determined by their economic or cultural background nor by their social status within the classroom. The study challenged researchers and teachers to re-envision "viable classroom ecologies that provide access to school languages and literacies".

From a similar research perspective, Correa (2009) investigated two adult English language learners, enrolled in a non-traditional ESL class, as they practiced writing to accomplish self-determined real-life goals. To explore how their views of themselves as writers developed and how they compared with the views that their ESL instructor held of them, the researcher employed a cross-case analysis of the participants' perceptions. The

findings indicated that there were "shared milestones or makers propelling their perceptual development forward". This study clearly did seem to provide insights which may be of relevance to researchers who are looking for a conceptual framework through which second language writing self-perception can be examined and to practitioners who are looking to enhance writing practice in their classrooms.

In another study, Li and Schmitt (2009) reported on a longitudinal case study which followed a Chinese MA student over the course of an academic year. In this study, all of the student's written assignments (8 essays and a dissertation) were analyzed for lexical phrase use, and the student was interviewed after each assignment was submitted. It was found that the student learned 166 new lexical phrases during her studies, and that she improved in her degree of appropriate usage. She also gained confidence in using the phrases. In this case, she successfully drew upon both explicit and implicit sources for this improvement, particularly benefiting from her academic reading. However, the researchers concluded that she also tended to rely too heavily on a limited range of phrases, sometimes to the point where judges considered the usage non-nativelike. The researchers discussed the relevance of these findings for current knowledge of L2 writing.

By way of looking at language learning and transfer, James (2010) undertook a case study which involved a detailed examination of learning transfer from an English-for-general-academic-purposes writing course to tasks that involve writing in other academic courses. The researcher gathered data over one academic year from 11 students enrolled in the writing course. These students participated in a series of interviews and provided copies of writing they produced in the writing course and other courses. Then the interview transcripts were examined to identify instances of learning transfer. Findings of this study indicated that a wide variety of learning outcomes did transfer from the writing course across task types and disciplines; however, this learning transfer was more frequent (a) for some learning outcomes (e.g., avoiding fused sentences; framing; using temporal transitions) than for others (e.g., using past perfect verb tense accurately; using similes/metaphors), (b) in some disciplines (e.g., humanities; social sciences) than in others (e.g., natural sciences), and (c) with some task types (e.g., synthesis of multiple sources) than with others (e.g., explanation of calculations).

Lastly, Casanave (2010) analysed the views of dissertation writing of three Japanese students who were writing dissertations in a doctoral program at an American university in

Japan under her supervision. Within the context of the students' programs, they chose unconventional theoretical frameworks and narrative inquiry for their qualitative research projects and developed writing styles that included more personal, narrative, and literary elements than were typical of dissertations in their program. The researcher reached conclusions as to the role graduate advisors should play in encouraging students to take risks with their writing and so help change the discourse of a given discipline or field.

While the review provided above is relatively selective – i.e. I have not attempted a comprehensive account of recent applied linguistic longitudinal case studies – it does, nevertheless demonstrate that these types of study have been making major contributions in recent times to language and literacy development scholarship. It also shows the wide ranging nature of this type of study.

2.4.2.3 Brief account of longitudinal case studies with an SFL perspective

Since the current study was one which employed an SFL-based linguistic analysis, I turn now to providing a brief review of longitudinal case studies which have similarly been informed by SFL.

Within SFL, perhaps the most celebrated longitudinal case study is that conducted by Halliday into the first-language development of his young son (see Halliday 2004). This study proved to be foundational in establishing a functional and socio-semiotic perspective on early childhood language development. Halliday's pioneering work in this area has been followed up by other SFL scholars also employing a longitudinal case study approach. Painter's work is one noteworthy example of this type of study (see Painter 1991). Other similar work includes that by Torr (1997) and Derewianka (1995).

In their review of longitudinal case studies which employ an SFL perspective, Achugar and Colombi (2008) note that that these studies typically provide insights into (1) how, in first-language, learning language plays a crucial role in the development of the child as a social being, and how, (2) in bilingual and second language learning, the social practices the individuals participate in will shape the type of language they develop.

Some of the more recent longitudinal case studies which have employed an SFL perspective are briefly reviewed in the following.

Christie (2002) reports on a study of the academic literacy development of a group of high school L1 students. The study, over several years, was able to demonstrate how the students' writing developed with respect their use of generalizations and abstractions, and in the ways in which they managed argumentation.

Go (2003) studied the language development of a small group of 9 to 11-year-old Chinese and Vietnamese bilingual students learning English in the US. Tracking their development over 12 months, she was able to outline what developments they made with respect to grammatical complexity and the overall logical organization of their writing.

Woodward-Kron (2002) reports on a longitudinal study which tracked how the academic writing of a group of university education students in Australia developed as their disciplinary knowledge increased. This study is of particular relevance for this thesis in that it too sought to relate any claims as to "literacy development" to observed changes in specific features of the students' language use. Thus Woodward-Kron tracked developments in the students' writing with respect to lexical density, technicality and abstraction, grammatical metaphor, projection and the logical organization of the text. In some ways, Woodward-Kron's study is a direct antecedent to the current study, even while its focus was on L1 rather than L2 students, and even while the socio-cultural context was significantly different. By closely observing in this way relevant text organizational and lexico-grammatical features, Woodward-Kron was able to report on a number of significant developments in the students' writing.

In Achugar and Colombi (2008), the authors report on several studies, conducted by themselves, which are also of particular relevance for the study on which this dissertation is based. These studies were somewhat different from the current study in not involving L2 EFL learning - Colombi's studies was of the academic language development of "heritage" Spanish speakers (i.e. student's with a Spanish-speaking family background) in the US, and Achugar's study was of the language use of bilingual speakers in a creative writing program in a US university. Nevertheless all these studies were similar to my project in that both researchers sought to track developments in the students' meaning making potential by a close analysis of specific lexico-grammatical and discourse semantic features.

Colombi, for example, focused on the changes in the lexical density (the number of lexical or "open system" words as a proportion of total words) in the students' writing, the related issue of the grammatical complexity/intricacy of their writing (the degree to which top-level clauses were chained together to construct longer-chain clause complexes), and changes in the students' uses of the resources of grammatical metaphor, specifically the meaning making potential associated with the use of nominalizations and related formulations (i.e. ideational metaphor). There is an obvious connection here with my study in that the issue of grammatical complexity/ intricacy is closely related to the issue of a speaker/writer's use of the resources for establishing inter-clausal logical relations, since it is via such relations that clauses are combined into larger-scale clause-complex structures. Interestingly, with respect to grammatical complexity/intricacy, Colombi's findings were essentially the inverse of those arrived at in my study. Colombi found that her students reduced the grammatical complexity of their writing, going from a higher average frequency of clauses per clause complex (for example, at around 2.45 clauses per clause complex) to a lower frequency (for example, at around 1.48 clauses per clause complex) as their writing developed over time (see Colombi 2008, p. 45). In contrast, I found that my students increased the grammatical complexity of their writing over the duration of the course, going from lower average frequencies of top-level clauses to higher average frequencies. This is to be expected, however, since Colombi's subjects were first-language speakers of Spanish making the transition from an oral mode of language to a written mode (oral language typically has a higher grammatical complexity than written language – see Halliday 1985), while my subjects were second/additional language speakers of English not making the transition from an oral to a written mode. These findings will be discussed in detail in chapter 5.

Achugar (as reported in Achugar and Colombi 2008) analysed her subjects' use of the resources of appraisal, meanings by which speaker/writers make attitudinal assessments and position themselves with respect to prior or potential speakers on the current subject (see , for example, Martin and White 2005). She tracked how students changed the way in which they responded to questions such as 'What does it mean that your program is bilingual?' She found that one student, by way of an example, went from representing bilingualism as s personal, concrete issue which could be talked about in largely monoglossic terms (i.e. via categorical, bare assertions which do not acknowledge alternative voices and positions) to representing it in more heteroglossic, subjective terms

and thereby to present himself as an authorized speaker operating in an academic discourse in which other voices and viewpoints are given due recognition (see Achugar and Collombi 2008, pp. 49-51).

The studies of both Colombi and Achugar suggest lines of analysis which might have been taken up in the study upon which this dissertation relies. It would have been relatively easy to track any developments in the lexical density of my subject's writing and, given their literacy level, it is likely that a study of their use of grammatical metaphor (nominalization) would have been highly revealing. However, as will be discussed in some detail in the next chapter, the decision was taken to confine my analysis to issues of textual organization (genre staging) and of the students' use of the resources of logico-semantic relations. I must nevertheless acknowledge my debt to the research of Colombi and Achugar in suggesting the approach which, in broad terms, I have adopted here.

One further recent study does need to be noted. In the context of L2 research, Byrnes (2009) reported on a study of L2 German writing ability in a US college-level program which employed an explicit curriculum-based, SFL-informed approach to supporting L2 writing. Following the lead of Colombi, as discussed above, this study also focused on developments in the student's uses of the resources of grammatical metaphor. The study observed the writing development of 14 writers longitudinally over three consecutive curricular levels, using both quantitative measures and in-depth qualitative observations. It found significant developments in the student's use of these resources and concluded that an approach to L2 writing development that is informed by SFL can contribute to richer theoretical, empirical, and educational practices.

From this review of the studies in the SFL context, we can see that longitudinal studies of this type have played a major role in the investigation of language learners' development at a range of different developmental stages and in a range of different contexts. This literature has provided the current study with both its theoretical orientation and with suggestions as to methodologies to employ.

2.4.3 Academic literacy development among Thai students

In this section I adopt a narrower focus – one which attends to the literature which has concerned itself specifically with academic literacy development in the context of the Thai educational system.

The development of academic literacy of Thai students has a long history, and much work has been done on this topic. Some research has examined the use of computer programs (Kwangsawad 2001; Muangsamai 2003; Dujsik 2008; Prapinwong 2008) and learning strategies (Baker and Boonkit 2004). Others have enquired into psychological influences (Prapphal 1981; Tapinta 2006) which indicate that various factors affect literacy development. Some studies have examined the process approach (Sakontawut 2003; Tuppoom 2005; Kaewnuch 2008) that indicates that multiple drafts help students improve their essay writing. Still others have explored learners' lexical errors (Siriphan 1988; Pongsiriwet 2001) and the relationships between connectedness in discourse and the in-text comments (Watson Todd et al 2007). Adopting different perspectives, some research has been undertaken in the area of a content-based approach (Chumpavan 2001; Phonlabutra 2007) while others have enquired into the benefits of journal writing (Khaimukd 1999; Padgate 1999; Chusanachoti 2009).

This review of the literature has traced the various studies of student literacy that have been conducted, and it has highlighted the fact that different approaches show different results with respect to student's writing ability. These demonstrate the movement and development of learners' literacy in Thai EFL courses. It has also been noted that academic literacy development has varied from time to time depending on movements and paradigm shifts which indicate varieties of research that affect learners' writing outcomes, especially in classroom essay writing.

2.4.4 Academic literacy development among Thai students undertaking genre-based courses within the Thai educational system

Only a few studies have focused on students undertaking genre-based courses in Thai educational institutions. In one of these studies, Kongpetch (2003; 2006) worked with students at Khonkhaen University in Thailand to examine a genre-based pedagogy concerning Exposition writing. She concluded that it was clear that the genre approach had significant positive benefits for student writing. Analyses of students' final drafts showed that their control of generic structure conformed to that which is typical of the Exposition, containing the thesis statement of position, arguments, and a conclusion. However, this study suggested that more research should be done in other Thai contexts in order to confirm the effectiveness of the approach.

On the basis of this study it was deemed significant to examine in closer detail the usefulness of the approach. This, then was the aim of this project, to fill the gap in research directed at discovering any developments in the writing of Thai students over time in the context of a genre-based pedagogy.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology and analytical procedures that were used in the study.

3.1 Stage 1: Theoretical framework development and syllabus construction

Prior to the project being conducted the researcher consulted supervisors and developed the framework for the study and for data analysis based on the genre approach and systemic functional linguistics. In order to ensure that both the theoretical framework and data analysis would be valid, some written works by non-participant students at Kasetsart University in Thailand were analyzed using the framework. Following the trial analysis, the researcher again discussed with supervisors the process of text analysis and the applicability of the theoretical model.

The next step entailed the researcher constructing the English-writing syllabus which was to be based on the Sydney-school genre approach (as outlined in the previous chapter) and which consisted of five stages of teaching and learning as developed by Feez (1998). The two types of written composition - Exposition and Discussion - were included in the syllabus and formed the core of the teaching and learning process. Referring to the method developed by Feez (1998), the five stages of syllabus construction are as follows:

1. Building the context; in this stage students:

   - were introduced to the social context of an authentic model of the text-type being studied,
   - explored features of the general cultural context in which the text-type is used and the social purposes of the text-type,
   - explored the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

2. Modelling and deconstructing the text; in this stage students:

   - investigated the structural pattern and language features of the model,
   - compared the model with other examples of the text-type.

3. Joint construction of the text; in this stage

- students began to contribute to the construction of examples of the text-type,
- the teacher gradually reduced the contribution to text construction as the students moved closer to being able to control the text-type independently.

4. Independent construction of the text; in this stage:

- Students worked independently with the text,
- Learner performances were used for achievement assessment.

5. Linking to related texts; in this stage students investigated how the material which they had learnt in this teaching/learning cycle could be related to:

- other texts in the same or similar contexts,
- future or past cycles of teaching and learning.

The stages of the teaching and learning cycle presented above are similar to the model proposed by Rothery and Stenglin (cited in Martin 2000) and Metropolitan East Disadvantaged School Program (Callaghan and Rothery 1988) which mainly consists of deconstruction, joint construction, and independent construction. The teaching and learning cycle proposed by Rothery (1994) is summarized in the following cycle.

NOTE:
This figure is included on page 47
of the print copy of the thesis held in
the University of Adelaide Library.

Figure 4 Learning and teaching cycle of the genre-based approach

To follow the stages discussed above, the researcher consulted a supervisor on the syllabus construction.

3.2 Stage 2: Teaching and learning cycle

Before commencing the teaching and learning cycle (the first week of teaching) all students wrote essays as a pre-test in order to provide a 'benchmark' for the purposes of later comparison and as a sample for classification. Throughout the thesis these are labelled the "pre-test" essays. The essays were graded by the researcher using an adjusted IELTS rating scale, and from the students six were selected to participate in this project. The six were divided into three pairs. That is, two students were placed into a high group, two into the middle group, and two into the low group. The students have been given the following designations for the purpose of referencing in this dissertation: HGS1 (IELTS high group student 1), HGS2 (IELTS high group student 2), MGS1 (IELTS middle group student 1), MGS2 (IELTS middle group student 2), LGS1 (IELTS low group student 1) and LGS2 (IELTS low group student 2). It should be noted that there was nothing much at stake theoretically or analytically in this use of IETLS scaling in the data selection process. That is to say, it was never the intention to compare or contrast students by reference to their IELTS scale or to explore possibilities that those who were scaled higher might be better equipped with respect to the language features which were to be the focus of research. The IELTS scaling was basically just a matter of convenience – one way among a range of possible ways of selecting students and essays for close analysis. Accordingly, these IELTS scalings were not in any way the focus of the research reported on in this dissertation.

The pre-test essay writing exercise was conducted as follows.

Instructions: Choose one of the following topics to write an argumentative essay of about 250 words. You have 45 minutes to prepare and write it.

1. At present, there is widespread concern that the price of petrol is increasing on a daily basis. Some people are advocating the use of gas (NGV and LPG) as a substitute for vehicles such as personal cars. Do you agree or disagree with this proposal? Give reasons to support your arguments.
2. There are some people who strongly encourage Thai students to travel abroad to study. They assert that foreign study has major advantages over studying at home. Do you agree or disagree with this position? Supply reasons for your argument?

3. There is a growing concern about the dangers supposedly associated with the Internet, for example as a source of crime, child abuse and pornography. Do you agree or disagree with the proposition that, accordingly, the government should censor or prevent access to inappropriate websites in order to protect people? Give reasons for you arguments.

By way of teaching approach, the researcher followed the five stages of the teaching/learning cycle proposed by Feez (1998) cited above. The researcher established the learning environment and the various activities so that the students could learn together in class, and before composing any written work they were given the opportunity to debate the topics. The participants were divided into two teams; one would argue in support of a proposition while the other would oppose, and then they brainstormed their ideas for the topic. During this process, the researcher assisted them in terms of language development, and after that they presented their arguments to the class. The class could discuss the arguments together, and when they had finished making presentations and proposing arguments, each participant wrote his/her essay, and finally presented the written work to the class. During this cycle, the researcher gave feedback and the students provided critiques for one another. In response to comments and advice the students could revise their work before submitting final copies to the teacher/researcher for evaluation.

The learning cycle took place over several months, and later in the project students wrote essays at the completion of two sections of the course; during mid-term when the Exposition topic had been completed (henceforth labelled the "mid-point" essay or the "exposition-exercise" essay), and again at the end of the section on Discussion (henceforth labelled the "end-point" essay or the "discussion-exercise" essay). Each participant wrote both a personal essay and a group essay for the mid-term evaluation, and this was repeated at the completion of the final session. To assist students to compose their Exposition and Discussion essays, model essays were provided in the syllabus (see Appendix B). Then all essays were analysed in terms of the broad-scale staging structures employed by the students and by reference to the students' deployment of the resources for construing what SFL terms "logico-semantic" relations – e.g. resources for establishing "logical" links between clauses and between clause complexes. The written work submitted for the mid-term and final exercise writing exercises were taken for analysis by the researcher.

3.3 Teaching and learning in more detail

I now turn to outlining the more detail how this syllabus was implemented. Two main phases of the teaching – those relating to the Exposition genre and the Discussion genre – are described in the following sections.

3.3.1 Introductory stage

The teaching began by discussing argumentative/persuasive writing in general terms (see Appendix B for more detail). The Exposition and the Discussion genres were presented as two of the ways of "arguing" which operate widely in English academic writing. The key differences and similarities between Exposition and Discussion were discussed. At the conclusions of this preliminary stage, students were presented with the following comparison of the staging of the two genres.

Table 4 Stages of Exposition and Discussion essays

Exposition			Discussion		
One sided: Writer presents a point of view and argues in favour of it.			Two sided: Writer weighs up, arguments 'for' and 'against' before indicating which is strongest and most convincing.		
Stages		**Purposes**	**Stages**		**Purposes**
Introduction	Orientation	Introducing the subject of the essay	**Introduction**	Orientation	Introducing the subject which is currently the subject of some debate
	Primary Position (Thesis)	Presenting the writer's position		Issue	Presenting the terms of the debate – the various positions taken
	Preview	Previewing the arguments the writer is going to present in order to convince the reader		Preview	Previewing the key arguments for and against

Body	Argument in support of the primary position	Point elaboration	**Body**	Argument for	Point elaboration
	Argument in support	Point elaboration		Argument against	Point elaboration
	Argument in support	Point elaboration		Argument for	Point elaboration
	Possible further arguments	Point elaboration		Argument against	Point elaboration
Conclusion	Reinforcement	Re-statement of the writer's primary position, usually in stronger terms	**Conclusion**	Recommendation	The writer announces one side of the debate as most plausible, convincing our sound, and indicates his/her support for this viewpoint

3.3.2 Teaching and learning around the Exposition

The course then turned to examining the Exposition in more detail, which, as already indicated, is a text in which the writer presents a "one sided" argument, announcing his/her position at the opening of the text and then presenting arguments in support of this position throughout the body of the text.

By way of introduction to the Exposition, students were provided with "model" or example texts with genre staging structures which closely match the structural prototypes outlined in the Sydney-school literature. These texts were selected from the very large number of essays available for download at www.essaydepot.com. This is a website which provides students with essays submitted by other students on a wide range of topics across the humanities, social sciences and public affairs. The site offers these essays as a source of "information" on diverse subjects. Anyone can gain access to the essays on offer at the site by firstly providing the site with a copy of one of their own essays – to be made available to other site subscribers.

The decision was made to use essays derived from this source as models for the course for the following reasons. Firstly, it is a central tenet of the Sydney School genre approach that "authentic" texts should be used as models – that is to say, texts which have not been artificially constructed by teachers but rather texts constructed for "real world" communicative purposes. Hence the decision to use essays which had been written by

other students for assessment purposes in a range of different educational contexts. Secondly, the essays submitted to the site address the types of more general interest topics (e.g. reality TV, animal rights and zoos, global warming) which are useful in the context of a general EAP course - i.e. where students are required to develop general persuasive writing skills rather than skills in arguing within a particular discipline such as linguistics, literature, history or philosophy. Thirdly, it was felt that it would be beneficial to use essays which are written by native English speaking high school and undergraduate university students. This is because such essays are likely to be closer to the Thai students' literacy level than would be the case if "professional" texts such as newspaper commentary articles or academic articles were used as models. There are strong grounds for believing that texts which employ language not too distant from the students' own language level make more effective models.

It should be noted, however, that actual texts chosen as models were selected only after a thorough winnowing process. After a good deal of searching on the site, texts were chosen which (1) were clearly structured as Expositions in terms of genre staging as outlined in the literature and (2) were generally well written in terms of paragraph and sentence structure, Thematic development, vocabulary choice and overall argumentative logic. The text chosen to model the Exposition were on the subjects of zoos (the debate over animal rights), reality TV, school uniforms (should they be compulsory?) and television violence and its impact on children. By way of the illustration, one of the texts used to model the Exposition is provided below, along with an analysis of its genre-staging structure. (In the first instance, students were provided with the text in an unanalysed form.)

Table 5 Model text of Exposition

Thesis	Orientation	Did you know that as many as twenty-five percent of the United State's public elementary, middle, and junior high schools have implemented a school uniform policy.? School uniforms greatly benefit both the students and faculty by creating an atmosphere in which the students are able to get the most out of their education.
	Primary Position	I believe that all students should wear school uniforms regardless of whether or not the school is public.
	Preview	Below are arguments in favor of school uniforms.
Supporting arguments	Argument 1 Point	Firstly, one of the chief benefits of school uniforms is their ability to make schools safer.

	Elaboration	Studies have shown that they help to reduce gang influences. Many gang members wear particular types of colors and clothes to signify their membership in a certain gang. With every student wearing the same articles of clothing, gang members will not be able to establish a rivalry within the school.
	Argument 2 Point	Uniforms also minimize violence by reducing some sources of conflict.
	Elaboration	A Long Beach Superintendent stated the first year that the uniforms had been adopted in his school, crimes decreased by thirty-six percent, school violence by fifty-one percent, and vandalism at the school dropped by eighteen percent.
	Argument 3 Point	Uniforms will also make it easier for trespassers to be identified.
	Elaboration	These trespassers will be very obvious because they will not be wearing the same clothes as everyone else. Identifying and properly escorting the trespassers to where the need to be will ensure parents that the school is a safe and secure place for their children to get an education
	Argument 4 Point	As well, school uniforms help to eliminate socio-economical barriers.
	Elaboration	Many students come from diverse backgrounds. However, once uniforms are adopted, economic advantages and disadvantages are no longer obvious inside the school walls. Parents' incomes no longer determine how well his or her son or daughter dresses, and accordingly uniforms help to erase the tense cultural and economic differences among the students.
	Argument 5 Point	Not only do students and teachers benefit from the wearing of uniforms, but parents do as well.
	Elaboration	Parents are no longer pressured to buy the latest fashions. Therefore they spend less money on clothes and fashionable apparel.
	Argument 6 Point	Uniforms as also of great benefit in the classroom because they help to structure and discipline inside of the classroom. This structure creates a strong learning environment and improves the students' behavior and attitude towards schooling.
	Elaboration	In 1998 a study done by The National Association of Elementary School Principals and Land's End discovered that schools with an active uniform policy had almost a twenty percent better discipline rate than that of a non-active uniform policy. Studies also showed that student achievement was increased by ten

		percent. Because of the learning atmosphere created by uniforms, students are more likely to concentrate on their school work and strive for good grades.
	Reinforcement - restatement of primary position	In conclusion, we should have school uniforms because overall they help to make school a better place. Uniforms help to eliminate economic barriers, help to reduce violence in the schools, and help in raising students' academic achievement. What more could an educator ask for? The results of school uniforms are crystal clear, and our administration and educators would be foolish not implementing them in our school system.

Copies of the other essays used as models are provided in Appendix B, Part 1.

The students closely examined these texts, considering such issues as the communicative purposes they served, how they were structured and more specific aspects of the language employed.

The notes provided to the students included the following guides to the staging structure of a "typical" Exposition.

Figure 5 Functional Stages of Exposition
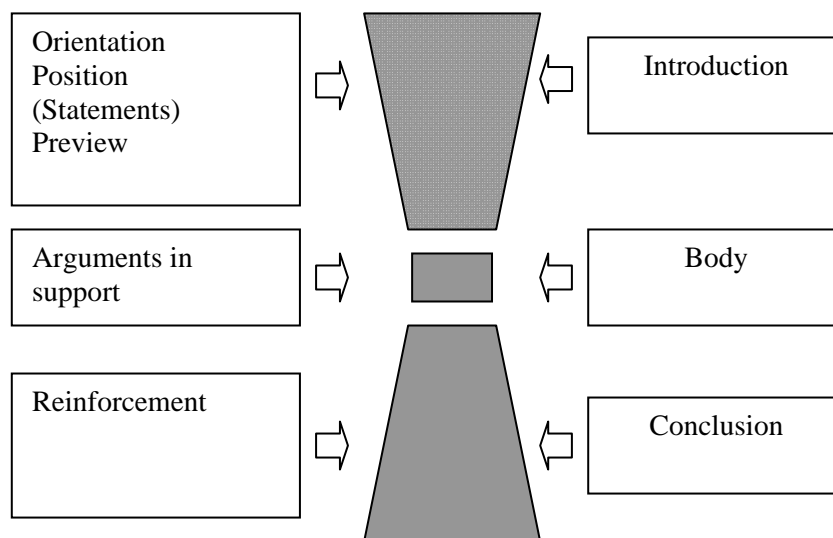
Table 6 Stages of the single-sided Exposition essay

Part	Stage	Text
Introductory (Thesis)	Orientation	background information on the topic under discussion
	Position	statement(s) by the writer in which they announce their own viewpoint
	Preview	where the writer presents brief summary of the arguments and evidence which will be presented in support of his/her point of view
Body	Arguments	evidence or other forms of argumentation in support of the writer's '*Position*'
Conclusion	Reinforcement	restatement of the writer's position in stronger terms on the basis of the argumentation presented in the Body
	Implications	usually only found in some academic essays, particularly in the sciences, often not present in humanities essays - brief consideration of areas of possible future research; implications of the discussion for development of knowledge in the field

Once the overall structure of the Exposition had been considered, students were then presented with individual stages. Thus, for example, in one exercise students were presented with the introductory Thesis stage (Orientation + Statement of Position + Preview) from several model Exposition texts and then asked to analyse these for internal structure and specific language features. More specifically, they were directed to "Work in group to identify the internal structure of the introduction parts (orientation, thesis statement, and preview) in the following essay extracts. Work with your group to evaluate what you see as good and bad parts of these introductions." (see Appendix B for further detail)

Similar activities were conducted with respect to the "body" of a series of example Expositions (where supporting arguments were articulated) and similarly with conclusion stages (where "Reinforcements" were provided).

The course then moved towards developing student knowledge with respect to a topic concerned with the merits of studying abroad. This was with a view to students later jointly constructing essays on this topic. The students were shown videos about living and studying in Australia and then they were asked to indicate their feelings about studying in another country. After sessions in which the students viewed and discussed these videos, the researcher provided the students with a sample text on the issue. In several sessions, the various components and generic structures of the text were examined and discussed, the introductory parts of the exposition were explained, and the main body of the text was modelled and studied to provide students with a better understanding of how they were constructed (see Appendix B).

In a subsequent session, students were then asked to work in a group to jointly construct an essay in response to the following prompt, "Do you agree or disagree that more Thai students should go to study abroad for tertiary education? Give reasons to support your argument." In a first step students were asked, in their groups, to jointly construct an introduction for this essay. The groups then presented their introductions to the class as a whole for discussion and feedback. A similar process was followed for the joint construction and then class discussion of the body of the essay and the conclusion.

In a subsequent session, groups then redrafted their essay, as a whole, for submission to the teacher.

This phase of the course was concluded with students being asked to individually construct an essay in response to the following prompts.

Instructions: Choose one of the topics below to write an argumentative essay (one sided exposition) of not less than 500 words. You have one hour and a half to write about it.

1. Recently the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media. These measures are intended to reduce the consumption of alcohol and cigarettes with a view to improving the health of Thai people. Do you support or oppose such proposed laws? Should such constraints be placed on the operation of advertisers and the mass media? Do you believe such laws are likely to be effective in improving health? Give reasons to support your arguments.

2. As has been reported in the media, the government is currently considering introducing laws which would give greater autonomy to government universities in the area of administration and academic freedom. This would bring Thai universities more into line with the conduct of universities in such countries as the United States and the United Kingdom. According to media reports, there is opposition to the proposed changes by some students and teachers. Do you support or oppose the proposed changes? Do you believe they are likely to be beneficial or harmful for the conduct of universities education in Thailand? Give reasons to support your arguments.

3. In response to conflict and earlier acts of violence in parts of southern Thailand, the government has imposed martial law in the region. This state of martial law is still in operation in some southern provinces. Do you support or oppose the government in this decision to maintain martial law? Are such measures justified? Is maintaining martial law is the best interests of the people of this region and Thailand more widely? Give reasons to support your arguments.

These were the "mid-point, exposition-exercise essays". As indicated, these supplied the data for the linguistic analyses which supply this dissertation with its primary findings.

3.3.3 Teaching and learning around the Discussion

The course then turned to examining the Discussion in more detail, which, as already indicated, is a text in which the writer presents a "two sided" argument, announcing his/her position at the end of the text and presenting arguments for and against throughout the body of the text.

By way of introduction to the Discussion, students were provided again with appropriate model texts – i.e. texts employing genre staging structures which closely match the structural prototypes outlined in the Sydney-school literature. Again, the texts were taken from www.essaydepot.com, for the same reasons as outlined above. The students closely examined these texts, considering such issues as the communicative purposes they served, how they were structured and more specific aspects of the language employed. An example of one of these "model" is provided in the following table – an essay which explores arguments for and against working part-time. Again like teaching Exposition text, while, as

a first step, the students were presented with the text in its original, unanalysed form, it is here presented in analysed form, with genre staging presented in the left-most columns, in order to demonstrate the text's status as a prototypical Discussion.

Table 7 Model text of Discussion

Part	Stage	Text
Introduction	Orientation Statement of issue Preview	More and more students of English are going abroad to study at universities in English-speaking countries such as Britain, Australia and the United States. They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. Many of these students seek out part-time work during their stay in the foreign country. However, some university administrators, teachers and student counselors in those countries are now questioning this practice of students seeking to work while studying and there is now some debate about whether restrictions should be placed on students undertaking part-time work. Those who are against students working say they fear the paid employment is interfering with students' ability to study effectively and that students risk being exploited by unscrupulous bosses. The students, however, say that the work is essential in order for them to be able to support themselves while living in a foreign country or in order to be able to send back money to their families at home. There are arguments, therefore, both for and against students undertaking part-time work while studying and this essay will consider both sides of the issue.
	Argument against Point Elaboration	The most common reason advanced as to why students should not undertake part-time work while studying is that they won't have enough time or energy to devote to their studies. It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. If they reduce their study time they risk achieving poor results or even failing.

58

Body	Argument for Point Elaboration	Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying. They point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures or tutorials. They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.
	Argument against Point Elaboration	Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages. These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.
	Argument for Point Elaboration	There is certainly some validity to such concerns and a number of instances of such exploitation have been reported. However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advice and guidance from student counselors at the university.

	Argument for	
	Point	
	Elaboration	There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational. By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. This is likely to be highly beneficial for their English language knowledge and fluency. Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way. Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English. Other students get work with members of their own local community and hence end up speaking Chinese, Thai or Korean at work, and not English.
	Argument for	
	Point	
	Elaboration	Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees. Those opposed to students working have difficulty countering this particular argument. They concede that for many students part-time work is a financial necessity. They do however, lament that this is case and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.
Conclusion	Final statement of position	In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas university. They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses. However, these are risks which can be avoided if students are sensible and take
	Reinforcement	

		care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. In the final analysis, the positives far outweigh the potential negatives. Through undertaking an appropriate amount of part-time work in an appropriate type of job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

The notes provided to the students included the following guides to the staging structure of a "typical" Discussion.

Figure 6 Functional Stages of Discussion Text

Background Statement of Issue [Preview]	⇨ ⇦	Introduction
Arguments for and against	⇨ ⇦	Body
Writer's Position [Recommendation]	⇨ ⇦	Conclusion
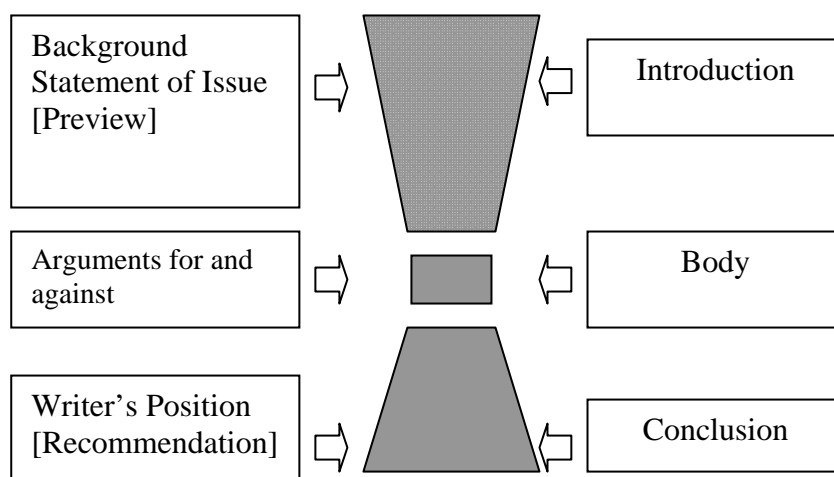
Table 8 The structure of Discussion

	Background	*Introduces the topic by providing background information necessary for the reader to understand the issue which the essay will be considering*
Introduction	**Statement of Issue**	*States precisely the issue or debate with which the essay is concerned – presents the claim or proposition for which the writer will be considering arguments 'for' and 'against'.*
	Preview (does not occur in all examples of Discussion)	*Previews very briefly the key arguments 'for' and 'against' which the writer will be weighing up.*

	.	[*Please note, sometimes the Background, Statement of Issue and Preview will be given their own separate paragraphs, but more usually they will be contained altogether in the same single paragraph. It all depends on how much background information is needed (i.e. only a sentence or two, or an entire paragraph) and how complicated the Issue is, and so on.*]
Body	**Arguments for and against**	*A series of arguments is presented supporting each side of the issue. Usually an argument in support of one side of the issue is presented and then a countering argument from the other side will be presented. Frequently each argument is discussed in its own paragraph. However, occasionally the 'for' and 'against' will be presented in the same paragraph. This typically only happens when the argument is not very complicated and doesn't need much elaboration.*
Conclusion	**Position**	*Writer states their own position (i.e. whether they are 'for' or 'against') based on the weight of evidence provided by the arguments 'for' and 'against' discussed in the Body of the essay.*
	Recommendation (note, not all Discussion essays include this Recommendation section)	*In those Discussions which contain this element (not all of them do), the Recommendation involves a demand, suggestion or call for some action*

Once the overall structure of the Discussion had been considered, students were then presented with individual stages. Thus, for example, in one exercise students were presented with the introductory stage (Orientation + Statement of Issue + Preview) from several model Discussion texts and then asked to analyse these for internal structure and specific language features. More specifically, they were directed to "Work in group to identify the internal structure of the introduction parts (orientation, thesis statement, preview) in the following essay extracts. Work with your group to evaluate what you see as good and bad parts of these introductions." (see Appendix B Part 5 for further details.)

Similar activities were carried with respect to the "body" of a series of example Discussion (where arguments for and against were articulated) and similarly with conclusion stages (where "Statements of position" were provided).

The course then moved towards developing student knowledge with respect to a topic concerned with the advantages and disadvantages of working part-time. This was with a view to students later jointly constructing essays on this topic. In several sessions, the various components and generic structures of the text were examined and discussed, the introductory parts of the discussion were explained, and the main body of the text and the concluding part were modelled and studied to provide students with a better understanding of how they were constructed.

In a subsequent session, students were then asked to work in a group to jointly construct an essay in response to the prompt concerned. In a first step students were asked, in their groups, to jointly construct an introduction for this essay. The groups then presented their introductions to the class as whole for discussion and feedback. A similar process was followed for the joint construction and then class discussion of the body of the essay and the conclusion.

In a subsequent session, groups then redrafted their essay, as a whole, for submission to the teacher.

This phase of the course was concluded with students being asked to individually construct an essay in response to the following prompts.

Instructions: Choose one of the topics below to write a discussion essay not less than 400 words. You have two hours to write about it. Ensure that you follow the structural elements (generic structure) of the discussion text studied in the class.

1.Currently, the University Dormitory Unit of Kasetsart University, Kamphaeng Saen Campus has put forward a plan to the university administration which would involve an increase in the number of students living in each dormitory room for three or four to five per room. It is claimed that the increase in the number of students in each room is necessary because the number of students coming to the university is increasing each year, but there are no more funds available to construct new buildings to accommodate the larger student intake. So they say that it is a better idea to help students who cannot afford more to live outside the university; that is, the students do not have to pay more comparing to living in private dormitories and apartments. However, students are opposed to

the plan, arguing that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment. <u>In considering this question, write an essay which weighs both sides of the debate (considering evidence' for' and 'against') in order to reach a conclusion about which is the stronger and more convincing argument.'</u>

2. As has been reported in the media, the government is investigating the cases of several bombings which occurred recently in Bangkok. Those bombings have had an impact on the Thai people generally, and on the people of Bangkok in particular. The government has warned that political conflicts in the country may be the motive for the bombings, or that those responsible may be associated with politicians who have recently been removed from power. They warn that more such bombings may occur. Accordingly, they urge everyone to watch for people acting suspiciously and have implemented security measures such as the checking of people's bags and belonging at large gathering and in places such as bus terminals, airports, stadiums and cinemas. They are even keeping an eye on public bins to ensure that bombs are not placed there. Against these claims by the government, there are people who argue that, on the contrary, it is more likely that those responsible for the bombings are terrorists from southern Thailand and not the politicians who have recently been removed from power. They contend that the government should be focusing on the threat from international terrorists rather than seeking to lay the blame on locals. <u>Write an essay which considers both sides of the debate, weighing up the various arguments in order to reach conclusion as to which is the stronger or more plausible point of view.</u>

3. As has been reported in the media, the ex-Prime Minister Thaksin Shinawatra is currently living outside the country after he was removed from power by the military. Those who took power assert that the action was necessary on account of the former regime's corruption and other problems. Now the ex Prime Minister is waging a campaign against the military government by means of interviews on the satellite television channel, CNN or in Time Magazine. His supporters are also struggling to regain power, claiming that Mr Shinawatara is the duly elected head state of Thailand. Obviously the current government is opposed to this. As well there is a section of the community which is opposed to a return to power by

Mr Shinawatara on the grounds that this could result in instability, civil unrest and possibly political violence. <u>Write an essay which considers both sides of the debate, weighing up the various arguments in order to reach a conclusion as to which is the stronger or more plausible point of view.</u>

These were the "final point", discussion-exercise essays". As indicated, these supplied the data for the linguistic analyses which supply this dissertation with its primary findings.

3.4 Stage 3: Data analysis and presentation

3.4.1. Analysis of textual structure and generic staging

As indicated above, the three essays (pre-test, mid-point and end-point) of six students were subjected to a close analysis. Ideally, of course, a greater number of essays would have been included. However, a number of 18 (three essays from each student) was felt to be a manageable compromise – being sufficient to provide the basis for conclusions about any trends in the writing of the students as a group, and not so much data as to be unmanageable in the context of the time limits of this project.

For the genre staging analyses, each essay was divided up into functional stages and then comparisons were made with the genre-staging prototypes set out in the Sydney genre-school literature. (For staging analyses of all 18 texts, see Appendix E) This was to seek to determine the degree to which the students' essays could be seen as matching the Sydney-school structural schema. Texts which broadly matched any of the Sydney-school prototypes were classified as "conforming", and those which did not were classified as "non conforming".

Based on Martin and Rose (2008), the following typical models were applied in the analysis;

1. *Exposition:* one-sided argument (comprising thesis, supporting arguments, and reinforcement).

2. *Discussion:* considers/weighs-up arguments 'for' and 'against' before the author declares his/her position in the conclusion (consists of issue, arguments for and against, and final recommendation).

3. *Challenge:* refutes a counter position (comprises challenged position, arguments against, anti-thesis).

It must be stressed, however, that it was not assumed that any "non conformity" with the Sydney-school genres was necessarily an indicator that the essay was in some way defective, undeveloped or communicatively inferior to an essay which did "conform" structurally. The methodology allowed for the possibility that an essay employing a "non conforming" structure might still be entirely functional, effective and appropriate for a given communicative context. Accordingly, a second line of analysis was developed which considered communicative effectiveness issues associated with staging structures and whether or not any essays employing "non conforming" structures could be seen to be problematic on account of this.

The objective of this analysis was to provide for findings as to whether there had been any changes, across the pre-test, mid-point and end-point essays of the six students as group, both in terms of the frequency with which they produced "conforming" staging structures and in terms of the effectiveness of the text organisational arrangements they deployed. This was to provide for the possibility of findings which might point to a correlation between the course content and teaching/learning strategies and any outcomes with respect to development (or lack of development) of the students' academic literacy.

3.4.2 Analysis of the students' use of logico-semantic relations

The second line of analysis was developed in order to provide for the possibility of findings relating to developments in the students' language at a more micro level – at the level of the clause and of clause connections. Any number of areas of meaning making might usefully and revealingly have been made the focus of analytical attention. Thus, for example, any changes in the students writers' use of the interpersonal meanings by which they enter into virtual relationships with the reader might have been examined. Similarly, any changes might have been examined in how the student writers managed the flow of Theme choices across sentences, or the range of Process and Circumstance types employed, and so on.

Obviously the time constraints on the project meant that some selection from all these possibilities had to be made. It was decided, therefore, to focus on the resources by which speakers/writers establish "logical" relations between clauses and between clause

complexes – relations which Halliday has broadly divided into those of "projection" and "expansion", and, within "expansion", into "extension", "elaboration" and "enhancement" (see, for example, Halliday & Matthiessen, 2004, chapter 7). More specifically:

1. "projection" (where one clause "projects" another as reported speech or thought),
2. "extension" (where one clause adds to another or provides alternation or a replacement),
3. "elaboration" (where one clause elaborates another via exemplifying or specifying the other clause),
4. and "enhancement" (where one clause enhances another by indicating, for example when the process presented in the other clause occurred, or what caused the process, or what its purpose was, and so on.).

Strictly speaking, logico-semantic relations can also hold between words and phrases within groups. However, for the purpose of this study, the analysis largely confined itself to relations which involved "top-level" (i.e. non rank shifted) clauses, typically relations between clauses within clause complexes, and relations between adjacent clause complexes. Accordingly in the analyses set out in chapter 5, the relations being examined are frequently described as "top-level" clause connections or relations, or instances of "top-level" inter-clausal relations. On a few occasions the analysis included relations which operate within groups – for example when projection is construed via an embedded clause functioning as the Qualifier of a nominalised Head such as "argument" or "claim" ("…her claim that the university is overcrowded….").

The students' use of these resource (and any change therein) was selected for close analysis because this is obviously a key aspect of meaning making. It is vital that the student writers are able to mobilize these resources since they are the means by which the interconnected "logic" of texts is built up. It was also felt that this was an area of meaning making which would be analytically manageable, since it is relatively straightforward to track, classify and count the inter-clausal connections in a given text. Even so, the task is still a demanding and time consuming one, since such statistics need not only to be collected but then qualitatively interpreted by considering actual instances of use of these resources in the essays. Accordingly, it was decided to limit this logico-semantic analysis to just the three essays of three students (i.e. nine essays in total) – specifically the pre-test,

mid-point and end-point essays of students (HGS1, MGS1 and LGS1). It was considered that this would be adequate to enable any trends to be discovered in how these students deployed these logico-semantic resources and therefore to possibly reach conclusions as to developments in the writing of the students as a group. Obviously caution had be exercised to avoid over generalising conclusions based on such a relatively small data set.

The specifics of this methodology were as follows.

3.4.2.1 Division into clause complexes/sentences

Each of the nine texts was divided into clause complexes, which, in the interests of ease of reference are usually termed "sentences" in this dissertation. The clause complex/sentence was defined as one or more clauses which together formed a single, separate and independent grammatical unit. There were occasional analytical complications associated with this, usually as a result of the students' non standard use of punctuation and capitalization. What this meant is that on a few occasions judgements as to what constituted a single clause complex/sentence differed from what might be seen as indicated by the student writer's punctuation. Most frequently this occurred when students ran clauses together to make extended "sentences" without providing the connections necessary for these spans to constitute single grammatical units. One example of this situation is provided by the following sequence from one of the essays.

> Sometimes they can see them play the Internet, but when parents go to work or
> have something that [they] must go out to do, **during the time children may click**
> **the inappropriate one.**

The grammar of this sequence is such that the final, "during the time the children may click the inappropriate one", is not effectively linked with the material before it. The "problem", of course, is the presence of the marked circumstantial Theme "during the time", which here interferes with any connection between the preceding material and what come after. According, for the purpose of the analysis, this span was treated as two separate clause complexes/sentences.

> (1) Sometimes they can see them play the Internet, but when parents go to work or
> have something that [they] must go out to do,
> (2) **during the time children may click the inappropriate one.**

However, in all cases the student's original punctuation was retained so that the student's own division of the text into "sentences" could always be taken into account.

For the purposes of this analysis, the term "simple sentences" was applied to clause complexes/sentences (as identified in the analysis) which consisted of just the one clause – i.e. no top-level hypotaxis or parataxis, and no embedded clauses.

The total number of both clause complexes/sentences and these "simple sentences" was tallied for each text and the tally placed in a Microsoft Excel database for the purpose of statistical analysis.

3.4.2.2 Division into clauses, and tracking of logico-semantic sub types

Each clause complex/sentence was then divided up into individual clauses, either what were termed "top level" clauses (i.e. non rank shifted) or embedded clauses (i.e. rank shifted). Analyses of the texts with all these divisions indicated are provided in Appendix F. The following coding system is employed there.

Key: | = hypotactic boundary; || = paratactic boundary; […] = clause embedded as Qualifier in a noun group; [[…]] = clause embedded as entire noun group.

For example:
And for those [who do not want to sleep on the floor || and still have all the room's accommodations,] they feel like | they pay a higher cost | because there is, at least, one more person [to share everything with].

Relations between clauses were categorized firstly according to whether, in Halliday's terms, they were "paratactic" (i.e. the clauses were of equal status grammatically) or "hypotactic" (i.e. of unequal status, with one clause dependent on, or subordinate to the other), and secondly according to whether, as indicated above, they involved, projection or expansion.

Relations which involved expansion were further subdivided into categories according to Martin's taxonomy of conjunctive relations types, rather than Halliday's three-way system of extension, elaboration and enhancement. This was because Martin's system arguably provides for a more delicate analysis – i.e. provides for finer grained distinctions – and because Martin has enhanced Halliday's system by identifying what is now seen as the important distinction between "external" and "internal" relations. (See Martin and Rose

2003 for a full discussion.) In the case of "external" conjunction, the relation is one which is presented as existing in the "real world", while in the case of "internal" conjunction it is one which operates in the rhetorical world of the text – it is a text "internal" relationship. As Eggins explains (Eggins 2004, pp.46-49) the following extract involves "external" relations of time, since clauses are linked together in terms of their relative timing is some "real world" event.

> Mrs Mallard was very affected by her husband's death. **First** she cried in her
> sister's arms. **Next** she sat alone in her room. **Finally**, she joined her sister to
> walk downstairs.

In contrast, the following extract, also supplied by Eggins, involves "internal" relations of time, as clauses are related to other clauses as sequential steps in the argument being presented by the writer.

> Mrs Mallard was very affected by her husband's death. **First** it meant liberation
> from marriage. **Next** it gave her financial independence. **Finally** it allowed her to
> pursue her own interests.

This distinction, when operating in the context of relations of consequentiality (.e.g. cause-and-effect, condition, purpose, means etc), can be particularly important for the analysis of argumentative/persuasive language. External consequentiality is confined to construing cause, effects, purposes, etc as these operate in the experiential world. For example, "The desk broke because the student sat on it.". In contrast, relations of internal consequentiality are much more "argumentative" in that they are the means by which the writer/speaker seeks to justify his/her arguments – i.e. they are the means for establishing the evidential basis on which assertions are made. The following is a typical instance of internal consequentiality – "School uniforms are a good idea because they can save parents money." Here the fact that uniforms may save money doesn't experientially "cause" uniforms to be "a good idea". Rather this proposition provides the argumentative basis on which the writer asserts that "uniforms are a good idea" – the writer's justification or motivation for asserting this.

Martin's taxonomy of inter-clause relations was also felt to be more appropriate for the

current study because in it these conjunctive, logico-semantic relations was not confined to those which hold between clauses within a clause complex. Rather the system is extended to include those which operate between clause complexes, when these are explicitly indicated via connectives such as *however*, *therefore*, *moreover*, *then* and *firstly*.

Martin's taxonomy of logico-semantic, conjunctive relations is demonstrated via the following two tables.

Table 9 External conjunctive relations according to Martin's system (Martin and Rose 2003)

NOTE:
This table is included on page 71
of the print copy of the thesis held in
the University of Adelaide Library.

Table 10 Internal conjunctive relations according to Martin's system (Martin and Rose 2003)

NOTE:
This table is included on pages 71-72
of the print copy of the thesis held in
the University of Adelaide Library.

It is necessary to note that the listing of lexical items in the right-most column is not meant to be definitive. Thus, for example, even though "because" is listed as a typical formulation associated with external consequentiality (cause), this does not mean it is restricted to this function. The actual functionality of such terms will often vary according to the co-text. Thus "because" can equally act to realize an internal consequential relation - for example, "In my view the government should make school uniforms compulsory because the casual clothes children tend to wear are so untidy."

It is also to be noted that Martin's system of conjunctive relations involves a two-way division within external consequential relations – specifically one which distinguishes between "Expectant" and "Concessive" relations. Expectant relations are those in which there is some motivating cause or condition, and then some form of effect or result following after. Concessive relations involve some form of interruption to what is expected, some form of counter expectation. Thus, for example, "Even though they are

divorced, they are still on very friendly terms". Here of course the "cause" associated with their being divorced does not result in the "expected" consequence, their being on unfriendly terms. Because this relation of counter expectation is so important in argumentative writing, it was decided to treat this as a separate category in its own right. This relation of "counter expectation" was given the label "Adversative", in recognition that there is an "adverse" relation between the "cause" and the unexpected effect. These "adversative" relations can be either external (e.g. "Even though I had a large meal I'm still hungry") or internal ("Even though he does lie repeatedly, he's not a bad person.") Thus the system employed in the analyses slightly reorganized Martin's system along the following lines.

Table 11 External Consequentials

Consequential: Cause	He got sun burnt because he stayed out in the sun for three hours.
Consequential: Effect	He stayed out in the sun for three hours and so he got sun burnt.
Consequential: Means	By using lots of sunburn cream he avoided getting sunburnt.
Consequential: Condition	I you use sunburn cream you will stop yourself getting burnt.
Consequential: Purpose	He used sun burn cream to avoid getting sun burnt.

Table 12 Internal Consequentials

Consequential: Justify (cause)	Because parents now spend so much money on their children's clothing, we should now implement a compulsory school uniform program.
Consequential: Conclude (effect)	Parents spend a great deal of money on their children's clothes. Therefore we should implement a compulsory school uniform program.
Consequential: Condition	Dinner's ready if you're hungry.

Table 13 External Adversatives (counter expectation)

Adversative: cause	Even though he used sunburn cream he still got burnt.
Adversative: effect	He used sunburn cream and yet he got burnt.
Adversative: Means	Even by using sunburn cream you won't entirely protect yourself from sunburn.
Adversative: Condition	Even if you only stay out for an hour or so, you will still get burnt.

Table 14 Internal Adversatives

Adversative: cause	Even though he lies repeatedly he's not a bad person.
Adversative effect	He lies repeatedly, and yet he's not a bad person.
Adversative: Condition	Even if he lied sometimes, that wouldn't make him a bad person.

3.4.2.3 Classification of relations as "attempted" or "achieved"

The analysis attended to one further distinction, essentially of my own making. I chose to distinguish between instances where the student simply "attempted" a particular logico-semantic relation and where the student "achieved" that relation. According to the identification diagnostic I formulated, for an instance to be classified as an "attempt" it was only necessary that it was possible to determine the nature of the relation which was intended. For an instance to be classified as having "achieved" the relation, it was necessary that those aspects of the clause involved in construing the relation were lexico-grammatically "standard" or "idiomatic". Thus, for example, the following would be classified as an "an attempted" but not an "achieved" logical relation of purpose, because the writer has used the non-idiomatic "for" ("for getting the high quality goods") by way of connective.

   1. In my view education should not be a business which we invest in <u>for getting the high quality goods</u>.

Accordingly, the analysis of this clause would have recorded that it contained one instance of "attempted" hypotaxis, specifically a hypotactically related clause of "consequentiality: purpose", but no instances of "achieved" hypotaxis.

In contrast, the following would have been classified as having both "attempted" and "achieved" this logical relation.

   2. In my view education should not be a business which we invest in <u>in order to get the high quality goods</u>.

It is important to note that instances are still classified as having "achieved" the logico-semantic relation in question even when there is some grammatical or lexical anomaly elsewhere in the clause, as long as that anomaly is not related to the construing of the particular logical relation. Thus example (2) above would still be recorded as not only "attempting" but also "achieving" the logical relation of purpose, even while the "the" in "the high quality goods" is anomalous. Since this "the" has nothing to do with the wordings by which purpose is construed, it is not relevant for this particular categorisation.

It was decided to classify instances of logico-semantic relations in the texts as both "attempted" and "achieved", thus tracking the frequency with which students "attempted" but did not "achieve" idiomatic realisations of these relations, because by this, it is possible to observe students in the preliminary stages of realizing these relations. It is important to observe when students begin seeking to construe these relations, even when they are not able to always realize these idiomatically.

The way in which this framework is applied is demonstrated by means of the material presented in the following table. Specifically, the table presents an analysis a logico-semantic analysis of the pre-test essay by the Middle Group Student 1. The text of the essay is set out in the left-most column on a sentence-by-sentence and a clause-by-clause basis. When a sentence includes one or more embedded clauses, that clause will be repeated on a separate row, so as to enable analytical tags to be applied to each clause as necessary. Thus for example, the following sentence, "The parents watch [[them using the internet]]." would be presented on two rows – firstly with the complete sentence, and then the embedded clause repeated on a separate row:

The parents watch [[them using the internet]].

[[them using the internet]] {embedded clause – in role of Object}

A similar methodology is employed when hypotactic and paratactic arrangements have more complicated internal structures. For example, the following structure involves a main clause which hypotactically projects a structure which itself includes a paratactic relationship - "He said | that he was going to have some dinner | and then he would meet his sister."

This would be arranged in the table in the following manner.

He said | that he was going to have some dinner | and he would also meet his

sister.

| that he was going to have some dinner | and he would also meet his sister,

he was going to have some dinner

| and then he would meet his sister

This arrangement enables the appropriate analytical tag (i.e. tags relating to lexico-grammatical functions) to be attached where appropriate to each clausal span.

Thus the above sentence would have the following tags applied:

Table 15 Analytical tags

Text	Analytical tags
He said	that he was going to have some dinner	and then he would meet his sister.	complex sentence
	that he was going to have some dinner	and he also would meet his sister	hypotactic projection
he was going to have some dinner	main clause within a projected structure
	and he would also meet his sister	paratactically linked clause conjunctive relation = external Addition (add)

The table which follows also employs tags placed in columns under the following headings:

- "Taxis" – indicates when the clause is involved in a hypotactic (hypo) or a paratactic (para) relationship. When the clause is part of a larger scale structure (as discussed above) it will be tagged as either "hypo-combo" or "para-combo" (i.e. to indicate that it's part of a larger scale clausal "combination". This tagged will be followed either by "(attempted)" or "(achieved)", according to the system of "attempted" versus "achieved" as outlined above – i.e. "achieved" indicates that the linking of the two clauses as been idiomatically managed, while "attempted" indicates the inverse, that the linking has not been idiomatically managed.

- Embedding – an entry in this column indicates that the clause is embedded. The actual tag indicates the role in the clause or the noun-group being played by the embedded clause – i.e. functioning as "Object", "Subject", "postposed Subject",

"Qualifier (in a noun group)", Complement, and so on.

- Projected – an entry in this column indicates the clause (or larger scale clause structure) is projected. Individual tags indicate whether the clause has been projected as a "locution" (i.e. verbally communicated) or as an "idea" (i.e. mentally projected). Additionally, indicate that the source of the "locution" or "idea" is the writer him/herself (indicated as "self") or some external source ("other").

- External – an entry in this column indicates that the clause enters into an external conjunctive relation and specifies the nature of this relationship.

- Internal– an entry in this column indicates that the clause enters into an external conjunctive relation and specifies the nature of this relationship.

- Cj Attempt – an entry here indicates whether the external or internal relationship indicated in the previous two columns was idiomatically managed ("achieved") or unidiomatically formulated ("attempted").

The specific tags for external and internal relations (reflecting the modified system of Martin outlined above) are as follows:

- Consequential (internal and external): cause | effect | condition-open | condition-close | means | purpose-desire | purpose-fear

- Adversative (internal and external): operates with the same set out tags as "Consequential", but each tag will be preceded with "ADV" – e.g. "ADV: cause"

- Additive (internal and external): add | subtract | alternative | frame | sidetrack

- Temporal: simultaneous | successive

- Comparative external: similar | diff-opposite | diff-replace | diff-except

- Comparative internal: similar | rework | adjust | contrast | retract

Conjunctions and continuative adjuncts are underlined and emboldened.

Table 16 Text Analysis: Middle Group Student 1 – pre-test essay

Text	Taxis	Embedding	Projected	External	Internal	Cj Attempt
For me, I agree with the government	().	.	- .	.	.	.
| that should censor inappropriate websites| **to** solve the problems concerned for three reasons.	hypo (attempted).	.	locution - self.	.	.	.
should censor inappropriate websites	().	.	- .	.	.	.
| **to** solve the problems concerned for three reasons.	hypo-combo (achieved).	.	- .	purpose-desire.	.	achieved.
The first reason is [[there are very inappropriate websites| are in the advertisement form| which is a part of every type of websites such as educations, sports, movies, songs, news and so on.]]	.	.	.	.	.	.
[[there are very inappropriate websites| are in the advertisement form| which is a part of every type of websites such as educations, sports, movies, songs, news and so on.]]	().	complement.	- .	.	.	.
there are very inappropriate websites	().	.	- .	.	.	.
| are in the advertisement form	hypo-combo (attempted).	.	- .	.	.	.
| which is a part of every type of websites such as educations, sports, movies, songs, news and so on	hypo-combo (attempted).	.	- .	.	.	.
This can make children easily enters to these websites.	.	.	.	.	.	.
If we can censor the inappropriate websites	hypo (achieved).	.	- .	condition-open .	.	achieved.
| I think	().	.	- .	.	.	.
| we will not have the problems.	hypo (achieved).	.	idea - self.	.	.	.
Because they can't	.	.	.	.	cause.	achieved.

78

read and see anything [that may motivate in the a bad way].						
[that may motivate in the a bad way]	().	qualifier.	- .	.	.	.
Second, parents don't keep an eye on their children every time.	.	.	.	.	successive.	achieved.
Sometimes they can see [[them play the Internet]],	().	.	- .	.	.	.
[[them play the Internet]]	().	object.	- .	.	.	.
|| **but when** parents go to work or have something [that must go out to do it],	para (attempted).	.	- .	alternative.	.	attempted.
[that must go out to do it],	().	qualifier.	- .	.	.	.
during the time children may click the inappropriate one.	.	.	.	.	.	.
This is a problem of parents	().	.	- .	.	.	.
|| **and** may be the most important for every family.	para (achieved).	.	- .	add .	.	achieved.
With this reason, we should agree with the government.	.	.	.	.	effect.	attempted.
Lastly, on the internet has many games [to serve children's entertainment].	.	.	.	.	successive.	achieved.
[to serve children's entertainment]	().	qualifier.	- .	.	.	.
And it has both good and bad one.	.	.	.	add .	.	.
Some games make children abuse,	.	.	.	.	.	.
they play all the time	().	.	- .	.	.	.
|| **and** some days the parents can't see their parents	para (achieved).	.	- .	add .	.	achieved.
| **because** they are in the room all day.	hypo (achieved).	.	- .	cause .	.	achieved.
The advantages of censoring the inappropriate websites have a lot of ways.	.	.	.	.	.	.
We should support and do it for ourselves	().	.	- .	.	.	.

3.4.2.4 Statistical tallies

After preliminary analyses were conducted on some of the texts, it was decided to focus on, and to calculate tallies of following:

- the number of clause complexes/sentences in each text

- the number of "simple sentences" (clause complexes consisting of a single clause) in each text and the proportion (as a percentage) of the total number of sentences in the text constituted by these "simple sentences"

- the number sentences with at least one instance of a hypotactic or paratactic relation between top-level clauses, and the proportion of the total number of sentences in the text constituted by these sentences,

- the number of "attempted" hypotactic and paratactic connections in each text and the average frequency of these connections per sentence for each text

- the number of "achieved" hypotactic and paratactic connections in each text and the average frequency of these connections per sentence for this text

- the number of instances and the average frequency per sentence (clause complex) of the following relations:

  projection,

  Addition (as defined in Martin's system),

  Time/temporal (as defined in Martin's system)

  Consequentials (as outlined above)

      cause or effect (a sub type of Consequential)

      condition (another sub type of Consequential)

      purpose (another sub type of Consequential)

- Adversatives (as outlined above)

In order to produce these tallies, entries were made in a series of Microsoft Excel spreadsheets. The system employed here was to place each text in a separate spreadsheet, with one sentence to a row. The number of instances of a given analytical category (i.e. an instance of hypotaxis or hypotaxis, an instance of relation of external cause-and-effect, and so on) occurring in that sentence was then indicated in an appropriately labelled adjoining column. Thus each sentence was associating with adjoining cells where, for example, the number of "attempted" hypotactic relations in that sentence was tallied, the number of "achieved" hypotactic relations was tallied, the number of "attempted" relations of external cause was tallied, the number of relations of internal cause was tallied, and so on. This

enables the total number of each analytical category to be tallied for the text as a whole, and then for average frequencies to be calculated for each category per total number of the sentences in the text. Thus, for example, if there were 20 instances of hypotaxis in a text with 10 sentences, then a rate of 2.00 would be calculated for average frequency of hypotactic relations (i.e. on average 2 instances per sentence.). The spreadsheet for the tallying of instances of logico-semantic relations in the pre-test essay of Middle Group Student 1 is provided below. A key for the column labels is provided.

Table 17 Tallying analysis of pre-test essay by Middle Group Student 1

Key

(Row 1): In = "internal" (i.e. all counts under this label are for internal conjunctive relations); Ex = "external" . IE = "external "and "internal" counts are combined.

(Row 2): T = "attempted" (i.e. all counts under this label are for "attempted" clause combination and relations) ; V = "achieved"

(Row 3): h = hypotaxis (i.e. all counts under this label are for hypotactic relations) ; p = parataxis, em = embedded clause, pr = projected clause, ti = conjunctive relation of Time; ca = cause-and-effect; pu = purpose; co = conditional; av = adversative (counter expectation)

Row 1								In	In	Ex	Ex	In	In	Ex	Ex	In	In	Ex	Ex	IE	IE	In	In	Ex	Ex	IE	IE
Row 2	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	em	em	pr	ad	ad	ad	ad	ti	ti	ti	ti	ca	ca	ca	ca	pu	pu	co	co	co	co	av	av
For me, I agree with the government | that should censor inappropriate websites | **to** solve the problems concerned for three reasons.	2	1					1													1	1						
The first reason is [[there are very inappropriate websites | are in the advertisement form | which is a part of every type of websites such as educations, sports, movies, songs, news and so on.]]	2	0			1	0																					

Row 1								In	In	Ex	Ex	In	In	Ex	Ex	In	In	Ex	Ex	IE	IE	In	In	Ex	Ex	IE	IE
Row 2	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	em	em	pr	ad	ad	ad	ad	ti	ti	ti	ti	ca	ca	ca	ca	pu	pu	co	co	co	co	av	av
This can make children easily enters to these websites.																											
If we can censor the inappropriate websites | I think | we will not have the problems.	2	2					1																			1	1
Because they can't read and see anything [that may motivate in the a bad way]					1	1												1	1								
Second, parents don't keep an eye on their children every time.												1	1														
Sometimes they can see them [[play the Internet]], || but when parents go to work || **or** have something [that must go out to do it,]	1	0			2	0				1	1															1	0
during the time children may click the inappropriate one.																											

Row 1								In	In	Ex	Ex	In	In	Ex	Ex	In	In	Ex	Ex	IE	IE	In	In	Ex	Ex	IE	IE
Row 2	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	em	em	pr	ad	ad	ad	ad	ti	ti	ti	ti	ca	ca	ca	ca	pu	pu	co	co	co	co	av	av
This is a problem of parents || **and** may be the most important for every family.			1	1						1	1																
With this reason, we should agree with the government.																1	0										
Lastly, on the internet has many games [to serve children's entertainment.]					1	1		1	1			1	1														
And it has both good and bad one.								1	1																		
Some games make children abuse,																											
they play all the time || and some days the parents can't see their parents | because they are in the room all day.	1	1	1	1				1	1									1	1								

								In	In	Ex	Ex	In	In	Ex	Ex	In	In	Ex	Ex	IE	IE	In	In	Ex	Ex	IE	IE
Row 1								In	In	Ex	Ex	In	In	Ex	Ex	In	In	Ex	Ex	IE	IE	In	In	Ex	Ex	IE	IE
Row 2	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	em	em	pr	ad	ad	ad	ad	ti	ti	ti	ti	ca	ca	ca	ca	pu	pu	co	co	co	co	av	av
The advantages of censoring the inappropriate websites have a lot of ways.																											
We should support and do it for ourselves.																											
Total	**8**	**4**	**2**	**2**	**5**	**2**	**2**	**2**	**2**	**3**	**3**	**2**	**2**	**0**	**0**	**1**	**0**	**2**	**2**	**1**	**1**	**0**	**0**	**1**	**1**	**1**	**0**
Row 3	**h**	**h**	**p**	**p**	**em**	**em**	**pr**	**ad**	**ad**	**ad**	**ad**	**ti**	**ti**	**ti**	**ti**	**ca**	**ca**	**ca**	**ca**	**pu**	**pu**	**co**	**co**	**co**	**co**	**av**	**av**
Row 2	**T**	**V**	**T**	**V**	**T**	**V**		**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**	**T**	**V**
Row 1								**In**	**In**	**Ex**	**Ex**	**In**	**In**	**Ex**	**Ex**	**In**	**In**	**Ex**	**Ex**	**IE**	**IE**	**In**	**In**	**Ex**	**Ex**	**IE**	**IE**

Quantitative findings derived from these tallies provided for investigations as to whether there were trends across the three students' essays in terms of their use of these resources. For example, could a trend be identified across the students' three essays by which, as a group, they used more or fewer "simple sentences" or more or fewer instances of hypotaxis, or more or fewer relations of cause-and-effect or purpose, and so on? Should any such quantitative trends be identified, the methodology was then to use these as a starting point for qualitative analyses of the students' use of such categories in context. Thus, for example, should a trend be identified of the students tending to use fewer "simple sentences" in their later essays, then the students' actual use of this type of sentence would be investigated within the essays in an attempt to determine what might be at stake communicatively in any such reduction in their frequency.

Thus the purpose of this quantitative and qualitative analysis of the students' use of logico-semantic relations was to determine whether any trends could be identified which would indicate that their writing had changed significantly in this aspect of meaning making over the duration of the course. If any such changes could be observed, then it might be plausible to argue that the course itself may have had role in effecting this changes.

3. 5 Ethics approval

This research project received ethics approval from the ethics committee of the University of Adelaide and from the Faculty of Liberal Arts and Science at Kasetsart University. All the students involved were fully informed of the nature of the study and gave approval for their work to be collected and analysed.

3.6 Conclusion

This chapter presented the research methodology which consisted of three main stages; theoretical framework development and syllabus construction; teaching and learning cycle; and data analysis and presentation. The next chapter presents the analyses of the students' essays.

CHAPTER 4

CHANGES AND DEVELOPMENTS IN BROAD-SCALE TEXTUAL ORGANISATION – GENRE STRUCTURE

4.1 Introduction

This chapter outlines the textual-organisation and genre-staging analyses which were conducted into the three essays produced by the six students across the duration of the course (a total of 18 essays).

As outlined previously, the essays analysed were as follows:

- Essay 1 – a "pre-test" exercise (at the very commencement of the course, before any teaching etc); students respond to questions which indirectly invite them to adopt a position and argue in support of this.
- Essay 2 – set at the mid - point of the course, after six weeks during which the Exposition genre was modelled and jointly and singly constructed; questions indirectly invite students to adopt a position and argue for this. (subsequently termed the "mid-point, exposition-essay exercise")
- Essay 3 – set at the end-point of the course, after six weeks during which the Discussion genre was modelled and jointly and single constructed; questions indirectly invite students to consider or weigh up contrary or contrasting positions before indicating their own position. (sub-subsequently termed to "end-point, discussion-essay exercise")

The overarching purpose of this analysis was to investigate whether trends could be observed by which the students could be said to have improved or developed their writing in terms of its broad-scale staging and textual organisation. With this objective in mind, one line of analysis was developed which focussed on the degree to which the text structures produced by the students matched the text-organisational schema outlined in the so-called Sydney genre-school literature (henceforth termed the "Sydney-school literature"), and whether there was any trend by which students were more likely to produce "matching" staging structures as the course progressed. Texts which broadly matched any of the Sydney-school prototypes were termed "conforming", and those which did not were termed "non conforming".

As indicated in the outline of the methodology set out in chapter 3, it was not assumed that any "non conformity" with the Sydney-school genres was necessarily an indicator that the essay was in some way defective, undeveloped or communicatively inferior to an essay which did "conform" structurally. The methodology allowed for the possibility that an essay employing a "non conforming" structure might still be entirely functional, effective and appropriate for a given communicative context. Accordingly, a second line of analysis was developed which considered communicative effectiveness issues associated with staging structures and whether or not any essays employing "non conforming" structures could be seen to be problematic on account of this.

Broadly, then, the objective of the analyses outlined below was to consider whether the students' essays developed in terms of their broad-scale structuring and whether any such development could be associated with the students' enhanced familiarity with, and use of, the genre-staging prototypes outlined in the Sydney-school literature.

More specifically, the analyses discussed below considered the following questions.

1. To what degree in their initial, pre-test essays did the students produce staging structures which broadly matched one or other of the text organisational prototypes outlined in the Sydney-school literature – i.e. to what degree could they be classed as "conforming" or "non conforming" structurally? Were any essays which employed "non conforming" staging structures communicative problematic on account of this?

2. Was there evidence of a trend towards greater "conformity" with Sydney-school prototypes in the essays produced by the students for the mid-point exposition-essay exercise? For example, did any of the students who had not previously structured their essays by means of the staging prototypes outlined in the literature come to employ such structures in this second essay? Similarly, did students who initially produced partial or incomplete genre structures later produce full versions of these genres? Similarly, had the internal organisation of individual stages within the essays come to conform more closely with models of such stages outlined in the literature? Could any such trend towards "conformity" be seen as representing a development or an "improvement" in the students' writing?

3. To what degree did the essays produced for the end-point discussion-essay exercise demonstrate "conformity" with the structural models outlined in the Sydney genre-school literature? Was there a trend towards greater "conformity" when these essays were compared with (a) those produced for the initial pre-test exercise and (b) with those produced for the mid-point essay exercise? Could any such trend towards "conformity" be seen as representing a development or an "improvement" in the students' writing?

4.2 Key findings

4.2.1 In-class exercise (pre-test)

An analysis of the essays produced in the first in-class writing exercise (the pre-test) revealed that two of the six students produced texts which could be could easily be matched with one of the structural prototypes identified in the Sydney-school literature – specifically, an Exposition. That is to say, they produced texts which were classified as "conforming". Four of the six students produced texts which could not easily be matched with any of the text structural prototypes outlined in the Sydney-school literature, and therefore could be classed as "non conforming". Interestingly, there was quite a deal of diversity in how these four texts were structured and, consequently, different reasons for classifying them as "non conforming". It was, in fact, possible to identify different degrees of "non conformity", with some texts coming closer to one or other of the Sydney-school prototypes than other texts. It was also found that all these "non conforming" texts were in some way communicatively problematic as a result of the ways in which they were structured. These findings are discussed in detailed below.

The two students who produced "conforming" Expositions were both from the IELTS Middle group – students (MGS1 and MGS2).

The four students who produced "non conforming" texts were from the IELTS low and high groups – students (HGS1, HGS2, LGS1 and LGS2).

4.2.2 Mid-point "Exposition" essay

In this mid-point in-class writing exercise all students produced texts which, in broad staging terms, matched one of the prototypes outlined in the literature – specifically the staging arrangements associated with the Exposition as outlined in the Sydney-school

literature. This, of course, was the genre to which the previous six weeks of the course had been devoted. The essays of all six students could be classified as standard examples of this genre. Thus there was a clear trend towards "conformity" with the genre prototypes outlined in the literature, with the four students who produced "non conforming" structures in their pre-test essays moving to producing text with "conforming" staging structures. It was also found that all six essays were communicatively effective – i.e. easy to follow and "logical" – with respect to their overall staging structure (even while most of them included a significant number of grammatically and lexically anomalous expressions) and therefore the writing of the four students who previously produced "non conforming" structures can be said to have developed and improved in this respect. It seems highly plausible that there is a correlation between the pedagogy employed (i.e. one in which the genre structure of prototypical Expositions was modelled and rehearsed) and this outcome, even while it is not possible to definitively conclude a cause-and-effect relationship between the pedagogy and this literacy development outcome.

4.2.3 Final essay – "Discussion'' exercise

The analysis of the texts produced for the final "Discussion" essay exercise found that five out of the six students produced essays which matched the standard structures of the Discussion genre, as had been modelled and practiced in the previous six weeks of the course. All five "conforming" texts were coherent with respect to their broad-scale organisation. Only one student (HGS2) produced a text which departed in some noticeable ways from the Sydney-school models.

Generally, it can therefore be said that, again, there was a close correlation between students undertaking a course employing this genre-based pedagogy and their producing texts which closely matched the relevant text organisational prototype and which were, accordingly, broadly coherent and effective. In this regard, it is to be noted that five out of the six essays produced "conformed" in this way, whereas only two of the six essays "conformed" in the initial pre-test essay. Of course, the correlation is somewhat weaker than in the case of the mid-point Exposition essays, where all six students produced essays employing "conforming" staging structures.

Findings across all 18 essays in terms of "conformity" and "non conformity" with respect to staging structure are presented in the following table. The letter "C" in the relevant cell

indicates a "conforming" structure was employed and "[NC]" that a "non conforming" structure was employed.

Table 18 Conformity and non-conformity of students' texts

Student	Essay 1 (pre-test)	Essay 2 (exposition)	Essay 3 (discussion)
HGS1	**[NC]**	C	C
HGS2	**[NC]**	C	**[NC]**
MGS1	C	C	C
MGS2	C	C	C
LGS1	**[NC]**	C	C
LGS2	**[NC]**	C	C

In the following sections the analyses from which these findings were derived are outlined in detail and further discussion and justification provided for the conclusions reached. More specifically, in the next section (4.3) the essays which the students produced for the pre-test exercise are compared with the essays they produced at the mid - point of the course, after six weeks in which the course focussed on the Exposition genre as defined in the Sydney-school literature. In the case of both writing exercises, students wrote in response to questions which were worded so as to indirectly invite them to take a position and argue in support of this – i.e. to produce an Exposition or at least a related genre (see Appendix C for the relevant questions). The section will begin by looking at the writing of the two students who produced "conforming" essays for both exercises, but the primary point of interest will be on the essays of the four students who initially produced "non conforming" essays before going on to produce a "conforming" Exposition for the mid-course writing exercise. Obviously the writing of these students is of primary interest since the changes which occurred in their writing are, at least potentially, the result of their involvement in a course employing a genre-based pedagogy.

In the next section of the chapter (4.4), an analysis and discussion is provided of the writing the students produced for the final essay writing exercise at the end of the course. This work was produced after six weeks in which the course focussed on the Discussion genre and was in response to essay questions which invited the students to weigh up the two sides of a debate before advancing their own position.

4.3 Comparisons and contrasts – development of broad-scale staging structure from pre-test to mid-point Exposition essays

4.3.1 The case of students who produced "conforming" texts across both essays

The purpose of this sub section is to present the analyses of the writing of the two students who produced pre-test and mid-point essays which both "conformed" with the Sydney-school prototypes, that is to say the writing of students which did not significantly change over this period in terms of its broad-scale staging structure. In a sense this material does not contribute directly to the argument being advanced in this chapter that there was a correlation between developments in how the students staged their essays and their undertaking this course since, obviously, there were no developments in these particular students' writing in terms of "conformity" or "non conformity" with the Sydney-school prototypes. The primary purpose, therefore, of this sub section is to provide a reference point for the later analyses and discussions of the essays of the other students who did change from producing "non conforming" to "conforming" essays. The secondary purpose of the sub section is to provide an account of the kinds of "conforming" essays the students produced for the pre-test writing exercise.

I begin by considering the writing of IELTS middle group student 1 (MGS1). An analysis of her "conforming" pre-test essay is provided in the following table. The table has been set up so that the student's writing is displayed in the right-most column, while a genre staging analysis is provided in the left columns.

Table 19 Pre-test essay by IELTS middle group student 1 (MGS1:Thachaphan)

Part	Stage	Text
Introduction	Thesis: statement of the position which is to be defended	For me, I agree with the government that should censor inappropriate websites to solve the problems concerned for three reasons.
	Argument 1 *Point*	**The first** reason is there are very inappropriate websites are in the advertisement form which is a part of every type of websites such as educations, sports, movies, songs, news and so on.
	Point elaboration	This can make children easily enters to these websites. If we can censor the inappropriate websites I think we will not have the problems. Because they can't read and see anything that may motivate in the a bad way

Body	Argument 2 _Point_ _Point elaboration_	**Second**, parents don't keep an eye on their children every time. Sometimes they can see them play the Internet, but when parents go to work or have something that must go out to do it, during the time children may click the inappropriate one. This is a problem of parents and may be the most important for every family. With this reason, we should agree with the government.
	Argument 3 _Point_ _Point elaboration_	**Lastly**, on the internet has many games to serve children's entertainment. And it has both good and bad one. Some games make children abuse, they play all the time and some days the parents can't see their parents because they are in the room all day.
Conclusion	Reiteration/ Reinforcement – restatement of primary position	The advantages of censoring the inappropriate websites have a lot of ways. We should support and do it for ourselves.

This text is unproblematically an instance of the Exposition, as this genre is defined in the Sydney-school literature. Thus it (1) begins with an introductory stage in which the writer announces her position with respect to the issue under discussion, (2) it follows this with several elaborated arguments in support of this primary position and (3) it concludes the text with a stage which returns to the original primary proposition, restating it in slightly different terms and with some additional reinforcement.

In this case, it is possible that the student's apparent facility with this particular generic structure be as a result of courses in which she participated previously, although to my knowledge no explicitly genre-based writing courses were conducted at this university. Otherwise, she may have developed this facility through her own individual reading and/or writing experiences.

For the purpose of comparisons, an analysis, again of in tabular form, of this student's mid-point exposition-exercise essay is provided in the following table.

Table 20 Mid-point essay by IELTS middle group student 1 (MGS1:Thachaphan)

Part	Stage	Text
Introduction: Thesis	Orientation	**Limit the Advertising for better life in the future** As we know, in this 4 months, we heard about the news that the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media. Since the news was notice. There are many groups of people criticized about this law. Some agree with the government such as people who didn't smoke or drink alcohol and the adults that care of their teenagers. But some disagree such as the alcohol and cigarette company, and people who smoke or drink alcohol. The law isn't announce yet, until the government have the good conclusion for all groups.
	Statement of position	For me, I agree with the government that they should limit the advertising of cigarettes and alcohol. In order to make people have a good health. It's true that the government can't stop people to drink alcohol or smoke, but it is better than don't do anything.
	Preview	I have 3 points to support my idea.
Body	Argument 1 *Point*	First point, I think advertising make people interested in the products. So, if there isn't advertising people will smoke and drink alcohol less than before.
	Point elaboration	It means that, people who never been smoke or drink alcohol will not start to drink and smoke. But people who smoke or drink, they still do the same. So, the producer of the product can still sell their products. And they can save money of the advertising to do another activities. It's good for both producer and people who don't smoke and drink to be not start doing bad thing.
	Argument 2 *Point*	Second point, alcohol and cigarettes are not good for people. The government don't need to support bad things. The government should support about the health of people.
	Point elaboration	Because drinking alcohol and smoking make people get harm like heart disease or lung disease. As we know people who smoke and drink not only harm themselve but also harm their family, people and around them and our society which we can see everyday in the newspaper, and televisions. If this is a way to protect the problems and make people live happily with good health, we should accept this law right?
	Argument 3 *Point*	Last point, about the company that sell the cigarettes and alcohol. I know that if this law is announced, it will effect with them. But if they think that they can still sold their products.
	Point elaboration	I think it is the same as before. Then they can also save their money for advertising. They should accept this. It is better than the government don't accept them to sell their products anymore. So, they should accept this law for themselve and their country.
Conclusion	Reiteration/ Reinforcement – *restatement of position*	From this 3 points, I conclude that I agree with the government. It is good way to limit the advertising of cigarettes and alcohol in order to make people have a good health and protect other problems from people who drink or smoke. in our society. If you just think of the advantage and disadvantage of this law, you will know that what decision will you make?

Again, the staging structure exactly matches the Exposition prototype as provided by the Sydney-school literature. Thus there are clear Thesis, Argument and Reiteration/Reinforcement stages. Obviously the student's writing can be said to have "developed" in comparison with the pre-test essay in that the student has now provided useful background material by way of an extended Orientation. According to the Sydney-school literature, such an element is an "optional" sub stage of the introductory Thesis stage, and arguably essays which include such a sub element can be seen as more developed, or at least more elaborated, than those which do not. As well, the student's elaborations of each argumentative point in this essay are more extended than in the pre-test essay, again possibly further grounds for seeing this essay as more developed than the first pre-test work. However, for the moment our concern is only with broad-scale staging structure, and in this regard the two texts are essentially the same.

I turn now to the second of the students whose pre-test and mid-point essays both "conformed" with the Sydney-school Exposition prototype, IELTS middle group student 2 (MGS2). Analyses of her two essays are provided in the following two tables.

Table 21 Pre-test essay by IELTS middle group student 2 (MGS2:Thanyamon)

Part	Stage	Text
Introduction	Foreshadowing of Thesis: *statement of the position which is to be defended* Background/Orientation Thesis	I agree with the statement above. [*that petrol substitutes such as NGV and LPG should be used*] **As** we know, nowadays, the world faces with the crisis of petrol, the natural resource that nearly lose from the world. **So**, the price of petrol is getting higher. In my opinion, I think people should use the gas NGV and LPG in order to use petrol.
Body	Argument 1 *Point*	**First**, we can save more money because gas NGV is much cheaper than petrol.
	Argument 2 *Point* *Point elaboration*	**Next**, If we use NGV. We can save the environment because there isn't polution. There won't be any air polution. People will have good health.
	Argument 3 *Point* *Point elaboration*	**The last** reason is the petrol use thousand million years to grow. It is the Natural resource that can't be use forever like water. So if we still use petrol, not many year there will be no petrol in the world. The new generation will not know what is the petrol. They will know only the name of it. So, if we stop using petrol now, in the future, there will be some petrol left for new generation to see.

Conclusion	Reiteration/Reinforcement – *restatement of primary position*	From these three reason. I think it is better to use the NGV or LPG than petrol.
	Recommendation	Although using NGV is new for us but we must chage to start the new better one for the natural, the world, and the future. Pehaps, this will be the first step changing to better life.

There is, perhaps, one minor anomaly in this text with respect to the Sydney-school model in that it begins with a direct response to the essay question, "I agree with the statement above." This, however, provides only the most minor disruption to the text's overall objective of mounting an argument, and any lack of clarity is rectified when, a few sentences later, the writer provides an explicit presentation of the position she is going to be arguing for, "In my opinion, I think people should use the gas NGV and LPG in order to use[1] [go on using] petrol." It is interesting to note that this essay provides material which can be classified as "Orientation" ("As we know, nowadays, the world faces with the crisis of petrol…"), which, as noted previously, is an optional sub-element of the Thesis stage within the Exposition, as described in the literature. As discussed previously, this was an element which the previous student (MGS1) did not include until her mid-point essay.

An analysis of this student's second, mid-point essay is provided in the following table for the purposes of comparison.

Table 22 Mid-point essay by IELTS middle group student 2 (MGS2:Thanyamon)

Part	Stage	Text
Introduction: **Thesis**	Orientation	At present, there are many alcohol and cigarettes companies in the market. Each of them wants to present its product in several ways such as television, radio, newspaper, magazine and so on. That is for his large incomes. Do you think that these advertisement may affect to consumers in the bad ways? Alcohol and cigarettes advertising can bring consumers to have a life of bad health
	Statement of position	I believe that if we have the laws for them, the people should have a good quality of life.

---

[1] This sentence is, of course, not fully functional in outlining the essay's Thesis, due to the writer having chosen "use" when either "save" or "be able to go on using" would have been more appropriate. However, as indicated in the methodology chapter, the analyses discussed in the current chapter were concerned with issues of broad scale textual organization, not with expression issues which operate at the word of phrase level.

	Argument 1 *Point*	First, Advertising shows the night life with their product, that is the way to have a good activity for health.
Body	*Point elaboration*	Surely most of the advertising have some pictures like a party, a restaurant, a bar and a pub. But others have a beach or a travelling place. These are the activities of amusement which have in adult and teenager. It has a chance to like in the advertising that should have their product in your party for drinking. And this makes the people always have alcohol and cigarettes and it makes the health becomes the bad one. In the other way, if there are less advertising about alcohol and cigarettes, people will not interest in it and every party is full of the good things.
	Argument 2 *Point*	Second, Having the mass media about cigarettes and alcohol, It makes a bad social because teenagers can see them and think that isn't bad to try it.
	Point elaboration	On TV, radio, newspaper, magazine and a paper beside the road, are easy to see and when people see them all the times and everyday, it is a normal thing to do like them and it is easy to do because you can find their product everywhere. So, our social may become to the bad social which has the people got drunk and has the cigarettes around the town. Because of the age of teenager, we should limit the advertising of cigarettes and alcohol in the mass media. Teenager don't have many experience about them and it's not appropriate for them to try on their ages, so you shouldn't convince them and don't have advertising to them too much.
	Argument 3 [*Argumentation here unclear*]	The company don't worry about their customers because the laws of government just limit the advertising not reduce the buyer and don't declare that cigarettes and alcohol is not good. So, the buyer who is adult should choose the product on himself. The laws help to improve the health of people. If the government has the laws for alcohol and cigarettes advertising, these problems will not appear and will improve the health to be best
Conclusion	Reiteration/ Reinforcement – *restatement of position*	In conclusion, Advertising should have a suitable level that is for health of people. The companies should care their consumer and do something for them. Don't expect for the incomes only, should care for our social and humans. This will have an appropriate way in advertising.

Although the writer here falters at what appears to be an attempt at a third supporting argument (see tabular analysis above), the overall staging structure is nevertheless relatively clear. Again, the structure closely matches the Sydney-school prototype, with a clear Thesis (including an Orientation and a Statement of position), a series of supporting Arguments and then a concluding Reiteration/Reinforcement stage.

4.3.2 From "non conforming" to "conforming" Expositions

As already indicated, four of the six pre-test essays could not easily be matched with any of the genre staging prototypes outlined in the literature. While most of the texts could be interpreted as seeking to mount an argument in support of a central position, none of these

four "non conforming" texts had structures which exactly matched the Sydney-school prototypes for argumentative or persuasive writing.

As also indicated above, it turned out that each of the four texts were "non conforming" in their own distinctive way, and accordingly each text will be considered in turn and compared with the "conforming" Expositions which each of the students produced for the mid-point writing exercise. By this comparison, it will be possible to track and describe the development of their writing with respect to genre staging over the first six weeks of the course.

4.3.2.1 "Non conforming" case 1: absence of Reiteration/Reinforcement stage

The pre-test essay by the IELTS low-group student 2 (LGS2) arguably represents only a relatively minor departure from the Sydney-school model for the Exposition. As demonstrated in the table below, it "conforms" in beginning with a Thesis stage in which the writer's primary position is outlined and in following this with several arguments in support of this proposition. Where the text departs from the Sydney-school model is in not providing any form of reiteration or reinforcement of the primary position by way of conclusion.

Table 23 Pre-test essay by IELTS low group student 2 (LGS2:Watsana)

Part	Stage	Text
Introduction	Thesis: *statement of primary position*	I agree with the idea of studying abroad because I think is more competition than studying in the country.
Body	Argument 1 *Point*	As there is more competition, I think this will help the students to active themselves.
	Argument 2 *Point* *Point elaboration*	Moreover, I am sure that they will have the advantage experiences which they can not find if they studying in the country, for example, a new society, new friends, a new culture and more.
	Argument 3 *Point* *Point elaboration*	As studying in a new surrounding, it can change their ways of thinking and their activities to be better because if they study in the country they would participate people in the same language, but studying in abroad as the language is not the same as they used to speak, this requires the students to concentrate the lessons more than they used to.

The fact that this text lacks the concluding Reiteration/Reinforcement stage which most accounts in the Sydney-school literature of the Exposition present as "obligatory" raises issues with respect to the overall effectiveness of the text. It is clear that without such a final stage, texts like this simply come to an abrupt end, without any sense of closure or completion. Obviously including a stage which returns to the original statement of position does provide for this sense of closure, a sense of the text "coming full circle", so to speak. As well, restating the central position is rhetorically effective in that it reminds the reader of the central point of the text, presenting it now, not as a proposition which needs to be argued for, but as a proposition which has already been supported and justified. It can be said, therefore, that in general terms argumentative texts which include such a concluding Reiteration/Reinforcement stage will be more effective than those which do not. Accordingly we have grounds for seeing this text as less than optimal in terms of its broad textual organisation, and weaker in this aspect than the two student essays which did include a Reiteration/Reinforcement stage.

An analysis of the "conforming" Exposition produced by this student for the mid-point "exposition" exercise is provided in the following table.

Table 24 Mid-point essay by IELTS low group student 2 (LGS2:Watsana)

Part	Stage	Text
Introduction: Thesis	Statement of position Preview	In my opinion I absolutely agree with the government's idea to limit the advertising of cigarettes and alcohol. If you consider the social problems, you will see that many problems have a cause from alcohol such as car crashing, sex abuse and many thing else. For supporting my opinion I have several reasons to explain.
	Argument 1 *Point* *Point elaboration*	First, Thailand is a buddhism contry, Thai people should have a good behavior to show other country of their precious thing. I have seen the news from the newspaper or the internet that in Islam contries alcohol and cigarettes are banned. I think this is a good idea of their government to control their society to the good way. When I look back to our country, I feel somber because it is opposite to those countries. Everywhere I go I see many people smoke and some of them are teenagers. I think it is not good to see these unppropriate situations.

Body	Argument 2 *Point* *Point* *elaboration*	Second, Thai teenagers have the same behavior that is they usually follow every footsteps of their friends or the medias. Nowsaday, the advertisings have become more influence to people. Everytime we watch T.V. we will see the advertising of alcohol that present its product as common as general product. Some of these evil products presents the relationship betweens to attack the consumers. For the adult people I think they can consider what is bad or good by themselves, but teenagers, as I said they usually follow their friends, they may want to try the alcohol just because they want to be popular in their group. This make them loose concentration to the study because if they drink too much they could not go to school in the morning. If they absent the class, they will not understand the lessons and it effects their grades, too. Another problem is about health. If they drink too much alcohol, they may be an alcoholic patient. Neither good for themselves or society, because they are the future of the nation.
	Argument 3 *Point* *Point* *elaboration*	Third, as you see the news about car crashing or sex abuse. These are the causes of alcohol. Alcohol gives no good result. Because of the advertisings are free, people think it is not immoral to drink. They have no responsibilities to the society. It brings many problems that we see everyday in the newspaper.
Conclusion	Reiteration/ Reinforcement – restatement of primary position	However, I think our society would be better if we have the limit advertising of alcohol and cigarettes law. We don't see these advertisings in our daily life. It will change our interest to another good thing and a result of not drinking alcohol our minds are improve in the better way.

Clearly, this student's writing can be said to have developed to the extent that her argument is now provided with an explicit conclusion, a reiteration of the central position being advanced by the text as a whole.

4.3.2.2 "Non conforming" case 2: missing Thesis stage; mismatched argumentative support

The pre-test essay of student 2 (LGS2) is 'non conforming" in failing to unambiguously communicate to the reader the central proposition which is going to be defended (i.e. there is no clear Thesis), in unpredictably repeating statements of position at various points in the essay, and in failing to match argumentative claims with appropriate support. An analysis in tabular form is presented in the following table.

100

Table 25 Pre-test essay by IELTS low group student 1 (LGS1:Chutamas)

Part	Stage	Text
Introduction	Statement of position (*ambiguous*)	In my view, I disagree with the statement for 2 reasons.
Body	Argument 1 *Point* *Point elaboration (mismatched)*	First of all, I think it does not depend on studying abroad or studying in the country, it depends on each person. For example, Jane is a son of the rich and he planed to study abroad after he finished the high school. When he went to abroad, he did not attend the class and he just drink, smoke, take drugs. At last, he ungraduated and he come back to his hometown. According to this example that presented, the disadvantages of studying abroad.
	Restatement of position	I think studying abroad that did not suitable for everybody, it depends on the person.
	Argument 2 *Point*	Second, I think every country has the same of sufficiency.
Conclusion	Statement of position	Indeed, I disagree that studying abroad is better than studying in country.

By way of initial Thesis, the writer only indicates that she does not agree with the statement supplied in the essay question, namely "that foreign study has major advantages over studying at home." This, of course, is an unclear statement of position in that this could variably mean that (1) she holds studying abroad to be the equal of studying at home (i.e. either equally advantageous) or that (2) she holds studying abroad to be less advantageous than studying at home (i.e. involving negative experiences not likely to occur at home which would hamper educational progress). Thus the essay is "non conforming" in not including a clear statement of the position to be defending in an opening section.

In the following sentence, the writer does appear, at first, to have clarified the situation, by presenting what appears to be a clear viewpoint. Specifically she asserts that "it does not depend on studying abroad or studying in the country, it depends on each person", thus apparently arguing that neither study abroad nor study at home can be said to be necessarily superior, with the issue needing to be considered on a case buy case basis, dependent on "each person". This is, of course, an interesting and potentially quite sophisticated position to take on the issue and, if developed, could have resulted in a compelling argument. However, the writer then fails to supply appropriate support for this point. Instead she supplies material - interestingly in the form of an embedded mini

Exemplum - which supports the position that studying abroad is likely to have negative consequences, i.e. definitely does not have more major advantages.

> For example, Jane is a son of the rich and he planed to study abroad after he finished the high school. When he went to abroad, he did not attend the class and he just drink, smoke, take drugs. At last, he ungraduated and he come back to his hometown. According to this example that presented, the disadvantages of studying abroad.

The writer then offers what appears to be another statement of position,

> I think studying abroad that did not suitable for everybody, it depends on the person.

This appears to be slight modification of the earlier position that studying abroad and studying at home can be equally beneficial, depending on the person. The implication conveyed by this latest statement of position is that studying abroad can be advantageous but only for some, rather than all, students. Obviously the fact that the essay provides reiteration at this mid-point of the essay, rather than by way of conclusion is further grounds for seeing it as "non conforming".

The writer then provides what appears to be yet another statement of position, "I think every country has the same of sufficiency." This appears to be a version of the proposition that studying abroad and studying are equally advantageous, this time on the basis that they both locations are equally well equipped with educational facilities. Tellingly, no argumentative support is provided for this proposition.

The essay then ends with the writer restating that she disagrees with the proposition that studying abroad has major advantages over studying at home. Again, she doesn't clarify the issue, again leaving it ambiguous as to whether this is because she believes that studying at home and abroad offer equal opportunities for a good education or because she believes studying at home in, in fact, to be preferred to studying abroad.

Accordingly I have classified this text is "non conforming" in (1) advancing at least three somewhat different positions, rather than just one central position, in (2) presenting these statements of position at various points as the essay unfolds rather than in a introductory Thesis stage, and in (3) not structuring the body as a series of arguments. I note in this regard that, as just discussed, the only apparently elaborated argument in fact includes

argumentation which runs contrary to the point being advanced – i.e. evidence which suggests studying abroad is the worse option is provided by way of elaboration for the point that studying abroad or studying at home can be equally beneficial, depending on the person.

It is clear then that the student has not managed to produce an effective argumentative text and that this follows, at least in part, from the fact that she has not employed the staging structure for argumentation outlined in the Sydney-school model for Exposition. Thus, for example, the text is problematic because, contrary to the Sydney-school model, the writer has not settled on a single, central position to argue for and to locate in the opening section. Similarly, the essay fails to develop an argument because the writer has not managed to produce a series of elaborated argumentative points by way of content for the body of the essay.

I turn now for the purposes of comparison to the "conforming" Exposition produced by this student for her mid-point essay writing exercise.

Table 26 Mid-point essay by IELTS low group student 1 (LGS1:Chutamas)

Part	Stage	Text
Introduction: Thesis	Orientation	According to the article said the government consider to give greater autonomy for university that means the university will get freedom. Moreover, the university can control everything by themselves. You think, it is beneficial or harmful for giving the freedom for university.
	Statement of position	In my view, I don't agree with the government that they plan to turn the university in to the autonomy for many reasons.
Body	Argument 1 *Point* *Point elaboration*	First of all, we have to pay for higher tuition fee. This will impact to rising not only the cost of education but also the cost of living. For example, we have to pay for higher about the equipment for learning, the fee, about the cost of dormitory or many things. Thus, this means the poor students can not be able to to attend in public university because the cost of education is higher. If the university turns in to the autonomy this means the government gives only the chance for the people who are in the middle classes and the high – clases. Moreover, If I don't have money or I am a poor student that means I must become the "illiterate" because I don't have the money for pay the tuition fee.
	Argument 2 *Point* *Point elaboration*	The second, I ever heard the government said " The quality of education have to investment". In my view, it sounds strange because the education of student is not the business that we must invest for getting the high quality goods. In addition, the students in university don't like " the rat" in the Lab room that wait for someone comes to test them. As same as, the university students are the rats and the government is the doctor. Like, The doctors try to test about the new system to the rats.

	Argument 3 *Point* *Point* *elaboration*	Another reason, I think, if the university turns into the autonomy, it might because of the invesminisum in the university. In the future, everything can buy by money not only the master degree but also our country. In fact, many university which turns into the autonomy body they have many problems about the money. For example, one of the university in the North of thailand have many problems about the unjustic compormises in university at expense of tax payer and someone cheat the money of university. Thus, this shows the university autonomy is the one step for cheating.
	Argument 4 *Point* *Point* *elaboration*	I would like to suggest to the government why the government doesn't concentrate on the ethics of students, in contrase; they concentrate on only the money If they concentrate on the ethics of student, this can help our country to be successful in the future. If everyone has ethic, our country will don't worry about the corruption. I think, the government must concentrate on that how to teach thai people to living on self-sufficiency because this is not only suitable of life-style for thai people but also this is the great theory ouf our king.
Conclusion	Reiteration/ Reinforcement – *restatement* *of position*	In summary, I don't agree with the government that they plan to turn the university into the autonomy because it doesn't give the chance for the poor students, moreover; it can make our country become the 'investminisum system'. If this law is allowed to persist, the students are ultimately be the one price to pay.

In comparison with this student's initial essay, we see here a clear improvement in terms of staging. Where previously there was no clear logical development of ideas around a central proposition, here we encounter the opposite – a clearly presented primary position which is advanced and defended by means of an unfolding sequence of supporting arguments. The argument is neatly wrapped up with a concluding stage which restates the initial proposition and reminds the reader of the key arguments in support of this. This is unproblematically a case where a shift from a "non conforming" to a "conforming" staging structure can be said to entail a positive development in the student's academic literacy.

4.3.2.3 "Non conforming" case 3: retracting the primary position and seeing merit in both sides

The pre-test essay produced by the IELTS high group student 1 (HGS1) is rather interesting in its "non conformity". The student begins, not by announcing a position to be defended, but rather by indicating that the current issue has two sides and that she believes both sides have their merits. Thus she begins with, "I both agree and disagree that studying abroad has much more advantages for students than studying in the country.". This might, perhaps, have been a lead into an essay which was going to be structured as a Discussion, i.e. one in which both sides of a contentious issue are weighed up before the writer to

commits to and advocates one or other. However, as it turns out, this weighing up basically does not occur, or at least is not coherently presented, and the writer does not commit to either side, continuing to hold that both sides have value. An analysis of the text's staging structure is presented in the following table.

Table 27 Pre-test essay by IELTS high group student 1 (HGS1:Thitima)

Part	Stage	Text
Introduction	**Announcement that both sides of the issue have their merits (i.e. declining to commit to a position)**	I both agree and disagree that studying abroad has much more advantages for students than studying in the country.
	Preview of points in support of one side (i.e. support for the merits of studying abroad)	The agreement's reasons are various as following.
Body	**Argument 1 – possibly in support of "studying abroad"** *Point* *Point elaboration*	First, studying abroad requires students' great responsibilities. They have to depend on themselves on how to live their lives, how to manage money, how to adapt themselves to a new way of studying (foreign way – critical thinking and class discussion and attendance, not Thai way- listening to teacher's instructions and remembering), who to have a companionship with and how deep should the relationship be, and so many other things.
	Argument 2 - possibly in support of "studying abroad" *Point* *Point elaboration*	Secondly, one of Thai students' majority problems are the different way of studying. For foreigners usually teach with student-center technique-critical thinking, class discussion and critical essay for example, Thai students then need to adjust their way of studying that might take a big while (a couple of months to six months or to a year). It is better if Thai students take one – year English preparation class abroad before going to study full English education.
	[Functionally unclear. Seems to be offering advice to students as to how they might prepare for study abroad, rather than arguing either for or against this as an option]	Last is the language, English, the most important problem for Thai students. In order to studying abroad and to have the best English improvement, they might take one –year English preparation class abroad before going to study full English education, they should speak less Thai and more English as much as possible, they should stay or accompany with native speakers more than Thais etc.

Conclusion	**Restatement** [*Seems to be retrospectively construing the previous material as examples of the advantages of studying abroad and hence as arguments in support of studying abroad.*]	All those three reasons give many advantages- more self-responsibility, self – dependency, mental maturity, great improvement on English skills, more open-minded, be critical etc.
	Statement of alternative position [*Declining to take a position – rejects the terms of debate offered in the question*] *Point* *Point elaboration*	My disagreement on this subject is that it does not depend on where you stay, but it totally depends on yourself. If you dedicate yourself, truly put your mind and do what you have to or should, you can be and have as much advantages as you want.

We notice, as already indicated, that the writer begins by suggesting that studying abroad and studying at home have their merits – thus she indicates she both agrees and disagrees with the proposition that study abroad has more advantages. This is obviously not a clear statement of position. Nor is it unproblematically an announcement that the writer is about to consider the two sides of a debate. This is then followed by points which are apparently intended as examples of the merits of studying abroad. These, are not, however, unambiguously presented in positive terms. In fact, the challenges and difficulties the writer presents as likely to be encountered by students who study abroad are such as to potentially discourage overseas study, and hence could even act as arguments against this option.

The writer then concludes by announcing that, in fact, the question is, itself misdirected in assuming that one can necessarily decide and argue in favour of either studying abroad or studying at home. She asserts what could in fact be her primary position – that where you study isn't actually important, but rather what sort of person you are. Thus those who are dedicated and truly make an effort will prosper, no matter what. This, of course, could well have provided for a central Thesis, which could have been defended in an essay structured as an Exposition. As it turned out, the writer has not done this, and has in fact, provided nothing by way of argumentative support for this proposal. On the basis of these points, I believe it is reasonable to conclude that the essay is not entirely coherent persuasively, providing a rather confusing line of reasoning and not supporting or justifying what seems

to be the writer's central position. This is another case of an essay in which a "non conforming" structure occurs in a text which is communicatively problematic for structure-related reasons.

There is one point of additional interest which needs to be noted again with respect to this essay. This is this student's apparent reluctance, as just discussed, to forthrightly take a position on this issue. Instead her concern seems to be to acknowledge the value of both sides and thereby to avoid confronting either those who might favour studying aborad or those who might favour studying at home. I will return to this aspect in a later section and propose that it is just possible to identify here what might be thought of as a "middle-way approach" here – a propensity for not taking sides and for seeking harmony by acknowledging that both sides have the positive aspects. I will tentatively propose that this approach may reflect something in the cultural and religious traditions of Thailand, even while students don't necessarily produce fully coherent essays in seeking to reflect this "middle way" mindset in their writing.

I turn now, for the purpose of comparison, to the "conforming" mid-point essay written by this student. A staging analysis of the essay is provided in the following table.

Table 28 Mid-point essay by IELTS high group student 1 (HGS1:Thitima)

Part	Stage	Text
Introduction	Orientation	As far as I remembered, I have inhaled cigarattes' smoke from my father's smoking. I, my mother, my sister and brother have tried and persuaded him to quit smoking for a long time. Still he smokes. We are glad and very supportive when the laws to limit the advertising of cigarettes and alcohol in the mass media has been proposed. Although the actual cause of consuming alcohol and cigarettes is the consumers themselves alone, we too think that the advertisements somehow influence their consumers to purchase the products.
	Statement of the position	**Thus,** the laws to limit advertising cigarettes and alcohol in the mass media should be approved.
	Preview	There are four major problems resulting from smoking cigarettes and drinking alcohol.

Body	Argument 1 *Point* *Point elaboration*	First is the bad effect on the smokers and drinkers' health. The smokers may have lung cancers and the drinkers ruin their livers severely.
	Argument 2 *Point* *Point elaboration*	Secondly is the bad effect for smokers' nearby persons. The study has shown that these people are riskier to have lung cancers than smokers. This is because they fully inhale the smoke while mostly smokers outhale more than inhale the smoke.
	Argument 3 *Point* *Point elaboration*	Third is the waste of money. The study and news have shown that people spend lots of money on these two evils. My father, for example, spend at least 1,500 baht each month on cigarettes. The more you consume, the more money you spend.
	Argument 4 *Point* *Point elaboration*	Last, usually occurs with families with alcoholic members, is the cause of family problems such as insufficient or less family's income, a couple's abuse (a husband hits his wife when he is drunk).
Conclusion	Reiteration / Reinforcement - *restatement of position*	According to these reasons, I think that such constraints should be placed on the operation of advertisers and the mass media. Although these laws may not affect or reduce the number of smokers and drinkers, I truly hope that at least these laws might help reducing the number of new smokers and drinkers. Moreover, who knows, without alcohol and cigarettes advertisements, drinkers and smokers might stop drinking and smoking someday. Not only drinkers and smokers but also everyone around them will be healthier then.

In terms of its overall persuasive structure, this text is clearly coherent and easy to follow, with a clearly stated Thesis which is supported by a series of elaborated arguments and reiterated in a forcefully asserted conclusion. The changes between this essay 2 and the previous essay 1 by this student can be unproblematically interpreted as a positive development in terms of this student's academic literacy.

4.3.2.4 "Non conforming" case 4: a "middle way" approach essay

The pre-test essay by the IELTS high group student 2 (HGS2) is rather similar to the pre-test essay by the previous student. It too advances the position that, actually, it doesn't matter if you study at home and abroad. What is important in life is the sort of person that you are – that you are a "good" person. It is different from the previous essay in that it begins, not by indicating that both sides of the debate have merits, but by seeming to mount an argument against studying abroad and in favour of studying at home. It is only the latter sections of the essay that the writer shifts to advancing the position that it actually doesn't matter where you study.

A staging analysis of the essay is provided in the following table.

Table 29 Pre-test essay by IELTS high group student 2 (HGS2:Thitinun)

Part	Stages	Text
Introduction	Thesis - *statement of position*	In my opinion, I don't believe that studying abroad has much more advantages for students than studying in the country.
	Preview of arguments against studying abroad and in favour of studying at home	There are 3 reasons that make me think it's not necessary to studying abroad.
Body	Argument 1 *Point*	First of all, I think Thailand's education has a standard and quality so, it's not necessary to studying abroad
	Potential counter argument – *acknowledged then refuted*	although if you go studying abroad, you'll get better in English language skills but there are a lot of people who is successful in their lives without go studying abroad.
	Argument 2 *Point* *Point elaboration*	Second, you'll waste your money, if you go studying abroad because there are a lot of expensive expenses such as high cost of living.
	Argument 3 *Point* *Point elaboration*	Besides, Almost of group that go studying abroad are teenagers, so it's too dangerous for them to go abroad alone and they will confront with some difficult problems that they have to solve but they are too young and they has less experience. So, they're solve the problems in the wrong way because they don't have anyone to give some advices for them.
	Argument 4 *Point* *Point elaboration*	Third, nowadays there are a lot of Thailand quality institutions that open the international programme. Thus, I think if you want to practice or improve your English language skill, it is better to studying in the international programme in Thailand institution.
	Repeat of argumentative point 2	Because you'll save your money
	Argument 5 *Point* *Point elaboration*	and you' ll stay close up with your parents. Therefore, if you get some troubles, you can tell your parents to suggest you to solve the problem in the right way.
Conclusion	Statement of new "middle way" position (that where you study isn't important) *Elaboration*	In brief, you'll go studying abroad or not, it's not important. The most important things is being a good person for your social. Because if you educated from abroad but you're a bad person who is cheating or corruption. You won't get any respects from everyone. In the other hand, you'll get a lot of respect, if you' re a good person who is honest, patient and diligent. Although you aren't graduated from abroad.

We might see again some evidence of the "middle way" approach I mentioned above. Certainly the writer backs away from coming down on either side of the debate, even while originally seeming to be siding with those who oppose studying abroad and favour staying at home to study. In the end she seems to back away from this confrontational position, adopting the rather more conciliatory view that there really isn't much at all at stake in this debate, since what is important is one's moral character. In this, the essay is "non conforming" with respect the Sydney-school genre prototypes, since none of the models set out there allow for such a change of perspective. Personally, I can see that some readers might find this transition somewhat incoherent or disjointed, especially if they are expecting the type of argumentation which the Sydney-school literature described in the context of Western, English-language academic writing. From my own Thai cultural perspective I find this aspect of the essay understandable. I find it plausible that the student writer has been influenced by a concern to avoid sounding too confrontational and too assertive or dogmatic with respect to a potentially contentious issue. She favours, instead, the conciliatory, balanced position by which "it doesn't matter where you study". Since I too have grown up in this Thai, Buddhist tradition, I also have been exposed and may well have been influenced by this "middle way" mindset. Accordingly I suspect I may find this shift to a non confrontational, more conciliatory position in the conclusion of the essay to be more "coherent" or better motivated than would have been the case if I had grown up in different cultural context. Nevertheless, I still see the essay as problematic on account of this shift and can see that it can still be viewed as structurally disjointed, especially from the perspective of the conventions of academic discourse. This can, of course pose problems for how we, as English teachers, might assist students in such language learning contexts. To what degree do we expose students to just the repertoire of genre prototypes which has emerged from work largely in Western contexts? To what degree should we be going beyond these to include additional prototypes reflecting local cultural practices?

For the purposes of comparison, a staging analysis of the "conforming" Exposition produced by this student for the mid-point essay is provided in the following table.

Table 30 Mid-point essay by IELTS high group student 2 (HGS2:Thitinun)

Part	Stage	Text
Introduction	Orientation Thesis – *statement of position* Preview	The mass media is the most important way to attract the customers to believe in the quality of goods. So, I think if the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media, the health of Thai people will be better. I have three reason to support my idea.
Body	Argument 1 *Point* *Point elaboration*	First of all, I believe that the advertisements have a lot of influences to the customers because the advertising is a way to present the adventages of products. Therefore, the goods are presented in a good way although they are not good. For example, the agencies of alcohol are present their products in the good way such as they present hat when you drink the alcohol, you will relax. Moreover, you will have a lot of friends when you drink. In fact, when you drink it, you will lose your conscious. You can't control yourself, so it is the cause of some problems such as perhaps you have the quarrels with other people. That is not the way to make friends but it is the way to increase your enemies.
	Argument 2 *Point* *Point elaboration*	Second, I think if the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in mass media, Thai society is better. Because these products make you waste a lot of times.You can do many things in stead of waste your time for drinking and smoking. If you take those times to read books or do something which is useful for you, your family, your friends and your society, I think this world is not boring and it is more interesting. Moreover, if everyone can do this, this world will beautiful because there are the good things all around us.
	Argument 3 *Point* *Point elaboration*	In addition, smoking the ciggrate and drinking alcohol are the cause of many diseases. For example, cancer disease is the effect from smoking cigagrate. The liver disease is the effect from drinking alcohol. Moreover, these diseases don't have the way to cure but there are the ways to still your symptoms but you will have a lot of expenses from your diseases. The most important thing is the losing because the patients of the these diseases are the leader of the family or someone husband or the leader of the company or the son of someone. Although you have a lot of money, you cannot keep the life of your love person.

	Reiteration / Reinforcement – *restatement of position*	In conclusion, I believe that limit the advertising of ciggrate and alcohol is a good way to solve the problem.
Conclusion	Introduction of new perspective – that it's up to the individual to take responsibility	But I think everything depends on you. Finally, I think the best way to solve this problem is teach the right things to Thai juveniles in order to have the accurate consciences because when they grow up, they will be the good adult and they will be the example person to the next generation.

In broad terms, then, this is obviously structured along lines which closely match those indicated for the Exposition in the Sydney-school genre. It is worth noting, however, that there is arguably something of the " middle way" perspective in the final few sentences, where the writer shifts from arguing in support of government action against advertising to promoting the importance of people taking responsibility themselves and the importance of cultivating ethical standards in the community. In this, the essay could be seen as involving some divergence from the Sydney-school staging model for Exposition.

4.4 The "middle way" approach

Given that this notion of a "middle way" approach has arisen at a number of points in the previous discussion, it seems timely to consider it in some more detail. As indicated, I see this as involving the writer in avoiding being too confrontational, in backing away from too forcefully advancing one position over opposing viewpoints, in being seen to recognise the merits of different perspectives on the current issue, and in ultimately seeing ethical concerns and moral good standing as being at the heart of such matters. These aspects have all emerged in the discussion of the essays of the last two writers. Interesting, when the essays of the 72 students involved in the course were reviewed with this issue in mind, it was found that at least six students produced pre-test essays which showed the influence of this "middle way" approach. I have suggested that, in these essays, these writers have possibly been influenced to adopt structures other than those indicated by the Sydney-school models for persuasive writing as they sought to follow this more balanced, more harmony-oriented "middle way". I have even suggested that this approach or mindset may have its origins in longstanding Thai practices and attitudes. I now consider these possibilities in more detail.

In tentatively proposing this notion, it is my own view that this idea of a balanced, harmonious "middle way" or "middle path" can be seen as having origins in the Buddhist

culture which is still influential in the lives of many Thais today. The religious scholar Payutto describes the "middle way" in the following terms.

> The whole of Buddhist ethics is contained in the doctrine of the Middle Way and its prerequisites. This doctrine of the Middle Way teaches that both the extreme of asceticism and the extreme of sensual indulgence are to be avoided … these two extremes can be seen as the most individualistic and selfish ways of life. (Payutto 2003, pp.343)

Similarly,Vachiramathee (2008) states that "A middle way in Buddhism is concerned with the rightness or goodness of Dharma, therefore being in a middle way means putting oneself in the rightness that is without all kinds of evils or bad things."

Some evidence that this mentality is still strongly present in Thai culture is provided by a survey which was recently conducted in some provinces in Thailand. The ABAC (then Assumption Business Administration College, now Assumption University of Thailand) poll (2009) reported that 53.4 percent of the late-teenagers surveyed rejected the notion of choosing political sides, preferring to be "in the middle".

It is certainly a notion which is referenced quite frequently in the contemporary Thai mass media. Take by way of example the following extracts. In an article published in the *Bangkok Post* (an English-language newspaper) in 2009, Mr Limsamanphun (2009) interviewed Dr.Sumet Tantivejchakul, the Secretary-General of the Chai Pattana Foundation, who expressed his views on some social and political issues. At a number of points in the article, the socially prominent and highly respected Dr.Sumet Tantivejchakul alluded at several points to "middle path" principles. Some relevant extracts from the article are provided below.

A man of the middle path

Dr Sumet Tantivejchakul warns mankind to beware of Mother Nature's wrath and to maintain the balance by taking the route of sufficiency.

Dr Sumet Tantivejchakul, 70, secretary-general of the Chai Pattana Foundation, had no hesitation in sharing his belief that overpopulation, environmental degradation and extreme capitalism were the culprits

behind the current global economic crisis, climate change and other illnesses affecting the planet.

"In terms of the current economic crisis, it's ironic that we're trying to rescue the economy with even more consumption by handing out money to people to buy even more in the name of stimulating the economy.

"In my opinion, the solutions should be in the realm of sufficiency economics. Take the middle-path. It's either dharma or nature.

"In other words, we need to save our natural resources to slow down the approaching catastrophes instead of exploiting them at the rate we have for many years.

"The initiatives on sufficiency economy are not completely new, but they're practical. *The philosophy is neither anti-growth nor anti-business. It's simply about moderation, which means not doing too little or too much.*

Another instance of a reference in the mass media to this principle is provided by the following extract from a press report of an interview with leading Thai business executive who was interviewed by Changsorn (2009).

Thai boss more 'farang' than foreigners

Reverse culture shock for SAP Thailand chief after years in US

Patara Yongvanich is the first Thai boss for many years at SAP Thailand, but for many of his staff at the local branch of one of the world's leading business software companies; he is more farang than many of his predecessors.

Having spent most of his life abroad, Patara returned late in 2007 to assume the top post at SAP Thailand at the age of only 32. Prior to this, he was vice president for global accounts at SAP America, taking care of

114

big customers on the US West coast, including Intel, Chevron and Disney.

Patara said it was a really hard decision to make, when he was approached to move back home from the US. Married, with an Indonesian wife he met while studying at Stanford University, Patara's daughter was only three years old.

"For me it's been a reverse culture shock," said Patara, whose Thai speech is still clearly accented from his years overseas.

He explained that even though he was of Thai blood, he saw the world through the eyes of a person who had gained all of his primary education, college and career experiences in the United States. Therefore, there were big differences for him in handling staff, in business procedures and in culture.

"I try to use a mixture of US and Thai styles," he said.

However, for many of SAP Thailand's 50 staff, the arrival of the Thai-blood, foreign-groomed Patara has meant a greater cultural impact on the company than that imposed by many of his farang predecessors.

In an exclusive interview with The Nation, Patara acknowledged that he had come home to take the top job because a totally foreign boss - out of uncertainty of his understanding of the Thai culture - would either "lean himself towards the local culture" or simply let things continue in the way they had been going.

"For me, I'm trying to be in the middle and adjust myself to the situation," he said.

Patara said the speed of decision-making and execution in US companies was faster than that in most other countries. In Japan, decision-making speed lags, but once a decision is made, the execution may be faster. *In Thailand, the speed of both decision-making and execution are in the middle,* he said.

The examples cited above reference these "middle way" principles of compromise, balance and non confrontation.

I am certainly not alone in suggesting that Asian students are subject to cultural influences different from those experienced by their Western counterparts. A number of scholars working within the field of contrastive rhetoric have argued that different cultural contexts can result in different approaches to writing about contentious issues and mounting arguments. One such scholar, Durkin, explored the learning experiences of East Asian students in dealing with Western academic norms of critical thinking in classroom debate and assignment writing (Durkin 2007). Durkin found that the majority of students interviewed rejected full academic acculturation into Western norms of argumentation and preferred a middle way that blended the traditional cultural and academic values held by many East Asian students with those elements of Western academic norms that they deem to be compatible with these.

I am obviously not in a position to assert with any certainty at all that these "middle way" principles have been influencing the students involved in my own study in their approach to essay writing, Nevertheless, I would argue that it is valid to at least entertain the possibility that such attitudes may have a role in conditioning how Thai students tackle such tasks and could, possibly, result in different staging structures as the students set about dealing with potentially contentious issues in their writing. There would seem to be the possibility of some form of cultural interference, or at least interaction, as Thai students construct persuasive texts while being guided by models of textual organisation derived from analyses of Western, English-language writing practices. This issue will be returned to in the forthcoming discussion of one of the essays produced for the final end-point discussion-exercise essay.

4.5 Comparisons and contrasts – development of broad-scale staging structure from pre-test to "discussion" essays

In this final section of the chapter, I turn to considering what conclusions can be derived from an analysis of the writing the students produced for their final end-point discussion-exercise essay. The focus, as before, is on any developments in broad-scale staging structure which can be observed when the final essay is compared with the initial pre-test writing.

The key finding here is that, as indicated, all but one of the students produced essays (in this case Discussions) which conformed with the Sydney-school prototype. This would seem to confirm the findings derived from the analysis of the mid-point exposition-exercise essays – specifically that the course did have a strong conditioning effect in influencing the students to produce "conforming" essays. An analysis of those five "conforming" Discussions also revealed that, at least with respect to their broad-scale structure, these texts were well organised and coherent. In contrast, the one essay which did not precisely match the Sydney-school model was more difficult to follow and hence less effective. In order to demonstrate these points, an analysis of one of the "conforming" discussions is provided below, and a comparison provided with the "non conforming" case. (For a staging analyses of all the end-point essays, see Appendix E)

I turn now to the "conforming" Discussion text.

Table 31 Final essay by IELTS high group student 1 (HGS1:Thitima)

Part	Stage	Text
Introduction	Background	In university, it is very normal matter that many students stay in the university dormitory. This mostly because the student's home is too far away from the university. Most students of Kasetsart university in Kamphaeng Saen campus stay in the university dormitory also. The matter of this essay is that the university dormitory unit of Kasetsart university, Kamphaeng Saen campus has put forward a plan to the university administration which would involve an increase in the number of students living in each dormitory room from three to four and from five to six or seven per room.
	Statement of the issue	This matter leads to the debate whether this plan should be carried on or the university should find other solutions.
	Preview	There have been many arguments both for and against this issue. Those who support the idea say that the increase in the number of students in each room is necessary because there are on funds available to construct new buildings and this is the only way to help students who cannot afford to live in private dormitory or apartment. However, students are apposed to the plan, arguing that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment. Therefore, this essay will consider both sides of the issue.
	Argument "for" 1 *Point* *Elaboration*	First, the plan's supporters claim that the increase in the number of students in each room is necessary because the number of students coming to the university is increasing each year, but there are no funds available to construct new buildings to accommodate the larger student intake.

Body	Argument "against" 1 *Point*	This, the opposers argue that it is the university's responsibility to get more fund from other sources or the university can raise the administration fees a bit more.
	Elaboration	Some of the opposers even ask and wonder what has the university done with the administration fees, the additional university's maintenance fees, and of course the dormitory fees that the students pay each semester.
	Argument "for" 2 *Point*	Next, supporters say that it is a better idea to help students who cannot afford more to live outside the university,
	Elaboration	that is, the students do not have to pay more comparing to living in private dormitories and apartments
	Argument "against 2 *Point*	Although it is true, the students opposed that it will a little bit higher cost if they share room with friends. They think it worths to pay a little bit more money instead of living in a tiny room;
	Elaboration	they can hardly find space to do anything; they feel like they don't have enough air to breath; they hardly find the way to walk without hitting things or crashing each other; one person will not have any accommodations in the room – a desk, a cloth closet, a bed – so he will have to sleep on the floor. All of these troubles are an exchange for lower payment.
	Argument "against" 3 *Point*	Furthermore, there will be an increasing in noise, a loss of privacy, more people waiting in lines for restrooms and bathrooms etc.
	Elaboration	And for those who do not want to sleep on the floor and still have all the room's accommodations, they feel like they pay a higher cost because there is, at least, one more person to share everything with.
Conclusion	Statement of position – *writer announces alignment with one side*	After a deep consideration and weighing up the pros and cons on the issue, it seems to me that the argument in favor of opposing the plan far outweigh the positives. The number of students per room in the dormitory at the present time has already been too full for the small room; the loud noise, the less privacy, and the payment too has already been too much.
	Recommendations	My suggestion for this controversial subject is that the university should not admit number of students more than the university dormitory units can provide unless the new buildings have already been constructed. The university should not put the problems onto students and their parents' responsibilities while the university still collects the payment from them.

This is unproblematically an instance of a prototypical Discussion, as this genre has been described in the literature. Thus it begins by introducing an issue currently the subject of debate and contention, indicating that there are various sides to the debate which need to be evaluated and weighed up. It then proceeds to present these arguments "for: and "against", before announcing, by way of conclusion, that one side is clearly superior to the other and therefore should be supported. As a result of this structure, the text is persuasively coherent and easy to follow, and thereby should be characterised as effective, at least by reference to this aspect of its functionality.

Recall that this student produced a "non conforming" textual structure in her initial pre-test essay which was shown to be problematic in terms of its persuasive coherence and effectiveness. Again we are provided with evidence that the shift by a student from producing "non conforming" to producing "conforming" structures can be interpreted as a positive development and an advance in that student's communicative effectiveness in the context of academic writing.

I turn now for the purposes of comparison to the one end-point essay which did not conform in terms of staging with the Sydney-school prototype for Discussion texts.

Table 32 Final essay by IELTS high group student 2 (HGS2:Thitinun)

Part	Stage	Text
Introduction	Orientation	Almost of high school students have to do the entrance exam in order to come to learn in the university. So, the famous Government universities are wanted. For example, Chulalongkorn University, Thammasat University, Kasetsart University, Chiengmai University and Khonkan University etc. When the result of exam is revealed, many people glad and happy but some people disappoint. Surely, many students who entrance to learn in the universities which far from their homes, they have to stay in the dormitories. Therefore, the dormitory is an important part of the university because it likes a house. Students who stay in the dormitories use the time in the dormitories like the house. I am one of many students who stay in the dormitory.
	Statement of (apparent) Issue – (*debate over proposals to increase students numbers in dormitories*)	Especially, Next semester Kasetsart University, Kamphaeng Saen Campus where I stay has a new policy to increase the number of students living in each dormitory rooms. Somebody thinks that it is suitable to increase the number of members of each room because of the amount of students is increasing. So, it's better to increase the members than stay outside the university. In contrast, some people argue this opinion because they think increasing members lead to some problems such as noise, higher cost of payment etc.You will some advantages and disadvantages of increasing members from this essay.
	Argument 1 "for" - (*for campus dormitories over private dormitories*) *Point*	First of all, some people think that staying in the campus dormitory is better than staying in the private dormitory outside the university.
	Elaboration	Because they think the cost of living in the campus is cheaper. For example, the rent of dormitory in campus

Body		is cheaper than the rent private dormitory outside university.
	Argument 1 "against" (*against campus dormitories in favour of private*) *Point* *Elaboration* *Counter Point*	However, there are some debates in this. Some people think it's better to live in the private dormitory outside university because they will not lose their privacy although they will pay more money than stay in the campus dormitory.
	Argument 2 for campus dormitories *Point* *Elaboration*	Second, some people believe that staying in the campus dormitory will safer than staying in private dormitory outside university. Due to there are many trucks on the road in front of the university, so the accident may be happen.
	Argument 2 against campus dormitories *Point* *Elaboration*	Anyway, someone argues this idea. They think if they have conscious, they can control the situations. Besides, they think accident can happen everywhere despite of happening in the university. There are many accidents happen in the university.
	Argument 3 for campus dormitories *Point* *Elaboration*	Third, it's about behaviors. Somebody thinks that students who live in the campus dormitory will have better behaviors. Because the dormitory has rules for the students to follow them. Moreover, they think staying in private dormitory outside university make the students have bad behaviors such as miss the miss because of their lazy, come back the room late because they go to pub or bar in the night.
	Argument 3 against campus dormitories *Point* *Elaboration*	In contrast, some people say that the behaviors depend on themselves. They think they are the university students, so they are adult and they can think and make the decisions by themselves. Some people who live in the campus dormitory have bad behaviors. So, they think accommodation isn't involve in behaviors.
Conclusion	Statement of new position (*that, in fact, the debate about the relative merits of campus and private dormitories is moot because it doesn't matter where you live*)	In conclusion, I think the place where you live is not important but I think you should know what is your duty? And what is your aim that you come here? I'm sure that everyone comes here because you want the knowledge in order to work in the future. Thus, you should concentrate in learning first. At least. It will useful for yourselves and if you success in the future, you and your family especially your parents will pride and happy.

120

	Personal observation (no obvious argumentative function – though possibly supplying support for the pro campus dormitory position))	Living in the dormitory is a new great experience for me because I have to live with new friends in the new circumstance. So, I have to adapt myself into the new environment. It's not easy for me but I pass it and I'm very happy to stay in the campus university.
	"Middle way" position – both points of view on dormitories have their merits	Finally, I would like to suggest everyone. You should think a lot before make your decision. Which one is better? It depends on your point of view because everything in this world has both of advantages and disadvantages.

This essay has some similarities to the Sydney-school Discussion genre in that a substantial part of the text is devoted to weighing up "for" and "against" positions. Nevertheless, it departs in significant ways from the Sydney-school prototype for Discussion.

Firstly there is the mismatch between what, in the introduction, is presented as the issue currently at stake, and the "for" and "against" arguments which are then explored. The opening presents the "issue" as a matter of debate around the university's plans to increase the number of students per room. Thus the opening leads the reader to expect arguments for and against this plan. However, the "for" and "against" argument which are then evaluated relate to a different issue – a debate over whether campus dormitories are to be preferred over private ones. While there may be some connection between the university's plan to increase the number of students per room and the relative merits of campus and private dormitories, the connection is not explained or made clear, and accordingly there is disconnect between the opening statement of issue and the exploration of "for" and "against" arguments.

Secondly, and more crucial, is the fact that, after considering these arguments "for" and "against" campus dormitory the writer concludes, not by indicating where she stands on this issue but by declaring the debate to, in fact, be moot, to be ultimately irrelevant. Thus in her concluding statement she declares that "where you live is not important but I think you should know what is your duty?" She then goes on to elaborate on these "middle way" sentiments, arguing that the various positions taken on the issue have their merits – "It depends on your point of view because everything in this world has both of advantages and disadvantages".

Clearly, then, this is a structure which does not match any of the Sydney-school prototypes. And I would argue that, due to the disconnect between the initial statement if issue and the "for" and "against" arguments, the essay, as a whole, is disjointed and therefore not argumentatively effective. Similarly significant is the fact that she then doesn't take a position in the debate, but ends by, in a sense, taking up an entirely new line of argumentation and declaring the debate itself to be moot. Thus failure to deploy one of the Sydney-school structural schemas could be seen as responsible for the communicative breakdown.

This, then, is one case which does not provide evidence of positive developments in the student's academic writing. After the 12 weeks of the course, this student has not produced a text which operates with an effective structural arrangement. In this regard it is necessary to note, of course, that this student did produce a "conforming", coherently-structured essay for her mid-point writing exercise, and that hers is the one case among six where the final essay displayed these broad structural problems. This one case, therefore, would appear to be insufficient to seriously damage the conclusions which have been advanced about the course being associated with clearly positive developments in the students' ability, as a group, to structure their essays. We can say that, in the large majority of cases, the students did come to follow more closely the structural models provided by the Sydney-school literature and, in the process, come to produce more structurally coherent essays.

I note, with regard to this one "non conforming" end-point essay, that we can again observe the influence of what I have termed the "middle way" perspective. Again we have a case of a student apparently reluctant to definitively take up a position in a debate, preferring, at the end of the essay, to announce the equal merits of both sides and to insist that the real issue is one of moral standing ("I think you should know what is your duty?"). Interestingly this same perspective could be seen at work in this student's initial pre-test essay, again an essay which was "non conforming" and which seemed, as a result, to have structural problems. This lends additional support to my tentative suggestion that the influence of the "middle way" mindset may be problematic for these students, since it seems to be leading to an approach to argumentation and debate which is not accommodated in any of the Sydney genre school's, Western-based structural prototypes. Perhaps the Sydney-school repertoire of genres needs to be extended to accommodate

essays influenced by the "middle way" perspective. This, however, is a prospect beyond the scope of this study which needs to be taken up in further research.

4.6 Conclusion

The purpose of this chapter, then, has been to investigate developments in how the students structured their essays, in broad genre staging terms. It identified two apparently related trends. It found that the majority of students went from writing essays which did not conform with the genre staging prototypes outlined in the Sydney-school literature to writing essays which did conform. It found that, in making this transition, this majority of students went from composing texts which were problematic in terms of their overall structure to composing texts which were much more coherent structurally and hence more effective. It was shown, therefore, that there had been positive developments in the students' writing across the duration of the course, and that there seemed to be connection here with their increased deployment of the genre structures being modelling and practiced in classroom activities.

It was noted that in the cases where the students did not employ the Sydney-school structural arrangements, the students sometimes seemed to be influenced by what can be termed the "middle way" approach. Thus these students, in these few instances, declined to forcefully adopt a position on their own behalf and seemed concerned to mediate between opposing camps, asserting the equal merits of both sides to the various debates being considered. It was tentatively suggested that the influence of this "middle way" mindset may have complicated the writing process for these Thai students.

While it is not possible to state definitively that the course in general or the pedagogy in particular directly caused the positive developments outlined above, it is certainly possible to establish a correlation. It can certainly be concluded that, at the end of a course which employed a genre-based pedagogy, the students, as a group, had adopted the structural prototypes outlined in the Sydney-school literature and were producing essays which were structurally more coherent and hence persuasively more effective than those they produced at the outset of the course.

CHAPTER 5

DEVELOPMENTS IN THE STUDENTS' CONSTRUING OF "LOGICO-SEMANTIC" RELATIONS

5.1 Introduction

As indicated in the discussion of methodology in chapter 3, this chapter provides something of a contrast with the previous one. The last chapter explored developments in aspects of the students' writing which could be seen to relate directly to the pedagogy employed, in that it focused on how the students broadly staged their essays, obviously a central concern in a course employing a genre-based pedagogy. This chapter, in contrast, focuses on aspects of the students' writing which perhaps do not appear to be so immediately related to that pedagogy in that it focuses on developments in the students' use of the resources by which logico-semantic relations are construed. As outlined in detail in the methodology chapter, these are the resources by which speakers/writers establish "logical" relations between clauses and between clause complexes – relations which Halliday has broadly divided into those of "projection" and "expansion", and, within "expansion", into "extension", "elaboration" and "enhancement" (see, for example, Halliday & Matthiessen, 2004, chapter 7).

As previously discussed in chapter 3, it is vital that the student writers are able to mobilize these resources since they are the means by which the interconnected "logic" of texts is built up. While the focus of the course was not so directly placed on these resources, they were nevertheless frequently brought to the students' attention through the text modelling process. Thus, for example, students would be directed to attend to how relations of cause-and-effect, counter-expectation (adversatives) or temporality were conveyed in texts when such meanings were present in the texts being used as models, and when the student's own texts were being reviewed. Accordingly, it was deemed appropriate to focus on the students' use of these resources as another way of tracking developments in their academic literacy. Even while it may be more difficult than was the case in the previous chapter to reach definitive conclusions as to whether the pedagogy might itself be responsible for any such developments, it will still be possible to reach conclusions as to whether any significant developments did occur and thereby to posit that the pedagogy may have had at least some role in this.

As indicated in the methodology, the three essays of three students (HGS1, MGS1 and LGS1) were analysed in detail for the purposes of this chapter. As was the case in the last chapter, the focus was both on the writing of individual students and on trends which could be observed across the writing of the students as a group, since it is by reference to such group-based trends that it becomes possible to propose correlations between the course itself and such literacy development outcomes.

As indicated in the methodology chapter, texts were divided into clause complexes (here termed "sentences" for ease of reference), and then the clause divisions within these sentences were identified. Conjunctive, logico-semantic clausal relations were classified according to whether they were paratactic or hypotactic and then classified as either instances, in Halliday's terms, of projection or expansion. Instances of expansion were then further classified according to the slightly modified taxonomy of Martin, as outlined in detail in chapter 3. Specifically, conjunctive relations were identified as instances of Addition, Comparison, Temporality, Consequentiality and Adversative (counter expectation). Consequential and Adversative relations were more narrowly classified as instances of cause-and-effect, condition, purpose and means Further distinctions were observed, as described in detail in chapter 3, between "external" and "internal" relations and between instances where the relation was "attempted" and where it was "achieved".

5.2 Overview of key findings

5.2.1 Simple sentences, use of hypotaxis and parataxis, and more fluent writing

A trend was observed by which there was a significant reduction in the frequency of "simple sentences" (single clause sentences) and an increase in the number of sentences with at least one instance of a hypotactic or paratactic relationship in all the students' writing, when their later essays were compared with their pre-test work. A qualitative analysis of the students' actual use of "simple sentences" provided support for the conclusion that this can be interpreted as a positive development in their writing. There is evidence that the high frequency of "simple sentences" and the lower rate of hypotactic and paratactic relations in the early essays is the result of missed opportunities for making connections between clauses, and that as a result the writing is, at times, disjointed.

5.2.2 Rate and accuracy of hypotactic relations

A trend was observed by which all the students substantially increased the rate at which they deployed hypotactic relations and in the "accuracy" with which they realised these relations (i.e. the frequency with which they employed idiomatic wordings when construing these inter-clausal connections). This point to the conclusion that the three students have expanded their meaning making potential in being able to more frequently and more idiomatically make "logical" connections in their texts.

5.2.3 Trends in the use of the resources of projection, cause-and-effect (consequentiality) and counter-expectation (adversatives)

Trends were also observed by which the students substantially increased, across the three essays, their use of the resources of projection, cause-and-effect and counter-expectation (adversatives).

In the case of the trend involving projection, it showed the students increasing the extent to which they referenced and engaged with other sources and voices in their texts, a crucial function within academic writing.

In the case of the trend involving cause-and-effect, it showed the students enhancing the way in which they provided motivation and justification for the more contentious propositions they advanced, as well as enhancing the richness of their accounts of "real world" consequentiality.

In the case of the trend involving counter-expectation (adversatives), it showed the students producing rhetorically more sophisticated texts as they allowed for expectations by the reader which were not, in fact, met.

5.3 Findings in detail

5.3.1 "Simple" sentences and general trends in the use of top-level inter-clausal hypotactic and paratactic relations

As outlined in the preview above, one key trend observed across the students' three essays was a movement by which, as a group, they came to employ logico-semantic relations

more frequently in their essays – a trend by which these relations occurred in a higher proportion of sentences when essay 1 was compared with the two later essays. This trend became apparent when the analysis tracked the proportions of "simple" sentences and sentences which employed at least one top-level inter-clausal hypotactic or paratactic relation (i.e. included at least one instance of what "traditional grammar" would term "coordination" or "subordination").

As outlined in chapter 3, for the purposes of this analysis, "simple sentences" were defined as sentences consisting of just the one clause – i.e. no hypotaxis or parataxis, and no embedded clauses. A very clear trend was observed across the three essays of the three students. There was a substantial reduction in the proportion of simple sentences for all three students when essay 1 (the pre-test exercise) was compared with essay 2 (the mid-point, exposition-exercise essay). Thus for student HGS1 the proportion of simple sentences fell from 53.33 percent of total sentences in essay 1 to 31.58 percent of total sentences in essay 2. For student MGS1 the proportion fell from 50 percent to 27.27 percent, and for student LGS1, the proportion fell from 36.37 percent to 25 percent (for full details of the analysis, see Appendix F).

In the essays of two of the students, the proportion of simple sentences continued to decline when essay 2 was compared with essay 3 (the final "discussion exercise" essay). Specifically, for student HGS1, the proportion fell from 31.58 percent to 22.22 percent, while the proportion for student LGS1 fell from 25 percent to 4.55 percent. This is evidence that, at least for some of the students, this movement towards more frequent mobilization of logico-semantic resources was a continuing process throughout the course. In the essays of student MGS1 there was a slight increase in the proportion of simple sentences from essay 2 to essay 3 – from 27.27 to 33.33 percent. These findings are presented in tabular form below.

Table 33 Statistics for simple sentences

Student	*simple sentences as a proportion of total number of sentences in the text*		
	essay 1	**essay 2**	**essay 3**
HGS1	53.33%	31.58%	22.22%
MGS1	50.00%	27.27%	33.33%
LGS1	36.37%	25.00%	4.55%

A related, parallel trend was observed in the proportion of sentences which included at least one instance of a paratactic or hypotactic relation between top-level clauses (i.e. at

least one "attempted" coordination or subordination). This trend is not simply the reverse or inverse of the trend towards fewer simple sentences just discussed, since simple sentences were defined as those which lacked not only any hypotactic or paratactic relations (i.e. coordination or subordination between top-level clauses), but also which lacked any embedded clauses. Thus a sentence would be classified as non simple either on the basis that it included hypotaxis or parataxis between top level clauses, or because it included at least one embedded clause. Accordingly, it could not be assumed that a decline in the proportion of simple sentences meant that there was necessarily an inverse increase in the proportion of sentences which involved at least one coordination or subordination between top-level clauses. As it turned out, the decline in the proportion of simple sentences was, in fact, largely but not entirely due to increased use of hypotaxis and parataxis to link top-level clauses.

The statistical findings for the students' use of clause complexes which involved at least one inter-clausal hypotactic or paratactic connection are set out in the following table.

Table 34 Statistics for paratactic or hypotactic relations

Student	*number of clause-complexes including at least one instance of top-level hypotaxis or parataxis as a proportion of total number of sentences in the text*		
	essay 1	**essay 2**	**essay 3**
HGS1	33.33%	57.89%	66.67%
MGS1	37.50%	48.43%	59.26%
LGS1	63.64%	60.71%	90.91%

These data indicate a clear trend to towards more frequent use of hypotactic or paratactic relations across the three essays – a near doubling when essays 3 and essays 1 are compared for students HGS1 and MGS1.

The only interruption to this pattern is in the statistics for the essays of student LGS1. We observe that in her work this is a slight decrease from essay 1 to essay 2 in the proportion of sentences which include at least one instance of a hypotactic or paratactic relation – from 63.64 percent to 60.71 percent. However, what is noteworthy about this student is the high proportion of sentences with top-level hypotactic or paratactic relations throughout her three essays, when these are compared with the writing of the other students. Thus the proportion in her essay 1 is at a level which the other students don't reach until their essay 3. A clausal analysis of this student's essay 1 is provided below in order to give a sense of how it reads, with its 63 percent of sentences with paratactic or hypotactic expansion.

128

Key: | = hypotactic boundary; || = paratactic boundary; […] = clause embedded as Qualifier in a noun group; [[…]] = clause embedded as entire noun group.

Simple sentences have been indicated by means of a bold typeface.

Table 35 Essay 1 by Student LGS1

1. In my view, I disagree with the statement for 2 reasons.
2. First of all, I think	it does not depend on [[studying abroad || or studying in the country]],
3. it depends on each person.
4. For example, Jane is a son of the rich || and he planed to study abroad	after he finished the high school.
5. When he went to abroad,	he did not attend the class || and he just drink, smoke, take drugs.
6. At last, he ungraduated || and he come back to his hometown.
7. According to this example that presented, the disadvantages of studying abroad.
8. I think	[[studying abroad]] that did not suitable for everybody,
9. it depends on the person.
10. Second, I think	every country has the same of sufficiency.
11. Indeed, I disagree	that [[studying abroad]] is better than [[studying in country.]]

While this essay may be seen as undeveloped in many ways, this is arguably not on account of any overuse of simple sentences or under use of the resources of hypotaxis or parataxis. The essay is arguably quite well developed in terms of its use of the resources of logico-semantic relations, even while the student does not always realize these meanings in an idiomatic way. Thus the simple sentences don't occur in sequence, an arrangement which can make writing seem stilted or disconnected, but are instead distributed at appropriate points throughout the essay, typically summing up material which has just come before.

As well, we notice the writer frequently and consistently employing hypotaxis and parataxis to produce relatively complex sentences. Thus sentence 2 involves hypotactic projection ("I think…"), and a paratactic extension between two embedded clauses.

First of all, I think | it does not depend on [[studying abroad || or studying in the country]],

Similarly, sentence 4 includes an instance of paratactic extension and an instance of hypotactic enhancement.

For example, Jane is a son of the rich || and he planed to study abroad | after he finished the high school.

In arguing that this essay is reasonably well developed in terms of "attempted" inter-clausal connections, I note also that the student did not actually punctuate two of what I classified above as "simple" sentences as separate sentences, presenting them as part of a preceding clause complex. For example,

(2) First of all, I think | it does not depend on [[studying abroad || or studying in the country]], (3) it depends on each person.

In the interest of consistency across the analyses of all the essays, this second "it depends…" clause was treated as structurally separate from the previous clause (i.e. a "simple sentence"), since there was nothing here by way of a formal indicator of a connection or relationship with the preceding clause. However a more "lenient" analysis, guided by the student's punctuation, might well have connected this to the previous clause, thus indicating an even lower rate of clauses without any parataxis or hypotaxis.

It seems reasonable to conclude, therefore, that here is a student who has begun the course with a reasonably developed ability to employ the resources of logico-semantic relations, or at least a propensity to seek to use these in most of her sentences. Thus the fact that she did not increase the rate of use from essay 1 to essay 2 is not all that significant in terms of an analysis of the development of her academic literacy. Tellingly, of course, she did increase the frequency of her use of these resources in her final essay 3, a point which I will return to below.

This particular analysis, then, provides for the conclusion that there is a correlation between these students undertaking this course and a substantial increase in their use of the resources of logico-semantic relations – they end the course by more frequently establishing such "logical links" between clauses than they did at the commencement of

the course. On the face of it this would seem to constitute a development or improvement, in the sense that their writing has become richer, so to speak, in terms of logico-semantic relations. Some caution, however, is necessary on this front. We should not assume that "more" is necessarily "better". Before reaching a final decision on this matter, we need to look beyond the quantitative statistics to consider what is actually entailed communicatively in the shift these students have made from less frequent to more frequent construing of logico-semantic relations. With this objective in mind, the following section provides a detailed analysis in which a student essays with one of the lowest frequencies of sentences with at least one top-level hypotactic or paratactic relation (essay 1 by MGS1 – 37.50 percent of all sentences) is compared with the student essay with the greatest proportion of sentences with top-level hypotactic or paratactic relations (essay 3 by LGS1 – 90.91 percent).

Note that for this analysis, the focus in on instances where the writer attempts such logico-semantic relations, and not on whether or not she construes these idiomatically. This is because whether or not the "attempt" involved an idiomatic wording (i.e. could be classed as "achieving" or "not achieving" a given conjunctive relationship) is not relevant for this particular analysis. Our interest here is in whether or not the writer sought to construe one of these meaning relationships, and not on whether she effected such by means of a grammatically "standard" wording.

Key: | = hypotactic boundary; || = paratactic boundary; […] = clause embedded as Qualifier in a noun group; [[…]] = clause embedded as entire noun group.

Sentences without top-level hypotactic or paratactic connections are indicated in bold typeface.

Table 36 Essay 1 by Student MGS1

1.	For me, I agree with the government | that should censor inappropriate websites | to solve the problems concerned for three reasons.
2.	The first reason is [[there are very inappropriate websites | are in the advertisement form | which is a part of every type of websites such as educations, sports, movies, songs, news and so on.]]
3.	**This can make children easily enters to these websites.**
4.	If we can censor the inappropriate websites | I think | we will not have the problems.
5.	**Because they can't read and see anything [that may motivate in the a bad way]**
6.	**Second, parents don't keep an eye on their children every time.**
7.	Sometimes they can see them [[play the Internet]], || but when parents go to work || or

131

	have something [that must go out to do it,]
8.	**during the time children may click the inappropriate one.**
9.	This is a problem of parents ‖ and may be the most important for every family.
10.	**With this reason, we should agree with the government.**
11.	**Lastly, on the internet has many games [to serve children's entertainment].**
12.	**And it has both good and bad one.**
13.	**Some games make children abuse,**
14.	they play all the time ‖ and some days the parents can't see their parents | because they are in the room all day.
15.	**The advantages of [censoring the inappropriate websites] have a lot of ways.**
16.	**We should support and do it for ourselves.**[2]

Here sentences with at least one instance of top-level hypotaxis or parataxis are in the minority – 6 out of 16 sentences – and simple sentence structures predominate. It is at least arguable that the language comes across as undeveloped, stilted and not very fluent on account of this. Certainly there are a number of points in the essay where the writing would have been more fluent if the writer had made more use, or more appropriate use, of the resources by which clauses can be linked together. Consider, by way of example, the following sequence.

> (7) Sometimes they can see them [[play the Internet]], ‖ but when parents go to
>
> work ‖ or have something [that must go out to do it,]
>
> **(8) during the time children may click the inappropriate one.**

While the student punctuated this as a single clause complex, the actual grammar was such that the sequence was analysed as two separate sentences, with the second element (clause 8) a simple sentence. (For this to be analysed as an "achieved" hypotactic relations, the writer would have needed to have avoided including "during the time" as a marked circumstantial Theme at this point.) However, a minor change would have resulted in both these elements being unproblematically analysed as a single clause complex. For example,

> Sometimes they can see them [[play the Internet]], ‖ but when parents go to work ‖
>
> or have something [which they have to go out to do], the children may click the
>
> inappropriate one.

Clearly this is more coherent and more fluent as a result of the presence of an additional successful conjunctive relation – namely one by which "the children may click the

---

[2] Note that structures such as this (where there are two verbs linked by "and" and sharing the same Subject and the same Object/Complement) are treated as a single clause, not as a clause complex.

inappropriate one" is presented as a main clause, with "when parents go to work or have something which they have to go out to do" in a hypotactic relationship with it.

A similar situation applies with the following sequence.

> **(13) Some games make children abuse,**
>
> (14) they play all the time || and some days the parents can't see their parents |
> because they are in the room all day.

A relatively minor change would result in this sequence becoming a single clause complex.

> (13) Some games do harm to children | <u>because</u> they play them all the time, || and
> some days the children can't see their parents because they are in the room all
> day.

By means of this additional hypotactic relation the writing would become more sophisticated and more fluent.

There is one final sequence were a similar situation applies.

> **15. The advantages of [censoring the inappropriate websites] have a lot of
> ways.**
> **16. We should support and do it for ourselves.**

Again the writing would have been more fluent had an additional conjunctive element been included.

> The advantages of [censoring the inappropriate websites] have a lot of ways, and
> accordingly we should support and do this censoring ourselves.

On the basis of this analysis, it seems reasonable to argue that the resources of logico-semantic relations are under used in this essay - there are a number of points in the text where the writing would have been more fluent and easier to follow had the writer construed additional logical relations. It can be argued that this is one of the reasons why the essay is not fully effective communicatively and seems under developed.

I turn now to comparing this previous text with the essay with the largest proportion of sentences with at least one instance of a hypotactic or paratactic relation – essay 3 by student LGS1 (with a rate of 90.91 percent)

Sentences without top-level hypotactic or paratactic relations are indicated in bold typeface.

Table 37 Essay 3 by Student LGS1

1.Currently, the University Unit of Kasetsart university, Khamphaeng Saen campus had paid forward a plan to the university administration | which involve an increase the number of students in each room | because the number of students coming to the university is increasing each year.
2.The university are no funds available | to construct the new building.
3.Moreover, the students do not have to pay too much money | like living in the private dormitories or apartment.
4.They say | it can make the close relationship between the new friends and the new friends or between the freashy and the senior.
5.However, the students who don't accept this idea, | arguing that | [[increasing the number of students per room]] will have a lot of problem, || for example, it will lose of privacy, || it will noise || and It's impossible to sleep two people in one bed.
6.They said | the university unit should find the new idea [for sloving this problem.]
7.Thus, my essay will present the both sides of this debate | that the university should increase the number of students per room or not.
8.The university unit said that || " we give a chance for the poor students, | because university has the quota for the children of famer.
9.So the number of students increase from the quota of the poor students.
10.If we limit the number of students | as we limit the chance for the poor student or between the freashy and the senior.
11.The students who don't like this idea | arguing | that it's too much people | for living in a small room.
12.In the room has 3 beds || but it has 4 people, | that means | it will have one person sleep on the floor || or two people must sleep in one bed.
13.They said | If the boss of the university were them | which way [that the boss would like to choose.]
14.Moreover, for the fat, If they must to sleep with other people in the same bad, | they may feel uncomfortable || and the bad may break.
15.The university unit argue | that almost the university of pubic must do like this not only in Khamphang Saen Campus but also every university in Thailand.
16.They said | that we don't have the fund | to construct to the new building | because they use the fund | for developing the teaching.
17.They said | If they have the money, | they will immidately build the new dorm for the largest student intake.
18.They support | that the comfortable of students in dormitory must come first || but the chance of the poor student <which will be the brain of the country> must come before.
19.The student said | they knon | the brain of the country must come before || but why the boss of the university don't find the better way for solving this problem | like, adding the bed per room || or waiting for making the new dorm finished || and after that the boss will increase the number of students.
20.This argument will continue | considering | that the university should increase the number of student per room or not.
21.In my view, the university should prepare everything | before increasing the number of students,
22.If they don't prepare, | It will full of the problem like this situation.

This essay obviously includes many unidiomatic wordings, and a significant proportion of the logico-semantic relations are "attempted" but not "achieved" - .i.e. they are unidiomatically worded. But, unlike the case with the previous essay, there are no obvious

points in the essay where the writing can be seen as stilted or lacking cohesion on account of an obviously "missing" logico-semantic connection. The essay is much richer in terms of these relations, and as result is logically more complicated and hence more fluent, at least in this aspect.

An analysis such as this, involving comparisons of just two texts, cannot of course provide grounds for very generalised conclusions. Nevertheless we do have support here for the proposition that a trend towards more frequent use of logico-semantic relations is likely to also involve positive developments in a writer's academic literacy, in what they are able to do more communicatively in these areas. Accordingly, there is support here for the proposition that the increased deployment of logico-semantic relations observed across the work of all three students is a pointer to an improvement in their writing, in at least this one aspect.

Of course, the second essay just analysed (essay 3 by student LGS1) would have been even more effective if all the logico-semantic relations had been idiomatically realised – i.e. if more had not only "attempted" but "achieved" the construal of these logico-semantic relations. This issue will be taken up in more detail in a later section.

5.3.2 Trends in the use of hypotactic relations

Another clear trend across the essays of the three students could be observed when attention was focussed more narrowly upon just hypotactic relations involving clauses. This time rates of both "attempted" relations and "achieved" were included in the analysis. As outlined in the methodology chapter, the total number of instances of inter-clausal hypotactic connections was determined per text, with this number then being divided by the total number of clause complexes/sentences in that text, to give an average frequency of these relations per clause. Thus, by way of illustration, if a text had 20 sentences, and 10 instances of inter-clausal hypotactic relations were identified, then a rate of 0.50 would be returned (10 divided by 20) – indicating that, on average, one hypotactic relation occurred every two sentences. Similarly if a text had 20 sentences and 20 instances of hypotactic relations, then a rate of 1.00 would be returned, indicating an average frequency of one relation per clause complex/sentence.

The relevant statistical findings for rates of use of hypotactic relations are provided in the following table.

Table 38 Rates of hypotactic relations

Items	Student HGS1			Student MGS1			Student LGS1		
	essay 1	essay 2	essay 3	essay 1	essay 2	essay 3	essay 1	essay 2	essay 3
average rate of attempted hypotactic connections per clause	0.40	0.63	0.93	0.44	0.61	0.56	0.55	1.04	1.50
average rate of achieved hypotactic relations per clause	0.27	0.53	0.89	0.19	0.58	0.43	0.55	0.71	1.18

These figures reveal that the rate of occurrence of "attempted" hypotactic relations increased substantially from essay 1 to essay 2 in the writing of all three students. Thus for example, the rate for students HGS1 and MGS1 increase by approximately 50 percent (for example from 0.40 to 0.63 for student HGS1), while the rate for student LGS1 almost doubled (from .55 to 1.04). This meant, of course, that student LGS1 went from a frequency of, on average, one relation every two sentences to one relation every sentence. In the case of students HGS1 and LGS1, the average frequency continued to increase at a similar rate from essay 2 to essay 3. The only departure from this pattern was student MGS1, for whom the rate declined slightly between essay 2 and 3, from 0.61 to 0.56.

The significance of these findings is similar to those discussed in the previous section – they essentially provided a more fine grained view of the issues discussed there. They show the writers making increasingly greater use of the resources by which logico-semantic relations are construed and hence making their texts, in a way, "more meaningful", at least from the perspective of this particular type of meaning. Thus they are strongly suggestive that the students' writing has advanced over the duration of the course.

Further insights are provided when attention is turned to the second aspect of this analysis, the findings with respect to "achieved" instances of these hypotactic relations. As outlined previously, this category of "achieved" relates to instances where those wordings involved in realising a particular relation are seen as "idiomatic", as essentially "standard" or grammatically "correct". Thus the count for "attempted" instances includes all instances, whether idiomatically or unidiomatically worded, while he count for "achieved" instances includes only those instances which employed idiomatic or "grammatically correct" wordings, For all students, rates for "achieved" instances are lower than for "attempted" instances, indicating that all have some instances where the wordings by which these hypotactic relations are realised are not idiomatic. With respect to patterns of rate of use of these resources across the three essays, essentially the same pattern of development can be

observed, with all students substantially increasing the average frequency from essay 1 to essay 2, and with students HGS1 and LGS1 continuing to increase the rate from essays 2 to 3.

It is also noteworthy that the findings reveal a decrease in the disparity between "attempted" instances and "achieved" instances across the three essays. Thus for example, in essay 1 the figures for student HGS1 are an average frequency of 0.40 for "attempted" instances and 0.27 for "achieved". In terms of actual numbers this involved seven "attempts" and five "achieved" instances. In contrast, in essay 3, the figures from this student were 0.93 for "attempts" and 0.89 for "achieved" instances, which reflected an actual count of 25 instances of "attempts" and 24 instances of "achieved" relations.

In order to demonstrate what is actually entailed here communicatively, instances of these hypotactic relations from these two essays by student HGS1 are presented and discussed in the following section. Instances of sentences with inter-clausal hypotactic relations from essay 1 are presented first, and then instances from essay 3. Sentences which did not include any hypotactic relations have been removed. Instances are marked in bold typeface where the wordings realising the relation are unidiomatic, and the specific words at issue are underlined. Hypotactic boundaries are indicated by "|", paratactic by "||" and embedded clauses by "[[…]]" or "[…]".

Table 39 Instances of inter-clausal hypotaxis in essay 1 by Student HGS1

1. I both agree and disagree | that [[studying abroad]] has much more advantages for students than [[studying in the country]].
2. Thai students then need to adjust their way of studying | **that might take a big while   (a couple of months to six months or to a year).**
3. It is better | if Thai students take one – year English preparation class abroad | before going to study full English education.
4. In order to <u>studying</u> abroad || and to have the best English improvement,} | they might take one – year English preparation class abroad | before going to study full English education
5. If you dedicate yourself, || truly put your mind || and do what you have to or should, | you can be and have as much advantages [as you want.]

We notice here that the student idiomatically construes hypotactic projection in sentence 1, idiomatically construes two instances of hypotactic enhancement (condition and time) in sentence 3, and one instance of hypotactic enhancement in sentence 5. In sentence 2, the one instance of hypotactic elaboration is unidiomatic in that the relative pronoun "which" would have been required, rather than the "that" which was employed. Thus the relation would have been idiomatically construed had the student written,

Thai students then need to adjust their way of studying, | which might take a big while (a couple of months to six months or to a year).

The instance in sentence 4 was categorized as unidiomatic on account of the student's unidiomatic use of the present tense participle ("studying") instead of the non-finite form ("to study"). This was because such tense choices are intimately involved with the realization of the relation of purpose in such non-finite subordinate clauses. To realize the relation of purpose inter-clausally, it is always necessary to employ the non-finite form, rather than any other.

When attention is turned to this student's essay 3, we observe the student making frequent use of hypotactic relations across a more extended text, with only the one marginally unidiomatic instance,

Table 40 Instances of inter-clausal hypotaxis in essay 3 by Student HGS1

1. The matter of this essay is [[that the university dormitory unit of Kasetsart university, Kamphaeng Saen campus has put forward a plan to the university administration]] | which would involve an increase in the number of students [living in each dormitory room] from three to four and from five to six or seven per room.
2. Those [who support the idea] say | that the increase in the number of students in each room is necessary | because there are on funds available to construct new buildings || and this is the only way [[to help students [[who cannot afford to live in private dormitory or apartment.]]]]
3. However, students are apposed to the plan, | arguing | that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment.
4. First, the plan's supporters claim | that the increase in the number of students in each room is necessary | because the number of students coming to the university is increasing each year, || but there are no funds available to construct new buildings | to accommodate the larger student intake.
5. This, the opposers argue | that it is the university's responsibility [to get more fund from other sources] || or the university can raise the administration fees a bit more.
6. Some of the opposers even ask and wonder | what has the university done with the administration fees, the additional university's maintenance fees, and of course the dormitory fees [that the students pay each semester.]
7. Next, supporters say | that it is a better idea [[to help students [who cannot afford more] to live outside the university]], || that is, the students do not have to pay more comparing to [[living in private dormitories and apartments]]
7. Next, supporters say | that it is a better idea [[to help students [who cannot afford more] to live outside the university]], || that is, the students do not have to pay more comparing to [[living in private dormitories and apartments]]

8. Although it is true,	the students opposed	that it will a little bit higher cost	if they share room with friends.
9. They think	it worths [[to pay a little bit more money]]	instead of living in a tiny room
10. they can hardly find space	to do anything;
11. they feel like	they don't have enough air	to breath;
12. they hardly find the way to walk	without hitting things	or crashing each other;
13. And for those [who do not want to sleep on the floor || and still have all the room's accommodations,] they feel like	**they <u>pay</u> a higher cost**	because there is, at least, one more person [to share everything with].
14. After a deep consideration and weighing up the pros and cons on the issue, it seems to me	that the argument in favor of [opposing the plan] far outweigh the positives.
15. My suggestion for this controversial subject is [[that the university should not admit number of students more than [the university dormitory units can provide]]]	unless the new buildings have already been constructed.
16. The university should not put the problems onto students and their parents' responsibilities	while the university still collects the payment from them.

The expression in sentence 8 ("Although it is true, | the students opposed | that it will a little bit higher cost…") is clearly anomalous as a result of the student choosing the lexical item "opposed" rather than a more appropriate term such as "argued" ("Although it is true, | the students <u>argued</u> | that it will a little bit higher cost…".) The structure "the students opposed that it will a little bit higher cost" was still classified as involving an instance of "achieved" hypotactic projection, since this "error" was a matter of lexical choice, not of wordings by which one verbal process clause projects another.

In sentence 13, the structure "they feel like | they pay a higher cost" was classified as an unidiomatic realisation of hypotactic projection (and hence an "attempted" but not an "achieved" instance) on account of the student's choice of tense – "pay" versus "are paying". This was, in fact, a rather marginal case, in that choice of tense here is arguably not immediately connected with the realisation of this relationship in that the frame "feel like" does allow for a relatively wide range of tense choices in the projected clause, according to context. Thus, in context, all the following would be possible, "The feel like they <u>pay</u> too much for petrol.", "They feel like they <u>are paying</u> too much in rent." and "They feel like they <u>have been paying</u> too much in rent." Accordingly, this might well have been classified as both having "attempted" and "achieved" the relation of hypotactic projection. This student, therefore, can be seen has achieving almost 100 percent accuracy in her realisation of inter-clausal hypotactic (even while there are obviously still anomalies

139

in other parts of her expression) by her final essay. For this student, then an increase in the rate of "achieved" hypotactic relations across her three essays can unproblematically be interpreted as pointing to a clear improvement in her academic literacy. She not only makes increased use of this resource but does so in an increasingly idiomatic way.

While this last analysis has focussed only on the work of one student, it is nevertheless supportive of the conclusion that the trend identified in the three students work towards increasingly idiomatic deployment of hypotactic relations can be interpreted as evidence of a positive development in their writing.

5.3.3 Trends in the use of the relation of projection

I turn now to a consideration of those analyses which attended to any trends in the students' deployment of the different sub types of lexico-grammatical relations, rather than to the broader categories of hypotaxis and parataxis. I will begin by reporting findings with respect to the students' use of projection and then turn to considering some key sub types of expansion.

The findings for average rates of projection per sentence in the students' three essays are provided in the following table.

Table 41 Rates of use of projection

Student	essay 1		essay 2		essay 3	
	#	rate	#	rate	#	rate
Student HGS1	1	0.07	5	0.26	13	0.48
Student MGS1	1	0.06	8	0.24	12	0.22
Student LGS1	3	0.27	15	0.54	13	0.59

A clear trend towards increased use of projection, both in terms of absolute number and in terms of average rate of occurrence per clause, can be observed when the students' first essays are compared with their later writing. Thus student HGS1 steadily increased her rate of use from 0.07 in essay 1, to 0.26 in essay two, and finally to a rate of 0.48 (almost one instance per every two sentences, on average) in essay 3. For the other students the trend, while still towards increased use, is not quite so straightforward. Student MGS1 increased the rate to almost 0.25 in essay 2 (approximately one instance for every four sentences, on average) but falls back slightly from that in essay 3 (0.22). Student LGS1 increased her

140

rate from approximately one instance for every four sentences (0.27) in essay 1 to approximately one instance for every two sentences (0.54) in essay 2, and only increases this slightly in essay 3 (0.59). It is noteworthy in this regard that student MGS1's essay 3 is much longer than the other essays with which it is being compared, being 54 sentences in length compared with the 27 sentences for student HGS1's essay 3 and the 22 sentences for student LGS1's essay 3.

Obviously an increased frequency in the use of projection cannot be interpreted as necessarily, or of itself, indicating an improvement in the students' writing. It needs to be demonstrated that the increased usage is appropriate to the type of text, and does enable the writer to more readily achieve the communicative effects typically required of this type of writing. Overall, a close analysis of the texts does support the conclusion that this increased use of projection can be interpreted as a positive outcome.

Firstly, a close analysis reveals that the increase is partly due to the writers coming to use projection to reference the words and views of others – i.e. to introduce other voices into their texts. Some examples of this are provided from the students' 2nd and 3rd essays (for the full analysis see entries under the "pr" column in the textual analyses supplied in Appendix F).

Student 1 (HGS1)

Essay 2

The study has shown | that these people are riskier [to have lung cancers than smokers.]

The study and news have shown | that people spend lots of money on these two evils.

Essay 3

Those [who support the idea] say | that the increase in the number of students in each room is necessary

However, students are opposed to the plan, | arguing | that increasing the number of students per room will result in a number of problem

First, the plan's supporters claim | that the increase in the number of students in each room is necessary

This, the opposers argue | that it is the university's responsibility [to get more fund from other sources]

Student 1 (MGS1)

Essay 2

As we know, | in this 4 months, we heard about the news [that the government has proposed introducing laws | to limit the advertising of cigarettes and alcohol in the mass media.]

Essay 3

They claimed | that, it was too much people in the room || and it would cause many problems

they said | that the amount of the student [that came to the university] were increase

The students [who lived in the university dormitory] said | that first,if there were too many people in the room| it would cause too many problems also.

Student 1 (LGS1)

Essay 2

The second, I ever heard | the government said || " The quality of education have to investment".

Essay 3

They say | it can make the close relationship between the new friends and the new friends or between the freashy and the senior.

They said | the university unit should find the new idea [for sloving this problem.]

The university unit said that || " we give a chance for the poor students, | because university has the quota for the children of famer.

The students don't like this idea | arguing | that it's too much people | for living in a small room.

The university unit argue | that almost the university of pubic must do like this not only in Khamphang Saen Campus but also every university in Thailand.

I believe it can be unproblematically proposed that this type of intertextual reference is a typical feature of academic writing and hence appropriate, since a key feature of academic writing is the referencing of the words and views of other external sources. Accordingly the above trend can relatively easily be interpreted as pointing to a positive development in the students' writing as they apparently become better equipped, or more readily disposed, to including these kinds of references to external voices, via projection, in their texts.

This picture, however, is somewhat complicated by the fact that some proportion of the projection in all the students' essays involved the projecting of, not the views of external sources, but the views of the writer's themselves. Many of these instances involved the formulation "I think…" . For example,

> HGS1 Essay 2: According to these reasons, <u>I think</u> | that such constraints should
> be placed on the operation of advertisers and the mass media."
> MGS2 Essay 2: First point, <u>I think</u> | advertising make people interested in the
> products.
> LGS1 Essay 2: Another reason, <u>I think</u>, | if the university turns into the
> autonomy, | it might because of the invesminisum in the university.

Within Systemic Functional Linguistics such formulations are typically treated as "interpersonal metaphors" which are akin to modals of probability such as "perhaps" and "may/might" (see Halliday & Matthiessen 2004, p.626). According to Martin and White (2005: chapter 3), such formulations act to explicitly ground propositions in the writer's own subjectivity thereby indicating that the position being advanced is but one of a range of possible viewpoints, thus opening up what they describe as "dialogic space" to alternative voices and viewpoints. This kind of dialogic expansiveness is a common feature of academic writing, as writers demonstrate a scholarship which is aware of alternative positions and shows itself ready to engage with these. (For fuller discussion of this issue see, for example, Ravelli & Ellis (2004, p.26). In general terms, then, the fact that there is a trend towards the students doing more of this "dialogic expansion" can be seen as evidence of a positive development in the students' writing – they are more closely matching academic conventions of intertextuality.

There is only one possible qualification required here, following from the fact that the students typically use the formulation "I think" for this purpose. In some contexts this

specific formulation would be seen as contrary to the conventions of academic writing, as perhaps too "conversational" or too "informal". Accordingly alternatives such as "it can be argued" or "the evidence suggests" or even "in my view" would be seen as more "conventional" and hence "appropriate". For those holding such a view, this increase in the use of "I think" could possibly be seen as, at least partly, a negative development. Personally, I do not hold to this view, seeing this use of "I think" as a positive in that it involves the writers become more "dialogically expansive" in the ways in which they mount their arguments.

5.3.4 Trends in the use of relations of causality – internal and external

I turn now to considering the analysis of the students' deployment of one of the sub types of expansion, specifically that by which relations of cause-and-effect or causality are construed. I will firstly deal with external causality, where the cause-and-effect is presented as operating in the "real world", before then turning to internal causality, where the cause-and-effect is a matter of text internal, "rhetorical" relations by which one clause is seen to motivate or justify another persuasively. It should be noted that, as discussed previously, the analysis attended to this relationship both when it held between clauses within a single sentence, and when it held between adjacent sentences (i.e. with a following sentence supplying a consequence or a cause of the preceding sentence).

5.3.4.1 Trends in the deployment of external consequentiality

A trend was identified in which the frequency of use of these relations increased in the essays of two of the students – HGS1 and MGS1 – with both of these students deploying some of these meanings in their later essays after initially employing none in essay 1. One of the students – MGS1 – demonstrated greatly stability in her use of this resource. This student used this resource in her first essay, and continued to do so at essentially the same frequency across her three essays. The relevant statistical summaries are provided in the following tables.

Table 42 Student HGS1 – deployment of external consequentiality

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	0	0.00	1	0.05	3	0.11
" achieved"	0	0.00	1	0.05	3	0.11

Table 43 Student MGS1 – deployment of external consequentiality

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	2	0.13	3	0.09	5	0.09
" achieved"	2	0.13	3	0.09	5	0.09

Table 44 Student LGS1 – deployment of external consequentiality

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	0	0.00	4	0.14	3	0.14
" achieved"	0	0.00	4	0.14	3	0.14

I note, in passing, that the similarity between the figures relating to "attempted" instances and "achieved" instances indicates that this was a relation which the students were able to realize idiomatically, once they began to deploy it.

Examples of the meanings and formulations at issue are as follows:

HGS1

Essay 2

　This is [[**because** they fully inhale the smoke]]

Essay 3

This is mostly [[**because** the student's home is too far away from the university]].

One person will not have any accommodations in the room – a desk, a cloth closet, a bed, || **so** he will have to sleep on the floor.

They feel like | they pay a higher cost | **because** there is, at least, one more person [to share everything with].

MGS1

Essay 2

　First point, I think | advertising make people interested in the products. **So**, if there isn't advertising | people will smoke and drink alcohol less than before.

　But people [who smoke or drink], they still do the same. **So**, the producer of the product can still sell their products.

Essay 3

Nowadays, many students came to study at the university | which were for away from their homes. **Therefore,** they had to rent the house, || pay for their apartments, || or buy the condominums. | in order to stay as tier home.

The problems came to the student | **because** in next semester there was the increasing of the student in the campus..

LGS1

Essay 2

Thus, this means | the poor students can not be able to to attend in public university | **because** the cost of education is higher.

Moreover, If I don't have money || or I am a poor student | that means | I must become the "illiterate" | **because** I don't have the money | for pay the tuition fee.

Essay 3

Currently, the University Unit of Kasetsart university, Khamphaeng Saen campus had paid forward a plan to the university administration | which involve an increase the number of students in each room | **because** the number of students coming to the university is increasing each year.

The university unit said that || " we give a chance for the poor students, | **because** university has the quota for the children of famer.

The logico-semantic relation of external causality can, I believe, be unproblematically seen as central to virtually all academic writing. So much of academic discussion is concerned with identifying causes or effects or make argumentative claims about causes and effects (for an extended discussion see, for example, Coffin 2006). The fact that the two students who made no use of this resource in the first essay came to use this is later essays is therefore relatively unproblematic evidence of a positive development in terms of their academic writing. They have clearly enhanced their meaning making potential in this regard in their later essays.

5.3.4.2 Trends in the deployment of internal causality

As outlined previously, internal causality involves 'rhetorical" relations of evidence and justification, where one proposition is presented as motivating or justifying another – for example, "The government has failed the people because it didn't keep interest rates

146

down." Here there is no "real world" causality between "interest rates rising" and the proposition that the government has failed the people. Rather it is an internal, rhetorical relation. The speaker justifies making the claim that the government has failed the people on the basis that interest rates haven't been kept down. This kind of relationship is obviously crucial in academic contexts.

With regard to this feature, we can observe a trend in which two of the student writers go from making no use of this meaning making resource in their initial essay to employing it a number of times in their later essays. These are students HGS1 and LGS1, and statistics for their use of internal consequentiality are provided in the following two tables.

Table 45 Student HGS1 – deployment of internal consequentiality

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	0	0.00	2	0.11	3	0.11
" achieved"	0	0.00	1	0.05	3	0.11

Table 46 Student LGS1 – deployment of internal consequentiality

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	0	0.00	4	0.14	0	0.00
" achieved"	0	0.00	4	0.14	0	0.00

Examples of these students' use of their resources are as follows.

[HGS1] Those [who support the idea] say | that the increase in the number of students in each room is necessary | **because** there are no funds available to construct new buildings || and this is the only way [[to help students [[who cannot afford to live in private dormitory or apartment.]]]]

[LGS1] Moreover, If I don't have money || or I am a poor student | that means | I must become the "illiterate" | **because** I don't have the money | for pay the tuition fee.

147

This trend is somewhat complicated by the findings for student MGS1, who uses the resources at a largely stable rate throughout her three essay. She does, however, show an increase in the rate by which she realizes the relation idiomatically (i.e. in the rate of her "achieved" instances). The statistical findings for this student are presented in the following table.

Table 47 Student MGS1 – deployment of internal consequentiality

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	1	0.06	2	0.06	3	0.06
" achieved"	0	0.00	2	0.06	2	0.04

While the actual numbers of instances are quite small across the essays of all students, and while the analysis only considers the work of three students, it is nevertheless supportive of the conclusion that there is a trend for students to enhance their ability to make use of such meanings as the course unfolds.

5.3.4.3 Trends in the deployment of relations of counter-expectation (adversatives)

A very similar trend can be observed in the three students' use of the resources of counter-expectation (adversatives). These are meanings by which the writer acknowledges certain expectations as likely to have arisen in the reader, but then indicates that they have failed or not been satisfied. They are typically associated with connectives such as "however", "nevertheless", "although", "yet" and some instances of "but".

The trend is again one in which students HGS1 and LGS1 begin by making no use of these meanings in their pre-test essay, and then employ them at greater rates in their essays 2 and 3. Their statistics are provided below.

Table 48 Student HGS1 – deployment of relations of counter-expectation

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	0	0.00	2	0.11	5	0.19
" achieved"	0	0.00	2	0.11	5	0.19

Table 49 Student LGS1– deployment of relations of counter-expectation

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	0	0.00	1	0.04	4	0.18
" achieved"	0	0.00	0	0.00	3	0.14

Examples from their essays are as follows.

[HGS2] Those [who support the idea] say | that the increase in the number of students in each room is necessary | because there are on funds available to construct new buildings || and this is the only way [[to help students [[who cannot afford to live in private dormitory or apartment.]]]]

However, students are opposed to the plan, | arguing | that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment.

[LGS1] In the room has 3 beds || **but** it has 4 people, | that means | it will have one person sleep on the floor || or two people must sleep in one bed.

Again student MGS1 slightly deviates from this pattern, although this time she lines up with the other two in displaying an increase in the rate of her use across here three essays.

Table 50 Student MGS1 – deployment of relations of counter-expectation

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	1	0.06	5	0.15	4	0.07
" achieved"	0	0.00	3	0.15	1	0.02

As was the case with the trends relating to consequential relations, there is some support here for the conclusion that this is evidence that the students' writing has been enhanced over the duration of the course. They showed themselves more ready to employ this rhetorically crucial resource as the course unfolds.

5.3.4.4 Potential counter indicators

It must be stressed that such trends could not be observed in all the logico-semantic relations which were included in the analysis. I have, in fact, singled out for attention those which revealed the clearest trends with respect to what can be interpreted as a positive

development in the students' writing. In some cases no such trend was apparent because there was too much variation in the findings for the different students. In other cases the trend was one of stability – i.e. the students' rate of use remained largely stable across the three essays.

One case in point is that of the findings for the students' use of the resources of internal Addition. These are resources by which text internal relations of addition or alternation are construed, frequently via connectives such as "moreover", "furthermore" and "likewise". For example,

> All of these troubles are an exchange for lower payment. **Furthermore**, there
> will be an increasing in noise, a loss of privacy, more people [waiting in lines for
> restrooms and bathrooms etc.]

It was found that all three students' frequency of use of these resources remained largely stable across their three essays. The relevant statistical findings are presented below.

Table 51 Student HGS1 - potential counter indicators

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	1	0.07	1	0.05	3	0.11
" achieved"	0	0.00	1	0.05	2	0.07

Table 52 Student MGS1 - potential counter indicators

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	1	0.06	1	0.03	5	0.09
" achieved"	1	0.06	1	0.03	5	0.09

Table 53 Student LGS1 - potential counter indicators

	essay 1		essay 2		essay 3	
	number	rate	number	rate	number	rate
"attempted"	2	0.18	6	0.21	3	0.14
" achieved"	2	0.18	6	0.21	3	0.14

It was beyond the scope of this research project to consider the significance of such findings. A further study would be required which would examine how the students actually use these resources in their texts and to determine whether or not their level, or

manner, of use of these resources can be seen as problematic with respect to their literacy development.

5.4 Conclusion

This chapter, therefore, has demonstrated what can be interpreted as positive developments in the writing of the three students by which they extend their communicative range and by which their writing becomes more fluent and more nuanced. They make their writing less disjointed by employing fewer simple sentences, and they increase the frequency with which they construe logical relations generally and with which they deploy the relations of projection, causality and counter-expectation. Under these developments, they made their texts more "heteroglossic" (see, for example Martin and White (2005) for this notion), and enhanced the complexity of the portrayal their texts provides of "real world" experience.

The research does, therefore, seem to have identified positive outcomes in the writing of at least these three students. As indicated previously, it is not possible to say definitively that these outcomes flow directly from the teaching and learning experiences provided by the course, although the fact that the same trend could be observed across the three students lends plausibility to a claim that the course was in some way influential. Of course, for a more definitive conclusion, the essays of a greater number of students would need to be included in the analysis. If the same trends were to be observed across a substantial majority of the class, then such claims could be made with more confidence.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the key conclusion reached and recommendations with respect to the genre-based approach to teaching academic writing.

6.1 Key conclusions

The study found that there was a significant shift in the students' writing across their three essays by which the majority went from producing essays which could be seen has having some major structural problems to producing texts which were structurally more sound, persuasively more coherent and thereby easier to follow. This shift coincided with the majority of students going from writing essays at the commencement of the course which, in broad structural terms, did not match any of the genre staging prototypes outlined in the Sydney-school literature to producing essays which closely matched those models. It was concluded that it is plausible that a course which modelled and practiced these particular genre models was likely to have been influential in this outcome.

It was noted that one complication arose when the possible influence of what could be termed the "middle way" mindset was observed. It was suggested that "middle way" principles may discourage students from definitively advancing a particular viewpoint in ways which may be construed as confrontational, and this may interfere with their construction of the strongly assertive writing which is typically required in Western academic contexts. This leads to the conclusion that writing teachers should always consider cultural factors when developing and implement syllabi in the classroom. One way of doing this is to provide opportunities for students to provide substantial input into the syllabus and into the kinds of texts modelled, thereby enabling their own cultural experiences and perspectives to be recognized and engaged with. Some guidance in this is provided by Smith et al (1995) who have advocated that teachers take steps to build student knowledge into the teaching cycle and adjust the role of the teacher as course unfold so that the teacher had greater input at the beginning of each stage of the cycle, less input towards the middle as students are able to work more independently, and a larger role toward the end as students consolidate knowledge and learning.

The study also observed trends across the students' three essays by which the students substantially increased their use of the resources for construing logico-semantic relations. Thus they reduced the frequency of their use of single clause sentence, increased the frequency of their use of hypotaxis and parataxis and produced texts richer in relations of projection, causality and counter expectation. By this their meaning making came closer to that which is required for fully fluent English-language academic writing, even while their texts continued to include many instances of unidiomatic vocabulary choice and grammatical combination.

Arguments were presented that, since these positive outcomes were generalized across the writings of the students as a group, it is plausible to propose that the teaching and learning opportunities provided by this genre-based course had some significant role to play in these developments. The study has provided findings based on a longitudinal study of developments in student writing which attended in substantial detail to trends in the students' use of specific linguistic features. It combined in a novel way detailed quantitative and qualitative analyses. Despite their acknowledge limitations, these findings do seem to provide strong, linguistically-based evidence for the positive outcomes which can be achieved by such courses. The findings certainly seem sufficiently well-founded to justify advocacy on behalf of such a genre-based pedagogy and the encouraging of its uptake much more widely in the Thai English-teaching system.

6.2 Recommendations/Limitations of the use of the genre based approach

From the findings of the study, some recommendations are suggested as follows.

1. It is suggested that introducing the genre approach needs to be done systematically. It should be introduced in the early years of students' literacy learning. In this sense, it should be introduced in the basic writing courses in the first year of a university degree program. Then the following advanced courses concerning different genres should be offered. In the context of a Thai university, the genre based approach might be undertaken in the degree program structure as well.

2. It is suggested that the teachers should be provided with a focused training course which will provide them with a thorough understanding of the principles which underlie the approach. The professional development of teachers should be such that the role of the teacher is seen as one which will be gradually reduced once students have begun to master

the writing process and become more independent. In this regard, it is suggested that teacher control should be less concentrated at the final stage of the learning process

As suggested by Christie (1999), the genre-approach focuses on choice. So, in this research project, students had a chance to choose different topics and issues to write about and discuss. This point is generally applicable. In conducting such courses, teacher should always provide students with opportunities to choose topics and issues of interest to them and about which they have some knowledge. This may be as a result of current circumstances and situations in which the students themselves are involved. This will make learning in such contexts more relevant to students and more sensitive to the students' own expectations and experiences. This will also enable them to develop their writing and arguments naturally.

One of the findings reported in the previous chapters related to the notion of a "middle way" approach to argumentation. As already discussed, one way of responding to this phenomenon is to be alert to differences in the cultural context and to allow students to adopt their own, culturally-located voice, where appropriate. In this regard I recall Paltridge's observation (2001, p.45) that the context of culture includes the attitudes, values, and shared experiences of people living in a particular culture and that the context of situation represents situation-specific variables that combine together to produce the particular register of a text. He notes that these variables include the topic, or content, of the text (its field), the relationship between participants in the event (its tenor) and the channel of communication (its mode). In order to support this from a social perspective, Hyland (2003, p.21) argues that a writer's choices are always context-dependent, motivated by variations in social activity, in writer–reader relations, and by constraints on the progress of the interaction. Also, as suggested by Paltridge (2001, p.122) genre knowledge not only entails textual knowledge but also includes social and cultural knowledge. This is supported by Feez's explanation (cited in Johns 2002) that

> Genre theory was not only used to identify the generalized text based – outcomes of the framework but also to identify the key language features of the text types to be studied as learners worked to achieve an outcome. These features are elements of the outcome. Performance criteria for assessment are based on the elements. Thus the criteria performance for each outcome draws on what genre theory told us about the predictable language features of that type of text. Elements and their related

154

performance criteria, are organized, using Halliday's stratified language model, into features relating to the whole text, lexical and grammatical features and the phonological or graphological features.

Regarding the genre based pedagogy and other methodologies, Burns (2003, p.276) suggests that academic and professional associations will need to take an active role in revisiting the debates about the relationships and the differences between ESL and literacy which have characterized educational work in the field of language from the beginning of the 1990s.

Considering cultural-context issues arising in connection with the "middle way" leads us to acknowledge the possibility that cross-cultural mixings may be in play and might need to be taken into account when students produce their texts. Accordingly, teachers should not be too abrupt and too constraining in introducing western modes of expression. The teacher should acknowledge the possibility of cultural differences in the way persuasion is conducted and awaken students to the possibility that they may choose from a range of communicative options, according to the cultural context and the intended audience. This can equip students to make their texts more rhetorically effective as they adapt them to different circumstances and draw on different cultural traditions.

3. It is suggested that future research investigate different aspects of the students' meaning making. This study focussed only on broad staging structure and logico-semantic relations. Obviously there are many other areas which could be fruitfully attended to, including, for example, the students' use of interpersonal meanings, their management of Thematic developments, their use of nominalisation, and so on.

4. As this study is on a small scale, the generalization on the results should be carefully done. In future research, a much larger data set consisting of student writing from many more students and from many more contexts in Thai universities across the country could be subjected to analysis. Specially, the issue of "middle way" argumentation should be further investigated to determine whether it is, in fact, an approach which is based in Thai traditional culture and whether it can be observed operating widely in Thai-language texts.

6.3 Linguistic resources and features

There are some more suggestions in terms of linguistic feature analysis as follows;

1. It is suggested that future study involve a larger sample of students and texts, drawing from a wider range of contexts. This will ensure the validity of the findings and enable wider generalizations to be made. This may involve comparison between students in different universities across the country. This will require ore time, energy and resources. However, it will give a bigger picture of how the approach works in a larger context.

2. As suggested, other linguistic features apart from those focussed on in this study should be extensively investigated, especially those concerned with the ways in which students deal with logical reasoning in their writing. This will provide a clearer picture of how students develop their ideas and argumentation systematically and logically.

3. There should be a parallel study which systematically compares and contrasts how students who are assessed as being at different IELTS levels develop their writing differently. It would be of interest to investigate whether students, regardless of their IELTS level, make similar advances across different meaning-making resources, or whether there are significant differences in terms of literacy development "pathways", according to the student's initial literacy level.

REFERENCES

Anderson, M. and K. Anderson (1997). <u>Text Types in English 2</u>, Macmillan. South Yarra.

Assumption Bangkok University, (2009). "Thai people feel bored in choosing political sides, preferring to stay in the middle." Online edition. Retrieved 31 October 2009 from http://www.matichon.co.th/news_detail.php?newsid=1256448112& Grpid=&catid=01.

Archugar, M., & Colombi, M. C. (Eds.). (2008). <u>Systemic Functional Linguistic exploration into the longitudinal study of advanced capacities.</u> New York Routledge.

Baker, W. and K. Boonkit (2004). "Learning strategies in reading and writing:EAP contexts." <u>RELC Journal</u> 35(3): 299-328.

Beck, S. W. and J. V. Jeffery (2009). "Genre and Thinking in Academic Writing Tasks.(Report)." <u>Journal of Literacy Research</u>: NA.

Benedict, L. (2003). "English in Singapore: an Insider's Perspective of Syllabus Renewal Through a Genre-Based Approach." <u>RELC Journal</u> 34(2): 223-246.

Bhatia, V. K., Ed. (2001). <u>The Power and Politics of Genre</u>. Analysing English in a Global Context A Reader. New York, Routledge.

Bialystok, E. and X. Feng (2009). "Language proficiency and executive control in proactive interference: Evidence from monolingual and bilingual children and adults." <u>Brain and Language</u> 109(2-3): 93-100.

Billig, M. (2008). "The language of critical discourse analysis: the case of nominalization." <u>Discourse & Society</u> 19(6): 783-800.

Burns, A. (2003). ESL Curriculum Development in Australia: Recent Trends and Debates. <u>RELC Journal</u> *34* (261-283).

Butt, D., R. Fahey, et al. (1997). <u>Using Functional Grammar   An Explorer's Guide</u>. Sydney, National Centre for English Language Teaching and Research.

Byrnes, H. (2009). Emergent L2 German Writing Ability in a Curricular Context: A Longitudinal Study of Grammatical Metaphor. <u>Linguistics and Education: An International Research Journal</u> 20(1), 50-66.

Byrnes, H. and Sinicrope, C. "Advancedness and the development of relativization in L2 German: A curriculum-based longitudinal study." The Longitudinal Study of Advanced L2 Capacities. Ed. Lourdes Ortega and Heidi Byrnes. New York: Routledge/Taylor & Francis, 2008.

Callaghan, M. and J. Rothery (1988). <u>Teaching factual writing : a genre based approach</u> Marrickville, N.S.W., Disadvantaged Schools Program (N.S.W.). Metropolitan East Region

Callaghan, M. and J. Rothery (1988). Teaching Factual Writing: A Genre - Based Approach   Report of the Disadvantaged Schools Program Literacy Project. Sydney Metropolitan East Region, NSW Department of Education.

Casanave, C. P. (2010). Taking Risks?: A Case Study of Three Doctoral Students Writing Qualitative Dissertations at an American University in Japan. <u>Journal of Second Language Writing</u> 19(1), 1-16.

Changsorn, P. (2009). Thai boss more 'farang' than foreigners. <u>The Nation</u>. Bangkok. Retrieved 31 June 2009 from http://www.nationmultimedia.com/2009/04/08/ business/business_30099860.php

Cheng, A. (2006). "Understanding Learners and Learning in ESP Genre-Based Writing Instruction." <u>English for Specific Purposes</u> v25 n1 p76-89 2006: 14.

Christie, F. (1999). "Genre Theory and ESL Teaching: A Systemic Functional Perspective." <u>Tesol Quarterly</u> 33(4): 759-763.

Christie, F. (2002). <u>Classroom Discourse Analysis</u>. London, Continuum.

Chumpavan, S. (2001). A comparative study of two English as a foreign language (EFL) programs: Non-content-based and content-based at the university level in Thailand. United States -- Illinois, Illinois State University: 177.

Chusanachoti, R. (2009). EFL learning through language activities outside the classroom: A case study of English education students in Thailand. United States -- Michigan, Michigan State University: 306.

Coffin, C. (2006). <u>Historical discourse, The Language of Time, Cause and Evaluation</u>. London, Continuum.

Colombi, M. C. (2009). A Systemic Functional Approach to Teaching Spanish for Heritage Speakers in the United States. <u>Linguistics and Education: An International Research Journal</u> *20*(1), 39-49.

Correa, C. T. (2009). An Exploration of the Significance of Writing Self-Perception for Non-Traditional Adult English Language Learners: Three Case-Studies. ProQuest LLC Retrieved 15 January 2011 from http://www.eric.ed.gov/ERICWeb Portal/search/recordDetails.jsp?ERICExtSearch_SearchValue_0=ED512765&searc htype=keyword&ERICExtSearch_SearchType_0=no&_pageLabel=RecordDetails &accno=ED512765&_nfls=false

Department of Employment, E. a. T. (1989). <u>Teaching Factual Writing: The Discussion Genre</u>, Department of Employment, Education and Training

Derewianka, B. (1995). Language Development in the Transition from Childhood Adolescence: The role of grammatical metaphor. Unpublished PhD thesis, Macquarie University.

Derewianka, B. (2003). "Trends and Issues in Genre-Based Approaches." <u>RELC Journal</u> 34(2): 133-154.

Droga, L. and S. Humphrey (2002). <u>Getting started with functional grammar</u>. Berry, Target Texts.

Dujsik, D. (2008). The effects of pre-writing strategy training guided by computer-based procedural facilitation on ESL students' strategy use, writing quantity, and writing quality. United States -- Florida, University of South Florida: 204.

Durkin, K. (2007). "The Middle Way: East Asian Master's Students' Perceptions of Critical Argumentation in U.K. Universities." <u>Journal of Studies in International Education</u> 12(38): 1-55.

Dyson, A.H., and Genishi, C. (2005). On the case: Approaches to language and literacy research. New York: Teachers College Press and National Conference on Research in Language and Literacy.

Eggins, S. (2004). <u>An Introduction to Systemic Functional Linguistics</u>. London, Continuum.

Ellis, R., Y. Sheen, et al. (2008). "The effects of focused and unfocused written corrective feedback in an English as a foreign language context." <u>System</u> 36(3): 353-371.

Ellis, R. A. (2005). Supporting genre - based literacy pedagogy with technology - the implications for the framing and classification of the pedagogy. <u>Analysing Academic Writing</u>. L. J. Ravelli and R. A. Ellis. London, Continuum: 210-232.

Emilia, E. (2005). A critical genre -based approach to teaching academic writing in a tertiary EFL context in Indonesia. <u>Department of Language, Literacy and Arts Education Faculty of Education</u>. Melbourne, The University of Melbourne. Doctor of Philosophy: 343.

Feez, S. (1998). <u>Text-based syllabus design</u>. Sydney, National Centre for English Language Teaching and Research (NCELTR).

Firkins, A., G. Forey, et al. (2007). "Teaching writing to low proficiency E F L students.(English as a foreign language)." <u>ELT Journal</u> 61(4): 341(312).

Flowerdew, L. (2000). "Using a Genre-Based Framework To Teach Organizational Structure in Academic Writing." <u>ELT Journal</u> v54 n4 p369-78 Oct 2000.

Freedman, A. and P. Medway, Eds. (1994). <u>Learning and teaching genre</u>. Portsmouth, Boynton/Cook Publishers.

Go, A. (2003). The writing development of Chinese and Vietnamese newcomer students. Unpublished Ph.D. dissertation, University of California, Davis.

Gordon, P. C., R. Hendrick, et al. (2006). "Similarity-Based Interference During Language Comprehension: Evidence from Eye Tracking During Reading." Journal of Experimental Psychology: Learning, Memory, and Cognition 32(6): 1304-1321.

Green, P. S. and K. Hecht (1985). "Native and non-native evaluation of learners' errors in written discourse." System 13(2): 77-97.

Halliday, M. A. K. and Hasan, R. (1976). Cohesion in English. London, Longman.

Halliday, M.A.K. (1984). Language as code and language as behaviour: A systemic-functional interpretation of the nature and ontogenesis of dialogue. In R. Fawcett, M.A.K. Halliday, S.M. Lamb & A. Makkai (Eds), *The semiotics of culture and language*. London: Frances Pinter, pp. 3 – 35.

Halliday, M. A. K. and C. Matthiessen (2004). An introduction to functional grammar. New York, Arnold.

Hammersley, M., Gomm, R., and Foster, P. (2000). Case study and theory. In R.Gomm, M. Hammersley, and P. Foster (Eds.), Case study method (pp.234-258). Thousand Oaks, CA:Sage.

Harklau, L. (Ed.). (2008). Developing qualitative longitudinal case studies of advanced language learners. New York, Routledge.

Hasan, R. (1985). Discourse on Discourse. Workshop Reports from the Macquarie Workshop on Discourse Analysis (Sydney, New South Wales, Australia, February 21-25, 1983). Occasional Papers Number 7, Applied Linguistics Association of Australia, Centre for Language Learning and Teaching, University of Southern Queensland, Toowoomba, Queensland, 4350, Australia.: 109.

Hawkins, M. R. (2005). Becoming a Student: Identity Work and Academic Literacies in Early Schooling. TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect *39*(1), 59-82.

Henry, A. and R. L. Roseberry (1998). "An Evaluation of a Genre-Based Approach to the Teaching of EAP/ESP Writing." TESOL Quarterly v32 n1 p147-56 Spr 1998.

Henry, A. and R. L. Roseberry (1999). "Raising Awareness of the Generic Structure and Linguistic Features of Essay Introductions." Language Awareness v8 n3-4 pp.190-200.

Henry, A. and R. L. Roseberry (2007). "Language Errors in the Genre-based Writing of Advanced Academic ESL Students." RELC Journal 38(2): 171-198.

Heyden, W. T. (1996). Teacher-student interactions in a process writing course: The experiences of three freshmen and their instructor. United States -- New York, New York University.

Hildebrand, C. (1992). Effecting teacher change through implementation of the process writing component of language arts curriculum. United States -- Colorado, University of Northern Colorado.

Holland, R. a. L., A. (2000). Written Discourse, The University of Birmingham: The Centre for English Language Studies.

Hood, S., Ed. (2004). Managing attitude in undergraduate academic writing: A focus on the introductions to research reports. Analysing academic writing. London, Continuum.

Huang, M.-c. (2004). The use of process writing and Internet technology in a Taiwanese college English writing class: A focus on peer reviews. United States -- Pennsylvania, The Pennsylvania State University.

Hyland, K. (2003). "Genre-based pedagogies: A social response to process." Journal of Second Language Writing 12(1): 17-29.

James, M. A. (2010). An Investigation of Learning Transfer in English-for-General-Academic-Purposes Writing Instruction. Journal of Second Language Writing 19(4), 183-206.

Johns, A. M. (Ed.). (2002). Heritage and Innovation in Second Language Education. Mahwah, NJ: Lawrence Erlbaum

Kaewnuch, S. (2008). Teaching agency and power as social: Creating transformative subjects in the clashes of modernity and postmodernity in Thai EFL writing classrooms. United States -- Illinois, Illinois State University: 295.

Kanoksilapatham, B. (2007). "Writing scientific research articles in Thai and English:similarities and differences." Silapakorn University International Journal 7.

Kelemen, D. R. (2006). Effects of a process writing curriculum on students in an agricultural communications course: An experimental study. United States -- Oklahoma, Oklahoma State University.

Khaimukd, B. T. (1999). Points of Connection: A qualitative study of dialogue journals in an EFL college writing classroom in Thailand, Indiana University of Pennsylvania. PhD.

Knapp, P. and M. Watkins (2005). Genre, Text, Grammar Technologies for Teaching and Assessing Writing. Sydney, University of New South Wales Press.

Kongpetch, S. (2003). The implications of the genre-based approach on the teaching of English writing at the Department of Foreign Languages, Khon Khaen University in North-Eastern Thailand University of Technology, Sydney. PhD.

Kongpetch, S. (2006). "Using a genre-based approach to teach writing to Thai students: A case study." Prospect 21(2): 33.

Kress, G. (1999). "Genre and the Changing Contexts for English Language Arts." Language Arts 76(6): 461.

Krisnachinda, S. (2006). A case study of a genre-based approach to teaching writing in a tertiary context in Thailand. Faculty of Education. Melbourne, University of Melbourne. Doctorate.

Kroll, B. (2003). Exploring the dynamics of second language writing. Cambridge, Cambridge university press.

Kwangsawad, T. (2001). Exploring the possibilities of CLT in the Thai context. Canada, University of Alberta (Canada): 184.

Lee, I. (2008). "Understanding teachers' written feedback practices in Hong Kong secondary classrooms." Journal of Second Language Writing 17(2): 69-85.

Li, J., & Schmitt, N. (2009). The Acquisition of Lexical Phrases in Academic Writing: A Longitudinal Case Study. Journal of Second Language Writing 18(2), 85-102.

Limsamarnphun, N. (2009). A man of the middle path. The Nation. Bangkok.

Lin, B. (2003). "English in Singapore: an Insider's Perspective of Syllabus Renewal Through a Genre-Based Approach." RELC Journal 34(2): 223-246.

Lincoln, Y.S., and Guba, E.G. (1985). Naturalistic inquiry. Beverly Hills, CA:Sage.

Loewen, S. and H. Basturkmen (2005). "Interaction in group writing tasks in genre-based instruction in an EAP classroom." Journal of Asian Pacific Communication 15(1): 171-189.

Martin, J. R. (1984). Language, Register and Genre. Geelong, Victoria, Deakin University.

Martin, J. R. (1987). Factual Writing: Exploring and Challenging Social Reality. Geelong, Victoria, Deakin University Press.

Martin, J. R. (1992). "Genre and Literacy-Modeling Context in Educational Linguistics." Annual Review of Applied Linguistics v13 p141-72 1992.

Martin, J. R. (1992a). English Text: System and Structure. Amsterdam, Benjamins.

Martin, J. R. (1993a). "Genre and literacy : modelling context in educational linguistics." Annual Review of Applied Linguistics 13: 141-172.

Martin, J. R. (2000). "Design and Practice." <u>Annual Review of Applied Linguistics,</u> 20: 116-126.

Martin, J. R. (2001). Language, Register and Genre. <u>Analysing English in a Global Context</u>. A. Burns and C. Coffin. London, Routledge: 276.

Martin, J. R. (2009). "Genre and language learning: A social semiotic perspective." <u>Linguistics and Education</u> 20(1): 10-21.

Martin, J. R. and D. Rose (2003). <u>Working with Discourse</u>. London, Continuum.

Martin, J. R. and D. Rose (2007). "Interacting with Text: the role of dialogue in learning to read and write." <u>Foreign Studies Journal</u> Beijing 2007.

Martin, J. R. and D. Rose (2008). <u>Genre Relations: Mapping Culture</u>. London, Equinox.

Martin, J. R. and P. R. R. White (2005). <u>The Language of Evaluation, Appraisal in English</u>. London & New York, Palgrave Macmillan.

Matsuo, C. and G. Bevan (2002). Two Approaches of Genre -Based Writing Instruction: A Comparative Study <u>The Japan Association for Language Teaching National Conference</u>. Japan.

McLaughlin, B. (1977). "Second-language learning in children." <u>Psychological Bulletin</u> 84(3): 438-459.

Muangsamai, P. (2003). EFL learning/writing development in the Internet environment: A case study from pre-medical students' perspectives. United States -- Ohio, The Ohio State University: 277.

Ortega, L., & Byrnes, H. (Eds.). (2008). <u>The longitudinal studies of advanced L2 capacities.</u> New York: Routledge.

Padgate, W. (1999). Effects of different feedback types on grammatical improvement in journal writing of Thai EFL college student, Indiana University of Pennsylvania. PhD

Painter, C. (1991). <u>Learning the mother tongue (2nd ed.).</u> Geelong: Deakin University Press.

Paltridge, B. (1994). "Genre Analysis and the Identification of Textual Boundaries." <u>Applied Linguistics,</u> 15(3).

Paltridge, B. (2001). <u>Genre and the language learning classroom</u>, Ann Arbor : University of Michigan Press.

Payutto, P. A. (2003). <u>Thai-English Buddhist Dictionary</u>. Bangkok, Mahachulalongkornrajaviddhayalai Buddhist University Press.

163

Phonlabutra, K. (2007). Learning in an English content-based program in a junior-high school in Thailand: A case study. United States -- Arizona, The University of Arizona: 317.

Pongsiriwet, C. (2001). Relationships among grammatical accuracy, discourse features, and the quality of second language writing: The case of Thai EFL learners. United States -- West Virginia, West Virginia University: 114.

Prapinwong, M. (2008). Constructivist language learning through WebQuests in the EFL context: An exploratory study. United States -- Indiana, Indiana University: 224.

Prapphal, K. (1981). Learning English in Thailand: Affective, Demographic, and cognitive factors. United States -- New Mexico, The University of New Mexico: 185.

Raimes, A. (1983). Techniques in Teaching Writing. Oxford, Oxford University Press.

Ravelli, L. J. and R. A. Ellis, Eds. (2004). Analysing Academic Writing Contextualized Frameworks. London, Continuum.

Reid, I., Ed. (1988). The place of genre in learning: current debate, Centre for Studies in Literary Education, Deakin University.

Reimer, M. H. (2001). The effect of a traditional, a process writing and a combined talking and writing instructional approach on the quality of secondary English students' written response. Canada, The University of Manitoba (Canada).

Richardson, P. (1991). "Language as personal resource and as social construct; competing views of literacy pedagogy in Australia " Educational Review 43(2): 0013-1911.

Rose, D. (2006). Reading Genre: a new wave of analysis. Linguistics and the Human Sciences, vol.2, No.1

Rose, D., L. L. Chivizhe, et al. (2003). "Scaffolding academic reading and writing at the KOORI CENTRE." the Australian Journal of Indigenous Education. 32: 41-49.

Rose, D., B. Gray, et al., Eds. (1999). Scaffolding Reading and Writing for Indigenous Children in School. Double Power: English literacy in indigenous schooling. Melbourne, Languages Australia.

Rothery, J. (1994). Exploring Literacy in school English (Write It Right Resources for Literacy and Learning). Sydney Metropolitan East Disadvantaged Schools Program.

Sakontawut, N. (2003). Functional sentence perspective and second-language composition: A study of revision process in a writing workshop for Thai college students. United States -- Pennsylvania, Indiana University of Pennsylvania: 249.

Sengupta, S., G. Forey, et al. (1999). "Supporting Effective English Communication within the Context of Teaching and Research in a Tertiary Institute: Developing a Genre Model for Consciousness Raising." English for Specific Purposes(18).

Siew Mei, W. (2007). "The use of engagement resources in high- and low-rated undergraduate geography essays." Journal of English for Academic Purposes 6(3): 254-271.

Siriphan, S. (1988). An investigation of syntax, semantics, and rhetoric in the English writing of fifteen Thai graduate students. United States -- Texas, Texas Woman's University: 183.

Smith, S. and et al. (1995). Writing a Discussion. Melbourne, Northern Territory Univ., Casuarina (Australia).; Australian National Languages and Literacy Inst., Deakin.: 63.

Srinon, U. (1999). Error analysis of free compositions written by the first year students of Mahamakut Buddhist university, Mahavajiralongrajawitthayalai campus, Ayutthaya province, Silapakorn university. Master.

Swales, J. M. (1990). Genre analysis Cambridge, Cambridge University Press.

Swales, J. M. (2004). Research genres. Cambridge, Cambridge University Press.

Taguchi, N. (2008f). Longitudinal study of higher-order inferential ability in L2 English in H.Byrnes & L. Ortega (Eds.), The longitudinal study of advanced L2 capacities (pp.203-222). Lawrence Erlbaum.

Tapinta, P. (2006). Exploring Thai EFL university students' awareness of their knowledge, use, and control of strategies in reading and writing. United States -- Texas, University of North Texas: 482.

Tawilapakul, U. (2003). "The use of English tense by Thai university students." e-Journal for Researching Teachers 1(3).

Torr, J. (1997). From child tongue to mother tongue: A case study of language development during the first two and a half years. Monographs in Systemic Linguistics 9. Nottingham: University of Nottingham.

Tseng, Y.-C. and H.-C. Liou (2006). "The effects of online conjunction materials on college EFL students' writing." System 34(2): 270-283.

Tuppoom, J. (2005). The effects of noticing linguistic features and discourse on Thai EFL learners' revision of academic essays, Suranaree University of Technology. Doctor of Philosophy in English Language Studies.

Unger, J. and S. Fleischman (2004). "Is Process Writing the "Write Stuff "?" Educational Leadership 62(2): 90-91.

Vachiramethee, P.W. (2008). "How to work happily." Retrieved 31 October 2008 from http://www.thebestinsure.com/index.php?lay=boardshow&ac=webboard show &WBntype=1&Category=thebestinsurecom&thispage=14&No=1284383.

Wang, L. (2003). "Switching to first language among writers with differing second-language proficiency." Journal of Second Language Writing 12(4): 347-375.

Watson Todd, R., S. Khongput, et al. (2007). "Coherence, cohesion and comments on students' academic essays." Assessing Writing 12(1): 10-25.

White, P. (2009). "The language of attitude, arguability and interpersonal positioning." Retrieved 31 October 2009, from http://www.grammatics.com/appraisal/index.html.

Wintergerst, A. C., A. DeCapua, et al. (2003). "Conceptualizing learning style modalities for ESL/EFL students." System 31(1): 85-106.

Wirijitra, A. (2008). "English ability of Thai learners."   Retrieved October 31, 2008 from www,expert2you.com/view_article.php?art_id=2539.

Wongsothorn, A. (2003,). "Levels of English skills of Thai Students." e-journal for researching teachers 1(2).

Woodward-Kron, R. (2002). Disciplinary learning through writing: An investigation into the writing development of undergraduate education students. Unpublished Ph.D. dissertation, Faculty of Education, University of Wollongong, Australia.

Woodward-Kron, R. (2005). "The role of genre and embedded genres in tertiary students' writing." Prospect (08147094) 20(3): 24-41.

Woodward-Kron, R. (2007). Negotiating Meanings and Scaffolding Learning: Writing Support for Non-English Speaking Background Postgraduate Students. Higher Education Research and Development 26(3), 253-268.

Woodward-Kron, R. (2009). "This Means that...": A Linguistic Perspective of Writing and Learning in a Discipline. Journal of English for Academic Purposes 8(3), 165-179.

Wray, D. and M. Lewis (1998). An Approach to Factual Writing: An Invited Article, http://www.readingonline.org.: 16.

Yin, R.K. (2003). Case study research: Design and methods (3rd ed.) Thousand Oaks, CA:Sage.

APPENDICES

Appendix A Course syllabus and teaching plan

1. Faculty: Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus

2. Course code: Intermediate English Writing (702232)

3. Credits: 3

4. Instructor: Ajarn Udom Srinon (udom.srinon@adelaide.edu.au)

5. Course description and objectives:

The course is designed around organization of paragraphs and writing different kinds of multi-paragraph compositions based on the genre based-approach and Systemic Functional Linguistics. The main objectives of this course are to help students develop their literacy ability through different kinds of text types and to improve communicative and critical skills through argumentation (exposition and discussion) on various activities designed.

6. Teaching materials: Handouts of the course and other visual learning aids such as Videos, movies and Internet, etc.

7. Teaching plan

Table 54 Teaching plan

Week	Description	Activity	Note
1a (1.5 hour)	Course introduction/Pre-test (writing an essay)	- Writing an essay	
1b (1.5 hour)	Unit 1 – Modeling (Exposition) a) What is an argument? b) Introduction to one sided argumentation (Exposition) c) Introduction to the class essay topics	- Lecture	
2a (1.5 hour)	Unit 1-continued a) The thesis (setting up the argument, structure and key linguistic features b) Feedbacks on essay topics – debating positions	- Lecture - Task practice	
2b (1.5 hour)	Unit 1-continued a) The body of the Exposition – structure and key linguistic features b) Further development of essay topic and language functions and vocabulary	- Lecture - Task practice	

3a (1.5 hour)	Unit 1-continued a) Conclusion- structure and key linguistic features b) Task practice	- Lecture - Task practice	
4a (1.5 hour)	Unit 1- (Joint construction) a) Writing a group essay b) Group works and further development	- Lecture - Task practice	
4b (1.5 hour)	Unit 1- (Joint construction – continued) a) Writing a group essay b) Motivations and feedbacks on students' essay topics	- Lecture - Task practice	
5a (1.5 hour)	Unit 1- (Dependent construction) a) Writing a group essay b) Motivations and feedbacks on students' essay topics	- Lecture - Task practice	
5b(1.5 hour)	Unit 1- (Dependent construction – continued) a) Writing a group essay b) Motivations and feedbacks on students' essay topics	- Lecture - Task practice	
6a (1.5 hour)	Unit 1 – Students' presentations -Feedbacks and class responses	- Presentations	
6b (1.5 hour)	Unit 1 – Students' presentations (continued) -Feedbacks and class responses	- Presentations	
Midterm exam (Week 7-8, Students had midterm break and examination for two weeks)			
9a (1.5 hour)	Unit 2 – Writing a discussion (modeling) a) What is an argument? b) Introduction to two sided argumentation (Discussion) Introduction to the class essay topics	- Lecture Task practice	
9b (1.5 hour)	Unit 2-continued a) The thesis (setting up the argument, structure and key linguistic features b) Feedbacks on essay topics – debating positions	- Lecture Task practice	
10a (1.5 hour)	Unit 2-continued a) The body of the Discussion – structure and key linguistic features b) Further development of essay topic	- Lecture - Task practice	

	and language functions and vocabulary		
10b (1.5 hour)	Unit 2-continued a) Conclusion- structure and key linguistic features b) Task practice	- Lecture - Task practice	
11a (1.5 hour)	Unit 2- (Joint construction) a) Writing a group essay b) Group works and further development	- Lecture - Task practice	
11b (1.5 hour)	Unit 2- (Joint construction)- continued a) Writing a group essay b) Group works and further development	- Lecture - Task practice	
12 a(1.5 hour)	Unit 2- (Dependent construction) a) Writing a group essay b) Motivations and feedbacks on students' essay topics	- Lecture - Task practice	
12 b (1.5 hour)	Unit 2- (Dependent construction – continued) a) Writing a group essay b) Motivations and feedbacks on students' essay topics	- Lecture - Task practice	
13a (1.5 hour)	Unit 2 – Students' presentations -Feedbacks and class responses	- Presentations	
13b (1.5 hour)	Unit 2 – Students' presentations -Feedbacks and class responses	- Presentations	
Final exam (Week 14)			

8. Evaluation and grading criteria

The evaluation is based on students' writing through different kinds of text types and various activities assigned during midterm and final teaching sessions in the class and outside the class. Accordingly, the evaluation will be like this:

Class attendance and participation	10%
Midterm tasks	30%
Midterm exam	15%
Final tasks	30%
Final exam	15%

Grading criteria is based on the criteria reference which is as follows:

80-100	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
0-49	F

Note: Adjusted IELTS writing rubrics and appropriate grading criteria will be used to evaluate students' essays and writing tasks.

9. Teaching time

Monday	10.30-12.00	Group 700	Venue:SC2-307
Tuesday	10.30-12.00	Group 701	Venue: SC2-307
Wednesday	10.30-12.00	Group 700	Venue:SC2-307
Thursday	10.30-12.00	Group 701	Venue:SC2-307

10. Students consultation: Monday – Thursday 1-3 pm

11. Plagiarism

Warning: Students caught cheating by plagiarizing or quoting all statements or sentences without an appropriate reference or citation will be judged to fail for this course.

Writing Argumentative Essay

☺ What is an argument?

An argument is a piece of text that presents one side (or two sides) of an issue. If you have ever written to persuade someone to believe something or if you have argued with someone, then you have used the argumentative text type. So, argumentative texts can include, for example, university essays, advertisements, book reviews, movie reviews, newspaper Editorials, political speeches, and so on.

In general, the purpose of an argumentative text is to persuade the audience by presenting evidence and arguments which support the writer's point of view. Thus, in a typical argument, the writer will announce his/her viewpoint (for example, that the government should consider introducing more wind-power for generating the nation's electricity) and then set out a series of arguments in support of this proposition (for example, arguments such as wind-power generation would reduce the production of pollutants believed to be contributing to global warming, that wind-power generation is safer than nuclear power, that new technological developments have made wind-power cheaper than was previously the case, and so on.) The point, of course, is to seek to win the reader over to the writer's point of view. However, while we can talk about 'argumentation' or 'argumentative texts' in the broad sense of these terms, we also have to be aware that there exist different sub-types of argument. That is to say, there are different types of arguments and different ways in which arguments can be organized. We need to be aware of these differences when we set out to write our own arguments. Thus, for example, one type of argument will seek to convince the reader that some action should be taken (for example, that the speed limit in built up areas should be reduced, or that university students should get more holidays), while another type may present an argument as to the causes of some phenomenon (for example, an argument that temperatures on earth are increasing as a result of the burning of fossil fuels).

In this unit, however, we are going to focus only on two types of argument; what are known as '**Expositions' and 'Discussions'**. In the **Exposition text**, the writer presents only one side of an issue, their own view of the matter under consideration. In contrast, in the **Discussion text,** the writer considers or weighs up different points of view, or

considers arguments for and against. Only after these various viewpoints have been considered does the writer takes a stand and announce his/her own viewpoint. That is, the writer weighs up or evaluates arguments for and against in order to decide which is the most plausible, strongest or the most convincing. In some cases, the writer doesn't definitely take a position, but rather just explores the different points of view and the evidence which supports them.

Table 55 Stages of exposition and discussion essays

Argument

Exposition			Discussion		
One sided: Writer presents a point of view and argues in favour of it.			Two sided: Writer weighs up, arguments 'for' and 'against' before indicating which is strongest and most convincing.		
Stages		**Purposes**	**Stages**		**Purposes**
Introduction	Orientation	Introducing the subject of the essay	**Introduction**	Orientation	Introducing the subject which is currently the subject of some debate
	Primary Position (Thesis)	Presenting the writer's position		Issue	Presenting the terms of the debate – the various positions taken
	Preview	Previewing the arguments the writer is going to present in order to convince the reader		Preview	Previewing the key arguments for and against
Body	Argument in support of the primary position	Point elaboration	**Body**	Argument for	Point elaboration
	Argument in support	Point elaboration		Argument against	Point elaboration
	Argument in support	Point elaboration		Argument for	Point elaboration
	Possible further arguments	Point elaboration		Argument against	Point elaboration
Conclusion	Reinforcement	Re-statement of the writer's primary	**Conclusion**	Recommendation	The writer announces one side of the debate as most

		position, usually in stronger terms			plausible, convincing our sound, and indicates his/her support for this viewpoint

Appendix B Part 1 Exposition Text

☺ **Overview of Exposition text**
Commentary: **The Advantages of School Uniforms**

- Commentary**: Zoos – Sanctuaries or Prisons?**
- Commentary: **Reality TV**

- Commentary: **TV Violence and Kids**

☺ **Outcome**

At the end of this session, you should be able to:

- know the purpose of an argument (exposition)

- understand the structure of exposition

- have worked with several samples of exposition

- write your own exposition

☺ **Features of exposition**

☺ **Constructing exposition**

The steps for constructing the one-sided Exposition sub-type of argument are:

- **Introductory (the beginning)**
  a) often statements which provides background information on the issue
  which is about to be considered - *Orientation*
  b) and introductory statement (or statements) that gives the author's point
  of view – *Position* (in some texts, this opening statement may be '**attention
  grabbing'**

c) a short preview of the arguments or evidence which are going to be provided in the body of the essay in support of the writer's viewpoint - *Preview*

- **Body of the text**

  the arguments and evidence in support of writer's viewpoint (may have already been briefly previewed in the introduction). That is, in constructing an Exposition text, the writer must present arguments to back up his/her viewpoint. - *Argument*

- a conclusion that sums up the arguments and reinforces the authors' point of view – *Reinforcement;* (sometimes also includes a few sentences which consider further possible lines of enquiry or potential implications following from the issues discussed in the essay – *Implications*)

Table 56 Stages of the single-sided Exposition essay

Part	Stages	Text
Introductory (Thesis)	Orientation	background information on the topic under discussion
	Position	statement(s) by the writer in which they announce their own viewpoint
	Preview	where the writer presents brief summary of the arguments and evidence which will be presented in support of his/her point of view
Body	Arguments	evidence or other forms of argumentation in support of the writer's '*Position*'
Conclusion	Reinforcement	restatement of the writer's position in stronger terms on the basis of the argumentation presented in the Body
	Implications	usually only found in some academic essays, particularly in the sciences, often not present in humanities essays - brief consideration of areas of possible future research; implications of the discussion for development of knowledge in the field

☺ **Figure 7 Functional Stages of Exposition**

Orientation Position (Statements) Preview	⇨		⇦	Introduction
Arguments in support	⇨		⇦	Body
Reinforcement Implication	⇨		⇦	Conclusion
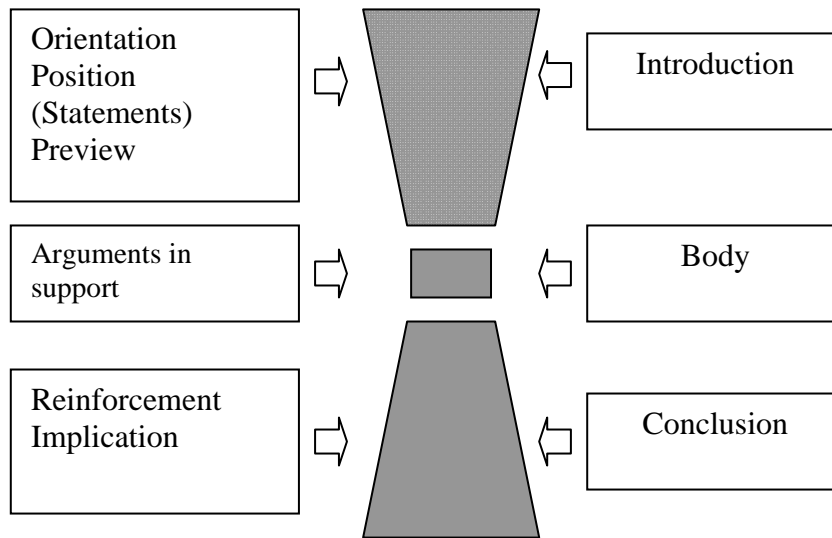
Appendix B Part 2 Introduction

> NOTE:
> Appendix B, Tasks 1-3 are included in the print copy
> of the thesis held in the University of Adelaide Library.

Task 4 **Watch some videos about studying abroad and life on campus. Then work in group to write the introduction part of the following topic and then each group presents their writing and gives feedback for each piece of writing.**

Do you agree or disagree that more Thai students should go to study abroad for tertiary education? Give reasons to support your argument.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task 5 Work in the same group to write the body of the essay in Task 4.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task 6 Work in the same group to write the conclusion of the essay in Task 4. Then all groups present the whole parts of the essays to the class and the class gives comments and feedback to all essays. The class also analyses the internal structure of all essays together and then all groups submit their complete essays to the teacher.

_____

_____

_____

_____

_____

_____

_____

Appendix B Part 5 Writing Discussion Texts

Part II Writing Discussion Texts

At the end of this session, you should be able to:

- know the purpose of Discussion texts

- understand the structure of Discussion texts

- have worked with several samples of Discussions

- write your own Discussion text

☺ **Features of the Discussion genre**

☺ **Constructing Discussions**

The term "Discussion Genre" refers to is a type of text which is organized around arguments 'for' and arguments 'against'. It is like the Exposition in that its purpose is to persuade. However, unlike the Exposition, in Discussions the writer doesn't present their own position upfront in the introductory section at the beginning of the text. Instead, the writer begins by indicating that there is a debate or disagreement with respect to some issue and spends the body of the text setting out the two sides of this debate. It is only at the end, in the conclusion, that the writer finally indicates where they stand on the issue under consideration. That is to say, it is only in the final section of the text, after having

weighed up both sides of an argument, that the writer announces their own viewpoint and declares whether they are 'for' or 'against' the proposition under consideration.

Here is an example of a short Discussion text.

Appendix B Part 6 Discussion Text Example

Discussion text example 1

More and more students of English are going abroad to study at universities in English-speaking countries such as Britain, Australia and the United States. They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. Many of these students seek out part-time work during their stay in the foreign country. However, some university administrators, teachers and student counselors in those countries are now questioning this practice of students seeking to work while studying and there is now some debate about whether restrictions should be placed on students undertaking part-time work. Those who are against students working say they fear the paid employment is interfering with students' ability to study effectively and that students risk being exploited by unscrupulous bosses. The students, however, say that the work is essential in order for them to be able to support themselves while living in a foreign country or in order to be able to send back money to their families at home. There are arguments, therefore, both for and against students undertaking part-time work while studying and this essay will consider both sides of the issue.

The most common reason given why students should not undertake part-time work while studying is that they won't have enough time or energy to devote to their studies. It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. If they reduce their study time they risk achieving poor results or even failing.

Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying. The point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures of tutorials. They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.

Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages. These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.

There is certainly some validity to such concerns and a number of instances of such exploitation have been reported. However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advice and guidance from student counselors at the university.

There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational. By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. This is likely to be highly beneficial for their English language knowledge and fluency. Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way. Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English. Other students get work with members of their own local community and hence end up speaking Chinese, Thai or Korean at work, and not English.

Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees. Those opposed to students working have difficulty countering this particular argument. They concede that for many students part-time work is a financial necessity. They do however, lament that this is case and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.

In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas

university. They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses. However, these are risks which can be avoided if students are sensible and take care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. In the final analysis, the positives far outweigh the potential negatives. Through undertaking an appropriate amount of part-time work in an appropriate type of job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

Appendix B Part 7 Joint Construction Activity

Activity 1 (Joint construction of text)

Spend some time reading through the above essay. Underline any words or phrases which you have difficulty understanding. Discuss these with members of your group (or this may be done as a class discussion).

In discussion with members of your group (or the class as a whole) seek to supply answers to the following questions:

1. Is the writer of the essay in favour of students undertaking part-time work while studying, or is he/she opposed to students undertaking part-time work while studying?

2. Identify the place in the essay where the writer announces his/her own view with regards to students undertaking part-time work.

3. Several arguments against students undertaking part-time work were discussed in the essay. Did any of these seem valid or convincing to you? Which seemed the strongest or most compelling to you? Did any of the arguments seem particularly weak of unconvincing?

4. Several arguments in favour of students undertaking part-time work were discussed in the essay. Did these seem valid or convincing to you?

5. Do you feel the writer did a good job of arguing his/her case? Was he/she convincing? Did you end up agreeing with the writer? Why was this the case? Why do you feel the writer was either successful or unsuccessful in mounting a convincing argument?

Table 57 The structure of the Discussion

Discussion (two-sided) arguments typically contain the following structural elements.

Introduction	**Background**	*Introduces the topic by providing background information necessary for the reader to understand the issue which the essay will be considering*
	Statement of Issue	*States precisely the issue or debate with which the essay is concerned – presents the claim or proposition for which the writer will be considering arguments 'for' and 'against'.*
	Preview (does not occur in all examples of Discussion)	*Previews very briefly the key arguments 'for' and 'against' which the writer will be weighing up.*
	.	[*Please note, sometimes the Background, Statement of Issue and Preview will be given their own separate paragraphs, but more usually they will be contained altogether in the same single paragraph. It all depends on how much background information is needed (i.e. only a sentence or two, or an entire paragraph) and how complicated the Issue is, and so on.*]
Body	**Arguments for and against**	*A series of arguments is presented supporting each side of the issue. Usually an argument in support of one side of the issue is presented and then a countering argument from the other side will be presented. Frequently each argument is discussed in its own paragraph. However, occasionally the 'for' and 'against' will be presented in the same paragraph. This typically only happens when the argument is not very complicated and doesn't need much elaboration.*
Conclusion	**Position**	*Writer states their own position (i.e. whether they are 'for' or 'against') based on the weight of evidence provided by the arguments 'for' and 'against' discussed in the Body of the essay.*

	Recommendation (note, not all Discussion essays include this Recommendation section)	*In those Discussions which contain this element (not all of them do), the Recommendation involves a demand, suggestion or call for some action*

This structure is summarized below in the following diagram. Optional elements (i.e. those which do not occur in all Discussion texts) are surrounded in square brackets

Figure 8 Functional Stages of Discussion Text
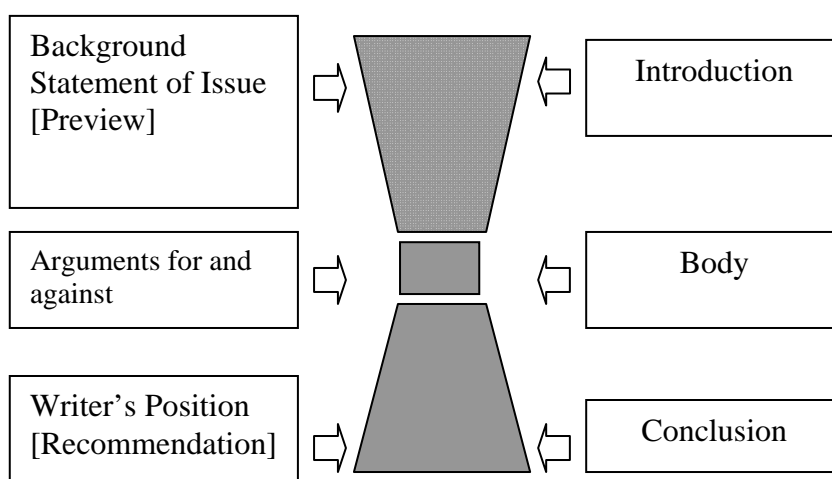
Appendix B Part 8 Discussion Text Analysis

Activity 2

Discussion text 1 is repeated for you below. By reference to the above account of the elements which make up Discussion texts, divide the text into its component stages. That is, you should divide it up into Introduction, Body and Conclusion, and then (a) within the Introduction, identify Background, Statement of Issue and Preview, (b) within the Body, identify arguments for and arguments against, and (c) within the Conclusion, identify Position (where the writer indicates their own viewpoint) and Recommendation (if there is one). Paragraphs have been numbered to make discussing your analysis easier.

(1) More and more students of English are going abroad to study at universities in English-speaking countries such as Britain, Australia and the United States. They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. Many of these students seek out part-time work during their stay in the foreign country. However, some university administrators, teachers and student counselors in those countries are now questioning this practice of students seeking to work while studying and there is now some debate about whether restrictions should be placed on students undertaking part-time work. Those who are against students working say they fear the paid employment is interfering with students' ability to study effectively and that students risk being exploited by unscrupulous bosses. The students, however, say that the work is essential in order for them to be able to support themselves while living in a foreign country or in order to be able to send back money to their families at home. There are arguments, therefore, both for and against students undertaking part-time work while studying and this essay will consider both sides of the issue.

(2) The most common reason given why students should not undertake part-time work while studying is that they won't have enough time or energy to devote to their studies. It is argued that many part-time jobs require students to work two or three days a week but most university programs require students be able to devote themselves full-time to their studies. If they reduce their study time they risk achieving poor results or even failing.

(3) Those in favour of students working argue, however, that the majority of students are able to manage their time effectively and to balance working with studying. The point out that many part-time jobs involve work on the weekends and hence the work doesn't interfere with lectures of tutorials. They also point out that many students are highly motivated and are prepared to limit their social activities while they are studying abroad and hence are left with enough time and energy to devote to their studies.

(4) Another argument against students undertaking part-time work is that it may put students at risk of being exploited by unscrupulous bosses who may try to force them to work very long hours for very low wages. These bosses may also expose them to dangerous working conditions and won't provide them with health coverage if an accident occurs on the job. It is argued that overseas students are particularly vulnerable to this type of exploitation because they are away from home, are desperate to find work and are not familiar with the employment laws and regulations operating in the foreign country.

(5) There is certainly some validity to such concerns and a number of instances of such exploitation have been reported. However, those in favour of students working argue that such cases are very small in number and that the vast majority of students are properly treated by their employers. All that is required is that students learn about the employment regulations of the country in which they are studying and, if in doubt, seek advice and guidance from student counselors at the university.

(6) There are a number of strong arguments in favour of students undertaking part-time work at the same time as studying. The first one is educational. By getting a job, students are forced to interact with local people and, obviously, to use and practice their English in real-life situations. This is likely to be highly beneficial for their English language knowledge and fluency. Those opposed to students working will often concede that this is the case and accept that working can be beneficial in this way. Against this, however, they point to the fact that many jobs involve students in repetitive, menial labour where they get little opportunity to speak English. Other students get work with members of their own local community and hence end up speaking Chinese, Thai or Korean at work, and not English.

(7) Perhaps the strongest reason in favour of students working is one of basic economic need. Without the part-time work, many students would simply be unable to support themselves financially away from home and would not have the money to pay their tuition fees. Those opposed to students working have difficulty countering this particular argument. They concede that for many students part-time work is a financial necessity. They do however, lament that this is case and say they wish that tuition fees were lower and that more money was available for scholarships to overseas students.

(8) In conclusion, then, it seems that the arguments in favour of students working must be seen as stronger than those against. Admittedly, it does need to be acknowledged that there are risks associated with students undertaking part-time work while studying in an overseas university. They may, for example, struggle to find enough time for study if they work too many hours, and they may be exposed to exploitation by unscrupulous bosses. However, these are risks which can be avoided if students are sensible and take care to limit the amount of paid work they do, and inform themselves about local employment laws and regulations. In the final analysis, the positives far outweigh the potential negatives. Through undertaking an appropriate amount of part-time work in an appropriate type of

job, students can help to support themselves financially while at the same time greatly improving their English through speaking it in a real-world situation.

Appendix B Part 9 More examples and analyses of the writing Discussion texts

The introduction section

In this section we look more closely at how the Introduction sections of Discussion texts are written. You will recall that these Introductions sections typically consist of the following elements

Table 58 The structure of the introduction of Discussion text

	Background	Introduces the topic by providing background information necessary for the reader to understand the issue which the essay will be considering
Introduction	Statement of Issue	Outlines the issue or debate with which the essay is concerned; indicates the question or proposition over which there is some controversy or debate; presents the proposition for which the writer will be considering arguments 'for' and 'against'.
	Preview	Previews very briefly the key arguments 'for' and 'against' which the writer will be weighing up. (Not present in all Discussions.)

[Note that in some cases it will be possible for the writer to cover all three elements (Background, Statement of Issue, and Preview) within a single paragraph. This will be possible, for example, when it is assumed the reader is already largely familiar with the topic under consideration, and therefore only one or two sentences are required to provide background or to set out the Statement of Issue. In other cases, each of these elements may be given its own separate paragraph. This will typically be the case when the writer assumes that the reader has only a very limited knowledge of the topic under consideration.

In such cases, it may require an entire paragraph in order to provide enough background information, or enough information for the Issue to be fully explained to the reader.]

Appendix B Part 10 Activities

Activity 1

In order to reach a clearer understanding of the language which is typically used in these Introduction sections, we will consider several examples of Introductions which have been taken from Discussion texts.

As a first step, consider the following three Introductions. Working either individually or with the other members of your group, firstly read through the two extracts to ensure that you have clear understanding the texts' meanings. Discuss with the other members of your group (or with the class as a whole) any words or phrases which are new to you or which you have difficulty understanding.

Once you are confident that you fully understand the three extracts, then analyse them closely in order to determine whether they all contain the three introductory elements of 'Background', 'Statement of Issue' and 'Preview'. Attempt to divide the Introductions up into these different sub components.

Are the three elements present in all three extracts? Do they occur in the order Background then Statement of Issue then Preview, or in some other order?

Discussion 1
Question: Are advertisements a menace to society or an economic necessity?
Introduction

In most societies today, advertisements are present in all parts of everyday life. We encounter them on television, in newspapers and magazines, on billboards and even on the sides of busses and taxi cabs. Despite being an integral part of daily life, advertisements are nevertheless often the subject of debate, criticism and controversy. While businesses, the media and the advertising industry itself insist advertising is essential for the growth and continued health of the economy, for many ordinary people advertisements are annoying, intrusive and a waste of time and space. These people also criticise advertisements for brainwashing people into buying products they don't need and can't

afford. This essay explores the two sides of this debate, considering the pros and cons of advertising.

Discussion 2

Topic: Computer games: harmless fun or a threat to society?

Introduction

Over the past 30 years, computers have come to play an increasingly dominant role in our lives. They are now vital to almost all sectors of industry, government, and education. As a result, most people regard computers positively and feel that they have made a major contribution to society. There is one aspect of computers, however, where opinion is more divided – computer games. On the one hand there are people who are very much in favour of computer games, pointing to the profits which have been earned and the jobs which have been created by the computer games industry. On the other hand, there are parents who are worried that their children are spending too much time sitting in front of their computers playing these games. As well there are people worried about the graphic violence which is depicted in many of these games. These people fear that if children spend too much time playing these games, they may themselves become violent. As a result, there is a continuing debate about whether computer games are harmful or beneficial and about whether there should be some restrictions on the types of games which are available to children. This essay will consider the two sides of the debate.

Discussion 3

Question: Which make the best pets – cats or dogs?

Introduction

Human societies around the world like to keep animals as pets. The range of animals kept as pets seems almost endless, including birds, fish, mice, guinea pigs, lizards, snakes, monkeys, tortoises and pigs. While pet keeping traditions do vary from nation to nation, it is clear that the most popular pets are cats and dogs, at least when all countries around the world are taken into consideration. While some people like to keep both, it is clear many pet owners have a preference for either one or the other. That is to say, pet owners can be divided into two camps – the dog lovers versus the cat lovers. The true dog lover insists that dogs are man's best friend and would never consider keeping a cat in the house. In contrast, the true cat lover has a contempt of dogs and insists that cats are the ultimate human companion. So which make the best pets – cats or dogs?

Appendix B Part 11 Language features

Language features of Discussion Introductions

In this section we are going to look more closely at the type of language which is required for writing effective Discussion Introductions. We consider each of the sub elements (Background, Statement of Issue, Preview) in turn.

Language features of the Background elements

The four Background sections which we have considered so far (including the Background section from the essay on overseas students working while studying) are set out below.

1. (studying while working)
More and more students of English go abroad each year to study at universities in English-speaking countries such as Britain, Australia and the United States. They go in order to improve their knowledge of the language and to gain first-hand experience of life in an English-speaking society. Many of these students seek out part-time work during their stay in the foreign country.

2 (advertisements)
In most societies today, advertisements are presented in all parts of everyday life. We encounter them on television, in newspapers and magazines, on billboards and even on the sides of busses and taxi cabs.

3. (computer games)
Over the past 30 years, computers have come to play an increasingly dominant role in our lives. They are now vital to almost all sectors of industry, government, and education. As a result, most people regard computers positively and feel that they have made a major contribution to society.

4. (dogs versus cats)
Human societies around the world like to keep animals as pets. The range of animals kept as pets seems almost endless, including birds, fish, mice, guinea pigs, lizards, snakes,

monkeys, tortoises and pigs. While pet keeping traditions do vary from nation to nation, it is clear that the most popular pets are cats and dogs, at least when all countries around the world are taken into consideration.

Activity 2

Individually or in groups, work through the above Background sections and underline all main verbs (the verb phrases) in all the sentences. For example, in sentence 1 of extract 1, you would underline 'are going' and 'to study'.

> More and more students of English <u>are going</u> abroad <u>to study</u> at universities in
> English-speaking countries such as Britain, Australia and the United States

Once you have completed this, consider the tense of these verbs. Are they primarily in the past, present, or future tense? Go through the verbs labeling them accordingly – i.e. past, present, future or something else. For example

> More and more students of English <u>are going</u> [*present*] abroad <u>to study</u> [*infinitive
> or non-finite – no tense indicated - the infinitive form doesn't indicate the time in
> which the event occurred*] at universities in English-speaking countries such as
> Britain, Australia and the United States.

Discussion

You should have found that most (though not all) of the verbs were in the present tense. That is to say, the form of the verb acts to indicate that these are events which are going on at the present time, or at least at the same time as the text was written.

You may recall that in English, there are two forms of the present tense. Firstly, there is what is often termed the 'simple present'. For this 'simple present', there is just the single word form – e.g. I <u>work</u>; You <u>run</u>; Mary <u>eats</u>; The headmaster <u>announces</u>; They <u>believe.</u> Secondly, there is what is often termed the 'present continuous'. For this present continuous form of the verb there is an additional verbal auxiliary (*am, are, is*) plus the verb form ending in 'ing' – e.g; I <u>am</u> work<u>ing</u>; You <u>are</u> run<u>ning</u>; Mary <u>is</u> eat<u>ing</u>; The headmaster <u>is</u> announc<u>ing</u>.

You may recall that these two forms have slightly different meanings. The simple present form is used when we want to talk about some action, happening or state of affairs which is

habitual, or which goes on unchangingly or repeatedly over an extended period of time. Thus, by way of example I would say,

I work at McDonalds

if I have a regular job at McDonalds and hence working there is something I regularly do, again and again. Of course, at the time of writing, the author almost certainly isn't actually working at McDonalds. They are describing their usual work, not what they are actually doing at the time of working. Similarly we would say,

You run to work, don't you?

if we assume that the person we are talking to runs to work every day, or on most days. Thus we are suggesting that for this person running to work is habitual or repeated. And again, we would be unlikely to say this if the person were actually in the process of running. We are talking about what they do habitually, each morning, and not about what is happening at the time of speaking.

In contrast, the present continuous form is used when we do want to talk or write about what is currently going on right at the moment of speaking or writing. Thus if you phone someone and interrupt them as they are preparing an essay and you ask them what they are doing, they are likely to say something like,

I <u>am working</u> on my homework for tomorrow's class.

They use the present continuous form (*am working*) to indicate what they are doing at the moment of speaking.

Similarly, if you phone someone on their mobile phone and ask them what they are doing, they may well answer.

At this moment I <u>am running</u> to work.

If, in fact, they are jogging along the road on the way work. Thus this 'present continuous' form of verb is typically used to describe actions which are happening at the moment of writing or speaking

We notice then that the form of the verb which occurs most often in these Background sections is the simple present. This follows from the fact that the purpose of the Background is to describe some on-going or habitual situation or state of affairs. In order to writer such descriptions of on-going states of affairs, then, it is necessary to understand

this use of the simple present. Of course, this is not to suggest that the only form of the verb which will be used in Backgrounds the simple present. Rather it is to indicate that the simple present is the form which will usually occur most often.

Table 59 Analysis of Introduction 1

Background	In most societies today, advertisements are present in all parts of everyday life. We encounter them on television, in newspapers and magazines, on billboards and even on the sides of busses and taxi cabs.
Statement of Issue	Despite being an integral part of daily life, advertisements are nevertheless often the subject of debate, criticism and controversy.
Preview	While businesses, the media and the advertising industry itself insist advertising is essential for the growth and continued health of the economy, for many ordinary people advertisements are annoying, intrusive and a waste of time and space. They also criticise advertisements for brainwashing people into buying products they don't need and can't afford. This essay explores the two sides of this debate, considering the pros and cons of advertising.

Table 60 Introduction 2

Background	(1) Over the past 30 years, computers have come to play an increasingly dominant role in our lives. (2) They are now vital to almost all sectors of industry, government, and education. (3) As a result, most people regard computers positively and feel that they have made a major contribution to society.
Statement of Issue	(4) There is one aspect of computers, however, where opinion is more divided – computer games.
Preview	(5) On the one hand there are people who are very much in favour of computer games, pointing to the profits which have been earned and the jobs which have been created by the computer games industry. (6) On the other hand, there are parents who are worried that their children are spending too much time sitting in front of their computers playing these games. (7) As well there are people

	worried about the graphic violence which is depicted in many of these games. (8) These people fear that if children spend too much time playing these games, they may themselves become violent.
Statement of Issue	(9) As a result, there is a continuing debate about whether computer games are harmful or beneficial and about whether there should be some restrictions on the types of games which are available to children.
Preview	(10) This essay will consider the two sides of the debate.

Notice that this Introduction doesn't exactly follow the model for the structure of the Introduction which was set out above. Specifically, the writer has chosen to outline the Issue which is under consideration (debate over whether computer games are good or bad) at two different points in the Introduction. In the first instance, at sentence (4), the Statement of Issue is very brief – just the indication that there is some difference of opinion about computer games. In the second instance, at sentence (9), more detail about the Issue is provided, with the writer adding the information that the debate includes the question of whether restrictions should be placed on computer games. Also, in the above analysis, sentence (10) is also treated as part of the Preview since it does point forward to the discussion which is to follow. However, obviously, it is sentences (5) through (8) which do most of the Preview work (i.e. outline the key arguments for and against).

This example demonstrates that perfectly effective Introductions need not exactly match the Background + Statement of Issue + Preview structure. As in this case, in some instances the Statement of Issue or the Preview may interconnect with each other. Accordingly, the Background + Statement of Issue + Preview structure should be considered only as a guide and not as an obligatory template which must be followed in all instances

Table 61 Introduction 3

Background	Human societies around the world like to keep animals as pets. The range of animals kept as pets seems almost endless, including birds, fish, mice, guinea pigs, lizards, snakes, monkeys , tortoises and pigs. While pet keeping traditions do vary from nation to nation, it is clear that the most popular pets are cats and dogs, at least when

	all countries around the world are taken into consideration.
Statement of Issue	While some people like to keep both, it is clear many pet owners have a preference for either one or the other. That is to say, pet owners can be divided into two camps – the dog lovers versus the cat lovers.
Preview	The true dog lover insists that dogs are man's best friend and would never consider keeping a cat in the house. In contrast, the true cat lover has a contempt of dogs and insists that cats are the ultimate human companion. So which make the best pet – cats or dogs?

Activity 2

1. (studying while working)

More and more students of English (1) go [*simple present*] abroad (2) each year to study [*infinitive/ non finite / tenseless or timeless*] at universities in English-speaking countries such as Britain, Australia and the United States. (3) They go [*simple present, or habitual present*] in order to improve [non finite / tenseless] their knowledge of the language and to gain [non finite / tenseless] first-hand experience of life in an English-speaking society. Many of these students seek out [(*phrasal verb: seek + out) simple present / habitual present*] part-time work during their stay [*not a verb, but rather a noun derived from a verb*] in the foreign country.

2. (advertisements)

In most societies today, advertisements are [*simple present / habitual present of the verb 'to be' – note that here 'present' is an adjective and hence not part of the verb*] present in all parts of everyday life. We encounter [*simple present / habitual present*] them on television, in newspapers and magazines, on billboards and even on the sides of busses and taxi cabs.

3. (Computer games)

Over the past 30 years, computers have come to play [*perfect tense / or 'past in the present' + the infinitive 'to play'*] an increasingly dominant role in our lives. They are [*simple present / habitual present*] now vital to almost all sectors of industry, government, and education. As a result, most people regard [*simple present / habitual present*]

computers positively and <u>feel</u> [*simple present / habitual present*] that they <u>have made</u> *[perfect tense / or 'past in the present']* a major contribution to society.

4. (dogs and cats)

Human societies around the world <u>like</u> <u>to keep</u> [*simple present / habitual present + infinitive 'to keep']*]animals as pets. The range of animals kept [*simple present / habitual present*] as pets <u>seems</u> [*simple present / habitual present*] almost endless, including birds, fish, mice, guinea pigs, lizards, snakes, monkeys , tortoises and pigs. While pet keeping traditions <u>do vary</u> [*simple present / habitual present*] from nation to nation, it <u>is</u> [*simple present / habitual present*] that the most popular pets <u>are</u> [*simple present / habitual present*] cats and dogs, at least when all countries around the world are taken [*passive voice - simple present / habitual present*] into consideration.

[Notice that in the above the author has written 'pet keeping traditions do vary' rather than just 'pet keeping traditions vary…' The latter version (without do) is correct and would be used in most cases. So why has the writer added this extra 'do' ?. Often 'do' is added to provide for emphasis – a way for the writer to indicate that they are very strongly committed to the statement they are making. Thus, while we might say, 'I want to visit my friends tomorrow', we might add a 'do' (or 'does' or 'did', depending on the tense or person) if we really wanted to be emphatic, to indicate that our desire to visit our friends is very strong – thus 'I do want to visit my friends tomorrow'.. In the above case ('do vary) the 'do' acts to emphasis. However, it has another function as well. In association with the 'While' which precedes it, this 'do' acts to signal to the reader that some sort of contrary meaning will be offered in the next clause or sentence. Or putting this another way, the 'while' followed by the 'do', acts to indicate that the writer is conceding or a agreeing to a point which he or she will in some way reject or at least qualify in what follows immediately after. Thus in the above case, the writer acknowledges that pet traditions vary from country to country, only then to insist that in one aspect they do not vary, namely the pet traditions around the world are the same in that everywhere people prefer cats and dogs.. The following sentences provide further examples of the writer using 'while' + 'do' (or did) to signal that they are conceding or acknowledging a point which they will then reject or qualify.

While I do agree that nuclear energy is a cleaner fuel than coal, I nevertheless oppose its use on the grounds that there is no safe way of storing the nuclear waste which is produced in the power generation process.

While Mary did study really hard, she has a poor memory and so failed the exam.

While people do say they want better schools, they aren't prepared to pay the extra taxes needed to fund improvements.

Point to consider about types of primary claim in an argumentative essay

It's really a matter of considering just what time of claim is being made in the thesis statement. Another framework for considering different types of argument would be one which identities the following differences in time of primary proposition (the central thesis)

Types of primary claim (i.e. thesis statement for which the rest of the essay argues)

• Claims of fact: ie that a particular event did occur or that a particular state of affairs exist (in principle subject to verification) – for example.

–   A Chinese exploratory fleet visited Australian in the 1420s and established temporary settlements.

–   University students today are not interested in learning but rather in gaining a qualification

•   Claims of cause

–   (for example) Violence in video games results in violence in video game players.

•   Claims of consequence

–   (for example) The government's new immigration laws will result in Australia being regarded as heartless and uncaring by the international community.

•   Claims of Value

–   (for example) The Australian government was wrong to commit military forces to the war in Iraq

•   Claims of Taste

–   (for example) Hamlet is Shakespeare's greatest play.

•   Claims of Policy (recommendations)

–   (for example) The government should consider nuclear power as a source of energy for the nation

•   Claims of categorization

–   (for example) the attack on the World Trade centre was an act of war

Conjunction resources in full in Martin and Rose (2003)

Table 62 External conjunctions

Addition	Additive	Add	And, besides, both… and
		Subtract	Nor, neither….nor
	Alternative		Or, either…or, if not… then
Comparison	Similar		Like, as if
	Different	Opposite	Where, while
		Replacing	Instead of, in place of, rather than
		Excepting	Except that, other than, apart from
Time	Successive	Sometime	After, since, now that, before
		Immediate	Once, as soon as, until
	Simultaneous		As, while, when
Cause		Expectant	Because, so, therefore
		Concessive	Although, even though, but, however
Means		Expectant	By, thus
		Concessive	Even by, but
Condition	Open	Expectant	If, then, provided that, as long as
		Concessive	Even if, even then
	Closed		Unless
Purpose	Desire	Expectant	So that, in order to, in case
		Concessive	Even so, without
	Fear		Lest, for fear of

Table 63 Internal conjunctions

Addition	Developing	Additive	Further, furthermore, moreover, in addition, as well, besides, additionally
		Alternative	Alternatively
	Staging	Framing	Now, well, alright, okay
		Sidetracking	Anyway, anyhow, incidentally, by the way
Comparison	Similar	Compare	Similarly, again
		Rework	That is, i.e., for example, for instance, e.g. in general, in particular, in short
		Adjust	In fact, indeed, at least
	Different	Contrast	Rather, by contrast
		Retract	On the other hand, conversely
Time	Successive	Ordering	First, secondly, third, next, previously
		Terminating	Finally, lastly
	Simultaneous	Adjacent	At the same time
		Interrupted	Still

Consequence	Concluding	Conclude	Thus, hence, accordingly, in conclusion, consequently
		Justify	After all
	Countering	Dismiss	Anyway, anyhow, in any case, at any rate
		Concede	Admittedly, of course, needless to say
		Unexpected	Nevertheless, nonetheless, still

Appendix C Essay questions

Appendix C1 Pre-test questions

Instructions: Choose one of the following topics to write an argumentative essay of about 250 words. You have 45 minutes to prepare and write it.

1. At present, there is widespread concern that the price of petrol is increasing on a daily basis. Some people are advocating the use of gas (NGV and LPG) as a substitute for vehicles such as personal cars. Do you agree or disagree with this proposal? Give reasons to support your arguments.

2. There are some people who strongly encourage Thai students to travel abroad to study. They assert that foreign study has major advantages over studying at home. Do you agree or disagree with this position? Supply reasons for your argument?

3. There is a growing concern about the dangers supposedly associated with the Internet, for example as a source of crime, child abuse and pornography. Do you agree or disagree with the proposition that, accordingly, the government should censor or prevent access to inappropriate websites in order to protect people? Give reasons for you arguments.

Appendix C2 Mid-term – Exposition questions

Instructions: Choose one of the topics below to write an argumentative essay (One sided exposition) not less than 500 words. You have one hour and a half to write about it.

1. Recently the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media. These measures are intended to reduce the consumption of alcohol and cigarettes with a view to improving the health of Thai people. Do you support or oppose such proposed laws? Should such constraints be placed on the operation of advertisers and the mass media? Do you believe such laws are likely to be effective in improving health? Give reasons to support your arguments.

2. As has been reported in the media, the government is currently considering introducing laws which would give greater autonomy to government universities in the area of administration and academic freedom. This would bring Thai universities more into line with the conduct of universities in such countries as the United States and the United Kingdom. According to media reports, there is opposition to the proposed changes by some students and teachers. Do you support or oppose the proposed changes? Do you believe they are likely to be beneficial or harmful for the conduct of universities education in Thailand? Give reasons to support your arguments.

3. In response to conflict and earlier acts of violence in parts of southern Thailand, the government has imposed martial law in the region. This state of martial law is still in operation in some southern provinces. Do you support or oppose the government in this decision to maintain martial law? Are such measures justified? Is maintaining martial law is the best interests of the people of this region and Thailand more widely? Give reasons to support your arguments.

Appendix C3 Final exam – Discussion questions

Instructions: Choose one of the topics below to write a discussion essay not less than 400 words. You have two hours to write about it. Ensure that you follow the structural elements (generic structure) of the discussion text studied in the class.

1. Currently, the University Dormitory Unit of Kasetsart University, Kamphaeng Saen Campus has put forward a plan to the university administration which would involve an increase in the number of students living in each dormitory room for three or four to five per room. It is claimed that the increase in the number of students in each room is necessary because the number of students coming to the university is increasing each year,

but there are no more funds available to construct new buildings to accommodate the larger student intake. So they say that it is a better idea to help students who cannot afford more to live outside the university; that is, the students do not have to pay more comparing to living in private dormitories and apartments. However, students are opposed to the plan, arguing that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment. In considering this question, write an essay which weighs both sides of the debate (considering evidence' for' and 'against') in order to reach a conclusion about which is the stronger and more convincing argument.'

2. As has been reported in the media, the government is investigating the cases of several bombings which occurred recently in Bangkok. Those bombings have had an impact on the Thai people generally, and on the people of Bangkok in particular. The government has warned that political conflicts in the country may be the motive for the bombings, or that those responsible may be associated with politicians who have recently been removed from power. They warn that more such bombings may occur. Accordingly, they urge everyone to watch for people acting suspiciously and have implemented security measures such as the checking of people's bags and belonging at large gathering and in places such as bus terminals, airports, stadiums and cinemas. They are even keeping an eye on public bins to ensure that bombs are not placed there. Against these claims by the government, there are people who argue that, on the contrary, it is more likely that those responsible for the bombings are terrorists from southern Thailand and not the politicians who have recently been removed from power. They contend that the government should be focusing on the threat from international terrorists rather than seeking to lay the blame on locals. Write an essay which considers both sides of the debate, weighing up the various arguments in order to reach conclusion as to which is the stronger or more plausible point of view.

3. As has been reported in the media, the ex-Prime Minister Thaksin Shinawatra is currently living outside the country after he was removed from power by the military. Those who took power assert that the action was necessary on account of the former regime's corruption and other problems. Now the ex Prime Minister is waging a campaign against the military government by means of interviews on the satellite television channel, CNN or in Time Magazine. His supporters are also struggling to regain power, claiming that Mr Shinawatara is the duly elected head state of Thailand. Obviously the current

government is opposed to this. As well there is a section of the community which is opposed to a return to power by Mr Shinawatara on the grounds that this could result in instability, civil unrest and possibly political violence. <u>Write an essay which considers both sides of the debate, weighing up the various arguments in order to reach a conclusion as to which is the stronger or more plausible point of view.</u>

Appendix D Students' Written Texts

Appendix D1 Pre-test texts
<u>**Text of Student 1: HGS 1:Thitima**</u>
I both agree and disagree that studying abroad has much more advantages for students than studying in the country. The agreement's reasons are various as following. First, studying abroad requires students' great responsibilities. They have to depend on themselves on how to live their lives, how to manage money, how to adapt themselves to a new way of studying(foreign way – critical thinking and class discussion and attendance, not Thai way- listening to teacher's instructions and remembering), who to have a companionship with and how deep should the relationship be, and so many other things. Secondly, one of Thai students' majority problems are the different way of studying. For foreigners usually teach with student-center technique-critical thinking, class discussion and critical essay for example, Thai students then need to adjust their way of studying that might take a big while   (a couple of months to six months or to a year). It is better if Thai students take one – year English preparation class abroad before going to study full English education. Last is the language, English, the most important problem for Thai students. In order to studying abroad and to have the best English improvement, they might take one – year English preparation class abroad before going to study full English education, they should speak less Thai and more English as much as possible, they should stay or accompany with native speakers more than Thais etc. All those three reasons give many advantages- more self-responsibility, self – dependency, mental maturity, great improvement on English skills, more open-minded, be critical etc. My disagreement on this subject is that it does not depend on where you stay, but it totally depends on yourself. If you dedicate yourself, truly put your mind and do what you have to or should, you can be and have as much advantages as you want.

<u>**Text of Student 2: HGS 2:Thitinun**</u>
In my opinion, I don't believe that studying abroad has much more advantages for students than studying in the country. There are 3 reasons that make me think it's not necessary to studying abroad.

First of all, I think Thailand's education has a standard and quality so, it's not necessary to studying abroad although if you go studying abroad, you'll get better in English language skills but there are a lot of people who is successful in their lives without go studying abroad.

Second, you'll waste your money, if you go studying abroad because there are a lot of expensive expenses such as high cost of living. Besides, Almost of group that go studying abroad are teenagers, so it's too dangerous for them to go abroad alone and they will confront with some difficult problems that they have to solve but they are too young and they has less experience. So, they're solve the problems in the wrong way because they don't have anyone to give some advices for them.

Third, nowadays there are a lot of Thailand quality institutions that open the international programme. Thus, I think if you want to practice or improve your English language skill, it is better to studying in the international programme in Thailand institution. Because you'll save your money and you'll stay close up with your parents. Therefore, if you get some troubles, you can tell your parents to suggest you to solve the problem in the right way.

In brief, you'll go studying abroad or not, it's not important. The most important things is being a good person for your social. Because if you educated from abroad but you're a bad person who is cheating or corruption. You won't get any respects from everyone. In the other hand, you'll get a lot of respect, if you' re a good person who is honest, patient and diligent. Although you aren't graduated from abroad.

Text of Student 1 : MGS 1:Thanyamon

For me, I agree with the government that should censor inappropriate websites to solve the problems concerned for three reasons. The first reason is there are very inappropriate websites are in the advertisement form which is a part of every type of websites such as educations, sports, movies, songs, news and so on. This can make children easily enters to these websites. If we can censor the inappropriate websites I think we will not have the problems. Because they can't read and see anything that may motivate in the a bad way. Second, parents don't keep an eye on their children every time. Sometimes they can see them play the Internet, but when parents go to work or have something that must go out to do it, during the time children may click the inappropriate one. This is a problem of parents and may be the most important for every family. With this reason, we should agree with the government. Lastly, on the internet has many games to serve children's entertainment. And it has both good and bad one. Some games make children abuse, they play all the time and some days the parents can't see their parents because they are in the room all day. The

advantages of censoring the inappropriate websites have a lot of ways. We should support and do it for ourselves.

Text of Student 2 : MGS 2:Thachapan

I agree with the statement above. As we know, nowadays, the world faces with the crisis of petrol, the natural resource that nearly lose from the world. So, the price of petrol is getting higher. In my opinion, I think people should use the gas NGV and LPG in order to use petrol.

First, we can save more money because gas NGV is much cheaper than petrol.

Next, If we use NGV. We can save the environment because there isn't polution. There won't be any air polution. People will have good health.

The last reason is the petrol use thousand million years to grow. It is the Natural resource that can't be use forever like water. So if we still use petrol, not many year there will be no petrol in the world. The new generation will not know what is the petrol. They will know only the name of it. So, if we stop using petrol now, in the future, there will be some petrol left for new generation to see.

From these three reason. I think it is better to use the NGV or LPG than petrol. Although using NGV is new for us but we must chage to start the new better one for the natural, the world, and the future. Pehaps, this will be the first step changing to better life.

Text of Student 1 : LGS 1:Chutamas

In my view, I disagree with the statement for 2 reasons. First of all, I think it does not depend on studying abroad or studying in the country, it depends on each person. For example, Jane is a son of the rich and he planed to study abroad after he finished the high school. When he went to abroad, he did not attend the class and he just drink, smoke, take drugs. At last, he ungraduated and he come back to his hometown. According to this example that presented, the disadvantages of studying abroad. I think studying abroad that did not suitable for everybody, it depends on the person. Second, I think every country has the same of sufficiency. Indeed, I disagree that studying abroad is better than studying in country.

Text of Student 2 : LGS 2:Wasana

I agree with the idea of studying abroad because I think is more competition than studying in the country. As there is more competition, I think this will help the students to active themselves. Moreover, I am sure that they will have the advantage experiences which they can not find if they studying in the country, for example, a new society, new friends, a new culture and more. As studying in a new surrounding, it can change their ways of thinking and their activities to be better

because if they study in the country they would participate people in the same language, but studying in abroad as the language is not the same as they used to speak, this requires the students to concentrate the lessons more than they used to.

Appendix D2 Exposition texts

Text of Student 1 :HGS 1:Thitima

As far as I remembered, I have inhaled cigarattes' smoke from my father's smoking. I, my mother, my sister and brother have tried and persuaded him to quite smoking for a long time. Still he smokes. We are glad and very supportive when the laws to limit the advertising of cigarettes and alcohol in the mass media has been proposed. Although the actual cause of consuming alcohol and cigarettes is the consumers themselves alone, we too think that the advertisements somehow influence their consumers to purchase the products. Thus, the laws to limit advertising cigarettes and alcohol in the mass media should be approved. There are four major problems resulting from smoking cigarettes and drinking alcohol.

First is the bad effect on the smokers and drinkers' health. The smokers may have lung cancers and the drinkers ruin their livers severely.
Secondly is the bad effect for smokers' nearby persons. The study has shown that these people are riskier to have lung cancers than smokers. This is because they fully inhale the smoke while mostly smokers outhale more than inhale the smoke.

Third is the waste of money. The study and news have shown that people spend lots of money on these two evils. My father, for example, spend at least 1,500 baht each month on cigarettes. The more you consume, the more money you spend.
Last, usually occurs with families with alcoholic members, is the cause of family problems such as insufficient or less family's income, a couple's abuse (a husband hits his wife when he is drunk).

According to these reasons, I think that such constraints should be placed on the operation of advertisers and the mass media. Although these laws may not affect or reduce the number of smokers and drinkers, I truly hope that at least these laws might help reducing the number of new smokers and drinkers. Moreover, who knows, without alcohol and cigarettes advertisements, drinkers and smokers might stop drinking and smoking someday. Not only drinkers and smokers but also everyone around them will be healthier then.

Text of Student 2: HGS 2:Thitinun

The mass media is the most important way to attract the customers to believe in the quality of goods. So, I think if the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media, the health of Thai people will be better. I have three reason to support my idea.

First of all, I believe that the advertisements have a lot of influences to the customers because the advertising is a way to present the advantages of products. Therefore, the goods are presented in a good way although they are not good. For example, the agencies of alcohol are present their products in the good way such as they present hat when you drink the alcohol, you will relax. Moreover, you will have a lot of friends when you drink.

In fact, when you drink it, you will lose your conscious. You can't control yourself, so it is the cause of some problems such as perhaps you have the quarrels with other people. That is not the way to make friends but it is the way to increase your enemies.

Second, I think if the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in mass media, Thai society is better. Because these products make you waste a lot of times. You can do many things in stead of waste your time for drinking and smoking. If you take those times to read books or do something which is useful for you, your family, your friends and your society, I think this world is not boring and it is more interesting. Moreover, if everyone can do this, this world will beautiful because there are the good things all around us.

In addition, smoking the ciggrate and drinking alcohol are the cause of many diseases. For example, cancer disease is the effect from smoking cigagrate. The liver disease is the effect from drinking alcohol. Moreover, these diseases don't have the way to cure but there are the ways to still your symptoms but you will have a lot of expenses from your diseases. The most important thing is the losing because the patients of the these diseases are the leader of the family or someone husband or the leader of the company or the son of someone. Although you have a lot of money, you cannot keep the life of your love person.

In conclusion, I believe that limit the advertising of ciggrate and alcohol is a good way to solve the problem. But I think everything depends on you.

Finally, I think the best way to solve this problem is teach the right things to Thai juveniles in order to have the accurate consciences because when they grow up, they will be the good adult and they will be the example person to the next generation.

Text of Student 1 : MGS 1:Thatchapan

As we know, in this 4 months, we heard about the news that the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media. Since the news was notice.

There are many groups of people criticized about this law. Some agree with the government such as people who didn't smoke or drink alcohol and the adults that care of their teenagers. But some disagree such as the alcohol and cigarette company, and people who smoke or drink alcohol. The law isn't announce yet, until the government have the good conclusion for all groups.

For me, I agree with the government that they should limit the advertising of cigarettes and alcohol. In order to make people have a good health. It's true that the government can't stop people to drink alcohol or smoke, but it is better than don't do anything.

I have 3 points to support my idea.

First point, I think advertising make people interested in the products.

So, if there isn't advertising people will smoke and drink alcohol less than before. It means that, people who never been smoke or drink alcohol will not start to drink and smoke. But people who smoke or drink, they still do the same. So, the producer of the product can still sell their products. And they can save money of the advertising to do another activities. It's good for both producer and people who don't smoke and drink to be not start doing bad thing.

Second point, alcohol and cigarettes are not good for people.

The government don't need to support bad things. The government should support about the health of people. Because drinking alcohol and smoking make people get harm like heart disease or lung disease. As we know people who smoke and drink not only harm themselve but also harm their family, people and around them and our society which we can see everyday in the newspaper, and televisions. If this is a way to protect the problems and make people live happily with good health, we should accept this law right?

Last point, about the company that sell the cigarettes and alcohol.

I know that if this law is announced, it will effect with them. But if they think that they can still sold their products. I think it is the same as before. Then they can also save their money for advertising. They should accept this. It is better than the government don't accept them to sell their products anymore. So, they should accept this law for themselve and their country.

From this 3 points, I conclude that I agree with the government. It is good way to limit the advertising of cigarettes and alcohol in order to make people have a good health and protect other problems from people who drink or smoke. in our society.

If you just think of the advantage and disadvantage of this law, you will know that what decision will you make?

Text of Student 2: MGS 2:Thanyamon

At present, there are many alcohol and cigarettes companies in the market. Each of them wants to present its product in several ways such as television, radio, newspaper, magazine and so on. That is for his large incomes. Do you think that these advertisement may affect to consumers in the bad ways? Alcohol and cigarettes advertising can bring consumers to have a life of bad health. I believe that if we have the laws for them, the people should have a good quality of life.

First, Advertising shows the night life with their product, that is the way to have a good activity for health.

Surely most of the advertising have some pictures like a party, a restaurant, a bar and a pub. But others have a beach or a travelling place. These are the activities of amusement which have in adult and teenager. It has a chance to like in the advertising that should have their product in your party for drinking. And this makes the people always have alcohol and cigarettes and it makes the health becomes the bad one. In the other way, if there are less advertising about alcohol and cigarettes, people will not interest in it and every party is full of the good things.

Second, Having the mass media about cigarettes and alcohol, It makes a bad social because teenagers can see them and think that isn't bad to try it. On TV, radio, newspaper, magazine and a paper beside the road, are easy to see and when people see them all the times and everyday, it is a normal thing to do like them and it is easy to do because you can find their product everywhere. So, our social may become to the bad social which has the people got drunk and has the cigarettes around the town.

Because of the age of teenager, we should limit the advertising of cigarettes and alcohol in the mass media. Teenager don't have many experience about them and it's not appropriate for them to try on their ages, so you shouldn't convince them and don't have advertising to them too much.

The company don't worry about their customers because the laws of government just limit the advertising not reduce the buyer and don't declare that cigarettes and alcohol is not good. So, the

buyer who is adult should choose the product on himself. The laws help to improve the health of people. If the government has the laws for alcohol and cigarettes advertising, these problems will not appear and will improve the health to be best.

In conclusion, Advertising should have a suitable level that is for health of people. The companies should care their consumer and do something for them. Don't expect for the incomes only, should care for our social and humans. This will have an appropriate way in advertising.

Text of Student 1: LGS1:Chutamas

According to the article said the government consider to give greater autonomy for university that means the university will get freedom. Moreover, the university can control everything by themselves. You think, it is beneficial or harmful for giving the freedom for university.
In my view, I don't agree with the government that they plan to turn the university in to the autonomy for many reasons.

First of all, we have to pay for higher tuition fee.
This will impact to rising not only the cost of education but also the cost of living. For example, we have to pay for higher about the equipment for learning, the fee, about the cost of dormitory or many things. Thus, this means the poor students can not be able to attend in public university because the cost of education is higher. If the university turns in to the autonomy this means the government gives only the chance for the people who are in the middle classes and the high – clases. Moreover, If I don't have money or I am a poor student that means I must become the "illiterate" because I don't have the money for pay the tuition fee.

The second, I ever heard the government said " The quality of education have to investment".
In my view, it sounds strange because the education of student is not the business that we must invest for getting the high quality goods. In addition, the students in university don't like " the rat" in the Lab room that wait for someone comes to test them. As same as, the university students are the rats and the government is the doctor. Like, The doctors try to test about the new system to the rats.

Another reason, I think, if the university turns into the autonomy, it might because of the invesminisum in the university.

In the future, everything can buy by money not only the master degree but also our country. In fact, many university which turns into the autonomy body they have many problems about the money. For example, one of the university in the North of thailand have many problems about the unjustic

compormises in university at expense of tax payer and someone cheat the money of university. Thus, this shows the university autonomy is the one step for cheating.

In the future, everything can buy by money not only the master degree but also our country. In fact, many university which turns into the autonomy body they have many problems about the money. For example, one of the university in the North of thailand have many problems about the unjustic compormises in university at expense of tax payer and someone cheat the money of university. Thus, this shows the university autonomy is the one step for cheating.

I would like to suggest to the government why the government doesn't concentrate on the ethics of students, in contrase; they concentrate on only the money If they concentrate on the ethics of student, this can help our country to be successful in the future. If everyone has ethic, our country will don't worry about the corruption. I think, the government must concentrate on that how to teach thai people to living on self-sufficiency because this is not only suitable of life-style for thai people but also this is the great theory of our king.

In summary, I don't agree with the government that they plan to turn the university into the autonomy because it doesn't give the chance for the poor students, moreover; it can make our country become the 'investminisum system'. If this law is allowed to persist, the students are ultimately be the one price to pay.

Text of Student 2: LGS 2:Wasana

In my opinion I absolutely agree with the government's idea to limit the advertising of cigarettes and alcohol. If you consider the social problems, you will see that many problems have a cause from alcohol such as car crashing, sex abuse and many thing else. For supporting my opinion I have several reasons to explain.

First, Thailand is a buddhism contry, Thai people should have a good behavior to show other country of their precious thing.

I have seen the news from the newspaper or the internet that in Islam contries alcohol and cigarettes are banned. I think this is a good idea of their government to control their society to the good way. When I look back to our country, I feel somber because it is opposite to those countries. Everywhere I go I see many people smoke and some of them are teenagers. I think it is not good to see these unpropriate situations.

I have seen the news from the newspaper or the internet that in Islam contries alcohol and cigarettes are banned. I think this is a good idea of their government to control their society to the good way. When I look back to our country, I feel somber because it is opposite to those countries.

Everywhere I go I see many people smoke and some of them are teenagers. I think it is not good to see these unppropriate situations.

Second, Thai teenagers have the same behavior that is they usually follow every footsteps of their friends or the medias.

Nowsaday, the advertisings have become more influence to people. Everytime we watch T.V. we will see the advertising of alcohol that present its product as common as general product. Some of these evil products presents the relationship betweens to attack the consumers. For the adult people I think they can consider what is bad or good by themselves, but teenagers, as I said they usually follow their friends, they may want to try the alcohol just because they want to be popular in their group. This make them loose concentration to the study because if they drink too much they could not go to school in the morning. If they absent the class, they will not understand the lessons and it effects their grades, too. Another problem is about health. If they drink too much alcohol, they may be an alcoholic patient. Neither good for themselves or society, because they are the future of the nation.

Third, as you see the news about car crashing or sex abuse. These are the causes of alcohol. Alcohol gives no good result. Because of the advertisings are free, people think it is not immoral to drink. They have no responsibilities to the society. It brings many problems that we see everyday in the newspaper.

However, I think our society would be better if we have the limit advertising of alcohol and cigarettes law. We don't see these advertisings in our daily life. It will change our interest to another good thing and a result of not drinking alcohol our minds are improve in the better way.

Appendix D3 Discussion texts

Text of Student 1: HGS 1:Thitima

In university, it is very normal matter that many students stay in the university dormitory. This mostly because the student's home is too far away from the university. Most students of Kasetsart university in Kamphaeng Saen campus stay in the university dormitory also. The matter of this essay is that the university dormitory unit of Kasetsart university, Kamphaeng Saen campus has put forward a plan to the university administration which would involve an increase in the number of students living in each dormitory room from three to four and from five to six or seven per room. This matter leads to the debate whether this plan should be carried on or the university should find other solutions. There have been many arguments both for and against this issue. Those who

support the idea say that the increase in the number of students in each room is necessary because there are on funds available to construct new buildings and this is the only way to help students who cannot afford to live in private dormitory or apartment. However, students are opposed to the plan, arguing that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment. Therefore, this essay will consider both sides of the issue.

First, the plan's supporters claim that the increase in the number of students in each room is necessary because the number of students coming to the university is increasing each year, but there are no funds available to construct new buildings to accommodate the larger student intake. This, the opposers argue that it is the university's responsibility to get more fund from other sources or the university can raise the administration fees a bit more. Some of the opposers even ask and wonder what has the university done with the administration fees, the additional university's maintenance fees, and of course the dormitory fees that the students pay each semester.

Next, supporters say that it is a better idea to help students who cannot afford more to live outside the university, that is, the students do not have to pay more comparing to living in private dormitories and apartments. Although it is true, the students opposed that it will a little bit higher cost if they share room with friends. They think it worths to pay a little bit more money instead of living in a tiny room; they can hardly find space to do anything; they feel like they don't have enough air to breath; they hardly find the way to walk without hitting things or crashing each other; one person will not have any accommodations in the room – a desk, a cloth closet, a bed – so he will have to sleep on the floor. All of these troubles are an exchange for lower payment. Furthermore, there will be an increasing in noise, a loss of privacy, more people waiting in lines for restrooms and bathrooms etc. And for those who do not want to sleep on the floor and still have all the room's accommodations, they feel like they pay a higher cost because there is, at least, one more person to share everything with.

After a deep consideration and weighing up the pros and cons on the issue, it seems to me that the argument in favor of opposing the plan far outweigh the positives. The number of students per room in the dormitory at the present time has already been too full for the small room; the loud noise, the less privacy, and the payment too has already been too much. My suggestion for this controversial subject is that the university should not admit number of students more than the university dormitory units can provide unless the new buildings have already been constructed. The university should not put the problems onto students and their parents' responsibilities while the university still collects the payment from them.

Text of student 2 : HGS 2:Thitinun

Almost of high school students have to do the entrance exam in order to come to learn in the university. So, the famous Government universities are wanted. For example, Chulalongkorn University, Thammasat University, Kasetsart University, Chiengmai University and Khonkan University etc. When the result of exam is revealed, many people glad and happy but some people disappoint. Surely, many students who entrance to learn in the universities which far from their homes, they have to stay in the dormitories. Therefore, the dormitory is an important part of the university because it likes a house. Students who stay in the dormitories use the time in the dormitories like the house.

I am one of many students who stay in the dormitory. Especially, Next semester Kasetsart University, Kamphaeng Saen Campus where I stay has a new policy to increase the number of students living in each dormitory rooms. Somebody thinks that it is suitable to increase the number of members of each room because of the amount of students is increasing. So, it's better to increase the members than stay outside the university. In contrast, some people argue this opinion because they think increasing members lead to some problems such as noise, higher cost of payment etc.

You will some advantages and disadvantages of increasing members from this essay.

First of all, some people think that staying in the campus dormitory is better than staying in the private dormitory outside the university. Because they think the cost of living in the campus is cheaper. For example, the rent of dormitory in campus is cheaper than the rent private dormitory outside university.

However, there are some debates in this. Some people think it's better to live in the private dormitory outside university because they will not lose their privacy although they will pay more money than stay in the campus dormitory.

Second, some people believe that staying in the campus dormitory will safer than staying in private dormitory outside university. Due to there are many trucks on the road in front of the university, so the accident may be happen.

Anyway, someone argues this idea. They think if they have conscious, they can control the situations. Besides, they think accident can happen everywhere despite of happening in the university. There are many accidents happen in the university.

Third, it's about behaviors. Somebody thinks that students who live in the campus dormitory will have better behaviors. Because the dormitory has rules for the students to follow them. Moreover, they think staying in private dormitory outside university make the students have bad behaviors such as miss the miss because of their lazy, come back the room late because they go to pub or bar in the night.

In contrast, some people say that the behaviors depend on themselves. They think they are the university students, so they are adult and they can think and make the decisions by themselves. Some people who live in the campus dormitory have bad behaviors. So, they think accommodation isn't involve in behaviors.

In conclusion, I think the place where you live is not important but I think you should know what is your duty? And what is your aim that you come here? I'm sure that everyone comes here because you want the knowledge in order to work in the future. Thus, you should concentrate in learning first. At least. It will useful for yourselves and if you success in the future, you and your family especially your parents will pride and happy.

Living in the dormitory is a new great experience for me because I have to live with new friends in the new circumstance. So, I have to adapt myself into the new environment. It's not easy for me but I pass it and I'm very happy to stay in the campus university.

Finally, I would like to suggest everyone. You should think a lot before make your decision. Which one is better? It depends on your point of view because everything in this world has both of advantages and disadvantages.

Text of Student 1: MGS 1:Thanyamon

The university dormitories of kasetsart university has 24 buildings. There are 13 buildings for boy students and 8 buildings for girl students. All dormitory of boy students have five students per room but of girl students have 4 or 5 students for each room. Currently, the university had planed having faculty more than before, thus the dormitory form must change to prepare for those students that decreasing two students for each room in both boy and girl dormitories. However, some students have a question that it is suitable for the students who live in Dormitory or not. Some people say that increasing the number of students per room will result in a number of problems. In the other hand, some think that is a way to help university and they depend on the university system.

The students who are against the increasing number of students living in each dormitory room said that the cost of renting dormitory is so expensive because they must to pay about 2,000 baths per semester that is higher than before to 500 baths. Also, they must share a room for other three persons and hence the convence must reduce. That is not suitable for them.

Those in favor with the university say that the high cost is not a problem, if it can resolve the dormitory of students coming. Moreover, staying with more people and paying high price is better than staying alone and paying higher than this because you can meet a lot of people and enjoy each other.

Some people who are against this situation are arguing that a lot of people must have a lot of problems. For example, there are increasing in noise of each room, the life quality is going to be good and so on. These displease them to stay in the university dormitory.

Those who have argument for the university accept that each dormitory building has own rules and everyone who stays there must follow them if not, they are punished surely. Moreover, there are some guards for motorcycles and bicycles, and also, a stranger that may enter in the dormitory 24 hours. Hence, the life quality likes living in home.

In conclusion, the argument against may be stronger than argument for because preparing for student coming with this way is pretty inappropriate for the students and the new coming students. I think that the university should resolve this problem as fast as he can and the students should not have some strong comments for the university that may make it be a big problem. The students who stay in dormitory should make a good friendship for each other that will bring a happy life of staying in the university dormitory with the new coming students.

Text of Student 2: MGS 2:Thachaphan

Nowadays, many students came to study at the university which were for away from their homes. Therefore, they had to rent the house, pay for their apartments, or buy the condominums. in order to stay as tier home. There costed much money for them in each month. But, They could save more money if they stay at the university dormitory. In Kamphaeng San campus, student used to stay at the university dormitory. It costed only 15,00 bath per a term. It was very cheap amount for them. It helped the students to save more money. The problems came to the student because in next semester there was the increasing of the student in the campus. Hence, they will put 1 student more in each room. This was the big problem for them.

There were two arguments. First was the student who lived in university dormitory. They claimed that, it was too much people in the room and it would cause many problems. Another group was the university administer, they said that the amount of the student that came to the university were increase so, they had to do this in order not to let the students stay outside in the private dormitory or apartments.

In my essay I will write both of the arguments. Both have their reasons to support their thinking.

The students who lived in the university domitory said that first, if there were too many people in the room it would cause too many problems also. There were not private. Second, they would make a lound noise. Third, there are so many things of each people in the room and the room was very narrow. And finally, it would make them lose their health of mind. As we see, it caused many problems for them, so, this was why they were protested to live in a room with 4 peoples.

Those university administer said that although the rooms were narrow and not comfortable but it was very cheap. The students paid only 1,500 bath per a term for their rooms. They also paid for the electricity but it was so less amont if we compared with the private domitory and the apartments. The student should accept these point. It wasn't home, so didn't expect that it would be like home. The student should think that they can save their parents money.

The student argued that some students came from another provinces and their home were far away. They should stay at the university domitory all 24 hours. They stayed here as their second home. Therefore, home should be the place that they could rest or relax. If there are problems, how could they live for many months. They also had to stay, do their homework, study for the test. It would be good if the rooms were good as their home.

The university administrater said that there were increasing of students to university so, they had to put one more student in each rooms. They said that it would be safe for the students to stay in the university dormitory more than went to live outside. There were many criminals outside the university that they couldn't protected. In order to protected this, they decided to increase the students in the university dormitory. They said they also plan to build the new dormitory for the increasing students.

The university students who didn't agree with the point said, why the university administer didn't plan to build the new dormitory before accepting the increased of student. If they plan to build it. It wouldn't be problems. The rooms were enough and students shouldn't came out to stay at the private dormitory or apartments.

From the arguments above, both arguments have their reason to support their ideas. There are 3 points of the university student who used to live in the university domitory. First, is concern with their problems in the rooms, second, is concern with the room compared as their home, and third is concern with the new dormitory wasn't build. There are 2 points of the university administrater, first is concern about the saving money of the students, and second is concern about that safty if they stay in the university domitory. For me, I am free with the university students, because they have strong reasons to support their argument. And I am also the one who used to live in the university domitory and was effected by this problems. However, the problems had been occur and everyday had done their best to solve the problems. The point is we should understand each other in order to live happily and the society.

Text of Student 1: LGS 2:Chutamas

Currently, the University Unit of Kasetsart university, Khamphaeng Saen campus had paid forward a plan to the university administration which involve an increase the number of students in each room. because the number of students coming to the university is increasing each year. The university are no funds available to construct the new building. Moreover, the students do not have to pay too much money like living in the private dormitories or apartment. They say it can make the close relationship between the new friends and the new friends or between the freashy and the senior. However, the students who don't accept this idea, arguing that increasing the number of students per room will have a lot of problem, for example, it will lose of privacy, it will noise and It's impossible to sleep two people in one bed. They said the university unit should find the new idea for sloving this problem. Thus, my essay will present the both sides of this debate that the university should increase the number of students per room or not.

The university unit said that " we give a chance for the poor students, because university has the quota for the children of famer. So the number of students increase from the quota of the poor students. If we limit the number of students as we limit the chance for the poor student or between the freashy and the senior.

The students who don't like this idea, arguing that it's too much people for living in a small room. In the room has 3 beds but it has 4 people, that means it will have one person sleep on the floor or two people must sleep in one bed. They said If the boss of the university were them which way that the boss would like to choose. Moreover, for the fat, If they must to sleep with other people in the same bad, they may feel uncomfortable and the bad may break.

The university unit argue that almost the university of pubic must do like this not only in Khamphang Saen Campus but also every university in Thailand. They said that we don't have the fund to construct to the new building because they use the fund for developing the teaching. They said If they have the money, they will immediately build the new dorm for the largest student intake. They support that the comfortable of students in dormitory must come first but the chance of the poor student <which will be the brain of the country) must come before.

The student said they know the brain of the country must come before but why the boss of the university don't find the better way for solving this problem like, adding the bed per room or waiting for making the new dorm finished and after that the boss will increase the number of students.

This argument will continue considering that the university should increase the number of student per room or not. In my view, the university should prepare everything before increasing the number of students, If they don't prepare, It will full of the problem like this situation.

Text of Student 2: LGS 2:Wasana

Kamphang Saen Campus had declared currently that the campus plan to increase the number of students in next semester. This involves the increase of number of students living in each room. It is necessary for the campus to add the member per room because it can help students who cannot support themselves to rent the apartment outside the campus. But there are many students proclaime this plan. They protest that the more members of each room may bring many problems such as the less of area and the higher payment of electricity. Below are some arguments including both against and for of the topic above.

The first argument for is that to add the new students to each room in the next semester will help them saving their money.

The first year in the university students have to spend is more expensive than the high-school's. Besides the cost of education, students have to spend more money buying the uniforms and the texts. The university uniforms are more expensive than school uniforms because they including the belt and the symbols of the university And there are many students who have not got enough money to pay for these. They have to borrow the education loan from the government and it pays them 2,500 baths per month. They have to limit their payments because their parents have not got enough money to support them. Therefore it will be good for them to stay in the dormitory of the university. If they do not allowed to live in the dormitory of university, they may not have an opportunity to continue their studies because of the poverty.

The people who oppose the idea of increasing the number of students argue that the cost of living in our campus is not expensive. It is very cheap. Students who have less money can buy things in low prize. Moreover, there are many scholarships provides for them. They can work for the Faculty's scholarship for gaining money per month. I think it is not the problem for them if they live in the apartment outside the university.

Another argument against is that it is the fault of the university administration. They should manage everything to be more than this. They should provide more buildings.
The argument for is that the increase of the number of students will give more funds to the university to build the buildings. As it is said that there are no funds available to construct new buildings. If there are more number of students, it is possible to have funds to construct the new buildings. And within two or three years may provide enough dormitories for every students to live in.

Another argument against is about the relationship among the students. They comes from different families.

It is the main problem of having too many members. They may get serious about the less area and the problems of their studies. They may do not like their room-mates because they think that the add – member is the cause of the less area. And there will be one student who will have to sleep on the floor. She or he may feel inferior than her or his friends.

The argument for the argument above is this may be beneficial to students to learn how to adapt themselves to live with other people. The more members in the limit area will test their patience of living with more people. They may feel more liberal to their friends. Moreover, it will make them learn how to solve the problems. They cannot avoid to speak with friends when they get something to each other.

In conclusion, I think it is not worse to live with four people. If everyone do not accept the new students to live in the same room, will they find the place to live in ? it is poor for the new students. I think we should the liberal for them because we are in the same university.

Appendix E Genre staging analyses of texts

Appendix E1 Pre-test: "conforming" texts

Table 64 Pre-test essay by IELTS middle group student 1 (MGS1:Thachaphan)

Part	Stage	Text
Introduction	Thesis: statement of the position which is to be defended	For me, I agree with the government that should censor inappropriate websites to solve the problems concerned for three reasons.
Body	Argument 1 *Point* *Point elaboration*	**The first** reason is there are very inappropriate websites are in the advertisement form which is a part of every type of websites such as educations, sports, movies, songs, news and so on. This can make children easily enters to these websites. If we can censor the inappropriate websites I think we will not have the problems. Because they can't read and see anything that may motivate in the a bad way
	Argument 2 *Point* *Point elaboration*	**Second**, parents don't keep an eye on their children every time. Sometimes they can see them play the Internet, but when parents go to work or have something that must go out to do it, during the time children may click the inappropriate one. This is a problem of parents and may be the most important for every family. With this reason, we should agree with the government.
	Argument 3 *Point* *Point elaboration*	**Lastly**, on the internet has many games to serve children's entertainment. And it has both good and bad one. Some games make children abuse, they play all the time and some days the parents can't see their parents because they are in the room all day.
Conclusion	Reiteration/ Reinforcement – restatement of primary position	The advantages of censoring the inappropriate websites have a lot of ways. We should support and do it for ourselves.

Table 65 Pre-test essay by IELTS middle group student 2 (MGS2:Thanyamon)

Part	Stage	Text
Introduction	Foreshadowing of Thesis: *statement of the position which is to be defended* Background/Orientation Thesis	I agree with the statement above. [*that petrol substitutes such as NGV and LPG should be used*] **As** we know, nowadays, the world faces with the crisis of petrol, the natural resource that nearly lose from the world. **So**, the price of petrol is getting higher. In my opinion, I think people should use the gas NGV and LPG in order to use petrol.
	Argument 1 *Point*	**First**, we can save more money because gas NGV is much cheaper than petrol.

Part	Stage	Text
Body	Argument 2 *Point* *Point elaboration*	**Next**, If we use NGV. We can save the environment because there isn't polution. There won't be any air polution. People will have good health.
	Argument 3 *Point* *Point elaboration*	**The last** reason is the petrol use thousand million years to grow. It is the Natural resource that can't be use forever like water. So if we still use petrol, not many year there will be no petrol in the world. The new generation will not know what is the petrol. They will know only the name of it. So, if we stop using petrol now, in the future, there will be some petrol left for new generation to see.
Conclusion	Reiteration/Reinforcement – *restatement of primary position* Recommendation	From these three reason. I think it is better to use the NGV or LPG than petrol. Although using NGV is new for us but we must chage to start the new better one for the natural, the world, and the future. Pehaps, this will be the first step changing to better life.

Appendix E2 Pre-test: "non conforming" texts

Table 66 Pre-test essay by IELTS high group student 1 (HGS 1:Thitima)

Part	Stage	Text
Introduction	**Announcement that both sides of the issue have their merits (i.e. declining to commit to a position)**	I both agree and disagree that studying abroad has much more advantages for students than studying in the country.
	Preview of points in support of one side (i.e. support for the merits of studying abroad)	The agreement's reasons are various as following.
Body	**Argument 1 – possibly in support of "studying abroad"** *Point* *Point elaboration*	First, studying abroad requires students' great responsibilities. They have to depend on themselves on how to live their lives, how to manage money, how to adapt themselves to a new way of studying (foreign way – critical thinking and class discussion and attendance, not Thai way- listening to teacher's instructions and remembering), who to have a companionship with and how deep should the relationship be, and so many other things.
	Argument 2 - possibly in support of "studying abroad" *Point* *Elaboration*	Secondly, one of Thai students' majority problems are the different way of studying. For foreigners usually teach with student-center technique-critical thinking, class discussion and critical essay for example, Thai students then need to adjust their way of studying that might take a big while (a couple of months to six months or to a year). It is better if Thai students take one – year English preparation class abroad before going to study full English education.

	[Functionally unclear. Seems to be offering advice to students as to how they might prepare for study abroad, rather than arguing either for or against this as an option]	Last is the language, English, the most important problem for Thai students. In order to studying abroad and to have the best English improvement, they might take one –year English preparation class abroad before going to study full English education, they should speak less Thai and more English as much as possible, they should stay or accompany with native speakers more than Thais etc.
Conclusion	**Restatement** [*Seems to be retrospectively construing the previous material as examples of the advantages of studying abroad and hence as arguments in support of studying abroad.*]	All those three reasons give many advantages- more self-responsibility, self – dependency, mental maturity, great improvement on English skills, more open-minded, be critical etc.
	Statement of alternative position *[Declining to take a position – rejects the terms of debate offered in the question]* *Point* *Point elaboration*	My disagreement on this subject is that it does not depend on where you stay, but it totally depends on yourself. If you dedicate yourself, truly put your mind and do what you have to or should, you can be and have as much advantages as you want.

Table 67 Pre-test essay by IELTS high group student 2 (HGS2:Thitinun)

Part	Stage	Text
Introduction	Thesis - *statement of position*	In my opinion, I don't believe that studying abroad has much more advantages for students than studying in the country.
	Preview of arguments against studying abroad and in favour of studying at home	There are 3 reasons that make me think it's not necessary to studying abroad.
	Argument 1 *Point*	First of all, I think Thailand's education has a standard and quality so, it's not necessary to studying abroad
	Potential counter argument – *acknowledged then refuted*	although if you go studying abroad, you'll get better in English language skills but there are a lot of people who is successful in their lives without go studying abroad.
	Argument 2 *Point* *Point elaboration*	Second, you'll waste your money, if you go studying abroad because there are a lot of expensive expenses such as high cost of living.

Part	Stage	Text
Body	Argument 3 *Point* *Point elaboration*	Besides, Almost of group that go studying abroad are teenagers, so it's too dangerous for them to go abroad alone and they will confront with some difficult problems that they have to solve but they are too young and they has less experience. So, they're solve the problems in the wrong way because they don't have anyone to give some advices for them.
	Argument 4 *Point* *Point elaboration*	Third, nowadays there are a lot of Thailand quality institutions that open the international programme. Thus, I think if you want to practice or improve your English language skill, it is better to studying in the international programme in Thailand institution.
	Repeat of argumentative point 2	Because you'll save your money
	Argument 5 *Point* *Point elaboration*	and you' ll stay close up with your parents. Therefore, if you get some troubles, you can tell your parents to suggest you to solve the problem in the right way.
Conclusion	Statement of new "middle way" position (that where you study isn't important) *Elaboration*	In brief, you'll go studying abroad or not, it's not important. The most important things is being a good person for your social. Because if you educated from abroad but you're a bad person who is cheating or corruption. You won't get any respects from everyone. In the other hand, you'll get a lot of respect, if you' re a good person who is honest, patient and diligent. Although you aren't graduated from abroad.

Table 68 Pre-test essay by IELTS low group student 1 (LGS1:Chutamas)

Part	Stage	Text
Introduction	Statement of position (*ambiguous*)	In my view, I disagree with the statement for 2 reasons.
Body	Argument 1 *Point* *Point elaboration (mismatched)*	First of all, I think it does not depend on studying abroad or studying in the country, it depends on each person. For example, Jane is a son of the rich and he planed to study abroad after he finished the high school. When he went to abroad, he did not attend the class and he just drink, smoke, take drugs. At last, he ungraduated and he come back to his hometown. According to this example that presented, the disadvantages of studying abroad.
	Restatement of position	I think studying abroad that did not suitable for everybody, it depends on the person.
	Argument 2 *Point*	Second, I think every country has the same of sufficiency.
Conclusion	Statement of position	Indeed, I disagree that studying abroad is better than studying in country.

Table 69 Pre-test essay by IELTS low group student 2 (LGS2:Watsana)

Part	Stage	Text
Introduction	Thesis: *statement of primary position*	I agree with the idea of studying abroad because I think is more competition than studying in the country.
Body	Argument 1 *Point*	As there is more competition, I think this will help the students to active themselves.
	Argument 2 *Point* *Point elaboration*	Moreover, I am sure that they will have the advantage experiences which they can not find if they studying in the country, for example, a new society, new friends, a new culture and more.
	Argument 3 *Point* *Point elaboration*	As studying in a new surrounding, it can change their ways of thinking and their activities to be better because if they study in the country they would participate people in the same language, but studying in abroad as the language is not the same as they used to speak, this requires the students to concentrate the lessons more than they used to.

Appendix E3 Exposition: "conforming" texts

Table 70 Mid-point essay by IELTS high group student 1 (HGS1:Thitima)

Part	Stage	Text
Introduction	Orientation	As far as I remembered, I have inhaled cigarattes' smoke from my father's smoking. I, my mother, my sister and brother have tried and persuaded him to quit smoking for a long time. Still he smokes. We are glad and very supportive when the laws to limit the advertising of cigarettes and alcohol in the mass media has been proposed. Although the actual cause of consuming alcohol and cigarettes is the consumers themselves alone, we too think that the advertisements somehow influence their consumers to purchase the products.
	Statement of the position	**Thus,** the laws to limit advertising cigarettes and alcohol in the mass media should be approved.
	Preview	There are four major problems resulting from smoking cigarettes and drinking alcohol.
	Argument 1 *Point* *Point elaboration*	First is the bad effect on the smokers and drinkers' health. The smokers may have lung cancers and the drinkers ruin their livers severely.
	Argument 2 *Point* *Point elaboration*	Secondly is the bad effect for smokers' nearby persons. The study has shown that these people are riskier to have lung cancers than smokers. This is because they fully inhale the smoke while mostly smokers outhale more than inhale the smoke.

Part	Stage	Text
Body	Argument 3 *Point* *Point elaboration*	Third is the waste of money. The study and news have shown that people spend lots of money on these two evils. My father, for example, spend at least 1,500 baht each month on cigarettes. The more you consume, the more money you spend.
	Argument 4 *Point* *Point elaboration*	Last, usually occurs with families with alcoholic members, is the cause of family problems such as insufficient or less family's income, a couple's abuse (a husband hits his wife when he is drunk).
Conclusion	Reiteration / Reinforcement - *restatement of position*	According to these reasons, I think that such constraints should be placed on the operation of advertisers and the mass media. Although these laws may not affect or reduce the number of smokers and drinkers, I truly hope that at least these laws might help reducing the number of new smokers and drinkers. Moreover**,** who knows, without alcohol and cigarettes advertisements, drinkers and smokers might stop drinking and smoking someday. Not only drinkers and smokers but also everyone around them will be healthier then.

Table 71 Mid-point essay by IELTS high group student 2 (HGS2:Thitinun)

Part	Stage	Text
Introduction	Orientation Thesis – *statement of position* Preview	The mass media is the most important way to attract the customers to believe in the quality of goods. So, I think if the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media, the health of Thai people will be better. I have three reason to support my idea.
Body	Argument 1 *Point* *Point elaboration*	First of all, I believe that the advertisements have a lot of influences to the customers because the advertising is a way to present the adventages of products. Therefore, the goods are presented in a good way although they are not good. For example, the agencies of alcohol are present their products in the good way such as they present hat when you drink the alcohol, you will relax. Moreover, you will have a lot of friends when you drink. In fact, when you drink it, you will lose your conscious. You can't control yourself, so it is the cause of some problems such as perhaps you have the quarrels with other people. That is not the way to make friends but it is the way to increase your enemies.

	Argument 2 Point	Second, I think if the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in mass media, Thai society is better.
	Point elaboration	Because these products make you waste a lot of times.You can do many things in stead of waste your time for drinking and smoking. If you take those times to read books or do something which is useful for you, your family, your friends and your society, I think this world is not boring and it is more interesting. Moreover, if everyone can do this, this world will beautiful because there are the good things all around us.
	Argument 3 Point	In addition, smoking the ciggrate and drinking alcohol are the cause of many diseases.
	Point elaboration	For example, cancer disease is the effect from smoking cigagrate. The liver disease is the effect from drinking alcohol. Moreover, these diseases don't have the way to cure but there are the ways to still your symptoms but you will have a lot of expenses from your diseases. The most important thing is the losing because the patients of the these diseases are the leader of the family or someone husband or the leader of the company or the son of someone. Although you have a lot of money, you cannot keep the life of your love person.
Conclusion	Reiteration / Reinforcement – *restatement of position* Introduction of new perspective – that it's up to the individual to take responsibility	In conclusion, I believe that limit the advertising of ciggrate and alcohol is a good way to solve the problem. But I think everything depends on you. Finally, I think the best way to solve this problem is teach the right things to Thai juveniles in order to have the accurate consciences because when they grow up, they will be the good adult and they will be the example person to the next generation.

Table 72 Mid-point essay by IELTS middle group student 1 (MGS1:Thachaphan)

Part	Stage	Text
Introduction: Thesis	Orientation	**Limit the Advertising for better life in the future** As we know, in this 4 months, we heard about the news that the government has proposed introducing laws to limit the advertising of cigarettes and alcohol in the mass media. Since the news was notice. There are many groups of people criticized about this law. Some agree with the government such as people who didn't smoke or drink alcohol and the adults that care of their teenagers. But some disagree such as the alcohol and cigarette company, and people who smoke or drink alcohol. The law isn't announce yet, until the government have the good conclusion for all groups.
	Statement of position	For me, I agree with the government that they should limit the advertising of cigarettes and alcohol. In order to make people have a good health. It's true that the government can't stop

		people to drink alcohol or smoke, but it is better than don't do anything.
	Preview	I have 3 points to support my idea.
Body	Argument 1 *Point* *Point elaboration*	First point, I think advertising make people interested in the products. So, if there isn't advertising people will smoke and drink alcohol less than before. It means that, people who never been smoke or drink alcohol will not start to drink and smoke. But people who smoke or drink, they still do the same. So, the producer of the product can still sell their products. And they can save money of the advertising to do another activities. It's good for both producer and people who don't smoke and drink to be not start doing bad thing.
	Argument 2 *Point* *Point elaboration*	Second point, alcohol and cigarettes are not good for people. The government don't need to support bad things. The government should support about the health of people. Because drinking alcohol and smoking make people get harm like heart disease or lung disease. As we know people who smoke and drink not only harm themselve but also harm their family, people and around them and our society which we can see everyday in the newspaper, and televisions. If this is a way to protect the problems and make people live happily with good health, we should accept this law right?
	Argument 3 *Point* *Point elaboration*	Last point, about the company that sell the cigarettes and alcohol. I know that if this law is announced, it will effect with them. But if they think that they can still sold their products. I think it is the same as before. Then they can also save their money for advertising. They should accept this. It is better than the government don't accept them to sell their products anymore. So, they should accept this law for themselve and their country.
Conclusion	Reiteration/ Reinforcement – *restatement of position*	From this 3 points, I conclude that I agree with the government. It is good way to limit the advertising of cigarettes and alcohol in order to make people have a good health and protect other problems from people who drink or smoke. in our society. If you just think of the advantage and disadvantage of this law, you will know that what decision will you make?

Table 73 Mid-point essay by IELTS middle group student 2 (MGS2:Thanyamon)

Part	Stage	Text
Introduction: **Thesis**	Orientation	At present, there are many alcohol and cigarettes companies in the market. Each of them wants to present its product in several ways such as television, radio, newspaper, magazine and so on. That is for his large incomes. Do you think that these advertisement may affect to consumers in the bad ways? Alcohol and cigarettes advertising can bring consumers to have a life of bad health
	Statement of position	I believe that if we have the laws for them, the people should have a good quality of life.

Part	Stage	Text
Body	Argument 1 *Point* *Point elaboration*	First, Advertising shows the night life with their product, that is the way to have a good activity for health. Surely most of the advertising have some pictures like a party, a restaurant, a bar and a pub. But others have a beach or a travelling place. These are the activities of amusement which have in adult and teenager. It has a chance to like in the advertising that should have their product in your party for drinking. And this makes the people always have alcohol and cigarettes and it makes the health becomes the bad one. In the other way, if there are less advertising about alcohol and cigarettes, people will not interest in it and every party is full of the good things.
	Argument 2 *Point* *Point elaboration*	Second, Having the mass media about cigarettes and alcohol, It makes a bad social because teenagers can see them and think that isn't bad to try it. On TV, radio, newspaper, magazine and a paper beside the road, are easy to see and when people see them all the times and everyday, it is a normal thing to do like them and it is easy to do because you can find their product everywhere. So, our social may become to the bad social which has the people got drunk and has the cigarettes around the town. Because of the age of teenager, we should limit the advertising of cigarettes and alcohol in the mass media. Teenager don't have many experience about them and it's not appropriate for them to try on their ages, so you shouldn't convince them and don't have advertising to them too much.
	Argument 3?? [*Argumentation here unclear*]	The company don't worry about their customers because the laws of government just limit the advertising not reduce the buyer and don't declare that cigarettes and alcohol is not good. So, the buyer who is adult should choose the product on himself. The laws help to improve the health of people. If the government has the laws for alcohol and cigarettes advertising, these problems will not appear and will improve the health to be best
Conclusion	Reiteration/ Reinforcement – *restatement of position*	In conclusion, Advertising should have a suitable level that is for health of people. The companies should care their consumer and do something for them. Don't expect for the incomes only, should care for our social and humans. This will have an appropriate way in advertising.

Table 74 Mid-point essay by IELTS low group student 1 (LGS1:Chutamas)

Part	Stage	Text
Introduction: **Thesis**	Orientation	According to the article said the government consider to give greater autonomy for university that means the university will get freedom. Moreover, the university can control everything by themselves. You think, it is beneficial or harmful for giving the freedom for university.
	Statement of position	In my view, I don't agree with the government that they plan to turn the university in to the autonomy for many reasons.

Body	Argument 1 *Point* *Point elaboration*	First of all, we have to pay for higher tuition fee. This will impact to rising not only the cost of education but also the cost of living. For example, we have to pay for higher about the equipment for learning, the fee, about the cost of dormitory or many things. Thus, this means the poor students can not be able to to attend in public university because the cost of education is higher. If the university turns in to the autonomy this means the government gives only the chance for the people who are in the middle classes and the high – clases. Moreover, If I don't have money or I am a poor student that means I must become the "illiterate" because I don't have the money for pay the tuition fee.
	Argument 2 *Point* *Point elaboration*	The second, I ever heard the government said " The quality of education have to investment". In my view, it sounds strange because the education of student is not the business that we must invest for getting the high quality goods. In addition, the students in university don't like " the rat" in the Lab room that wait for someone comes to test them. As same as, the university students are the rats and the government is the doctor. Like, The doctors try to test about the new system to the rats.
	Argument 3 *Point* *Point elaboration*	Another reason, I think, if the university turns into the autonomy, it might because of the invesminisum in the university. In the future, everything can buy by money not only the master degree but also our country. In fact, many university which turns into the autonomy body they have many problems about the money. For example, one of the university in the North of thailand have many problems about the unjustic compormises in university at expense of tax payer and someone cheat the money of university. Thus, this shows the university autonomy is the one step for cheating.
	Argument 4 *Point* *Point elaboration*	I would like to suggest to the government why the government doesn't concentrate on the ethics of students, in contrase; they concentrate on only the money If they concentrate on the ethics of student, this can help our country to be successful in the future. If everyone has ethic, our country will don't worry about the corruption. I think, the government must concentrate on that how to teach thai people to living on self-sufficiency because this is not only suitable of life-style for thai people but also this is the great theory ouf our king.
Conclusion	Reiteration/ Reinforcement – *restatement of position*	In summary, I don't agree with the government that they plan to turn the university into the autonomy because it doesn't give the chance for the poor students, moreover; it can make our country become the 'investminisum system'. If this law is allowed to persist, the students are ultimately be the one price to pay.

Table 75 Mid-point essay by IELTS low group student 2 (LGS2:Watsana)

Part	Stage	Text
Introduction: Thesis	Statement of position	In my opinion I absolutely agree with the government's idea to limit the advertising of cigarettes and alcohol. If you consider the social problems, you will see that many problems have a cause from alcohol such as car crashing, sex abuse and many thing else.
	Preview	For supporting my opinion I have several reasons to explain.
Body	Argument 1 *Point* *Point elaboration*	First, Thailand is a buddhism contry, Thai people should have a good behavior to show other country of their precious thing. I have seen the news from the newspaper or the internet that in Islam contries alcohol and cigarettes are banned. I think this is a good idea of their government to control their society to the good way. When I look back to our country, I feel somber because it is opposite to those countries. Everywhere I go I see many people smoke and some of them are teenagers. I think it is not good to see these unppropriate situations.
	Argument 2 *Point* *Point elaboration*	Second, Thai teenagers have the same behavior that is they usually follow every footsteps of their friends or the medias. Nowsaday, the advertisings have become more influence to people. Everytime we watch T.V. we will see the advertising of alcohol that present its product as common as general product. Some of these evil products presents the relationship betweens to attack the consumers. For the adult people I think they can consider what is bad or good by themselves, but teenagers, as I said they usually follow their friends, they may want to try the alcohol just because they want to be popular in their group. This make them loose concentration to the study because if they drink too much they could not go to school in the morning. If they absent the class, they will not understand the lessons and it effects their grades, too. Another problem is about health. If they drink too much alcohol, they may be an alcoholic patient. Neither good for themselves or society, because they are the future of the nation.
	Argument 3 *Point* *Point elaboration*	Third, as you see the news about car crashing or sex abuse. These are the causes of alcohol. Alcohol gives no good result. Because of the advertisings are free, people think it is not immoral to drink. They have no responsibilities to the society. It brings many problems that we see everyday in the newspaper.
Conclusion	Reiteration/ Reinforcement – restatement of primary position	However, I think our society would be better if we have the limit advertising of alcohol and cigarettes law. We don't see these advertisings in our daily life. It will change our interest to another good thing and a result of not drinking alcohol our minds are improve in the better way.

Appendix E4 Discussion: "conforming" texts

Table 76 Final essay by IELTS high group student 1 (HGS1:Thitima)

Part	Stage	Text
Introduction	Background	In university, it is very normal matter that many students stay in the university dormitory. This mostly because the student's home is too far away from the university. Most students of Kasetsart university in Kamphaeng Saen campus stay in the university dormitory also. The matter of this essay is that the university dormitory unit of Kasetsart university, Kamphaeng Saen campus has put forward a plan to the university administration which would involve an increase in the number of students living in each dormitory room from three to four and from five to six or seven per room.
	Statement of the issue	This matter leads to the debate whether this plan should be carried on or the university should find other solutions.
	Preview	There have been many arguments both for and against this issue. Those who support the idea say that the increase in the number of students in each room is necessary because there are on funds available to construct new buildings and this is the only way to help students who cannot afford to live in private dormitory or apartment. However, students are apposed to the plan, arguing that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment. Therefore, this essay will consider both sides of the issue.
Body	Argument "for" 1 *Point* *Elaboration*	First, the plan's supporters claim that the increase in the number of students in each room is necessary because the number of students coming to the university is increasing each year, but there are no funds available to construct new buildings to accommodate the larger student intake.
	Argument "against" 1 *Point* *Elaboration*	This, the opposers argue that it is the university's responsibility to get more fund from other sources or the university can raise the administration fees a bit more. Some of the opposers even ask and wonder what has the university done with the administration fees, the additional university's maintenance fees, and of course the dormitory fees that the students pay each semester.
	Argument "for" 2 *Point* *Elaboration*	Next, supporters say that it is a better idea to help students who cannot afford more to live outside the university, that is, the students do not have to pay more comparing to living in private dormitories and apartments
	Argument "against 2 *Point* *Elaboration*	Although it is true, the students opposed that it will a little bit higher cost if they share room with friends. They think it worths to pay a little bit more money instead of living in a tiny room; they can hardly find space to do anything; they feel like they don't have enough air to breath; they hardly find the way to walk without hitting things or crashing each other; one person will not have any accommodations in the room – a desk, a cloth closet, a bed – so he will have to sleep on the floor. All of these troubles are an exchange for lower payment.

Part	Stage	Text
	Argument "against" 3 *Point* *Elaboration*	Furthermore, there will be an increasing in noise, a loss of privacy, more people waiting in lines for restrooms and bathrooms etc. And for those who do not want to sleep on the floor and still have all the room's accommodations, they feel like they pay a higher cost because there is, at least, one more person to share everything with.
Conclusion	Statement of position – *writer announces alignment with one side*	After a deep consideration and weighing up the pros and cons on the issue, it seems to me that the argument in favor of opposing the plan far outweigh the positives. The number of students per room in the dormitory at the present time has already been too full for the small room; the loud noise, the less privacy, and the payment too has already been too much.
	Recommendations	My suggestion for this controversial subject is that the university should not admit number of students more than the university dormitory units can provide unless the new buildings have already been constructed. The university should not put the problems onto students and their parents' responsibilities while the university still collects the payment from them.

Table 77 Final essay by IELTS high group student 2 (HGS2:Thitinun)

Part	Stage	Text
Introduction	Orientation	Almost of high school students have to do the entrance exam in order to come to learn in the university. So, the famous Government universities are wanted. For example, Chulalongkorn University, Thammasat University, Kasetsart University, Chiengmai University and Khonkan University etc. When the result of exam is revealed, many people glad and happy but some people disappoint. Surely, many students who entrance to learn in the universities which far from their homes, they have to stay in the dormitories. Therefore, the dormitory is an important part of the university because it likes a house. Students who stay in the dormitories use the time in the dormitories like the house. I am one of many students who stay in the dormitory.
	Statement of (apparent) Issue – (*debate over proposals to increase students numbers in dormitories*)	Especially, Next semester Kasetsart University, Kamphaeng Saen Campus where I stay has a new policy to increase the number of students living in each dormitory rooms. Somebody thinks that it is suitable to increase the number of members of each room because of the amount of students is increasing. So, it's better to increase the members than stay outside the university. In contrast, some people argue this opinion because they think increasing members lead to some problems such as noise, higher cost of payment etc.You will some advantages and disadvantages of increasing members from this essay.

241

Body	Argument 1 "for" - (*for campus dormitories over private dormitories*) *Point* *Elaboration*	First of all, some people think that staying in the campus dormitory is better than staying in the private dormitory outside the university. Because they think the cost of living in the campus is cheaper. For example, the rent of dormitory in campus is cheaper than the rent private dormitory outside university.
	Argument 1 "against" (*against campus dormitories in favour of private*) *Point* *Elaboration* *Counter Point*	However, there are some debates in this. Some people think it's better to live in the private dormitory outside university because they will not lose their privacy although they will pay more money than stay in the campus dormitory.
	Argument 2 for campus dormitories *Point* *Elaboration*	Second, some people believe that staying in the campus dormitory will safer than staying in private dormitory outside university. Due to there are many trucks on the road in front of the university, so the accident may be happen.
	Argument 2 against campus dormitories *Point* *Elaboration*	Anyway, someone argues this idea. They think if they have conscious, they can control the situations. Besides, they think accident can happen everywhere despite of happening in the university. There are many accidents happen in the university.
	Argument 3 for campus dormitories *Point* *Elaboration*	Third, it's about behaviors. Somebody thinks that students who live in the campus dormitory will have better behaviors. Because the dormitory has rules for the students to follow them. Moreover, they think staying in private dormitory outside university make the students have bad behaviors such as miss the miss because of their lazy, come back the room late because they go to pub or bar in the night.
	Argument 3 against campus dormitories *Point* *Elaboration*	In contrast, some people say that the behaviors depend on themselves. They think they are the university students, so they are adult and they can think and make the decisions by themselves. Some people who live in the campus dormitory have bad behaviors. So, they think accommodation isn't involve in behaviors.
	Statement of new position (*that, in fact, the debate about the relative merits of campus and private dormitories is moot*	In conclusion, I think the place where you live is not important but I think you should know what is your duty? And what is your aim that you come here? I'm sure that everyone comes here because

242

Part	Stage	Text
Conclusion	*because it doesn't matter where you live*)	you want the knowledge in order to work in the future. Thus, you should concentrate in learning first. At least. It will useful for yourselves and if you success in the future, you and your family especially your parents will pride and happy.
	Personal observation (no obvious argumentative function – though possibly supplying support for the pro campus dormitory position))	Living in the dormitory is a new great experience for me because I have to live with new friends in the new circumstance. So, I have to adapt myself into the new environment. It's not easy for me but I pass it and I'm very happy to stay in the campus university.
	"Middle way" position – *both points of view on dormitories have their merits*	Finally, I would like to suggest everyone. You should think a lot before make your decision. Which one is better? It depends on your point of view because everything in this world has both of advantages and disadvantages.

Table 78 Final essay by IELTS middle group student 2 (MGS2:Thanyamon)

Part	Stage	Text
Introduction	Orientation	The university dormitories of kasetsart university has 24 buildings. There are 13 buildings for boy students and 8 buildings for girl students. All dormitory of boy students have five students per room but of girl students have 4 or 5 students for each room. Currently, the university had planed having faculty more than before, thus the dormitory form must change to prepare for those students that decreasing two students for each room in both boy and girl dormitories.
	Statement of the issue	However, some students have a question that it is suitable for the students who live in Dormitory or not.
	Preview	Some people say that increasing the number of students per room will result in a number of problems. In the other hand, some think that is a way to help university and they depend on the university system.
Body	Argument against 1 *Point* *Elaboration*	The students who are against the increasing number of students living in each dormitory room said that the cost of renting dormitory is so expensive because they must to pay about 2,000 baths per semester that is higher than before to 500 baths. Also, they must share a room for other three persons and hence the convenence must reduce. That is not suitable for them.
	Argument for 1 *Point* *Elaboration*	Those in favor with the university say that the high cost is not a problem, if it can resolve the dormitory of students

		coming. Moreover, staying with more people and paying high price is better than staying alone and paying higher than this because you can meet a lot of people and enjoy each other.
	Argument against 2 *Point* *Elaboration*	Some people who are against this situation are arguing that a lot of people must have a lot of problems. For example, there are increasing in noise of each room, the life quality is going to be good and so on. These displease them to stay in the university dormitory.
	Argument for 2 *Point* *Elaboration*	Those who have argument for the university accept that each dormitory building has own rules and everyone who stays there must follow them if not, they are punished surely. Moreover, there are some guards for motorcycles and bicycles, and also, a stranger that may enter in the dormitory 24 hours. Hence, the life quality likes living in home.
Conclusion	Statement of the position	In conclusion, the argument against may be stronger than argument for because preparing for student coming with this way is pretty inappropriate for the students and the new coming students.
	Recommendations for the university and the students	I think that the university should resolve this problem as fast as he can and the students should not have some strong comments for the university that may make it be a big problem.
	Recommendations / offer an advice and it is something like a middle way point.	The students who stay in dormitory should make a good friendship for each other that will bring a happy life of staying in the university dormitory with the new coming students.

Table 79 Final essay by IELTS low group student 1 (LGS 1:Chutamas)

Part	Stage	Text
Introduction	Statement of the issue	Currently, the University Unit of Kasetsart university, Khamphaeng Saen campus had paid forward a plan to the university administration which involve an increase the number of students in each room. because the number of students coming to the university is increasing each year.
	Preview	The university are no funds available to construct the new building. Moreover, the students do not have to pay too much money like living in the private dormitories or apartment. They say it can make the close relationship between the new friends and the new friends or between the freashy and the senior. However, the students who don't accept this idea, arguing that increasing the number of students per room will have a lot of problem, for example, it will lose of privacy, it will noise and It's impossible to sleep two people in one bed. They said the university unit should find the new idea for sloving this problem.Thus, my essay will present the both sides of this debate that the university should increase the number of students per room or not.
Body	Argument for 1 *Point* *Elaboration*	The university unit said that " we give a chance for the poor students, because university has the quota for the children of famer. So the number of students increase from the quota of the poor students. If we limit the number of students as we limit the chance for the poor student or between the freashy and the senior.
	Argument against 1 *Point* *Elaboration*	The students who don't like this idea, arguing that it's too much people for living in a small room. In the room has 3 beds but it has 4 people, that means it will have one person sleep on the floor or two people must sleep in one bed. They said If the boss of the university were them which way that the boss would like to choose. Moreover, for the fat, If they must to sleep with other people in the same bad, they may feel uncomfortable and the bad may break.
	Argument for 2 *Point*	The university unit argue that almost the university of

	Elaboration	pubic must do like this not only in Khamphang Saen Campus but also every university in Thailand. They said that we don't have the fund to construct to the new building because they use the fund for developing the teaching. They said If they have the money, they will immidately build the new dorm for the largest student intake. They support that the comfortable of students in dormitory must come first but the chance of the poor student <which will be the brain of the country) must come before.
	Argument against 3 *Point* *Elaboration*	The student said they knon the brain of the country must come before but why the boss of the university don't find the better way for solving this problem like, adding the bed per room or waiting for making the new dorm finished and after that the boss will increase the number of students.
Conclusion	Restatement of the issue [Continuation of the issue]	This argument will continue considering that the university should increase the number of student per room or not.
	Recommendations	In my view, the university should prepare everything before increasing the number of students, If they don't prepare, It will full of the problem like this situation.

Table 80 Final essay by IELTS low group student 2 (LGS 2:Watsana)

Part	Stage	Text
Introduction	Background	Kamphang Saen Campus had declared currently that the campus plan to increase the number of students in next semester. This involves the increase of number of students living in each room. It is necessary for the campus to add the member per room because it can help students who cannot support themselves to rent the apartment outside the campus.
	Preview	But there are many students proclaime this plan. They protest that the more members of each room may bring many problems such as the less of area and the higher payment of electricity. Below are some arguments including both against and for of the topic above.
	Argument for *Point* *Elaboration*	The first argument for is that to add the new students to each room in the next semester will help them saving their money.

Body		The first year in the university students have to spend is more expensive than the high-school's. Besides the cost of education, students have to spend more money buying the uniforms and the texts. The university uniforms are more expensive than school uniforms because they including the belt and the symbols of the university And there are many students who have not got enough money to pay for these. They have to borrow the education loan from the government and it pays them 2,500 baths per month. They have to limite their payments because their parents have not got enough money to support them. Therefore it will be good for them to stay in the dormitory of the university. If they do not allowed to live in the dormitory of university, they may not have an opportunity to continue their studies because of the poverty.
	Argument against *Point* *Elaboration*	The people who oppose the idea of increasing the number of students argue that the cost of living in our campus is not expensive. It is very cheap. Students who have less money can buy things in low prize. Moreover, there are many scholarships provides for them. They can work for the Faculty's scholarship for gaining money per month. I think it is not the problem for them if they live in the apartment outside the university.
	Argument against *Point* *Elaboration*	Another argument against is that it is the fault of the university administration. They should manage everything to be more than this. They should provide more buildings.
	Argument for *Point* *Elaboration*	The argument for is that the increase of the number of students will give more funds to the university to build the buildings. As it is said that there are no funds available to construct new buildings. If there are more number of students, it is possible to have funds to construct the new buildings. And within two or three years may provide enough dormitories for every students to live in.
	Argument against *Point* *Elaboration*	Another argument against is about the relationship among the students. They comes from different families. It is the main problem of having too many members. They may get serious about the less area and the problems of their studies. They may do not like their room-mates because they think that the add –

Part	Stage	Text
	[This should be an argument for to counter the previous argument.]	member is the cause of the less area. And there will be one student who will have to sleep on the floor. She or he may feel inferior than her or his friends. The argument for the argument above is this may be beneficial to students to learn how to adapt themselves to live with other people. The more members in the limit area will test their patience of living with more people. They may feel more liberal to their friends. Moreover, it will make them learn how to solve the problems. They cannot avoid to speak with friends when they get something to each other.
Conclusion	Statement of the position	In conclusion, I think it is not worse to live with four people. If everyone do not accept the new students to live in the same room, will they find the place to live in ? it is poor for the new students.
	Recommendation / offers advice	I think we should the liberal for them because we are in the same university.

Appendix E5 Discussion: "non conforming" texts

Table 81 Final essay by IELTS middle group student 1 (MGS1:Thatchapan)

Part	Stage	Text
Introduction	Orientation	Nowadays, many students came to study at the university which were for away from their homes. Therefore, they had to rent the house, pay for their apartments, or buy the condominums. in order to stay as tier home. There costed much money for them in each month. But, They could save more money if they stay at the university dormitory. In Kamphaeng San campus, student used to stay at the university dormitory. It costed only 15,00 bath per a term. It was very cheap amount for them. It helped the students to save more money.
	Statement of issue	The problems came to the student because in next semester there was the increasing of the student in the campus. Hence, they will put 1 student more in each room. This was the big problem for them.
	Preview	There were two arguments. First was the student who lived in university dormitory. They claimed that, it was too much people in the room and it would cause many problems. Another group was the university administer, they said that the amount of the student that came to the university were increase so, they had to do this in order not to let the students stay outside in the private dormitory or apartments. In my essay I will write both of the arguments. Both have their reasons to support their thinking.
	Argument against 1 *Point* *Elaboration*	The students who lived in the university domitory said that first, if there were too many people in the room it would cause too many problems also. There were not private. As we see, it caused many problems for them, so, this was why they were protested to live in a room with 4 peoples.

Body	Argument against 2 *Point*	Second, they would make a lound noise.
	Argument against 3 *Point*	Third, there are so many things of each people in the room and the room was very narrow.
	Argument against 4 *Point* *Elaboration*	And finally, it would make them lose their health of mind. As we see, it caused many problems for them, so, this was why they were protested to live in a room with 4 peoples.
	Argument for 5 *Point* *Elaboration*	Those university administer said that although the rooms were narrow and not comfortable but it was very cheap. The students paid only 1,500 bath per a term for their rooms. They also paid for the electricity but it was so less amont if we compared with the private domitory and the apartments. The student should accept these point. It wasn't home, so didn't expect that it would be like home. The student should think that they can save their parents money.
	Argument for 2 *Point* *Elaboration*	The student argued that some students came from another provinces and their home were far away. They should stay at the university domitory all 24 hours. They stayed here as their second home. Therefore, home should be the place that they could rest or relax. If there are problems, how could they live for many months. They also had to stay, do their homework, study for the test. It would be good if the rooms were good as their home.
	Argument for 6 *Point* *Elaboration*	The university administrater said that there were increasing of students to university so, they had to put one more student in each rooms. They said that it would be safe for the students to stay in the university dormitory more than went to live outside. There were many criminals outside the university that they couldn't protected. In order to protected this, they decided to increase the students in the university dormitory. They said they also plan to build the new dormitory for the increasing students.
	Argument against 7 *Point* *Elaboration*	The university students who didn't agree with the point said, why the university administer didn't plan to build the new dormitory before accepting the increased of student. If they plan to build it. It wouldn't be problems. The rooms were enough and students shouldn't came out to stay at the private dormitory or apartments.
Conclusion	Conclusion for the arguments against	From the arguments above, both arguments have their reason to support their ideas. There are 3 points of the university student who used to live in the university domitory. First, is concern with their problems in the rooms, second, is concern with the room compared as their home, and third is concern with the new dormitory wasn't build.
	Conclusion for the arguments for	There are 2 points of the university administrater, first is concern about the saving money of the students, and second is concern about that safty if they stay in the university domitory.
	Statement of position	For me, I am free with the university students, because they have strong reasons to support their argument. And I am also the one who used to live in the university dormitory and was effected by this problems.
	Recommendations	However, the problems had been occur and everyday had done their best to solve the problems. The point is we should understand each other in order to live happily and the society.

Appendix F Clause complex analyses of three students (HGS1, MGS1 and LGS1)

Key

(Row 1): I = "internal" (i.e. all counts under this label are for internal conjunctive relations); X = "external" . IX = "external " and "internal" counts are combined.

(Row 2): T = "attempted" (i.e. all counts under this label are for "attempted" clause combination and relations) ; V = "achieved"

(Row 3): h = hypotaxis (i.e. all counts under this label are for hypotactic relations) ; p = parataxis, eN = embedded clause (embedded as nominal group), eQ = embedded clauses (embedded as Qualifier), pr = projected clause, t = conjunctive relation of Time; c = cause-and-effect; pu = purpose; co = conditional; av = adversative (counter expectation)

Table 82 Student 1 (HGS1): Pre-test text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	I X	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1.I both agree and disagree "| that [[studying abroad]] has much more advantages for students than [[studying in the country]].																															
2.The agreement's reasons are various as following																															

3.**First,** studying abroad requires students' great responsibilities.	1														1	1																
4.They have to depend on themselves on [[how to live their lives]], [[how to manage money]], [[how to adapt themselves to a new way of studying (foreign way – critical thinking and class discussion and attendance, not Thai																																
5.way- listening to teacher's instructions and remembering),]] [[who to have a companionship with]] and [[how deep																																
6.For foreigners usually teach with student-center technique-critical thinking, class discussion and critical essay for example,																																

7.Thai students **then** need to adjust their way of studying | that might take a big while (a couple of months to six months or to a year).	1																	1	1														
8.It is better | if Thai students take one – year English preparation class abroad | before going to																																	
9.**Last** is the language, English, the most important problem for Thai students.	1	0	1	1																													
10.{**In order to** studying abroad | and to have the best English improvement,} | they might take one – year English preparation class abroad || before going to																		1	1					1	0								

study full English education,																																
11.they should speak less Thai and more English as much as possible,																																
12. they should stay or accompany with native speakers more than Thais etc																																
13. All those three reasons give many advantages- more self- responsibility, self – dependency, mental maturity, great improvement on English skills, more open-minded, be critical etc.																																

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
14. My disagreement on this subject is [[that it does not depend on [[where you stay]]]] , | **but** it totally depends on yourself.	0	0	1	0	2	2	0	0		1	0																				
15.{If you dedicate yourself, | truly put your mind | and do what you have to or should,} | you can be and have as much advantages [as you want.]	1	1	2	2	0	0	1	1																							
Total	6	4	4	3	9	4	1	1	1	1	0	1	1	3	3	3	3	0	0	0	0	1	0	0	0	2	2	0	0	0	0

254

Table 83 Student 1 (HGS1): Exposition text

	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1. We are glad and very supportive | **when** the laws [to limit the advertising of cigarettes and alcohol in the mass media] has been proposed.	1	1	0	0	0	0	1	1				1	1			1	1														
2. **Although** the actual cause of consuming alcohol and cigarettes is the consumers themselves alone, | we too think | that the advertisements somehow influence their consumers to purchase the products.	2	2	0	0	0	0	0	0	1																					1	1
3. **Thus,** the laws [to limit advertising cigarettes and alcohol in the mass media] should be approved.	0	0	0	0	0	0	1	1														1	1								

4. There are four major problems resulting from [[smoking cigarettes | and drinking alcohol.]]																														
5. First is the bad effect on the smokers and drinkers' health.																														
6. The smokers may have lung cancers | and the drinkers ruin their livers severely.	0	0	1	1	0	0	0	0																							
7. **Secondly** is the bad effect for smokers' nearby persons.	0	0	0	0	0	0	0	0				1	0																		
8. The study has shown | that these people are riskier [to have lung cancers than smokers.]	1	1	0	0	0	0	1	1	1																						
9. This is **[[because** they fully inhale the smoke]] | **while** mostly smokers outhale more than [inhale the smoke.]	1	0	0	0	1	1	1	0						1	1		1	1													
10. **Third** is the waste of money.	0	0	0	0	0	0	0	0				1	0																		
11. The study and news have shown | that people spend lots of money on these two evils.	1	1	0	0	0	0	0	0	1																						

Sentence	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
12. My father, **for example**, spend at least 1,500 baht each month on cigarettes.	0	0	0	0	0	0	0	0																								
13. The more you consume, | the more money you spend.																																
14. **Last,** usually occurs with families with alcoholic members, | is the cause of family problems such as insufficient or less family's income, a couple's abuse	1	0	0	0	0	0	0	0						1	0																	
15. (a husband hits his wife | **when** he is drunk).	1	1	0	0	0	0	0	0								1	1															
16. **According to these reasons**, I think | that such constraints should be placed on the operation of advertisers and the mass media.	1	1	0	0	0	0	0	0	1									1	0													
17. {**Although** these laws may not affect | **or** reduce the number	2	2	1	1	0	0	0	0	1			1	1																	1	1	

257

of smokers and drinkers, } | I truly hope | that at least these laws might help reducing the number of new smokers and drinkers.																															
18. **Moreover,** who knows, without alcohol and cigarettes advertisements, drinkers and smokers might stop drinking and smoking someday.	0	0	0	0	0	0	0	0		1	1																				
19. Not only drinkers and smokers but also everyone around them will be healthier then.	0	0	0	0	0	0	0	0																							
Total	12	10	3	3	2	2	4	3	5	1	1	2	2	4	0	3	3	2	1	1	1	0	0	0	0	1	1	2	2	0	0

Table 84 Student 1 (HGS1): Discussion text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1.In university, it is very normal matter [[that many students stay in the university dormitory.]]					1	1																									
2. This is mostly [[**because** the student's home is too far away from the university]].					1	1														1	1										
3. Most students of Kasetsart university in Kamphaeng Saen campus stay in the university dormitory also.																															
4.The matter of this essay is [[that the university dormitory unit of Kasetsart																															

259

5.This matter leads to the debate [[**whethe**r this plan should be carried on || **or** the university should find other solutions.]]			1	1			1	1	1	1	1																					
6.There have been many arguments both for and against this issue.																																
7.Those [who support the idea] say | that the increase in the number of students in each room is necessary | **because** there are on funds available to construct new buildings || **and** this is the only way [[to help students [[who cannot afford to live in private dormitory or apartment.]]]]	1	1	1	1	2	2	1	1	1			1	1					1	1													

8.However, students are apposed to the plan, | arguing | that increasing the number of students per room will result in a number of problems, including an increase in noise and a loss of privacy and higher cost of payment.								1																									
	2	2																											1	1		
9.Therefore, this essay will consider both sides of the issue.																1	1															
10.First, the plan's supporters claim | that the increase in the number of students in each room is necessary | **because** the number of students coming to the university is increasing each	3	3	1	1				1			1	1	1	1		1	1			1											

11.year, ‖ but there are no funds available to construct new buildings ǀ to accommodate the larger student intake																														
12.This, the opposers argue ǀ that it is the university's responsibility [to get more fund from other sources] ‖ **or** the university can raise the administration fees a bit more.	2	2	1	1					1						1	1															
13.Some of the opposers **even** ask and wonder ǀ what has the university done with the administration fees, the additional university's maintenance fees, and of course the dormitory fees .]	1	1				1	1	1																				1	1		
14.[that the students pay each semester.]																															

15.Next, supporters say | that it is a better idea [[to help students [who cannot afford more] to live outside the university]], || that is, the students do not have to pay more comparing to [[living in private dormitories and apartments]]	1	1	1	1	2	1	1	1	1					1	1																						
16.Although it is true, | the students opposed | that it will a little bit higher cost | **if** they share room with friends.	3	3							1																								1	1	1	1	
17.They think | it worths [[to pay a little bit more money]] | instead of living in a tiny room;…	1	1					1	1	1	1	0																										
18.they can hardly find space | to do anything;	1	1																				1														
19.they feel like | they don't have enough air | to breath;	2	2							1													1														

263

20.they hardly find the way to walk | without hitting things | **or** crashing each other;	2	2									1	1															
21.one person will not have any accommodations in the room – a desk, a cloth closet, a bed – || **so** he will have to sleep on the floor.			1	1															1	1							
22.All of these troubles are an exchange for lower payment.																												
23.Furthermore, there will be an increasing in noise, a loss of privacy, more people [waiting in lines for restrooms and bathrooms etc.]							1	1		1	1																
24.And for those [who do not want to sleep on the floor || **and** still have all the room's accommodations,] they feel like | they pay a higher	2	2	1	1			2	2	1			1	1							1	1						

264

Sentence																																
cost	**because** there is, at least, one more person [to share everything with].																																
25.After a deep consideration and weighing up the pros and cons on the issue, it seems to me	that the argument in favor of [opposing the plan] far outweigh the positives.	1	1					1	1	1					1	1																	
26.The number of students per room in the dormitory at the present time has **already** been too full for the small room;																														1	1		
27.the loud noise, the less privacy, and the payment too has **already** been too much.																														1	1		

28.My suggestion for this controversial subject is [[that the university should not admit number of students more than [the university dormitory units can provide]]] | **unless** the new buildings have already been constructed.	1	1			1	1	1	1	1															1	1						
29.The university should not put the problems onto students and their parents' responsibilities | **while** the university still collects the payment from them.	1	1																						1	1						
Total	25	25	7	7	8	7	11	11	13	3	2	5	5	3	3	0	0	3	3	3	3	3	0	2	2	1	1	5	5	0	0

Table 85 Student 1 (LGS1): Pre-test text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1. In my view, I disagree with the statement for 2 reasons.									1																						
2. First of all, I think | it does not depend on [[studying abroad || or studying in the country]],	1	1	1	1	1	1				1	1																				
3. it depends on each person .																															
4. **For example**, Jane is a son of the rich || and he planed to study abroad | after he finished the high school.	1	1	1	1						1	1			1	1																
5. **When** he went to abroad, | he did not attend the class || **and** he just drink, smoke, take drugs.	1	1	1	1								1	1			1	1														
6.**At last**, he ungraduated || **and** he come back to his			1	1								1	1																		

hometown.																														
7.According to this example that presented, the disadvantages of studying abroad.																														
8.I think | [[studying abroad]] that did not suitable for everybody,	1	1			1	0			1																						
9. it depends on the person																															
10.**Second**, I think | every country has the same of sufficiency.	1	1													1	1															
11. Indeed, I disagree | that [[studying abroad]] is better than [[studying in country.]]	1	1			2	1			1																						
Total	6	6	4	4	4	2	0	0	3	2	2	2	2	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 86 Student 1 (LGS1): Exposition text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1. According to the article said | the government consider | to give greater autonomy for university | that means | the university will get freedom.	4	0							4																						
2. **Moreover**, the university can control everything by themselves.										1	1																				
3. You think, | it is beneficial or harmful for [[giving the freedom for university.]]																															
4. In my view, I don't agree with the government | that they plan to turn the university in to the autonomy for many reasons.																															

5. **First of all**, we have to pay for higher tuition fee.																																	
6. This will impact to rising not only the cost of education but also the cost of living.																																	
7. **For example**, we have to pay for higher about the equipment for learning, the fee, about the cost of dormitory or many things.																																	
8. **Thus**, this means | the poor students can not be able to to attend in public university | **because** the cost of education is higher.	2	2						1														2	2									
9. **If** the university turns in to the autonomy | this means | government gives only the chance for the people [who are in the middle classes] and the high – clases.	2	2				1	1	1																							1	1		

10.**Moreover**, If I don't have money || or I am a poor student | **that means** | I must become the "illiterate" | **because** I don't have the money | for pay the tuition fee.		4	3	1					1	1	1										1	1	1	0			1	1		
11**. The second**, I ever heard | the government said || " The quality of education have to investment".		1	1	1	1					2					1	0														
12. In my view, it sounds strange | **because** the education of student is not the business [that we must invest | for getting the high quality goods.]		2	1					1	1											1	1		1	0						
13. **In addition**, the students in university don't like " the rat" in the Lab room [that wait for [[someone comes to test them]]].						1	1			1	1																			

14.As same as, the university students are the rats || and the government is the doctor.					1	1								1	1																
15. Like, The doctors try to test about the new system to the rats.		2	2								1	1	1									1	1					1	1	
16. **Another reason**, I think, | if the university turns into the autonomy, | it might **because** of the invesminisum in the university.																															
17. In the future, everything can buy by money not only the master degree but also our country.																															
18. In fact, many university [which turns into the autonomy body] they have many problems about the money.								1	0																						
19. **For example**, one of the university in the North of thailand			1	1								1																			

have many problems about the unjustic compormises in university at expense of tax payer || **and** someone cheat the money of university.																										
20.**Thus**, this shows | the university autonomy is the one step for cheating.			1	1						1								1	1							
21. I would like to suggest to the government | why the government doesn't concentrate on the ethics of students,	1	0					1																			
22. **in contrase**; they concentrate on only the money																								1	0	
23.**If** they concentrate on the ethics of student, | this can help our country | to be successful in the future.			2	2														1	1		1	1				

273

24. If everyone has ethic, | our country will don't worry about the corruption.	1	1																				1	1
25. I think, | the government must concentrate on that [[how to teach thai people to living on self-sufficiency]] | **because** this is not only suitable of life-style for thai people || **but also** this is the great theory ouf our king.	2	2	1	1	1	0			1	1	1											1	1
26. In summary, I don't agree with the government | that they plan to turn the university into the autonomy | **because** it doesn't give the chance for the poor students,	2	2							1													1	1
27.**moreover**; it can make our country become the 'investminisum system'.									1	1													

274

28. **If** this law is allowed to persist, | the students are ultimately be the one price to pay.		1	1																												
Total	29	20	5	5	3	1	3	2	15	6	6	2	2	1	1	0	0	4	4	4	4	3	1	0	0	6	6	1	0	0	0

Table 87 Student 1 (LGS1): Discussion text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1. In the room has 3 beds ‖ **but** it has 4 people, │ **that** means │ it will have one person sleep on the floor ‖ **or** two people must sleep in one bed.	2	1	2	1					1	1	1																				1	1
2. They said │ **If** the boss of the university were them │ which way [that the boss would like to choose.]	2	2					1	0	1																			1	1		
3. The university unit argue │ that almost the university of pubic must do like this not only in Khamphang Saen Campus but also every university in Thailand.	1	1							1																						
4. They said │ that we don't have the fund │ to construct to the new building │ **because** they use the fund │ for developing the teaching.	4	4							1											1	1	2	2								

276

Clause																																
5. They said | **If** they have the money, | they will immidately build the new dorm for the largest student intake.	2	2						1																						1	1		
6. They support | that the comfortable of students in dormitory must come first || **but** the chance of the poor student <which will be the brain of the country> must come before.	2	1	1	1				1																						1	0		
7. The student said | they knon | the brain of the country must come before || **but** why the boss of the university don't find the better way for solving this problem | **like**, adding the bed per room || **or** waiting for making the new dorm finished || **and** after that the boss will increase the number of students.	3	3	2	2				2			1	1		1	1															1	1		
8. This argument will continue | considering | that the university should increase the number of student per room or not.	2	1						1																									
9. In my view, the university should	1	1												1	1																		

277

prepare everything | **before** increasing the number of students,																														
10. If they don't prepare, | It will full of the problem like this situation.	1	1																							1	1				
Total	30	24	10	9	1	1	2	1	12	3	3	5	3	0	0	2	2	0	0	4	4	3	3	0	0	5	4	3	2	1	1

Table 88 Student 1 (MGS1): Pre-test text

	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1. For me, I agree with the government | that should censor inappropriate websites | to solve the problems concerned for three reasons.	1	0							1																						
2. **The first reason** is [[there are very inappropriate websites | are in the advertisement form | which is a part of every type of websites such as educations, sports, movies, songs, news and so on.]]	2	0			1	0				1	1																				
3. This can make children easily enters to these websites.																															
4. **If** we can censor the inappropriate websites | I think | we will not have the problems.	2	2																				1	1								

Clause																																
5. **Because** they can't read and see anything [that may motivate in the a bad way]								1	1										1	1												
6. **Second**, parents don't keep an eye on their children every time.											1	1																				
7. Sometimes they can see them [[play the Internet]], ‖ but when parents go to work ‖ **or** have something [that must go out to do it,]	1	0			1	0	1	0			1	1																		1	1	
8. during the time children may click the inappropriate one.																																
9. This is a problem of parents ‖ **and** may be the most important for every family.		1	1								1	1																				
10 **With this reason**, we should agree with the government.																1	0															
11. **Lastly**, on the internet has many games [to serve children's entertainment.]							1	1		1	1			1	1																	
12.And it has both good and bad one.																																

13.Some games make children abuse,																														
14.they play all the time || and some days the parents can't see their parents | because they are in the room all day.										1	1						1	1												
15.The advantages of censoring the inappropriate websites have a lot of ways.																														
16.We should support and do it for ourselves.																														
Total	7	3	2	2	2	0	3	2	1	1	1	3	3	1	1	0	0	1	0	2	2	1	0	0	0	1	1	1	0	0	0

Table 89 Student 1 (MGS1): Exposition text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1. As we know, | in this 4 months, we heard about the news [that the government has proposed introducing laws | to limit the advertising of cigarettes and alcohol in the mass media.]	2	2					1	1	1													1	1								
2. Since the news was notice.										1	1																				
3. There are many groups of people [criticized about this law.]							1	0																							

282

4. Some agree with the government | such as people [who didn't smoke or drink alcohol] and the adults [that care of their teenagers.]	1	1					2	2																						1	1	
5. **But** some disagree such as the alcohol and cigarette company, || **and** people [who smoke or drink alcohol].							1	1																								
6. The law isn't announce yet, | **until** the government have the	1	1												1	1																

283

good conclusion for all groups.																																			
7.**For me,** I agree with the government | that they should limit the advertising of cigarettes and alcohol**.**							1																												
8. **In order** to make people have a good health																			1	1															
9. It's true [[that the government can't stop people to drink alcohol or smoke,]] || **but** it is better than [[don't do anything]].		1	1	2	1																										1	1			

10. I have 3 points [to support my idea.]							1	0																									
11. **First point,** I think | advertising make people interested in the products.	1	1							1			1	0																			
12. **So**, **if** there isn't advertising | people will smoke and drink alcohol less than before.	1	1																1	1					1	1						
13. It means | that, people [who never been smoke or drink alcohol] will not start to drink and smoke.	1	1				1	1	1																								

14. **But** people [who smoke or drink], they still do the same.						1	1														1	1							1	1
15. **So**, the producer of the product can still sell their products.																														
16. **And** they can save money of the advertising | to do another activities.	1	1							1	1											1	1								
17. It's good for both producer and people [who don't smoke and drink] [[to be not start doing bad thing.]]				1	0	1	1																								

18. **Second point,** alcohol and cigarettes are not good for people.												1	0															
19. The government don't need to support bad things.																												
20. The government should support about the health of people.																												
21.**Because** [[drinking alcohol and smoking]] make people get harm like heart disease or lung disease.			1	1										1	1													

| 22. As we know \| people who smoke and drink not only harm themselve \|\| **but** also harm their family, people and around them and our society \| **which** we can see everyday in the newspaper, and televisions. | 2 | 2 | 1 | 1 | | | | | | | | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| 23. **If** this is a way [to protect the problems \|\| and make people live happily with good health], \| we should accept this law right? | 1 | 1 | 1 | 1 | | | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | |

288

24. **Last point,** about the company that sell the cigarettes and alcohol.													1	0																			
25. I know | that **if** this law is announced, | it will effect with them.	2	2								1																	1	1				
26. **But if** they think | that they can still sold their products. | I think | it is the same as before.	3	3					2															1	0				1	1				
27. **Then** they can **also** save their money for advertising.								1	1											1	1		1	0				1	1				
28. They should accept this.																																	

29. It is better [[than the government don't accept them to sell their products anymore.]]				1	0																								
30. **So**, they should accept this law for themselve and their country																	1	1										
31. **From this 3 points,** I conclude | that I agree with the government.	1	1						1																				
32. It is good way [[to limit the advertising of cigarettes and alcohol]] | **in order** to	1	1		1	1	1	1														1	1						

make people have a good health and protect other problems from people [who drink or smoke. in our society.]																														
33. **If** you just think of the advantage and disadvantage of this law, | you will know that what decision [will you make?]	1	1					1	1																	1	1				
Total	20	20	3	3	6	3	12	9	8	1	1	2	2	3	0	1	1	2	2	3	3	4	4	1	0	3	3	5	5	0	0

Table 90 Student 1 (MGS1): Discussion text

Row 1										I	I	X	X	I	I	X	X	I	I	X	X	IX	IX	I	I	X	X	I	I	X	X
Row 2	T	V	T	V	T	V	T	V		T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V	T	V
Row 3	h	h	p	p	eN	eN	eQ	eQ	pr	ad	ad	ad	ad	t	t	t	t	c	c	c	c	pu	pu	co	co	co	co	av	av	av	av
1.Nowadays, many students came to study at the university | **which** were for away from their homes.	1	1																														
2.**Therefore**, they had to rent the house, || pay for their apartments, || **or** buy the condominums. | **in order** to stay as tier home.	1	1	2	2								2	2							1	1	1	1								
3.There costed much money for them in each month.																															
4. **But**, They could save more money | **if** they stay at the university dormitory.																															

5.In Kamphaeng San campus, student used to stay at the university dormitory.																																			
6. It costed only 15,00 bath per a term.																																			
7.It was very cheap amount for them.																																			
8.It was very cheap amount for them.																																			
9.The problems came to the student | **because** in next semester there was the increasing of the student in the campus.	1	1																							1	1									
10. **Hence**, they will put 1 student more in each room.																									1	1									

293

Clause																																	
11. This was the big problem for them.																																		
12. This was the big problem for them.																																		
13.**First** was the student [who lived in university dormitory.]						1	1					1	0																					
14. They claimed | that, it was too much people in the room || **and** it would cause many problems.	1	0	1	0					1			1	1																					
15.Another group was the university administer,																																		
16. they said | that the amount of the student [that came to the university]								1											1	1	1	1												

294

were increase || **so**, they had to do this | **in order** not to let the students stay outside in the private dormitory or apartments.																																						
17. In my essay I will write both of the arguments.																																							
18.Both have their reasons to support their thinking.																																							
19.The students [who lived in the university dormitory] said | that first,**if** there were too many people in the room| it would cause too many problems also.	2	2					1	1	1																										1	1			
20. There were not private.																																							

295

Clause																								
21. As we see, | it caused many problems for them, || **so**, this was [[why they were protested [[to live in a room with 4 peoples.]]	1	1	1	1	2	1			1													1	1		
22. **Second**, they would make a lound noise.										1	1														
23. **Third**, there are so many things of each people in the room || **and** the room was very narrow.			1	1						1	1		1	1											
24.**And finally**, it would make them lose their health of mind.													1	1											
25. Those university administer said | that although the rooms were narrow and not comfortable ||	2	1							1													1	0		

but it was very cheap.																																	
26.The students paid only 1,500 bath per a term for their rooms.																																	
27. They also paid for the electricity || **but** it was so less amont | **if** we compared with the private domitory and the apartments.	1	1	1	1								1	1													1	1							
28. The student should accept these point.																																		
29. It wasn't home, || **so** didn't expect | that it would be like home.	1	1	1	1				1											1	0														
30.The student should think | that they can save their parents money.	1	1						1																										

31. The student argued | that some students came from another provinces || **and** their home were far away.	1	1	1	1						1	1	1																									
32. They should stay at the university domitory all 24 hours.																																					
33. They stayed here as their second home.																																					
34. **Therefore**, home should be the place [that they could rest or relax.]								1	0												1	1						1	1								
35. **If** there are problems, | how could they live for many months.	1	0																																			
36.They also had to stay, || do			2	1												2	1																				

298

their homework, || study for the test.																													
37. It would be good | **if** the rooms were good as their home.	1	1																				1	1						
38. It would be good | **if** the rooms were good as their home.	1	1	1	1				1										1	1										
39. They said | that it would be safe for the students [to stay in the university dormitory | more than went to live outside.]	1	1				1		1	1																					
40. There were many criminals outside the university | that they couldn't protected.	1	0																												

41.**In order to** protected this, | they decided | to increase the students in the university dormitory.	2	1																				1	0								
42. They said | they also plan to build the new dormitory for the increasing students.	1	1						1																							
43. The university students [who didn't agree with the point] said, | why the university administer didn't plan to build the new dormitory | before accepting the increased of student.	2	1				1	1	1						1	1																

44. **If** they plan to build it. It wouldn't be problems.	1	0																																					
45. The rooms were enough || **and** students shouldn't came out to stay at the private dormitory or apartments.			1	1						1	1																												
46. From the arguments above, both arguments have their reason [to support their ideas.]							1	1																															
47. There are 3 points of the university student [who used to live in the university domitory.]							1	1																															
48. **First**, is concern with their problems in the rooms, || **second,** is			2	2			0							3	3																								

concern with the room compared as their home, || **and third** is concern [with the new dormitory wasn't build.]																										
49. There are 2 points of the university administrater,																										
50. **first** is concern about the saving money of the students, || **and second** is concern about that safty | **if** they stay in the university domitory.	1	1	1	1									2	2							1	0				
51. For me, I am free with the university students, | **because** they	1	1					1	1					1	1											

302

have strong reasons [to support their argument.]																																
52. **And** I am **also** the one [who used to live in the university dormitory ‖ **and** was effected by this problems.]			1	1			1	1		2	2																					
53. **However**, the problems had been occur ‖ **and** everyday had done their best to solve the problems.			1	0						1	0																		1	0		
54.The point is [[we should understand each other | in order to live happily and the society.	1	1			1	1																1	1									
Total	30	23	17	14	3	2	11	9	12	5	5	7	5	9	8	1	1	3	2	5	5	4	3	3	0	4	4	4	1	0	0

Table 91 Comparison of 9 essays of three students (HGS1, MGS1, LGS1)

Items	HGS1						MGS1						LGS1					
	Essay 1		**Essay 2**		**Essay 3**		**Essay 1**		**Essay 2**		**Essay 3**		**Essay 1**		**Essay 2**		**Essay 3**	
	#	rate	#	rate	#	rate	#	rate	#	rate	#	rate	#	rate	#	rate	#	Rate
1.clause complexes	15		19		27		16		33		54		11		28		22	
2.% simple sentences	8	53.33	6	31.58	6	22.22	8	50	9	27.27	18	33.33	4	36.36	7	25.00	2	9.09
3. % clauses with attempted para or hypotaxis	5	33.33	11	57.89	18	66.67	5	31.25	16	48.48	32	59.26	7	63.64	17	60.71	19	86.36
4.rate of attempted hypo per clause	6	0.40	12	0.63	25	92.59	7	0.438	20	0.61	30	0.56	6	0.55	29	1.04	33	1.50
5.rate of achieved hypo per clause	4	0.27	10	0.53	25	0.93	3	0.188	20	0.61	23	0.43	6	0.55	20	0.71	26	1.18
6.rate of attempted para per clause	4	0.27	3	0.16	7	0.26	2	0.125	3	0.09	17	0.31	4	0.36	5	0.18	10	0.45
7. rate of achieved para per clause	3	0.20	3	0.16	7	0.26	2	0.125	3	0.09	14	0.26	4	0.36	5	0.18	9	0.41
8. rate of attempted n-group embeds	9	0.60	2	0.11	8	0.30	2	0.125	6	0.18	3	0.06	4	0.36	3	0.11	1	0.05
9. rate of achieved n-group embeds	4	0.27	2	0.11	7	0.26	0	0	3	0.09	2	0.04	2	0.18	1	0.04	1	0.05
10. rate of attempted Qualifier embeds	1	0.07	4	0.21	11	0.41	3	0.188	12	0.36	11	0.20	0	0.00	3	0.11	2	0.09
11. rate of achieved Qualifier embeds	1	0.07	3	0.16	11	0.41	2	0.125	9	0.27	9	0.17	0	0.00	2	0.07	1	0.05
12.rate projection	1	0.07	5	0.26	13	0.48	1	0.063	8	0.24	12	0.22	3	0.27	15	0.54	13	0.59
13. rate attempted internal Additive	1	0.07	1	0.05	3	0.11	1	0.063	1	0.03	5	0.09	2	0.18	6	0.21	3	0.14
14. rate achieved internal AdditiveI	0	0.07	1	0.05	2	0.07	1	0.063	1	0.03	5	0.09	2	0.18	6	0.21	3	0.41
15. rate attempted external Additive	1	0.07	2	0.11	5	0.19	3	0.188	2	0.06	7	0.13	2	0.18	2	0.07	5	0.23
16. rate achieved external Additive	1	0.07	2	0.11	5	0.19	3	0.188	2	0.06	5	0.09	2	0.18	2	0.07	3	0.14

17. rate attempted internal Temporal	3	0.20	4	0.21	3	0.11	1	0.063	3	0.09	9	0.17	2	0.18	1	0.04	0	0.00
18. rate achieved internal Temporal	3	0.20	4	0.00	3	0.11	1	0.063	0	0.00	9	0.15	2	0.18	2	0.04	0	0.00
19. rate attempted external Temporal	3	0.20	3	0.16	0	0.00	0	0	1	0.03	1	0.02	2	0.18	0	0.00	2	0.09
20. rate achieved external Temporal	3	0.20	3	0.16	0	0.00	0	0	1	0.03	1	0.02	2	0.18	0	0.00	2	0.09
21. rate attempted internal causative	0	0.00	2	0.11	3	0.11	1	0.063	2	0.06	3	0.06	0	0.00	4	0.14	0	0.00
22. rate achieved internal causative	0	0.00	1	0.05	3	0.11	0	0	2	0.06	2	0.04	0	0.00	4	0.14	0	0.00
23. rate attempted external causative	0	0.00	1	0.05	3	0.11	2	0.125	3	0.09	5	0.09	0	0.00	4	0.14	3	0.14
24. rate achieved external causative	0	0.00	1	0.05	3	0.11	2	0.125	3	0.09	5	0.09	0	0.00	4	0.14	3	0.14
25. rate attempted purpose	1	0.07	0	0.00	3	0.11	1	0.063	4	0.12	4	0.07	0	0.00	3	0.11	3	0.14
26. rate achieved purpose	0	0.00	0	0.00	0	0.00	0	0	4	0.12	3	0.06	0	0.00	1	0.04	4	0.18
27. rate attempted internal conditional	0	0.00	0	0.00	2	0.07	0	0	1	0.03	3	0.06	0	0.00	0	0.00	0	0.00
28. rate achieved internal conditional	0	0.00	0	0.00	2	0.07	0	0	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
29. rate attempted external conditional	2	0.13	1	0.05	1	0.04	1	0.063	3	0.09	4	0.07	0	0.00	6	0.21	4	0.18
30. rate achieved external conditional	2	0.13	1	0.05	1	0.04	1	0.063	3	0.09	4	0.07	0	0.00	6	0.21	4	0.18
31. rate attempted adversative	0	0.00	2	0.11	5	0.19	1	0.063	5	0.15	4	0.07	0	0.00	1	0.04	4	0.18
32. rate achieved adversative	0	0.00	2	0.11	5	0.19	0	0	5	0.15	1	0.02	0	0.00	0	0.00	3	0.14