



**A STUDY OF GENRE BASED PEDAGOGY TO
DEVELOP PRE-CADETS' CRITICAL WRITING
SKILL THROUGH EXPOSITION GENRE**

BY

SQUADRON LEADER PARINYAPORN PREECHA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES**

(INTERNATIONAL PROGRAM)

DEPARTMENT OF ENGLISH

FACULTY OF LIBERAL ARTS

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2020

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DISSERTATION

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ENTITLED

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was approved as partial fulfillment of the requirements for
the degree of doctor of philosophy

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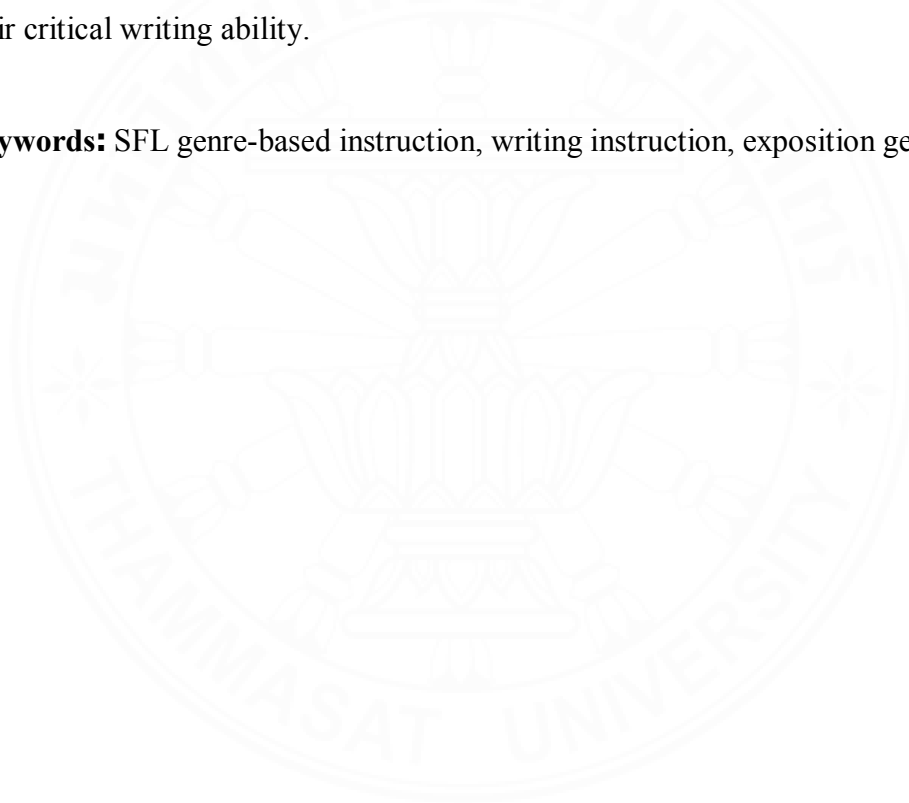
Dissertation Title	A STUDY OF GENRE BASED PEDAGOGY TO DEVELOP PRE-CADETS' CRITICAL WRITING SKILL THROUGH EXPOSITION GENRE
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Degree	Doctor of Philosophy
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Academic Year	2020

ABSTRACT

This study reports on the investigation of generic structure (organisation) and clause complexes (language use) in selected exposition essays written by pre-cadets at a military school in the 2020 academic year. The exposition genre writing tests were applied as the main data collection in this study. The purpose of the study is to compare and contrast their writing before and after SFL genre-based instruction. The study employed a pre- and post-test essay, writing assignment, questionnaires and reflective journals to explore students' development and learning satisfaction with the instruction. The detailed analysis of sample of essays compared to pre-test essays showed that pre-cadets could write their post-test exposition essays more clearly than their pre-test essays due to the fact that their post-test essay included all of the basic elements of exposition genre mentioned in the literature (orientation, preview, thesis, statement of position, arguments, point elaboration restatement and reiteration). The clause complexes in students' essays were categorised based on their interdependent and logico-semantic relationship. In regard to the interdependent relationship, the clause complexes were categorised in parataxis and hypotaxis. The projection (locution and idea) and expansion (elaboration, extension and enhancement) were analysed according to the logico-semantic relationship. The findings showed that various mixed-typed

clauses were mostly found in high proficiency learners whereas the extension parataxis were the dominant clauses in low proficiency learners. Interestingly, critical thinking skill was developed during SFL genre-based instruction according to students' journals. SFL genre-based instruction has provided them with more opportunities to analyse texts, construct an argument and join clauses in a logical relationship. Therefore, it is possible to implement critical genre-based in EFL educational contexts. Furthermore, students had positive attitudes towards SFL genre-based instruction. The study suggested that it is beneficial for students to apply linguistic resources and understand typical generic structure as mentioned in Systemic Functional Linguistics to develop their critical writing ability.

Keywords: SFL genre-based instruction, writing instruction, exposition genre



ACKNOWLEDGEMENTS

This journey would not have been possible without the academic and moral support of my family, my supervisors, my teachers, colleagues, seniors and friends. I am especially grateful to my dissertation committee. I owe a debt of gratitude to my advisors and co-advisors for their time, kindness and precious guidance. I would like to express my sincere appreciation for learning opportunities to Assistant Professor Dr. Passapong Sripichan, Assistant Professor Dr. Saneh Thongrin, Dr. Udomkrit Srinon, Assistant Professor Dr. Kwanjira Chatpunnarangsee, and Assistant Professor Dr. Luksamee Nuamthanom Kimura.

I would be thankful to Dr. Udomkrit Srinon for his constant encouragement throughout my research period. His prompt inspiration has enabled me to complete my work. I would like to thank him for teaching me Systemic Functional Linguistics (SFL).

To my parents, thank you for encouraging me to learn and helping me financially. I know that you always trust me, want the best from me, and believe that I can make a difference and overcome obstacles.

I am deeply grateful to the Ministry of Defence and the Armed Forces Academies Preparatory School that granted me a scholarship.

To faculty staff of Liberal Arts, Thammasat University, thank you for guiding me through the entire process and special thanks to my boss and SFL experts who supported me academically and emotionally.

Without participation of pre-cadets and assistance of many important people whose names may not all be enumerated, my completion of this hard work could not have been accomplished. Last but not least, I cannot express enough thanks to others who, in one way or another, shared their support and brought miracles to my life.

SQUADRON LEADER PARINYAPORN PREECHA

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
AFAPS	Armed Forces Acadmies Preparatory School
TLC	Teaching/Learning Cycle
CDA	Critical Discourse Analysis
CEFR	European Framework of Reference for Language
CLT	Communicative Langage Teaching
CBI	Content Based Instruction
CT	Critical Thinking
EFL	English as a Foreign Language
ESP	English for Specific Purposes
GTM	Grammar Translation Method
ALM	Audio-lingual Method
SFG	Systemic Functional Grammar
SFL	Systemic Functional Linguistics
NR	New Rhetoric
IOC	The Item- objective congruence
α	Dependent clause 1
X	Enhancement
β	Dependent clause 2
St	Student

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The development of English language teaching and learning in Thailand has an impact on Thai educational institutions at primary and secondary level due to internal (Thai educational reform history) and external movements (western influence). The arrival of foreigners since the reign of King Rama III (31 March 1788- 2 April 1851) has caused a greater need for English. During the period of King Rama V (1853-1910), an English standard was added to the curriculum for a six-year programme focusing on reading, writing and translation (Darasawang,2007). Between the periods of 1893-1931, English teaching has changed from the Grammar Translation Method (GTM) to an Audio-lingual Method (ALM). After the period of learning accurate English with a teacher centred curriculum, the communicative approach appeared due to education reform in 1980 (Hilado-deita,2015). The development of the communicative approach towards task-based learning or project-based learning and the importance of integrating skill are stressed by scholars with the adoption of content-based (Mohan,1986) and task-based curricula (Nunan,2004). This is followed by self-access learning and the promotion of e-learning in Thailand (Darasawang,2007). Moreover, the integrated approach or mixed method for teaching English subsequently gained attention from educators (Srinon et al.,2017).

The integrated skill found in content-based and tasked-based instruction or hybrid form maximises the English teaching efficiency (Pysarchyk&Yamshynska, 2015) Writing can be integrated into classrooms to develop critical thinking skills. To successfully prepare students for effective communication, critical thinking skills and writing skills can be integrated into know-how enabling how to write and think (Schmitt,1999). Moving away from traditional methods, scholars can deploy a more active learning approach (e.g. active learning and student-centred strategies are

incorporated into classroom practice), but may neglect grammatical rules and focus on the process of writing (planning, drafting, revising and editing). Writing skills were taken for granted in the mid-twentieth century (Matsuda,2003), but later it was possible to make important connections between reading and writing because reading can support better writing ability (Alghonaim,2018;Grabe,2003;Krashen,2004; Yoshimura,2009). A genre-based approach exists within different social contexts and purposes and this is a newcomer to ELT due to the changing world in intercultural communication that requires different sets of rules embedded in the genre-based approach (Badger&White,2000). This stresses the importance of linguistic knowledge and appropriate vocabulary. The pattern of text or rhetorical structure accounts for teaching specific genres for communicative purposes. Students will be aware of linguistic structures and social connections (Nueva,2013).

Since the 1990s, one of the extensions of the communicative approach was the text-based instruction (genre-based approach) which views communicative competences consisting of mastering different types of texts used in specific ways in different contexts (Richard,2006). Genre in different schools works with different points of focus and can be divided into three groups; those who are interested in historical, socio-cultural contexts (New Rhetoric School); in linguistic features of the genre (English for a specific purpose) and in both of them, the nature of the genre and relationship between the genre and contexts (Derewianka,2003). Various approaches to writing instruction have been applied in educational contexts and it is notable that some approaches need more research to prove the best way to implement them effectively and provide the most suitable approach for students. The SFL genre-based approach or Sydney School genre-based approach draws on Halliday's functional linguistics and helps learners to learn reading and writing in the classroom. It divides genres into rhetorical patterns such as narrative, recount, arguments and expositions. It defines genre linguistically to view how the elements and contexts join together in different contexts and activities. More basic elements can join together into a larger and more complex genre. The macro genre such as editorials may consist of many elements such as exposition or discussion. In the same way, elemental genre can be part of other macro genres (Martin,1992; Hyland,2004). SFL is a tool to analyse structure of the clause

from functional perspectives and importantly, it explains the relationship between language and contexts, namely the context of the situation and culture. In SFL, language use is associated with society and culture. Therefore, SFL emphasises the role of language in socio-cultural contexts and linguistic aspects (Burn & Coffin, 2001). It is widely used in the EFL context because of its benefits to L2 learners to explore texts and improve their written performance.

From the SFL perspective, the SFL genre-based approach differs from typical grammar teaching despite explicit attention to language teaching. Grammar (functional grammar) is used as a resource for the meaning-making process (Harman, 2017). SFL offers a comprehensive description of the language resources students can use in writing and adapt for new settings and contexts. Therefore, teachers can support students to learn both content and language (Schleppegrell, 2004).

1.2 Statement of the problems

According to the 21st century framework, nowadays, critical thinking is an integral part of EFL teaching. It is believed that non-native English speakers lack the critical thinking skills and they have problems when they further their studies overseas or in higher education (Herbert, 2017; Shaheen, 2016). In Thailand, school administrators in military schools such as Armed Forces Academies preparatory school (AFAPS) want to develop students' critical thinking in class to cope with the improvements in the curriculum. It is expected that students' critical thinking would be improved if teachers adopt good teaching methods for EFL instruction. However, good critical thinking can be shown in written works e.g. voices, clear argument and cohesion and nowadays students can achieve both academic goals, language ability and critical thinking (Herbert, 2017). The English Division staff in AFAPS are now working very hard to develop students' writing. Students are able to think and write critically in their native language, but they cannot express very well in English (Foreign Language Division, 2020).

Many teaching methods have been used to develop students' English language ability, but some methods cannot support another important skill such as critical thinking effectively, e.g. didactic methods (McPeck, 1990; Fung & Judy, 2004) or

traditional instructional methods (Boumova,2018). This is because grammatical rules are presented and students listen to the teachers under teachers' class control (Richard,2006).

Because of this, the researcher did not probably rely on one single method to teach English and stimulate students' critical thinking. They incorporated more strategies such as the 'flipped class technique', explicit instructions, teacher questioning, active learning and group discussion (Sritulanon,2018;Hao et al.,2016). However, the popular communicative approach in EFL does not really focus on developing critical thinking while using a target language in class (Liaw,2007). Therefore, students miss the opportunities to participate in activities that promote critical thinking. Content based instruction (CBI) emphasises authentic materials primarily used for native speakers (Richard,2006) whereas process writing instruction is limited to non-linguistic strategies (Badger,2000).

The goal of CLT is to develop fluency in producing language in the classroom and the main focus is the role of communication and learners' performance (Richard,2006). It looks like the push for authentic materials that contain difficult language. These methods would not be accessible and adequate for students to develop both literacy and critical thinking.

Although much thought and research has been devoted to teach critical thinking in EFL classes (Asyari et al.,2016; Bentadjine,2018; Elmoutarin,2018;Idrus et al.,2010; Liaw,2007; Ilyas,2010), few empirical studies have been conducted to explore critical thinking related to writing instruction (Zhang,2018). Due to the lack of effective learning materials and teaching strategies in the EFL context that can support effective critical thinking and linguistic features in writing and reading classes, the SFL genre-based approach has widely been considered as an alternative foreign language instruction and the researcher found that it is useful for developing critical thinking skill to meet the 21st century's curriculum goal (Martin&Rose,2012; Srinon,2011; Zhang,2018).

Due to the fact that using these language strategies do not link to a particular language and do not guide learners to a specific goal (Jean-Claude et al.,2016), research areas have extended to the rhetoric of a specific genre in context. From the SFL perspective, genre refers to a staged, goal-oriented social process (Martin,1992,2009).

Researchers have tried to find the most appropriate instruction and curriculum to support students' language progress e.g. integration of language skill or asking students for their collaboration in writing class. In NES (Native English speakers) schools in Australia, most L2 learners have little directed or guided instruction to develop their language competence (Carter & Nunan,2001). Therefore, more effective ways to cope with changing the learning and teaching situation are needed in EFL educational contexts. For example, content-based instruction has short comings because students do not gain the skill required to become independent learners (Troncale,2002). However, genre is an alternative way that accounts for various educational contexts. It deals with ways of helping and guiding students explicitly to become autonomous learners and active members of culture though effective engagement with texts.

Genre has been an important concept in SFL (Halliday's Systemic Functional Linguistic) since 1981. It means the ways in which people achieve their objectives and, in SFL, it combines genre, purpose, language and contexts. In SFL, genre refers to a stage and goal-oriented social process (Paltridge et al.,2006;Martin,1992;Widodo,2017). There are three meta-functions to analyse language: ideational, textual and interpersonal functions. They are used to achieve a particular social goal. The ideational function deals with content and field (i.e. what the text is about), the interpersonal function refers to the relationship of the language users and the textual function focusses on language features e.g. the use of cohesive devices (Derewinka,1996;Christie,1998; Martin,1998;Widodo et al.,2017).

A key feature of Sydney School genre pedagogy (drawing on SFL) is actually found in the stage of the teaching learning cycle. It supports the literacy development of students through dialogic exchange which is widely used in different age groups and

levels of students (Dreyfus et al.,2011). Drawing upon Halliday's systemic functional linguistics (SFL), Feez's teaching and learning cycle(Feez, 2006) raises awareness of language for communicative and social purposes. It offers suggestions for modelling and deconstructing texts (Widodo,2017) due to many advantages, e.g. the stages can be repeated, it guides learners to create texts step-by-step, the teacher can teach the purpose of genre and context, students can analyse sample texts and key linguistics and it guides learners to create texts and relate to other genres and contexts (Hyland,2007; Widodo,2017). Genre pedagogy combines language, content and context. It provides a systematic explicit way of teaching writing based on students' needs(Christie&Martin,1997). It is supportive, empowering, critical and conscious raising (Hyland,2004; Widodo,2017, p.85). It is helpful for tracking their language development, expanding their writing (from simple to complex sentence structure). Additionally, they learn to display attitudes, use language and evaluate texts(Christie,2012;Widodo,2017). In the same way, Baraceros (2013,p. 396) stated that Systemic Functional Grammar (SFG) that included language features whose meanings resulted from people's interaction in society is able to foster critical thinking due to the following characteristics; multi-functionality of clause, ideational, interpersonal and textual function of the language, connection of language features or structures with the macro function of language, and language activities encouraging social interaction and the use of contextualised language exercises. People have to deal with various language features and functions. Therefore, they need to listen, analyse, and evaluate different views and make judgements based on justified reasons and evidence. Moreover, in SFG language, features such as clause or mode of discourse, reflect events or people's points of view that need to be defined, compared, analysed and evaluated by language users who will make a decision in dialogue and conversation activities in real life. Their awareness will help them to make arguments to support their stances and decisions (Baraceros,2013).

In spite of the importance of materials in EFL classrooms, there are limited studies on SFL learning materials for teachers to develop students' critical thinking. It would be difficult if teachers did not use explicit knowledge (whereas grammar is taught implicitly in CLT) and meaning-making systems in SFL when they teach reading

and writing. To solve this problem, collaboration between SFL teachers and learners was achieved in a disadvantaged school project in Sydney, Australia (Rose & Martin, 2012). They classified genres that are required to read and write, for example narratives, recounts, explanations and argument texts (Gebhard, 2019).

This will call attention to the importance of critical thinking with SFL readymade tools that will help students become more engaged in critically constructing and analysing their texts with specific knowledge and skills that are needed to be taught (Nagao, 2019). This paves the way to develop a syllabus to match the concept of communicative competence and factors concerning trends in EFL, focussing on teaching methods and syllabus, e.g. a text-based syllabus (SFL genre-based syllabus, Liaw, 2007).

In regard to critical literacy, the theoretical framework of Critical Discourse Analysis (CDA) is generally based on Halliday's systemic functional linguistics (Zua, 2019). SFL traces the first development of critical linguistics before CDA and forms the perspective of SFL, the critical aspect is one of the important strands within applicable and socially accountable linguistics (Matthiessen, 2012). Two approaches are able to work together more comprehensively by combining their strengths and Matthiessen (2012) claims that CDA is concerned with the systems of power within the parameter of tenor in SFL (cited in Ng, 2017).

According to Zhang (2018), SFL is regarded as a comprehensive language learning theory that provides effective tools for students regardless of their levels, to deconstruct academic texts at the level of meaning and linguistic features according to explicit teaching with provision of the appropriate language and lexical resources necessary for critical readers and writers. Students are able to use the knowledge of writing with linguistic features and relationships between forms and meaning in the classroom (Zhang, 2018).

In addition, Ilyas (2018) found that critical thinking really exists in the minds of non-western people, but they may not know how to define and teach in class. That

is to say, according to Samanhudi (2011), students were able to show their critical thinking, but their writing was less sophisticated and explicit due to limited linguistic knowledge. Therefore, they need more guidance and some teaching programmes to develop their writing. Poor communication skills in English are likely to hinder the construction of clear arguments in their texts. Furthermore, it is a fact that students are coming under increasing pressure to write critically in English due to the possible disadvantages of non-western students whose first languages are not English, especially those with lower levels of English proficiency (Akbari, 2015).

According to functional grammar, genre is useful in EFL instruction because it helps learners to understand the nature of language in use including the explicit way of teaching. It is suggested that language fulfils particular functions. It can be applied in second language writing and reading instruction (introduction to genre, background knowledge and provision of one particular genre for modelling). Interaction in the class occurs when learners are active and work in pairs with a set of questions (Nunan, 1991). That is to say, function and purpose (based on genre) has an effect on language teaching development and additionally provides opportunities for students to develop critical thinking skills.

1.2.1 Problems of English instruction in secondary schools in Thailand

The Ministry of Education (2008) aims to elevate English competency among students (grade1-grade12) and the European Framework of Reference for Language (CEFR) is used for benchmarking communication language competence (A1-C2). The four strands of learning and teaching a foreign language are communication, culture, relationship with other learning areas and connection with the world community (Ministry of Education, 2008). According to Nounlong (2015), nowadays the curriculum for secondary level education has followed that of the Ministry of Education. The content and the strands are likely the same in every school and differences lie in the fact that exposure to English shows inequality between urban and rural schools, although the idea of standardising English language education is increasing all over the country (e.g. Thai students take the O-NET-exam). In Thai primary schools, in spite of being a compulsory subject, English is not taught as a

specific skill concept and there are insufficient English teachers and teaching materials in some rural areas (Nounlong et al.,2015). At the secondary level, teachers also have insufficient teaching materials and no time for class preparation because of heavy workloads (Sangkapan et al.,2015). In regard to the main problems in writing at the secondary level, students cannot write very well because of no specific writing classes in primary school, low English proficiency, mis-spelling, insufficient vocabulary and learning by the grammar-translation approach (Tantayanusorn&Sermongsawat,2018). In regard to the teaching of reading, Rattanamunag (2015) found that most of his students did not know the meaning of some words. This was the main reason why they could not interpret the text and understand the questions according to what they had read. Moreover, they could not answer questions about the text. Therefore, this is the gap between primary school and higher level education. Students may not meet the demands of higher level education that require a more complex writing ability. Additionally, Nounlong (2016) said that in many Thai schools, teachers do not understand an English curriculum which is not appropriate for students. Teachers' qualifications are not relevant to English teaching. Furthermore, one teacher had too many classes and a lot of responsibilities.

To encourage students to develop their English learning skill in the current situation, the methods used in Thailand are communicative languages teaching and communicative teaching including active learning, and 21st century skill with brainstorming and discussion (Ministry of Education,2018). Regarding writing and reading instruction, the traditional model which focusses on accuracy and error correction is still taught in some areas in spite of the Thai education reform agenda. The content does not relate to a real-life situation. English is only a subject in the school, not the main medium of communication. It does not prepare learners for future employment. English courses are neglected by unqualified teachers (Noom-usa,2013). The lack of critical reading among Thai EFL learners is due to the traditional grammar translation teaching approach. Students are passive and it is difficult to ask them to be critical. They do not have opportunities to practise English outside the classroom (Savika&Sittikul,2019). Thai rhetorical patterns are different from English. Therefore, it leads to writing problems for Thais (Khumphee&Yodkamlue, 2017). Writing classes

do not contain much about social contexts; students cannot express themselves freely (Kongpetch,2008). Different writing research areas in the past ten years are: writing errors, writing assessment, online writing and genre-based writing instruction. To cope with the changing world and new technologies with diversity, the genre-based approach helps learners to master different types of texts to suit their needs everywhere in the world (Chuenchaichon,2015).

According to the curriculum reform, teachers adopt trends in teaching and find the most effective way to teach English (Darasawang,2007), but there are many factors regarding EFL in Thailand, e.g. students' skill, learning and teaching methods, the teacher's attitude and training, provision of teaching aids (Klaichim,2016). The very serious problem does not only deal with students' language skill. There is an attempt to push students toward communicative competence with many communicative activities whereas the examination relies on paper and pencil multiple choice tests. Teachers are afraid to teach grammatical structures due to the fact that they avoid traditional grammar and knowledge about language and cannot guarantee communicative ability (Dhanasophon,2010). Although teachers and students have a positive attitude towards the CLT approach, they believe that CLT is an English teaching technique for developing only speaking and listening skills. So, the most important activities include only role play and debate. Teachers are not sure that CLT will be suitable for students because it is difficult to use in class and they prefer using the grammar approach to prepare students for the National Test (grammar-based examination). When teachers found it difficult and uncomfortable to use the approach, they turn to traditional teaching (Promtara&Suwannarak,2018; Thompson,1996). Apart from lack of exposure in a non-native English language environment, students may lack interest and motivation to learn due to an unsuccessful English class (Ulla,2018). In addition, difficulty in applying communicative approaches may result from shortages of English teachers in secondary school and English teachers who do not major in English (Suwanapharat&Chinokul,2015).

To enhance Thai citizens to become critical thinkers, critical thinking needs to play an important role in Thailand (Ploysangwal,2018). However, Thai students have

low English proficiency and lack the necessary academic study skills, namely critical thinking (Artin,2017). This should be taken into consideration because critical thinking relates to the ability to read critically, give arguments, find the writers' ideas and express their ideas by writing with logical organisation (Varaporn&Sittihikul,2015). However, students cannot understand texts and analyse when reading texts. They cannot write very well because of insufficient words and grammatical knowledge (Wiboonwachata,2018). It is found that language classes disregard critical thinking and it is suggested that critical thinking connects with writing when students reflect on their own writing, evaluate texts, discuss in a group, find relationships and convince others (Tuzlukova,2017).

During 2010-2015, the 21st century skill consisted of the '3Rs' (reading, writing, and arithmetic) and '8Cs' (critical thinking and problem solving, creativity and innovation, cross cultural understanding, collaboration and teamwork, communication information and media literacy, computing and IT literacy, career and learning skill, and compassion. The Office of the Education Council, Ministry of Education, Thailand, 2017; www.moe.go.th) may enhance the readiness for preparing Thai students for their future jobs and lives, but as previously discussed, the application of the past curriculum has failed to promote critical thinking and teachers have difficulty in creating activities promoting critical thinking (Boomproma et al.,2011)

1.3 Rationale of the study

This study has been motivated by many factors, including changes in curriculum in the Ministry of Education-such as 21st century skills or 3Rs and 8Cs, the gap between the curriculum situation and classroom practice, the mismatch between primary education and secondary levels, insufficient linguistic resources for disadvantaged and low proficiency students, and a lack of teaching methods that meet the needs of students.

In AFAPS, the school follows the guidelines in the curriculum (see Appendix). However, many students are unable to produce texts that meet the demands of academic writing in the school curriculum (more complex pieces and extended writing e.g.

exposition) and they need extra reading classes to remediate. According to the educational reform and school curriculum, they are expected to think critically and become critical readers and writers. These students are anxious and cannot keep up with high proficiency students because of their inadequate capacities and lack of high-level knowledge (Foreign Language Division,2018);putting language policy into practice needs pedagogical intervention for effective classroom teaching.

To solve these problems, genre-based approaches are implemented to meet the needs of both the beginner and intermediate students because of many advantages such as model text and scaffolding techniques (interaction between teachers and students) that give learners' confidence and enhance their language ability (Carstens,2009). Sydney School genre-based or SFL text-based teaching supports communicative competences and critical transition development in the reading to learn project (Ntombi,2017) The communicative text-basis (genre-basis) helps students to acquire basic grammar in a meaningful way, to learn language through working with a whole text, and to produce text to serve particular purposes and discuss the topics freely (Stern,2019; Feez,2006; Ntombi,2017).

With the effects of changing worlds and multi-pluralism, students need to analyse and learn many types of texts through many strategies and integrated skills (e.g. reading and writing). Genre-basis is an approach that includes critical pedagogy that would benefit students (Rose,2008). Hyland (2007) stated (cited in Rose,2008), that the genre-based approach is the most clearly articulated approach in both theory and pedagogy. In the 1990s the Sydney School was influenced by a paradigm shift from the process writing approach to the contextual approach where texts are viewed as a genre and texts functions in context. The process approach is not appropriate for all students particularly non-English, migrant speakers. In Australia, there are a number of non-English migrant speakers and language groups from many continents who are disadvantaged students and do not benefit by the process approach. Therefore, the genre theory and research has developed continuously to serve the need of these learners (John,2002).Genre researchers explore texts in many contexts linking with genre and register (field-mode-tenor). The contextual framework deals with text types and

register. If people talk about exposition genre, field refers to the topic they learn and tenor means the relationship between audiences and writers. Learners may play the role of an expert and mode refers to written language. At the level of genre, linguistic choices depend on social purposes (Horarik,2002).

According to Feez (2002), Halliday's model of language within the genre approach is applied by educators in Australia's immigration programme due to the fact that the 20th century curriculum design did not rely on the structural approach and the trend focusses on a learner centred, needs-based analysis and communicative approach. Functions are units of meaning in the communicative approach and learners achieve communicative purpose in context. The curriculum, materials development, and model of language are influenced by systemic functional linguistics. Since World War II, naturally occurring language has replaced isolated grammatical structures and imitation drill. Scholars have found that there is the absence of language function in the school syllabus and curriculum (students were found to have a lack of language functions). Therefore, they have designed a curriculum that tells what learners need to do with language at different levels to serve certain language functions in social settings (Feez,2002). In the educational context, the Sydney School curriculum, called the teaching-learning cycle, has an impact on Australian literacy education due to the fact that the resources serve well with these learners in disadvantaged school programmes in Australia. It supports students' high level of knowledge and gains specialised knowledge. The pedagogy scaffolds learners to work on unfamiliar genres. The teachers will show them how to work with genres with a high degree of explicit teaching. For example, they will learn both the generic structure (thesis-propose view point, preview-a position stated, body-the arguments are elaborated and conclusion-return to thesis) and linguistic features (e.g. logical sequence, action verb, etc.) (Horarik,2002).

Baraceros (2013p. 396) stated that systemic functional grammar (SFG) that includes language features whose meanings resulting from people interaction in the society is able to foster critical thinking due to four characteristics: multifunctionality of clause, ideational, interpersonal and textual function of the language, connection of language feature or structures with macro function of language. Language activities

encouraging social interaction and use of contextualised language exercise. People have to deal with various language features and functions. Therefore, they need to listen, analyse, evaluate different views and make judgements based on justified reasons and evidences. Moreover, in SFG language, features such as clause or mode of discourse reflect events or people's point of views that need to be defined, compared, analysed and evaluated by language users who will make a decision in dialoguing and conversation activities in real life. Their awareness will help them to make arguments to support their stances and decisions (Baraceros,2013).

Students in AFAPS never practise writing exposition texts which are one of the important text types that support critical thinking according to the impact of 21st century skills. In class, they learn how to write a short paragraph once a semester. Some students are not able to read for comprehension and they do not know how to read and have insufficient knowledge to read language structure and vocabulary (Foreign Language Division,2014). Moreover, their average writing score is poor (lower than 60 %, lower than 3 out of 5) and they cannot use transition words correctly and do not understand time relation connectors (Foreign Language Division,2016). They need to learn how to organise ideas, to use signal words and conjunctions to write topic sentences and supporting ideas. Some students have failed the examination due to the fact that they cannot read and understand the instruction and the text in the examination (Foreign Language Division,2019). The most frequent mistakes in paragraph writing are incorrect singular and plural words, mis-spellings and the incorrect use of gerund and infinitives (Foreign Language Division,2009). In 2018, the most frequent errors were verb tenses and subject-verb agreement (Foreign Language Division,2018). In 2019, the most serious problem was inadequate resources and materials for teaching and learning English for the changing curriculum. Students are required to learn genre, language functions, sentence patterns and technical vocabulary for the military (Foreign Language Division,2019). Therefore, students need to be trained in both reading and writing and the genre-based approach is the alternative approach to integrate reading, writing and critical thinking skill.

1.4 Significance of the study

The study is significant to the development of the curriculum of Ministry of Education in Thailand. In regard to this significance, this study is projected to be able to create a syllabus design to serve the requirement of the Ministry of Education in Thailand (Ministry of Education, 2020; <http://moe.360>). The policy of the Ministry of Education aims to upgrade and elevate English language skill, especially active learning and critical thinking skill. The finding of this study will fulfil the needs of students for 21st century skills and enrich the choices of classroom strategies that make for better teaching in class in case there are no activities that support critical thinking skill and discussion in the school (AFAPS). The core skill of the 21st century (3R 8C) has been spread in school and it includes many core skills such as reading, writing, critical thinking, problem solving, collaboration, and communication which are mentioned and practised in the text-based syllabus based on SFL (Systemic Functional Linguistics) which aims to elaborate how people use language (functional) and how to generate meaning in context (in relation to interpersonal, textual and ideational meaning). The meaning is activated by use of vocabulary, generic structures, etc. (Yasuda,2015).It is not limited to referential meaning, but it expands to help students construct knowledge in a delicate way through group discussion in a joint construction stage, such as a sematic wave (e.g. students may use the word gold in general English , but they can apply the word ‘Au’ instead of ‘gold’ in chemistry for specific purposes at an advanced level). SFL provides guidance to learners on how language structures, organises and develops in discourse. It offers effective tools for language analysis and has been designed to provide linguistic resources for students to access (Halliday & Matthiessen,2004). Eggin (2004) and Aracon (2013) stated that the study of genre from the SFL point of view is the first step to make the socio-cultural basis of language use explicit, to understand how to carry out text analysis. The notion of genre has gained attention from scholars and extended to the application of language teaching and learning. Text types (genres) account for developing reading and writing curricula (Aracon,2013). Rothery (1994), cited in Rose, (2010) applied SFL to design teaching and learning cycles in a text-based syllabus that contributed to the success of teaching practice in the Sydney School programme and the ESL programme in Australian

schools for the disadvantaged school project (Lerdpreedakorn,2008). Feez (2006,p.13) states that it is a global approach within which the best aspects of other syllabus models can be used. Its principle includes guidance through interaction and shared experiences.

Writing is the most difficult and important topic for students with a non-native English background. In Thailand, it has been taught by traditional methods that do not help them to write effectively (Lerdpreedakorn,2008). Based on the success in many contexts, reports show that the genre-based approach to writing is helping to improve EFL writing proficiency in Australia, Singapore, Indonesia, Vietnam, France and Germany (Emila,2015; Efendi &Emzir,2018). It has proven to be of value in many contexts because it helps improve teaching practice. Students will gain more knowledge and understanding through many activities such as argued writing, discussion, critical reading, etc. In regard to reading skill, Moor (2014) used SFL to teach students how to read literature in an explicit and meaningful way. SFL researchers have worked with teachers in disadvantaged schools in Australia and the USA. SFL educators have theorised and applied genre instruction that helps students to read and write critically with appropriate resources e.g. linguistic and generic structure due to the paradigm shift in language education and the expansion of linguistic choices including a variety of text types in multi-modal contexts in the 21st century. Language instruction should indicate explicitly how to appropriate these resources (e.g. explicit teaching of knowledge and teaching literacy systematically) when there are inadequate methodologies and curricular materials in EFL class to serve the demand of education reform due to the fact that language education deals with new forms of discourse that makes meaning in various cultural contexts and does not focus only on the content instruction in the traditional way (Herman,2017). This view is also supported by Prayapom (2012) who stated that Thai EFL teachers also need techniques and materials for teaching English in an integrated way because of the lack of knowledge and expertise with a variety of teaching approaches. This will cause a negative effect on the quality of English language teaching because EFL teaching is dominated by teacher-fronted and rote learning in Thai schools.

As previously stated, research on critical thinking has gained attention from SFL scholars e.g. genre features support students' critical language awareness, critical literacy and writing critical essays, etc. (Harman,2017). Therefore, the text-based syllabus developed by the researcher can benefit students and respond to the mainstream curriculum. It can solve the writing problems of students in AFAPS due to the fact that they write in fragments and make grammatical errors due to the influence of their mother tongue. They are unable to write complex sentences with correct conjunctions. The method to teach students is to activate their background knowledge and let them research and find information for their draft (Foreign Language Division,2018). Moreover, they have never practised writing exposition which supports critical thinking. It is important to find out if the course material based on SFL can develop learners' performance in writing exposition. The appropriate syllabus design was used as the guideline to develop teaching and learning in the school to match the main stream curriculum. In terms of professional development, this is likely to increase awareness of the material development that supports creativity and preparation for innovation in the English class. There are no studies based on the SFL perspective in the school. It is recommended by Rose (2010) who carried out the projects, Reading to Learn, Write it Right (in the disadvantaged school programme in Australia), to use SFL in the educational context to accelerate literacy development and bridge the gap between disadvantaged students and successful students in class.

Non-western students are not successful critical thinkers in EFL class due to cultural aspects and they do not have enough vocabulary and grammar to write their response or answer the critical thinking questions. Critical thinking has been hardwired in ELT through grammar,e.g. they need to think critically to create compound and complex sentences. Critical thinking maybe combined in EFL activities that help students learn critical elements e.g. clarification, reasoning and giving opinions (Ilyas,2015). In the same way, students in AFAPS can answer critical thinking questions in Thai, but they are not able to create sentences, use grammatical structure and complete critical thinking tasks in English. Therefore, English language may be a main barrier for pre-cadets in AFAPS to become critical thinkers in EFL class and this can result in learners' losing confidence in the English class.

The genre based approach is very beneficial for learners due to the fact that it includes language, content and contexts with explicit instruction and systematic explanations (Martin & Christie,1997) and it can let students construct argued texts in English involving argument, facts and reasons (Widya,2015). Critical literacy alone cannot contribute to successful critical thinking instruction. Teachers that can integrate explicit instruction in their teaching process (Chuah & Mehar, 2011) and SFL (Halliday & Matthiessen,2014) is a powerful approach to foster critical language awareness (Fang, 2019). Educators can support critical literacy in EFL class by using SFL to analyse texts (Simmons, 2016). Moreover, they can conceptualise and implement a critical approach to SFL that validates meaning making, pushes against social inequity and supports creative mixing semiotic resources (Harman, 2017). Halliday (2014) argued that clause complex in SFL accounts for the functional organisation of sentences. Therefore, SFL can be used as a tool for supporting critical language awareness for pre-cadets in AFAPS. It can support their ability to organise texts and mount a critique through SFL tools.

Researchers found that EFL learners in Thailand have low levels of linguistic skill and they indicated that they have acquired particularly low levels of skill in writing (Srinon, 2011). In the same way, the situation is the same in AFAPS. Therefore, the country and the school have to improve learners' English competence. In regard to the benefit of genre-based methods, they offer students frameworks to learn features of grammar and form a basis for critiquing the way in which knowledge and information are organised in English language (Christie,1999). There have been few studies on how to help students develop critical capacities (Ng, 2018). Moreover, in AFAPS, English writing very often tends to be taught with a focus on grammatical accuracy and students are not encouraged to be aware of the meaning constructed in texts or use an appropriate register in a specific context. The explicit instruction of vocabulary, grammar and critical thinking is sometimes missing in EFL writing classrooms in the school.

In Thailand and the school context, the most important point is that students should have the opportunities to develop writing skill and critical skill through

arguments based on exposition genre because of the development of the English curriculum in Thailand. Systemic functional linguistics along with genre have helped students enhance critical response to text they created as Halliday (2014) suggested that textual meaning in SFL gives students' ideas on how to develop their texts (its content and coherence). According to Bruce (2018), the textual resources in SFL are used to express critical thinking and the key elements for making critical statements are the use of text organisation, coherence relation, metadiscourse devices and attitude markers (Hyland,2005;Bruce,2018). Students need to learn complex skills to prepare for the tertiary level and elements of critical thinking skills can be found in exposition texts, such as thesis, reasons, arguments and opinions (Rohayati, 2017).

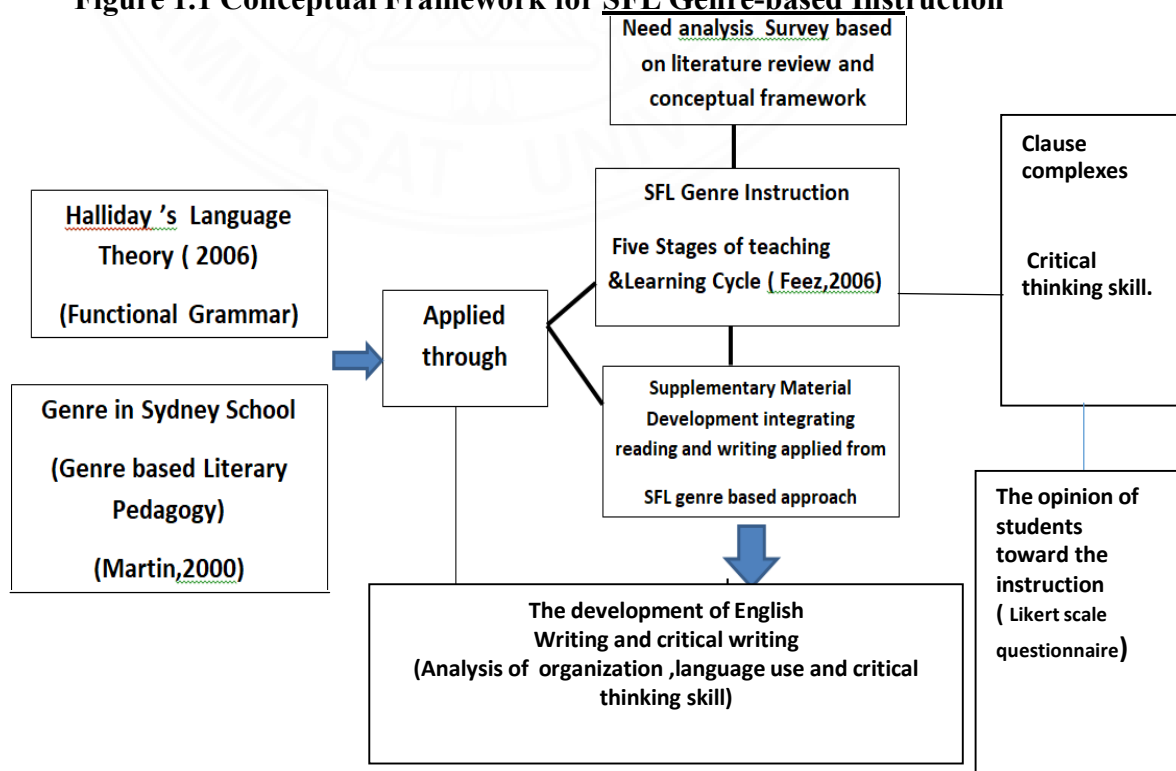
Clause complex and critical thinking skills play an important role in exposition genre. As a crucial issue in systemic functional grammar, clause complex embodies the textual function of language. The textual grammar e.g. clause complex, cohesive devices, etc. assists readers and writers to build their critical skills and evaluate their own works. Clause complex refers to a grammatical and semantic unit and it is regarded as the most extensive domain of grammatical structure. Clause complex includes two systems: interdependency and logico-semantic relation which can help learners simplify the structural meaning of the texts and make events logically connected (Halliday & Matthiessen,2014;Sagheer,2016). In fact, grammar structures can create a logical relationship. Skills should not be taught in isolation, both writing and critical thinking skills should not be separated. This study centres around students' difficulties in language use for managing theorganisation in texts and they still need a lot of guidance in writing exposition genres that support their critical thinking skill. Students can create more cohesive texts with good control of text organisation (clear argument, positioning, capacity to argue, etc.) and use more complex sentences. However, aspects of critical thinking are reflected in writing exposition texts (the tallies are calculated for the number of clause complexes in their essays, the number of simple sentences, the number of hypotactic or paratactic relations, and average frequencies of relations, e.g. projection, extension).

Because of this, learners can create a coherent text, read and write critically (Cahyono,2018). From the perspective of SFL, students will develop critical thinking skills when they understand and create complex structures (clause complex). They can explore text organisation, combine clauses and organise them systematically. In SFL, clauses are linked to one another according to a logico-semantic relation. To cope with the changing world, learners need to be active and critical. That is to say, they need to think about making meaning at the‘meta’ level as a complex system of interrelated options (Gee,2003; Unsworth,2009). In the system of clause complexing, clauses can be expanded with the option of ‘stop’ or ‘continuation’ Clauses are combined into clause complexes (from low-level structural patterns to high-level rhetorical patterns) (Byrnes,2009). Students are more visible in demonstrating the elements of critical thinking when they apply Halliday’s clause complex model. This raises the important questions of how students deal with their critical arguments and their language use. Therefore, this study aimed to examine students’ writing ability (language use and organisation) and critical thinking as reflected in their exposition essays.

1.5 Conceptual framework

The proposed conceptual framework is shown in Figure 1 to illustrate how the researcher applied the framework to this present study.

Figure 1.1 Conceptual Framework for SFL Genre-based Instruction



According to this conceptual framework, the researcher applied functional grammar (Halliday's language theory) and the Sydney genre-based approach to develop students' language skills (writing) and critical thinking skills. The key strategies and notion applied from SFL, such as scaffolding philosophy, the meaning making process, collaboration, explicit teaching, etc. resulted in enhancing students' reading, writing skills and critical thinking skills. The application of the genre-based approach was applied through text-based syllabus design (genre-based learning) consisting of five stages of the teaching learning cycle: 1. Building the field of the exposition text; 2. Modelling and deconstructing the exposition text; 3. Joint construction of the exposition text; 4. Independent construction of the exposition text; 5. Related exposition text (Feez, 2006). Linguistic features (functional grammar) are used as lexico-grammatical resources (e.g. clause complex) for analysing texts. The course materials including lessons, content and activities (e.g. language focus, extended activities, warm-up, etc.) are applied from the combination of functional grammar and genre-based pedagogy in SFL (see Appendix D). However, this modelling and scaffolding is often missing from the curriculum in many contexts (Lin, 2016).

The teaching learning cycle (the stages in SFL genre-based instruction) in this study is different from the stages proposed from Feez (2006) due to the fact that the researcher adds and applies one more stage in the cycle, namely critical thinking practice to develop students' critical thinking skills to cope with the new school curriculum in the 21st century. Students gain knowledge to promote their critical thinking in their writing. The strategies applied from SFL guide students to argue and express opinions effectively and their critical thinking skill is analysed based on the following performances: interpret the text, with sufficient reasons; differentiate between fact and opinions; analyse the structure of arguments and organise information in the text (Ennis, 2003; Hyland, 2009; Paul, 1990; Lipman, 2003; Samuhudi, 2012) (see Chapter 3).

To train successful language learners, teachers need to guide them through critical analysis (Zhang, 2018). Putting into practice the principle of the genre-based

approach that can support critical thinking will benefit educators and teachers. Learning linguistic rules in class will never prepare learners to engage in critical thinking tasks, whereas analysing grammar in context in SFL and answering the questions about words underlined from a reading text could help learners develop their critical thinking skills (Gomez,2018). Multiple layers of lexico-grammar in SFL support students' critical thinking through linguistic channels (Zhang,2018). For example, analysis to make meaning from grammar (linguistic features), appraisal systems in SFL (adjectives, emotive words) helps students to study evaluative stances and gain critical perspectives when they analyse social relationships hidden in the text (e.g. 'very', 'slightly' shows intensifying or weakening information according to interpersonal meaning) (Schleppegrell, 2015). In regard to ideational meaning (writer's experience in the world) in SFL, major categories consist of participant (noun phrase) and circumstance (adverbial, propositional phrase) and process (verb phrase), (Zhang,2018).

The genre-based approach which is rooted in SFL is the explicit teaching of the pattern of language use and register that can make meaning within the contexts (Hamdam,2015). This explicit teaching helps non-native students to write and develop positive attitudes toward the genre-based instruction (Changpueng, 2013). It offers teaching learning stages (teaching and learning cycle, Feez, (2006) that can foster critical thinking (Gomez,2018).

The researcher developed course material based on SFL for teaching English reading and writing for second-year class pre-cadets who were studying the 'English Plus' subject and the following purposes and questions were proposed.

1.6 Research Purposes

The research purposes for this study are:

1. To investigate how well the students develop generic structures of exposition genre (organisation), resulting in the use of Sydney genre-based course material in SFL genre-based instruction (based on the degree of conformity as identified in the Sydney genre-based school).

2. To investigate how well the Sydney genre-based course material in SFL genre-based instruction can develop students' language use (in term of systemic functional grammar: logico-semantic, e.g. clause complex) in exposition genre.
3. To explore how well the Sydney genre-based course material in genre-based instruction can develop students' critical thinking in exposition genre.
4. To explore the levels of students' satisfaction with the Sydney genre-based course material and SFL genre-based instruction in exposition genre.

1.7 Research questions

Four research questions of this study are:

1. How well do students develop generic structure of exposition genre (organisation), resulting in the implementation of Sydney genre-based course material in SFL genre-based instruction (based on the degree of conformity as outlined in Sydney genre-based school)?
2. How well does Sydney genre-based course material in SFL genre-based instruction develop students' language use (systemic functional grammar, logico-semantic, e.g. clause complex) in exposition genre?
3. How well does the course material in SFL genre-based instruction enhance students' critical thinking skill in exposition genre?
4. What are the levels of students' satisfaction with the course material in SFL genre-based instruction?

In summary, this present study investigated the effectiveness of the Sydney genre-based pedagogy which was applied to enhance the critical skill of the English writing of pre-cadets in the Thai military school (AFAPS) through the teaching and learning of the exposition genre which is one of the significant text types identified in the literature helping promote critical thinking ability and arguments. It was anticipated that this study would enhance English proficiencies focussing on the critical ability of the students for involvement

with the world directed to critical stances and complexity (Derewianka,2011; Gibbon,2009; Spycher,2017).

This study presents the background and significance in Chapter 1, the genre approach, as elaborated by the Sydney School (Halliday& Hasan, 1989) is presented in Chapter 2 including the theoretical background and framework of the main approach. Chapter 3 details the research design and methods including the design of genre-based unit of instruction (text-based syllabus). Chapter 4, 5 and 6 present qualitative and quantitative results from both critical thinking and written text. Chapter 7 relates the findings, implications and provides suggestions.

1.8 Operational definitions

The text-based syllabus based on SFL genre-based instruction refers to the integrated reading-writing syllabus based on systemic functional grammar and focusses on the context of culture and the context of the situation. It involves teaching explicitly about the structures of written language, designing units of work which focus on developing skills for meaningful communication through the whole text (Feez,2006). The objectives of foreign language teaching in the school curriculum that match the syllabus designed in this study are: students are capable of using compound sentences and complex sentences; reading and writing formal and informal essays; global education management related to global issues plus the concept of thought processes in history, human rights, democracy, economics, justice, equality, peace, dissolving conflict, and the varieties of tradition and religions (see Appendix, AFAPS curriculum 2554 B.E.).

The teaching learning cycle in the text-based syllabus refers to the stages of language learning influenced by Halliday (2014). It consists of three main stages: deconstruction (guiding students to learn cultural contexts and language features), joint

construction (constructing another text in the same genres) and independent construction (Rose, 2010; Martin & Rose, 2008). The five stages of teaching adapted by Feez (2006) applied in this study are: building the context, modelling and deconstructing the text, joint construction of the text and linking related texts. The researcher proposed an additional stage for students' critical thinking skill practise (see Chapter 3).

Critical Thinking (CT) is a way of thinking that creates processes of understanding, analysing and synthesizing ideas. e.g. making judgments, analysing arguments, etc. (Ennis, 1989; Widya, 2015). Critical thinking refers to the mental or intellectual processes of understanding, applying, evaluating and analysing information to solve problems or difficult situations from critical and analytical perspectives (Bloom, 1956; Gomez, 2018). Critical thinking can be taught through the SFL genre-based approach. The SFL genre instruction integrating critical thinking, reading and writing skills correlates with exposition writing performance including activities as follows: identifying arguments, assessing arguments, paraphrasing, answering and responding and making inferences, and clause and language analysis. The critical thinking domain (giving the evaluation scales: excellent, good, fair, poor) to grade the essays includes the ability to write an introduction, give reasons and supporting evidences, write conclusions, organise ideas in a logical way and use word choices and sentence structure effectively (Nakkaew & Adulyarittigun, 2019).

Materials mean anything that can be used to facilitate language learning (Tomlinson, 2011). The material development in this study focusses on the SFL genre instruction with five stages of the teaching and learning cycle (Feez, 2006). It was used as course materials (including an additional stage to develop critical thinking) for second-year class students in a military school who learn the compulsory subject, English Plus (English for the military). The learning material in this study is based on Halliday's language learning model (Halliday, 1992; Feez, 2006) enabling students to develop knowledge about language, a tool for analysing text and a resource for making meaning (understanding how to use language in purposeful social activities).

Systemic Functional Grammar (SFG) is part of Systemic Functional Linguistics (SFL) created by Michael Halliday (1994). SFG includes various issues such as clause

complexes, transitivity, mood and the extension of the theory such as engagement in an appraisal system. In this study clause complex is the main focus.

Clause complexes refer to complex sentences that show an equal relationship between clause (parataxis) or an unequal relationship (hypotaxis) which are called logico-semantic relations (Anderson,2018). They show the interconnection of logical elements in the texts. These relationships can be divided into clause and effect, adversatives, temporalities identified by the use of conjunctions, such as ‘because’, ‘therefore’, ‘when’, ‘since’, ‘before’, etc. (Martin&Rose,2003).

Genre pedagogy refers to the stages such as analysing the text types and grammatical pattern (Hammond,2001). In this study the researcher included these tasks in SFL genre-based instruction which means the application of genre-based pedagogy in the classroom.

Exposition genre is a type of text that aims to persuade and argue for a point of view. It consists of thesis, arguments and reiteration (Rose, 2008)

According to the key findings, reported in detail in chapter 7, the study found that there was a shift in the students’ writing across their three essays. Post-tests (essay 3) were structurally more coherent, sophisticated and matched the given models in the literature. According to the qualitative data., it was concluded that teaching and learning cycles in SFL played an important part in supporting their writing and critical thinking skills. SFL genre-based activities supported students throughout the experiences in creating meaningful text and boosted their confidences according to the questionnaire results.

This study consists of seven chapters as follows. Chapter 1 introduces the topic and background of the study. Chapter 2 provides a review literature and theoretical framework. Chapter 3 presents the methodology and the teaching and learning cycle. Chapter 3 presents how students developed their generic structures. Chapter 4 presents how students developed their generic structure. Chapter 5 presents the development in the construction of logico-semantic relation and critical thinking of students. Chapter 6 presents the analysis of students’ opinions and journals. Chapter 7 presents the summary of the findings and suggestions for future research.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents English instruction and genre-based pedagogy together with issues of SFL Genre theory, critical thinking, exposition text, integrated skill, clause complex and text-based syllabus which can be applied in classroom practice. Moreover, significant studies and related studies in SFL are presented as well.

This chapter moves towards a theoretical framework drawing on SFL perspectives and related studies of the genre studies that are relevant to this study. This chapter discusses the development of teaching writing, genre theory, genre-based approach empirical work and provides insights of teaching writing using text-based approaches in many contexts.

2.1 English Language Instruction in Thai and worldwide contexts

In Thai and worldwide contexts, language instructors in the new millennium encounter many challenges and problems and have therefore tried to find means of effective instruction to develop students' English language abilities. In a Thai context, Yusica (2018) argued that an important question is regarding how to make Thai students engage with the world and acquire the language. However, the problems lie within the fact that students memorise vocabulary and translate when they read, but they do not understand the texts and cannot use language to communicate in the real context.

Moreover, Thai students feel a lack of motivation to learn English. Therefore, it is necessary to find an effective instruction to solve these problems whereas the Ministry of Education has been trying to promote English language as a tool used to develop critical thinking (Darasawang,2007;Ploysangwal,2018;Yuniar,2018). An inability to communicate well in English may result in gaps between policy & practice, the tutoring based on grammar and examination, learning for examination and reciting grammatical rules. Moreover, high proficiency in English is urgently required because English has become the primary working language in the ASEAN community. Therefore, the question as to how to maximise English proficiency levels among Thais is becoming increasingly important and troublesome for educators who try to find out

how to improve English instruction in the changing world (Klaichim,2009; Darasawang,2007).

There are different approaches used to develop students' writing skill (Crandal,2018). During the colonial period in the USA, children learned Penmanship by imitating and practicing rather than by writing original words (Thornton,1996). In the 1800s, teachers regarded rule-based instruction as a way to improve students' writing, asking students to correct mistakes. The methods of controlled versus free-writing have originated on an audiolingual approach, letting students practice without errors based on the given model. In contrast, the free writing approach focuses on content and fluency more than grammar with little emphasis placed on minor grammatical errors whereas the paragraph pattern approach emphasises the organisation of paragraphs which are copied, analysed and imitated. In the 1970s, due to the rejection of a rule-based approach, the process approach emerged and this helps students to write and improve their drafts and for teachers to give feedback (Body,2019). It involves generating ideas, structuring ideas and drafting and evaluating (Mcquitty,2014). However, process writing focused on repeated exercise without considering the topic, social purpose and readers & writers is criticised by Badger and White (2000). Whereas, a strategy-based instruction is more teacher controlled when compared to other approaches. The genre approach stresses the context, purpose of writing and its audiences. Responding to the critique of process writing, the genre approach does not only emphasise the process, but the approach has many additional advantages. It begins with reading, learning different genres and understanding contexts before producing texts. Students will learn how to manage different genres in many situations and construct quality texts. Combining the elements of process writing, genre and strategy instruction is an effective characteristic of the genre-based approach that benefits struggling writers through repeated exposure and explicit teaching. Nowadays, people in the 21st century respond to digital writing rather than paper-based writing. Therefore, the multimodal approach has replaced the old tradition and has introduced new levels of literacy, but few studies have investigated the effectiveness of this multimodal approach and students may not write multimodally without sufficient provision from the teachers (Body,2019).

However, teaching English in this era has stressed contextual meaning based on language function due to the development from traditional to functional grammar (Derewianka,2010;Yusiar,2018). The SFL genre-based approach combines language, content and context for learners. It can help to bridge the gap between form and function. Language choices are influenced by the contexts and depend upon social purpose (Hyland,2004).Over the past three decades, educators and functionalists in Australia have developed innovative contributions to literacy pedagogy and curriculum. Elashi (2013), Kay & Dudley-Evans(1998) stated that the SFL genre-based approach is suitable for second language writing skill because it will reduce anxiety while writing because of explicitness and teacher-directed pedagogy. It develops students' ability in writing many text types, critical thinking, interactive reading, academic discussion and collaboration (Spycher,2017).

The communicative approach has been widely applied in EFL classrooms in a worldwide context since the 1990s (Richard,2006), and this has had an effect on teaching & learning in Thailand. To facilitate language learning, the current methodology utilises many different methods to develop learners' communicative competence, such as; content based or task-based instruction (Darasawang,2017). However, for improving students' writing ability, traditional grammar seems unrelated to writing because students cannot apply grammatical rules to communicate, write or read their texts and the rule is taught in isolation (Jaeger,2011). English is adjusted to more real-world applications with authentic texts involving the integration of language skill. Most methods have evolved within specific socio-cultural contexts due to modern Western development (Karasvas,2018). Thus, the integrated approach becomes trendy (Srinon el al,2017) and the attempt to cope with twenty first century skill (3r8c) in teaching & learning systems in Thailand has an effect on classroom activities that helps students develop critical thinking skill (Ministry of education, 2018). However, there are no studies based on both critical thinking and writing skill conducted in the Thai military school (Foreign Language Division,2019). To fill the gap, text-based instructions (genre-based instructions) facilitated disadvantaged students and helped them to develop critical thinking through integrated skill activities.

2.2 The Sydney School perspectives of the genre-based approach on the work of systemic functional linguists (SFL Based Genre Theory)

Systemic–Functional linguistics (SFL) is a language theory that focuses on the notion of language function and looks at how language is used in social contexts. In SFL, language is analysed in context (Field, Mode, Tenor), semantics (Ideation, Interpersonal, Textual) and lexico-Grammar (Syntactic organisation, e.g. theme, mood, actor, agent, etc.) (Halliday, 1994; Martin, 1992, Isfla.org, 2019).

According to Martin (1984), as members of their culture, people involve themselves in a genre, a staged, goal-orientated, and purposeful social activity. Texts are regarded as interactive events, whereas, genre is a way of achieving a social purpose and there is more than one step to reach a goal which is interventionist, focusing on redistributing semiotic resources through education. Rose (2012) stated that the starting point for discourse analysis in the Sydney School approach was originated from Halliday's theory of language as a social semiotic and Basil Bernstein's sociological theory and an action research project in literacy education. That is to say language is a meaning making resource and system of choice, not a set of rules. Ideology in a social context depends on social subjects, such as hierarchies of power, control, status, authority and prominence. Its perspective highlights the analysis of social contexts and social semiotic resources namely; meta-functional, multimodal theory of text in social contexts (Rose, 2012). Martin & Rose (2007) stated that texts possess various functions in social contexts (e.g. narrative, argumentative, descriptive text) which are realised through register variable-field (subject-matter), tenor (reader-writer relationship), mode (medium of communication). The common educational genres are: stories, informing, procedural and evaluating. Story genres originate from oral or written narration which begins with an orientation stage that presents activities in a sequential order. To inform readers, the genre deals with explanations, reports, procedures and protocols. Furthermore, evaluating discourses deals with exposition or argument genres. The author uses language for appraisals, negation and concession to promote his position and respond to the text.

According to Hyland (2003), genre approaches are generally important for teaching L2 writing, emphasising the role of language in written communications. The genre approaches account for purposeful, socially situated ways of writing responding

to specific contexts and communities. The connection between linguistic features, social contexts and function in implicit instruction for genre approaches on the target structure has a positive effect on the student's performance in class. For example, Nagao (2003) stated that students gain self-efficacy and confidence in their writing depending on their understanding of lexicogrammatical features, such as textual meaning, interpersonal meaning, and experiential meaning. Due to teaching and learning cycle stages (Feez, 2006) and the genre-based approach to writing class, EFL students will be aware of generic structures and interpersonal meaning in writing argumentative essays. The procedures in a teaching and learning cycle include building knowledge of the field, the modelling of text, joint construction of text, and independent construction of text. Responding to students' lack of mastering vocabulary and differing capabilities of the students, Tia (2017) implemented the genre-based approach in 8th grade classes for teaching speaking. The results showed that students can create different announcements, conversations on how to do things according to the procedures of the genre-based approach. In the same way, Ho & Henry (2013) examined the impact of text-based instruction on ESL writing in a secondary school in Brunei. The finding revealed that there was a significant difference between pre and post instruction performance and an overall improvement in their writing in higher and lower ability student groups. Moore (2014) explored how teachers provide explicit teaching and strategies for EFL students to read and respond to the selected literature. He found that grammatical metafunction from SFL can support learners in meaningful discussion, because students are able to interpret, evaluate literature and write arguments.

Integrating writing skill and critical thinking skill with teaching in the genre-based pedagogy underwent development in the 1980s and 1990s. However, this study extends the theoretical literature review into other skill apart from reading and writing. In other words, to bridge the gap, this study does not only try to discuss writing skill, but also attempts to reveal how the genre has been produced in relation to its sociocultural context for critical thinking skill.

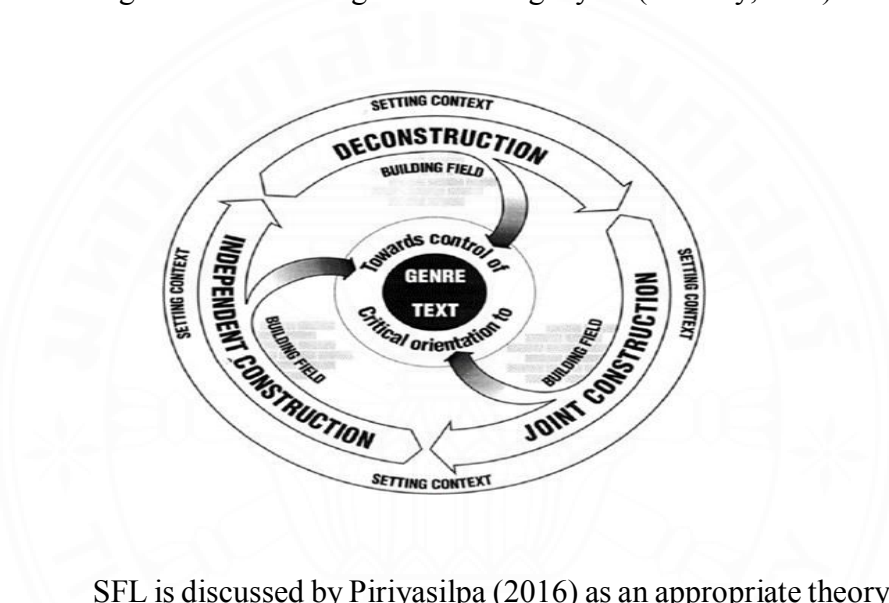
2.3 The Functional Grammar and Literacy Teaching and Learning

Functional grammar is an effective tool to support students' literacy and facilitate teachers to examine their writing ability. So, this is the opportunity for teachers to develop an English curriculum in the military context. In fact, the majority of work done on the genre-based approach deals with one main language skill, namely writing. However, few studies focus on genre-based pedagogy detailing the integrated skill in worldwide and Thai contexts (Yang,2016; Jinwangsa,2016). That is why this study aimed to focus on this skill. By exploring the application of the genre-based approach in a new context (due to the research during 2007 -2019, no study in this field has been done in the school; the school staff has started to conduct English classroom since 2007), English for military courses for pre-cadets in AFAPS, this study implemented the teaching/learning cycle (TLC) in SFL genre-based pedagogy (Feez,2006) and detail the mentioned language skill namely reading, writing and thinking. The primary three stages of the TLC cycle include 1) Building the field, 2) Joint construction 3) Independent construction. In the first place, teachers can provide explicit instruction at the first stage by building the field and context to provide linguistic features. To extend this cycle, the teacher provided students with the model text, so they can practise writing and reading along, and are familiar with the sample text before writing their own original piece of the text for the independent construction stage. With the SFL analysis of model texts in the textbook in English for military classes, pre-cadets will identify key linguistic resources and create awareness for the specific exposition genre. This will support their control over the necessary resources to produce their own exposition text in the military context and benefit them by making them aware of their purpose in communication and critical thinking skill. Analysis of their writing will reveal the students' critical thinking skill. Students will have more responsibility for in-depth learning by reading and evaluating information and writing their opinion. The activities in TCL encourage students to think critically as shown in Figure 1. The teaching learning cycle developed by the Sydney School educational linguists enables learners to be critical of their understanding of the learning cycle and it includes the stage 'a critical orientation to text/genre (being critical of its usage; things are critical)'. Gee (1990) and Harman (2017) stated that language is a tool to think and feel. Active participation between teachers and peers is part of the scaffolding

philosophy (interact with teachers, teacher's guidance and support). Students develop their understanding of new subject matters in the first stage and later they learn ways of reasoning and arguing. It provides students with various linguistic, multi-modal, pedagogical and analytical resources to support students' critique of texts and this will show the connection of theories and practice in SFL (Harman,2017).

The teaching and learning cycle is shown in the following figure.

Figure 2.2 : Teaching and Learning Cycle (Rothery,1994)



SFL is discussed by Piriyaasilpa (2016) as an appropriate theory for teaching EFL writing in Thailand because it facilitates both teachers and students. The teaching and learning cycle provides explicit instructional guidelines for teachers and a description of language features that can raise awareness on how to construct genres. Based on what to teach (curriculum) and how to teach (pedagogy), the Sydney School genre lets students read and write texts across a range of contexts by providing high levels of support (more knowledgeable resources) by a teacher after students have experienced a cycle of support and engagement with a specific text. Regarding the achievement of the pedagogy, to develop students' four abilities e.g. listening, speaking, reading and writing, Yang (2016) found that genre-based pedagogy can develop Chinese college English education, due to the fact that students understand the pattern of certain genres and meanings in the discourse. They can apply the theory of genre structure to comprehend the three main language variables, namely field, mode and tenor which can be analysed in any situation type. According to Halliday (2014),

field refers to what is going on in the situation, tenor refer to who is taking part in the situation and mode refers to what role is being played by language and other semiotic systems in the situation. Every text can be analysed by this framework (Halliday,2014, p.33).

In conclusion, the teaching and learning cycle is a pedagogical framework in the SFL genre-based approach for scaffolding writing through deep and critical thinking tasks, academic discussion, and interactive reading (Spycher,2017). This will support current education in the 21st century which emphasises the learning of critical thinking.

2.4 Genre Pedagogy

Genre originated from ancient Greek and its study of rhetorical structure is found in epics, lyrics, films, drama and the arts. However, it does not only refer to literary text, but also to parts of everyday life. It was argued by Bakhtin (1996) (cited in Carter & Nunan,2001) that people can predict its structure and that genre enables people to communicate. Genre pedagogy is a beneficial concept in English-language learning and teaching. Although the impact of the genre-based approach can enhance students' awareness in target genres and facilitate them to analyse rhetorical and linguistic features, the genre theories of three schools, New Rhetoric (NR), the Sydney school and ESP (English for Specific Purposes) varies in their origins along with methodological emphasis and drawbacks according to criticisms.

The ESP approach to genre deals with significant research originating from North America (New Rhetoric) and Australia (Sydney school). The new rhetoric traditions which emphasises the situational context and social action, where the specific genres take place and fulfils within the situation (Barron, 2012,p.8). The researcher in this tradition apply ethnographic methodologies, such as observations and interviews in their work and the tradition focuses on socio-factors affecting the use of genre (Schnurr,2013 p,48).However, ESP researcher emphasise the communicative purpose in academic communities like the new rhetoric. The Sydney school, in contrast, focuses on the characteristics of particular genres, such as internal linguistics at both the micro and the macro level, implements the explicit model of genre stages in SFL so that learners analyse the model of registration and the connection between form and

functions (Flowerdew, 2016,p.15). This tradition contributes to the explicit teaching of genres like ESP. Originally, SFL has been concerned with semiotic resources and meaning-making in authentic text. It is strong in developing the framework for L1, ESL and indigenous teaching and learning for primary and secondary levels, whereas, the new rhetoric places and affirms the benefits of L1 teaching at the tertiary level (Lin, 2019, p.74).

However, according to the debates on the notion of genre, the Sydney school approach was criticised by Sawyer & Watson (cited in Srinon, 2011) who claimed that the genre types in the Sydney school seemed to be relatively small in numbers and therefore could not be grouped in a predictable pattern. In addition, the repetitive practice based on models makes students feel bored and it kills their creativity (Richard,2008). However, the Sydney school paves the way for both typical texts required for a particular purpose and optional types that allow for the possibilities that may occur when a text may not match the typical text. Therefore, students are able to be creative and become autonomous learners when they create their text independently (Feez,2006). Ntombi (2017) also stated that some teachers felt uneasy to apply the SFL text based approach in African classrooms because they had limited knowledge and understanding of the curriculum based on the text based and communicative approach. Students cannot answer questions based on unfamiliar texts, whereas teachers depend too heavily on a teachers-centred mode of teaching. He suggested that teachers would be successful in implementing the curriculum if there were enough classroom resources which had impact on the improvement of literacy and academic achievement. Students need to have access to various texts and a variety of materials. This will encourage students to love reading. This is currently being used in a more flexible way. In Singapore, one strand within the syllabus framework involves text types and text based instruction that is more familiar to teachers in Australia, because these countries have been successful in using a text based curriculum (SFL genre based instruction) (Richard, 2008).

This is a necessary reason why this study involves the framework as developed by the Sydney School. That is, this study also applies Hallidayan schemes of linguistic analysis and aims to develop secondary school students' writing, reading

and critical thinking skill which have been labelled the exposition according to SFL's category in a classroom context.

2.5 Genre in Systemic Functional Linguistic

Genre in writing refers to typical a writing style, the particular target readers and goal. The writers need to achieve their goals e.g. how to use linguistic features, rhetoric structures and organise the information to serve the various purposes (to describe, to report, or to tell a story) (Hyland,2003; Dirgeyasa,2016). According to Butt et al (1997), genres or major text types are divided into recount, narrative,procedure, report,explanation, exposition and discussion.Genres serve for different purposes such as, to tell stories (e.g.personal recounts, autobiographies,narratives), give information (report, explanation), give instruction (procedure) and persuade (e.g. discussion, exposition, etc) A learner pathway encourages learners to experience various stages, starting from learning time sequence to tell stories to cause connection and rhetorical structure of argument to support and counter positions (Rose,2008).

According to Martin (2000), throughout the 1980s and 1990s writing projects in Australia developed genre analysis in disadvantaged schools and later worked on second language teaching and the Migrant Education Service. Genre is implemented in various educational contexts. In SFL, genre is used as a model of teaching and learning and it is termed 'cyclic strategic' which means 'stages of teaching and learning through the genre based approach'. At the beginning, Rothery (1996) proposed three teaching stages, one; modelling a text, two; joint construction and three; independent constructions of a text (Dirgeyasa,2016; Fikrin,2007). This was later developed to five stages by Feez (2006).

Genre pedagogy using Halliday's functional grammar (2014) in relation to language based approach was initiated by Martin and Rothery (Rothery,1996;John,2002). They investigated different text types with specific organization and grammatical structures (e.g .lexis, cohesive devices, etc.) in primary and secondary schools. The functional grammar is used as a resource to help students read, analyze and create texts. It is called visible pedagogy by Bernstein (1991;John,2002) because the teaching is clear through interaction between the teacher and students in teaching and learning cycle stage for SFL genre based instruction. Based on Vygotsky's work, it deals with collaboration between the teacher, as an expert and learners, as novices. The scaffolding is used for describing the teacher's roles in the stage of guided practice in SFL genre based instruction. The collaboration between teachers and students accounts for the success of teaching & learning cycle. That is to say, to teach academic genre, SFL is the school that focused on Halliday's functional linguistics and Vygotsky's sociocultural theory of learning (Correa,2017).

The importance of genre in the teaching of reading and writing is recognised by researchers from the line of the Sydney School. Halliday's theory focuses on the sentence level along with how language is used and organised in functional contexts. Contexts consist of language patterns. Language and social contexts work in semiotic systems which describes the system of how signs create meaning(Culture consists of many semiotic systems).Therefore, genre is seen as a semiotic system that makes meanings from generic structures in texts(composing structures that creates meaning) (Ventola,1987;Lewin et al,2001). In SFL, Metafunctions refer to ideational, interpersonal and textual. In regards to register, the field relates to ideational resources,

Tenor relates to interpersonal resources and mode relates to textual resources (Christie & Martin, 2000).

Both reading and writing are dependent on texts: analysing texts and describing texts. The result of the process is a set of text types or genres that can be taught explicitly to students. According to Petroff (2005), students gain benefits from reading when they read the model texts. They gain knowledge from what they read and they can relate their reading to writing, which leads to a deeper understanding of the text. This will increase self-knowledge and improve self-expression (Harrington & Moran, 2005). The curriculum based on SFL genre provides a chance for students to practice analysing examples of genre, discussing both the functions and the form of the texts (Harrington & Moran, 2005; Martin, 1993; Christie & Martin, 2000). Using Halliday's functional grammar as a tool for genre analysis, genre and register theory has developed since 1976 and turned its attention from primary level classes to secondary school teaching (Christie & Martin, 2000). Scholars claimed that the explicit teaching of genre using SFL tools is essential for students because it has a positive effect on the students' language development whereas, some teachers avoid explicit teaching. This is because it may have an effect on students and the lesson fails if students do not understand what they are supposed to learn.

In a worldwide context, EFL research and practice based on the SFL genre perspective has developed due to the fact that approach, methods, materials and teaching techniques are insufficient. The genre-based perspective and its syllabus have become essential for effective teaching in integrated skill and critical thinking. Widya (2015) suggested how the genre-based perspective constructs and shapes the critical understanding of the text for secondary school students. He stated that the genre-based

approach does not only teach generic structure (start, argue, conclude), but it includes skill of generalising, synthesising and hypothesising. This is critical and raises genre awareness (Hyland,2004 ;Widya ,2015). Writing an exposition genre will allow students to elaborate ideas in a one-sided opinion. It deals with supporting the ideas and persuading others to agree with the writers' perspectives. He concluded that the genre-based approach is able to develop students' critical thinking. Besides, it makes clear what is learnt, supports creativity, focusses on language context and students' needs, scaffolding students in group work and discussion (Widya ,2015). In the same way, Gomez(2018) proposed the use of genre-based learning to support communicative competence through explicit stages of critical thinking tasks of SFL. The teaching learning cycle (text-based syllabus based on SFL) includes building contexts, modelling texts and joint construction. He stated that skill discovering, interpreting and relating will be found in the stage of building contexts, modelling texts and joint construction, respectively. However, these two studies do not focus on analysing students' linguistic features and compare their writing development after the genre-based instruction. In fact, SFL can provide a tool to study both linguistic and rhetorical patterns. For language teaching, the application of SFL theory will help teachers investigate functional-semantic progression from their written texts. Students can practice analysing texts using SFL lexico-grammatical resources and teachers can use it as a tool to analyse students written text lexico-grammatically (Rodriguez el al, 2013). In a Thai context, Jinwangsa (2016) explored how genre-based reading and writing skill developed students writing skill. After using recount text materials for 12 weeks, first year students knew how to expand ideas and were aware of their use of the past tense in their texts. At the secondary level, Mingsakul&Srinon (2018) explored generic

structure development through the SFL perspective and they found that the teaching learning cycle applied from the SFL perspective is able to promote students' understanding of text organisation. However, these studies focused on recount text and it should be noted that it is possible to extend their studies beyond one genre (recount) and skill learning, such as exposition text and critical thinking. There is a study on argumentative writing instruction by Kitivilairat (2018) who studied the effect of the genre-based approach and critical framework on secondary students in Thailand. She found that students showed a lot of improvement according to the differences between post-test and pre-test scores. Students in her class had a positive opinion toward argumentative writing instruction. However, her study does not focus on investigating the students' written work individually and she did not use functional grammar to track their development of using vocabulary and grammatical patterns.

The results of the research could develop the EFL teaching and curriculum in Thailand. It will enable learners to experience various instructional practices and this will revolutionise the teaching of critical thinking whilst promoting the use of functional grammar - (Halliday,2004) which sees grammar as a resource of meaning-making in SFL(experiential, interpersonal and textual meaning). SFL Grammar is a resource of meaning-making and is used to explore language and its meaning e.g. what text is about, how it is organised, etc. (Hinkel,2016). Although exposition genre is eligible for secondary school students, few studies mentioned above focuses on genre-based pedagogy in Thai secondary schools. This limitation calls for more studies based on exposition genre for secondary school students.

2.6 The applications of the Sydney Genre-based Approach in an EFL

Classroom context

To foster competencies in the classroom, this study incorporates the critical thinking underlying 21st century competence as mentioned in the process of 3R (Reading , Writing, Arithmetic) 8C (e.g. digital competencies, cultural awareness, communicative ability) skill (National Education council of Thailand, 2018). Regarding academic support and guidance, the teacher can provide challenging tasks to fill the gap on critical thinking as required by the national education council.

Although there are not many studies on EFL writing instruction that are based on SFL genre-based teaching, many SFL researchers are interested in the improvement in learners' generic structural awareness (Nagao, 2019, Srinon ,2011, Carsten, 2009). Nagao (2019) examined the changes in EFL learners associated with the awareness of lexicogrammatical features and the generic structure of a discussion genre essay. The text based writing lesson implemented in her study by the researcher involved the modelling and deconstruction of a text, the writing of a target text, genre analysis of a peer's essay, and the writing of an analytical reflection. The findings showed that the learners' writing improved among low-proficiency learners at a university in Japan, due to the understanding of an interpersonal meaning when they used the modal auxiliary. In 2018, she examined how 14 EFL writers changed their genre of awareness of discussion genre texts during a 15-week systemic functional linguistics course involving EFL teaching and learning cycles. Generic structure, lexicogrammar, and a multimodal analysis of attitudes and performances were implemented to investigate the self-reflection texts.

She also found that the genre approach to writing instruction is able to increase students' awareness of generic structure and interpersonal meaning. Students' understanding of lexico-grammatical features was associated with their self- efficacy and confidence in their writing. In the same way, in an Indonesian classroom, Emila&Hamied (2015) analysed student teachers' texts in a writing course on argumentative texts in a university and found that SFL can develop their writing ability in English in one semester. Their texts indicated a good control of the schematic

structure and linguistic features. They suggested the use of SFL genre-based pedagogy in other countries.

In Thailand, Srinon (2011) found that there was an increase in frequency of using complex clauses rather than single clauses in EFL learners' writing due to the fact that they understood logico-semantic relationships in exposition and discussion genre. Students can produce text that matches the provided text. In Spain, Arancon (2013) found that SFL accounts for highlighting the writing problems in Business English. The scaffolding of genre structure assisted them to create effective and accurate texts and to become more creative within the language system. In South Africa, Carsten(2009) implemented a mixed method design with pre-post essay ratings, a survey of the writing task and a genre and discourse analysis. His survey indicated that both argumentative and discussion genre are necessary for EFL learners. He implemented explicit instruction, joint construction, independent construction and critical reflection. In Thailand, Jinwangsa (2016) found empirical evidence to support the relationship between reading & writing skill using the genre-based approach and showed that the reading and writing activity based on the genre-based approach can develop students' writing. However, they focussed on enhancing the students' writing abilities at a tertiary-level. There is a case study of teaching writing recounts conducted by Mingsakul&Srinon (2019) in a secondary school in Thailand. They examined students' writing productions and applied the SFL genre-based approach in a classroom in 2015.

In Mexico, Perales et al (2015) studied the connection in EFL reading between metacognition and metalinguistic awareness inspired in SFL. An intervention in EFL reading was implemented with a quasi-experimental design in an experimental group. They found that the experimental group gained more inferential comprehension with several meta-comprehensions that helped them to develop their ability in monitoring, increasing standards of coherence and willingness to participate in class activities. Their study was only limited to reading skill and it was possible to extend to other language skill. In Columbia, Herazo (2012) argued that the genre-based approach supports students' oral and interpersonal communication skill because students engage in meaning oriented, text based and realistic practice with explicit pedagogy along with the lexical & grammatical resources required for successful communication. This study

suggested a sample lesson and discussed the syllabus implications adopted from the genre-based approach.

From this review, SFL helps learners to see linguistics as a useful tool in the classroom and explains genre use at all educational levels, unlike other approaches that place much greater emphasis on higher educational levels (Hyland,2018).

Moreover, SFL is applied in many contexts all over the world.

The changes in EFL learners' language skill all over the world have been studied by scholars who can observe their development in terms of generic structures and linguistic features. Most of all, a literature review showed that the most important way to write an exposition or argumentative essay is for students to develop communicative and critical skill (Changpueng,2013) when they use SFL resources to analyse and create logical relationships between clauses (Srinon,2011). Moreover, writing is a thinking tool for language development and critical thinking (Hamdan,2015,p.55). SFL is likely to support both writing and critical writing. Therefore, research in the SFL genre-based approach highlights the practical application in EFL classrooms that are more accessible for international students and promotes critical thinking in the classroom.

2.7 Exposition genre

One of the texts for promoting critical thinking is exposition texts. To be trained to become a successful learner, critical thinking is important. In exposition texts, writers need to support his arguments and readers need to criticize writers' idea. Critical thinking accounts for writing exposition texts because writers need to collect, evaluate and use information effectively to create the text and they develop arguments using causation, supporting facts and compare and contrast (Kiptiyah, 2019).

Many scholars discuss exposition genre as follows :

Harman (2017) argued that exposition gives rise to argument (p.29) whereas Rose (2012) said that exposition genre refers to the texts they argue for a point of view and it therefore has a specific pattern: Thesis ^ argument^ reiteration. Exposition or argument genres allow students to play an expert role in order to communicate with expert audiences. Therefore, they need to develop a sequence of logical connections to support their arguments. They need to think how to extend the ideas between clauses (e.g. because, and, due to) and analytical structure (e.g. reasons

and consequences). For example, in relation to the topic of the dangers of mobile phones, they need to think about factors like health and other factors that are concerned with the dangers. That is why SFL can empower critical social literacies (Harman, 2017). Lin (2014) stated that exposition genre consists of thesis, position & arguments and reiteration (p.261). He states that during stages of teaching exposition genre, the teacher needs to prepare students for constructing their own texts and students are taught explicitly in the convention of genre. The teachers provide lexicogrammatical resources to prepare for their own text. They will later draft in pairs and organise their texts. The exposition genre allows them to propose an opinion, supports arguments and elaborates the logical sequence of ideas with powerful and persuasive language. The teacher observes coherence & cohesion devices and interprets topics along with clarifying the logical development of subject matter (p.257-258). Martin (2009) stated that the roles of the teachers can be that of both experts and facilitators. They pose questions, guide students explicitly to use grammar & lexis resources and metalanguage to activate their awareness in the teaching & learning cycle. Students are expected to produce texts appropriate for the level of their grade. The connection between writing and reading occurs in the deconstruction stage. They read critically, read between the lines and deconstruct lexicogrammar to identify the hidden ideology or author's intention. According to Matthiessen (2012), this is in line with the projects by Halliday and his colleague working with schools across Australia "Learning to write, reading to learn" and "learning to read". The project in systemic functional applicable linguistics aims to enable students to read and write challengingly with the necessary literacy strategies to decode texts (Martin, 2009; Melissourgou 2017; Rose & Martin, 2012).

Writing is regarded as an important skill of EFL learning (Katrini & Farikah, 2015). The ability to write an exposition text is difficult for EFL students at the secondary level. However, secondary level students need to read and write exposition texts because it can help develop students' critical thinking, as outlined in the English curriculum of the Ministry of Education in Thailand. The common mistakes found in composition texts are misuses of cohesive devices. This may be because of differences between their first language and the one written in English text (Emilia et al, 2018).

In regard to research on exposition text, Katrini & Farikah (2015) found that Theme and Rheme accounts for creating good coherent structure in exposition text.

Ardiansah (2015) analysed students' hortatory exposition at one of the universities in Ciamis and found that a modality system indicated the writer's interpersonal meaning with a different value of language in the texts. Garintama (2018) studied how high school students organised their analytical exposition writing text in terms of its generic structure and language features. Habibi & Bangga (2018) investigated the cohesion of students' exposition text in Indonesian senior high school. They found that students understood the schematic structure of the text and applied theme progressive and reiteration patterns. All of the students were able to identify some simple cohesive devices and lexical cohesions mostly found in their texts. Researcher recently conducted studies relevant to exposition in Indonesia because exposition text has become compulsory for Indonesian senior high school students according to their 2013 school curriculum. Therefore, exposition gained attention from Indonesian educators. However, they did not implement a text based syllabus to teach in class. They mostly focused on analysing students' text and investigating the generic structure of exposition and linguistic features such as modality, theme-rheme and cohesive devices based on the SFL framework. All of these studies used a descriptive qualitative research with no treatment given to the students.

The purpose of exposition is to persuade readers by presenting an argument for a single position. There are two kinds of exposition: analytical (factual text that persuades readers to accept a position on an issue (Katrini & Farikah, 2015) and hortatory exposition (which persuades someone to take action or explain the readers about why an issue should, or should not happen (Ardiansah, 2015). It has three main parts: thesis (announcing the topic), arguments (supporting the thesis, using evidence and examples) and conclusion (restatement of the thesis) (Emilia et al, 2018). Beside that, the elements of critical thinking can also be demonstrated in Exposition texts. In a military context in Thailand, pre-cadets in the AFAPS are faced with difficulties regarding how to express themselves in English. The analysis of the text book by the researcher in 2019 in English for their military course (as shown in the table below) found that the most frequent genre was historical text (recount) which mostly provides informative resources and it may not directly guide learners to becoming argumentative according to the demands of the mainstream curriculum. The textbook analysis is shown as the following table.

Table 2.1 : Text Book Analysis

The text book ALC (American Language Course, English for the military) For 2 nd year class students	Numbers of text types (recount)	Numbers of text types (exposition)
Lesson 1 - Lesson 4 Numbers of sample texts: 23	15	0

The genre regarding argumentative text or exposition is rarely found in the English for military course in the AFAPS. Therefore, the possible corpus of extracts from argumentative resources selected to exemplify the genre is needed. Reading passages, revealing lexico-grammatical features and military argumentative issues is necessary for students to practice giving arguments and thinking critically. This is useful for improving the pedagogical practice of teaching the exposition genre in a military context. These texts will enhance the learners' future careers and develop their ability to communicate with critical thinking. It promotes curiosity, reflection and global competence. The students will be aware of language features of the exposition genre and will be able to discuss the issues from different points of view, e.g. the military may agree to follow rules of engagement in an emergency case or, they may choose to defend themselves during a hostile act according to the rules of engagement.

2.8 The Notion and Research in the Sydney School Genre Based Pedagogy

According to Bruce (2008), the word 'genre' means 'type' or 'kind' in English literature and has been widely applied in non-literature based text. It refers to the purpose of arranging texts into specific types e.g. newspapers, letters etc. The genre-based approach to language instruction means a pedagogy that includes analysing and deconstructing sample genres. Learners perform tasks related to texts and gain knowledge to create their own texts in the same genre they have learnt (Bruce,2008). This will benefit students because they will have a chance to learn larger units of language, organisation and linguistic features of the text (Bruce,2008). Genres in the three traditions are: Systemic functional linguistics (SFL), English for Specific Purpose (ESP) and rhetorical genre studies.

Both SFL and ESP linguists shared the idea of explicit teaching of a genre that is accessible and visible to learners and language features are connected to context and function (Wani et al.,2015), but in the field of ESP, the linguists pay attention to English used by a particular group and in a specialised area or professional setting. Unlike SFL and ESP, the new rhetoric linguists or North American scholars do not focus on explicit teaching strategies (John,2000), but they use ethnographic strategies and their main focus is rhetorical move analysis(e.g. establishing a territory and niche, occupying the niche, Muangsamai, (2018) and texts are used to study social action in discourse community (Picheinsatian, 2018).

The genre-based approach is regarded as one of the major trends in the 20th and 21st centuries. It has widely been adopted in primary, secondary and tertiary contexts for EFL learners in many countries which have adopted their syllabus, materials and curriculum based on the genre-based tradition. Linking about halfway between these two groups (ESP and New rhetoric), SFL includes a wide scope of practical applications that attract many scholars in the literature in both linguistics and applied linguistics. Associated with sociology and the use of language, nowadays SFL is widely applied, particularly in language education and various purposes such as discourse analysis (Almulrashi,2016). SFL is applied to solve different problems in different contexts (translation,history, politics, arts etc.) all over the world because it enhances and improves the knowledge of literacy by analysing texts and providing methods of observing forms and meaning in context for learners. Most of all, it can be extended and refined to the new literacy in multimodal modes (e.g.visual and sound modes).

The genre-based pedagogy of the Sydney school is criticised by critics who particularly found that genre kills creativity (Devrim,2015; Richard, 2006). However, Martin& Rose (2008) argued that genre provides chances for learners to be creative when they create their own text independently, after they master grammatical patterns or genres. According to Breeze &Guinda (2017);Widya (2015) and Hyland (2014), the genre-based approach promotes critical thinking and creativity. For example, students of journalism need to engage with a critical stance to respond to what they read in the media. They can apply cognitive skill in L1 to L2. They participate in a course designed to promote critical thinking and evaluation of information sources. Moreover, in the

Sydney School genre-based approach, students can combine different elements into macro-genres for achieving a communicative approach and apply strategies like elaboration, extension, enhancement and projection. They understand rhetorical organisation and linguistic features. Therefore, they can create more dynamic macro-genres (Lin,2019;Martin,1994). According to Hyland (2004), the core advantages of the SFL genre-based approach are explicit, systematic, needs based, supportive, empowering and critical(they challenge valued discourse, reflect and criticise the way information in texts is constructed).

Many studies assert that genre-based pedagogy provides substantial advantages for students at different levels all over the world (Kongpetch,2003;Martínez,2015;Rodríguez,2017;Makarova,2013;Paltridge,2014; Srinon,2011;Herazo,2012). Although many researchers implemented genre-based methods for developing their syllabus and materials, few mentioned publications focused on the development of students' work and their linguistic features. However, it is recommended not to separate writing from thinking skill and critical thinking should be included in language teaching. Text analysis will help develop thinking skill (Kuiper et al.,2017;Ennis,2011) although critical thinking is one in the top list of 21st century skill. Furthermore, many researchers have been concerned with learning errors associated with grammatical points, such as verb forms, prepositions, etc. and with little research focused on students' argumentative writing style which supports their critical thinking (Srinon,2011). Therefore, this study aimed to fill the gap to incorporate linguistic feature analysis, critical thinking on students' work which reveals their achievement and development according to the application of the genre-based approach over time.

2.9 Research in the Military Context

In the Thai military context, there have been some studies on EFL during 2010-2019. In the Royal Thai Army, Krutrasrang (2017) compared the vocabulary learning strategies between high and low achievement groups in Navy Forces. The high group implemented more metacognition strategies, whereas the low group preferred social strategies. Srithundon (2010) studied the opinions of 92 student officers towards the English instruction of teachers in a language centre supported by the Ministry of Defence. It is expected that the language centre will develop English abilities in every

skill area for trainees according to the military curriculum. The trainees suggested that the content of the English instruction was not up-to-date and that materials and textbooks should be developed. Pinklang (2013) said that in the headquarters of the Thai army, the English knowledge of Thai officers was at a medium level (40-60%) according to the army screening test and that 40 % of officers did not pass the test in 2013. The officers said they wanted to improve, listening, speaking and writing skill. Writing for specific purposes such as letters and invitation cards are urgently required for their job. Santasongkraw (2019) studied English communication factors affecting the Cobra gold exercises. He found that English is necessary for the participants because they have to communicate with foreigners. Therefore, the administrative board should support English Language instruction because it contributes to career achievement such as supporting budgets and curriculum improvement. The most important point is to raise the awareness of English due to the fact that it will contribute to self-study and life-long learning.

In AFAPS, there are two significant studies regarding the reading and writing skill of pre-cadets in 2006 and 200. Wongpattanakit (2006) reported that some pre-cadets did not know how to read and that they were anxious to learn English because they were unable to understand the reading text. Therefore, she examined the web-based English reading instruction program based on pre-cadet's reading comprehension abilities and she found that pre-cadets improved their reading ability and strategies after the English reading instruction program. Phochanapan,(2007) studied the effects as to how self-monitoring writing strategies would help pre-cadets to improve their English writing ability. Self-monitoring writing strategies were used to teach paragraph writing. Pre-cadets who learned these strategies gained higher average scores on the post-test than in the pre-test. They could monitor themselves and they were aware of the guidelines and checklists for checking content and organisation. She suggested that future research should extend from paragraph writing to essay writing. However, her studies did not apply specific grammar aspects for students to monitor and did apply aspects of longitudinal research which can detect students' development individually.

Although military personnel need to develop their English capacity, the context in the military school focuses on the school curriculum. This is based on the

Ministry of Education and the National Act educational reform and plays an important role in promoting active learning and 3R8C in the school. Therefore, the syllabus and classroom practice need to improve to achieve the goal of 21st century skill development, especially critical thinking in the school curriculum. The integration of the skill, reading and writing would support the development of genre-based instruction.

In this military context, the school needs a syllabus design consisting of classroom activities that would help students to read and write critically according to the new curriculum. A number of classroom techniques and practices applied from SFL need to be employed such as collaborative group work between learners, the notion of linking reading with writing, explicit teaching and scaffolding philosophy etc. These would help students to master exposition texts which can encourage students to develop critical thinking according to Martin (1984). The demands made on students in the school would mean that students would get to write and read. It is therefore further suggested that learning to read will be enhanced if the readers pay attention to text, especially the generic structure which can demonstrate what makes good or poor writing (Hammond,1989; Nunan,2001).

2.10 Classroom Activities Fostering Critical Thinking Skill

EFL learners in a worldwide context have a lack of opportunities to practice critical thinking skill in traditional English classes. Teachers who have a lack of materials, strategies and training in non-linguistic strategies such as questioning and discussion - which are useful for critical thinking development may ignore and feel unprepared to teach both language skill, and to create critical thinking tasks in EFL classrooms. This has been something that has been an important component of the language curriculum in the 21st century (Zhang,2018). In SFL, critical thinking skill are involved in the five stages of genre-based learning, (Feez,2006) namely; observing, identifying assumptions, understanding and organising, interpreting, analysing, inquiring further, evaluating and making decisions (Numrich,2006; Gomez, 2018). Genre-based learning (or the text based approach) in SFL was initially developed to four stages, namely; building the context (observing, identifying assumptions), modelling and deconstructing the text (understanding and organising, interpreting,

analysing, inquiring further), joint construction and independent construction of the text (analysing, inquiring further) (Derewinka,2003). Then, finally five stages, which included the additional stage, linking related text (evaluating and making decisions) (Feez,2006).

According to Gomez (2018), understanding is the basic critical thinking skill. Students read the text and study vocabularies and structures to find logical connections from the sentences and the whole essay. Students can construct, interpret the meaning, make inference based on the information from the text, e.g. what is the writer's attitude? Do you agree or disagree with the writer? What is the meaning of this statement? Students also pay attention to the relationship within the text and question further other related topics in other resources or genres. They need to find specific information they want to present during the inquiry process. At the end they can evaluate, criticise, assume a position about the event they read and learned as well as performing decision making tasks (Gomez ,2018).

Through these stages, learners do not study linguistic rules or sentence in isolation, they learn language in the whole discourse to achieve meaning-making in real life. Teachers need to find strategies, follow the steps and let the students perform the tasks to practice critical thinking in the teaching learning cycle or genre-based learning (Feez, 2006). Through group discussion, evaluation, judging and making decision tasks, learners become critical readers about the ideas within the texts. Learners read and respond to the texts critically, at a deeper and more critical level and can compare these texts with other texts (Derewianka, 2003; Gomez,2018). Moreover, linguistic resources in SFL are able to be used to demonstrate critical thinking (Szenes&Tilakaratna ,2018). In context, texts serve different purposes (to inform, to persuade) in the process of meaning-making e.g. for textual meaning (organisation of the text) major linguistic category refers to Theme (the starting point of the sentence) & Rheme (the rest of the sentence) (Zhang,2018). This indicates that lexico-grammar in SFL is used as a refined tool for analysing text and promoting students' critical thinking.

Although the notion that EFL learners should develop critical thinking skill was discussed among teachers in the school seminar of 2019, EFL teachers in the school may find it difficult to not only teach English and enhance their language proficiency,

but also to help learners think critically due to lack of teaching materials promoting critical thinking (AFAPS seminar, 2019). However, learner awareness and preparation to become critical readers and writers must be involved in the school curriculum and classroom activities. Therefore, this study aimed to develop learners' critical thinking skill to implement curriculum standards.

2.11 Issues of critical thinking skill and integrated skill

The Ministry of education sets out a list of 21st century skill, for example problem solving and decision making. Therefore, mainstream teachers must know how to encourage students to think critically and they need to know how to encourage students to apply instructional techniques that can develop their literacy. SFL provides linguistic orientation to integrated skill and making meaning in texts explicit for EFL students. According to the Thai basic core curriculum, Grade 12 students should be able to express opinions with proper reasoning, and this skill will be required in higher education (Kitvilairat,2018).

Many researchers have integrated critical thinking in class (Breeze, 2007) because critical thinkers in social networks needs to choose genres that suit audiences in the changing world. Teaching grammar and writing through critical thinking was conducted by Schicker (2018). He found that students need to master grammar aspect aspects to write effectively and critical thinking is able to help students improve language skill. Educators should apply new materials in classroom to help students become life-long learners. Moreover, Rodrigez (2018) stated that critical thinking can foster English instruction in a genre-based learning environment. Critical thinking can be explored in academic writing (Bruces, 2019). The Genre-based approach (GBA) can promote critical literacy for young learners and critical literacy demands critical thinking (Hartfield & Kimmel,2019). Widya (2015) stated that critical thinking is a way of thinking that creates processes of understanding, analysing, and synthesising ideas that people believe in. Effective language learning depends on the ability to think creatively and critically. Nowadays, becoming critical thinkers while using the target language is one of the most important areas of recent educational development, in order to cope with changing and increasingly complex environments. Widya (2015) explored how critical thinking skill in English class should be taught. For example, Widya (2015)

studied the implementation of the GBA in ELT to develop learners thinking skill. She proposed that the critical thinking skill rubrics for EFL Secondary Students applies in written assignments, oral presentations, portfolio reviews, self-reflection and debate settings. The teacher will rate student skill as; {an Excellent (4), Good (3), Satisfactory (2), or Insufficient (1)} with the following criteria: making & judging, basic & advanced clarification, analysing arguments, asking/answering questions that challenge, making inference, deductions & inductions, making & judging value judgments, defining terms, assumptions and tactics, deciding upon a course of action. Besides, according to Breez (2017) during exploring genres in GBA, teachers can provide students with learning experiences in which critical thinking and creativity are engaged. Thinking critically requires imagination to consider alternatives and predict consequences and situations. Students learn contents and procedures, become knowledge transformers who are able to adjust themselves to several audiences, purposes, and circumstances they may face. That is to say, genre-based strategy encourages students to think critically and creatively in many contexts. In Thailand there are some studies on critical thinking and their findings reveal the positive result and the effectiveness of text types that can enhance students' ability. Kitvilairat (2016) studied the effect of argumentative writing instruction. He used the genre-based approach and critical framework to teach students in class, whereas, Kaunkaew (2010) studied how texts can enhance students' critical writing. However, these two studies do not include linguistic feature analysis. Therefore, the teacher is not able to follow up and understand their linguistic development before and after the instruction.

In this section, the nature of the integrated skill approach is discussed as follows.

Some current approaches to teaching English and testing English proficiency through integrated skill are observed by scholars in the new millennium (Oxford,2001; Yamshyska&Pysarchyk,2015; Considine, 2018). This has stemmed from the language skill concept and the approach can be divided into content based and task-based instructions, which are oriented toward integrating the four skills of; listening, speaking, reading and writing. They focused on the content and communicative use of language (Oxford,2001). This is different from the segregated skill approach, as it does not present language in isolation from others. It allows learners

to gain real pictures of the English language and lets them interact naturally in the language. The possibility to integrate other language skill through appropriate tasks for natural communication can enhance learners' performance. Scholars argue that in real-life people cannot use language in isolation and therefore language cannot be effectively acquired through discrete elements (Yamshyska&Pysarchyk,2015). The explicit connection of the classroom with real life can help learners transfer skill. For example, they read the texts before writing their own, so that they are familiar with structure and content which facilitate their writing. This is a way to link receptive with productive skill. Educators can apply the genre-based approach to connect reading with writing (Consideine,2018). That is to say, the course in this study is built to teach both reading and writing. Students learn how to demonstrate their writing after comprehending the reading text .

2.12 SFL Clause Complexes

According to Bloor & Bloor (2004) metafunctions in SFL are divided into ideational (which consists of experiential and logical function), interpersonal (exchange information between speakers and listeners) and textual functions (flow of information or coherence). Ideational function refers to ideas or content whereas logical function refers to linking between ideas e.g. clause complexes are example of clauses that are linked in meaningful way.

Table 2.2 :SFL Language in context

Register	Field	Tenor	mode
Discourse semantic	ideational	Interpersonal	Textual
Lexico- grammatical	Experiential	Appraisal	periodicity
	Participant	Mood	Cohesive device
	Process	Modality	Linking among theme
(Adapted from Harman, 2017)	Circumstance	Polarity	Clause complexes (Clause combining)(hypotaxis/parataxis)
			Embedded clause
	Logical Relation Between clauses (conjunctions)		

According to Srinon & White (2011), the clause complex is a main topic of interest for language teachers and linguists, and it is necessary for language learners to write complex clauses because it guides the effective rhetorical development of text. Moreover, clause complex systems provide language users with the structural resources to create connections between events (Eggins, 2004, p.256).

The term 'clause complex' that is used by systemists, refers to the grammatical and semantic unit which is formed when two or more clauses are connected in a systematic and meaningful way; whereas, clause simplex means single clause units. Eggins argued that it is important to understand why people choose clause complex over simplexes and how language offers the creative potential to develop meaning in any grammatical unit (Eggins, 2004, p.255). A clause complex is composed of clauses serving three language metafunctions: textual (construing the world), interpersonal (enacting social roles), and ideational metafunctions (presenting information) (Nguyen, 2013; Halliday, 2014). In SFL, intercausal relation (logico-semantic relation) includes coordination (parataxis) and subordination (hypotaxis) (Srinon, 2011). Language users continue connecting one clause after another clause, and the links between clauses make sense when they involve logical chaining where conjunctions can reveal how one clause relates to each other (Eggins, 2004, p.257). In regard to research based on clause complex, Leffa (1998) proposed ways to use test algorithms (using machine translation systems) for the segmentation of complex sentences into clauses which are identified and classified into nouns or adverbs. He found that more than 95% were correctly classified into nouns or adverbs. The main problem is ambiguity because verbs belong to more than one subgroup and share the same subjects with other clauses. This study proposes the innovation in corpus analysis, but it does not deal with English instruction in the classroom. In the classroom context, Emilia (2018) investigated the cohesion of exposition texts written by eleventh graders of a school in Indonesia using text analysis. The findings showed that students understood the schematic structure of an exposition, including thesis, argument and restatement of the thesis. It showed they could create a text with cohesion at the clause level, although their texts involved some inappropriate word choices and grammatical problems. Yuniar (2018) analysed the logico-semantic relationship of clauses used by students of Tidar University and found that students' texts contained more logico-semantic relations of clauses, e.g. expansion in 41.89% of total occurrences. In this present study, clause complex is the key language focus that

supports analysing exposition texts. This will show that grammatical analysis supports thoughtful reading practice and students will understand how language function creates meaning in contexts and know how to use the appropriate language in writing exposition text.

This will develop their critical thinking skill due to the fact that students learn specific language patterns in the text through SFL instruction in reading and writing (highly focussed on the discussion of grammatical aspects, patterns and generic structures). This knowledge can be applied in other contexts and across disciplines. That is to say, the linguistic resources can be used as an effective tool that accounts for critical language awareness. This study has focused on clause complexes due to the fact that it is an effective grammatical resource that promotes critical thinking.

2.13 The applications of clause complexes and critical thinking assessment in SFL genre-based pedagogy

Writing is the most difficult of skill because it requires lexical syntactic knowledge to produce texts. Students need to use many resources and practise using grammatical structures to support their arguments, especially in exposition text (Tangpermpoon,2005). Moreover, Thai EFL learners have a low reading ability in English because of ineffective English instruction (Chavangklang,2018). Teaching English is expected to support students' critical thinking and the genre-based approach would promote learner's critical thinking from the 21st century skill adopted in the school curriculum. Within SFL, teachers introduce new words, grammar focus and propose interesting topics to attract students to give opinions, discuss and explore their creativity to support their arguments. They argue, debate and discuss controversial matters in EFL class (Widya,2015).

Moreover, students find evidence, and facts to support their positions and reasoning, and analyse the world around them (Feez& Joyce,1998; Derewianka,1990; Widya,2015).It facilitates learners to create and shape critical skill, produce generic text types and the skill of generalising, synthesising and hypothesising (Widya,2015; Hyland,2004).Elements of critical thinking can be demonstrated when students write

exposition texts. Clause complex is one of the most effective tools for writing exposition (it is used to support the idea of the sides being argued) and expressing effective arguments (Anderson,2018; Widya,2015; Halliday& Mathieson,2014).

A clause complex is a grammatical construction of two or more clauses (single sentences which are related to each other, Halliday& Mathieson,2014). Clause complex is part of the language features of exposition texts. Students should be able to develop logical arguments beginning with the background, followed by points and their elaboration, consisting of simple and complex sentences. A significant language feature is the use of connectives and conjunctions that can link their ideas and help in organising the text structure (www.assets.reading.com). The appropriate use of clause complex indicates good exposition writing because the better writers should master clause complex structures whereas weaker writers apply a more 'simplex structure'(simple sentences) (Ping &Bee;Whitaker et al.,2005).

The researcher analysed the data according to the following theoretical background: clause complex and logico-semantic relation (Halliday& Matthiessen,2014; Niken,2019). Clause complex is a grammatical and semantic unit which are formed when two or more clauses are combined in systematic and meaningful ways. It consists of two or more clauses that are logically connected. Both dependent or independent clauses deal with logico-semantic relation which consists of tactic system and logico-semantic system. Tactic system refers to hypotaxis (clauses depend on one another) and parataxis (coordination). The hypotaxis are identified by Greek letter alpha, beta, ,gamma whereas parataxis are identified by number 1,2,3,and so on. The logico-semantic system indicates the relationship between between clauses. If the clause is described by projection, it is quoted or reported by another clause. If the clause is described by expansion, it extends the meaning of another clause. In regard to projection, it means that something is said or thought by someone e.g. the man said" I am hungry." I thought " it is exciting." It is typically verbs associated with speech and mental process (tell, ask, explain, know, believe, want).The system of expansion links clauses by providing additional information: elaboration, extension and enhancement. Elaboration refers to explaining in greater detail, restatement, exemplification and comment. Extension includes 'and, but , or' which means adding something new. Enhancement can be temporal (after),conditional (if), causal (because), concessive,

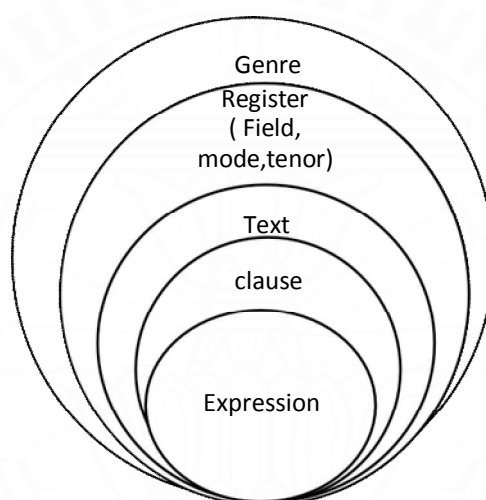
spatial or manner. This framework was applied by the researcher to develop students' critical thinking for 21st century EFL learners who need to handle the world's increasing complexes. The application of the skill takes place not only in the classroom but also in every day lives.

2.14 Issues of the text based syllabus (SFL Genre-based instruction)

The text-based approach based on SFL pedagogy plays an important role in EFL writing instructions, which are focused on systemic functional linguistics. To be effective writers, students must be aware of the features of different text types, and know how to use language to make meaning in context to serve social and communicative purposes. That's why, they are successful in the development of their writing ability (Ho & Henry, 2013; Spycher, 2017). According to Spycher, 2017, to develop students' writing ability, educators apply the teaching and learning cycle (TCL) in the text-based approach for scaffolding academic writing through deep critical thinking tasks, along with teaching stages that are different from typical classroom instruction. TCL guides students through five stages of teaching and learning, namely; building the field, exploring the structure and language of text types, jointly constructing texts, independently constructing texts and reflecting on one's own written texts. In general, most teachers are familiar with building deep content knowledge through numerous language experiences and let students write their own texts independently. Unlike typical classroom instruction, TCL particularly benefits students due to the fact that TCL teachers provide opportunities for students to explicitly analyse the language of particular texts together, facilitate class discussion and finally connect language explorations to their content learning goals (Spycher, 2017). According to Feez (2006). The text-based syllabus deals with an increasing understanding of language structure and language use in social contexts. Learners gradually gain increasing control of text types, due to the fact that it draws on what learners do with language. (The combination of discourse becomes texts). Language occurs in the context of a situation. The register of any context depends on three variables; Field (the topic being talked or written about), Tenor (the social relationship of people communicating) and Mode (the distance between the people communicating in terms of time and space). Besides this, the pattern of language within texts achieve similar patterns and particular purposes to become genre. The layer of meaning interacts with

register variables to achieve three main functions of language; ideational (reflection of field), interpersonal (reflection of tenor) and textual (reflection of mode) meaning. Another layer of language is lexicogrammar (words & structure) and expression (sounds or writing) (Feez, 2006, p.6-7). The relationship between language and context is shown as the following figure.

Figure 2.2 Language and context (adapted from Feez, 2006; Martin & Matthiessen, 1991)



There are many activities involved in the five stages of TCL according to Spycher (2017). Stage 1: (the building field) consists of fieldtrips, inquiry activators, research groups, collaborative group tasks, multimedia, community integration and integrated academic reading, along with discussion and writing. In Stage 2 (exploring the language of text types), students use the knowledge from stage 1 for discussion. They will identify purpose and audience, analyse text structure and the language features used in the text, such as; evaluative language, verb types and nominalisation. After building up content knowledge and exploring the language of particular genres, students are well prepared for joining teacher-facilitated writing tasks in stage 3 (co-constructing the text). Teachers will ask questions regarding as to how students start, continue and end their writing, and they can model messy and good writing. By stage 4, students are able to write texts independently. Teachers will support students and

provide criteria for successful writing. Lastly, stage 5 (Reflecting on their own texts) includes review, reflection and revision (Spycher,2017).

Scaffolding students writing skill through the TCL process is an effective and practical way to scaffold students' writing and integrated skill, along with their critical thinking skill. Students are confident enough to write in class, engage in meaningful activities and become great readers or writers, because they receive a tool to succeed in developing their skill. This study applied TCL to teach students and allow them to learn how to write exposition through TCL stages (Feez,2006).

2.15 Significant studies with an SFL perspectives and genre-based approach

In this section, the nature of SFL studies and its brief review are discussed as follows.

The SFL genre-based approach is regarded as a product or teaching-outcomes oriented approach that supports the process of students "individual development" in EFL classroom practices (Fitriani& Gunawan,2016). To improve both students' linguistic performance and other expected outcomes, e.g. thinking skill and communicative skill as mentioned in learners' 21st century skill. The implementation of a genre-based approach in EFL instruction for discussion genres provides learners with linguistic patterns and critical thinking skill. They make meaning while reading, express their thoughts, engage in dialogue with others and support their arguments with sound evidence. Moreover, Emilia &Hamied (2015) conducted a study on exposition & discussion texts in Indonesia. They implemented a qualitative research design and found that the SFL Genre-based approach can develop students' writing ability.

Correa &Echeverri (2016) explored the gains and challenges faced by two groups of EFL pre-service teachers from a public university in Columbia in a written communicative course. They aimed to develop a situated view of academic writing through an SFL genre-based instructional unit within the teaching learning cycle. The result indicated that pre-service teachers gained understanding of context, purpose and audience. However, they have problems with changing their prior perspectives of fixed grammar rules. In 2013, Canfield (2013) analysed elementary textbooks (grades 2-14) using the SFL framework to study the different types of lexical and grammatical choices in science books and narrative texts. They applied an appraisal analysis to study the authors' attitudes and grammatical metaphor analysis in the texts. The results showed

incongruences between semantics and lexicogrammar. Appraisal items (evaluative language) can differentiate between two different text types. In the same way, Watanabe (2017) investigated a corpus of 73 texts to identify text types and schematic structures in textbooks and commercial texts. The text types they found were information reports, procedures, sequences and explanations. However, the most frequent text types (60-70 percent) that are found in practice books or guidebooks are exposition, and he found that writing arguments are influenced by L1 interference. The exposition genre played an important role in the Japanese educational context. In African classrooms, Ntombi (2017) tried to fill the gap between curriculum stipulation and the actual classroom. She explored the text-based approach to teaching for communicative competence for grade- four students in a public school. In Greece, Frantzi&Melissourgou (2017) studied the range of genres in writing tasks in EFL teaching materials based on SFL principles. They suggested that teaching materials help L2 learners to develop linguistic and pragmatic knowledge and competences. Genre is probably the most popular issue to English instruction in Indonesia, especially in writing skill (Dirgeyasa,2016). The SFL Genre-based approach is applied in various contexts, e.g. training pre-service teachers (Nurlaelawati& Noviahti,2017), teaching writing and speaking (Haryanti,2019; Botifar,2018; Nohid,2018) and developing syllabus and lesson plans (Pujiastuti,2013). In fact, the studies above implemented the teaching learning cycle and implied the benefits of SFL class instruction and how to prepare class materials based on the SFL genre-based approach so that it can improve learners' language development.

Paltridge(2002;John,2002) found that many studies using only survey methods rather than examination of students' actual written tasks. In fact ,the teacher need to know if students are aware of generic structure and linguistic feature and observe their development when the teacher examine their written product. He also claimed that knowledge producing task (e.g. explicit teaching, modeling texts, etc.) is necessary stages in teaching students. Students should be able to understand social and cultural contexts, interpret texts and position themselves . This will contribute to the success of students' rhetorical structures. The genre pedagogy will help students understand the setting, purpose of the texts, the relationship between readers and writers and what the text is about. According to Flowerdew (2002;John,2002), Lexico-

grammar analysis in SFL becomes more complex when students expose to different texts. The modeling form and meaning, paraphrasing, creating tables or charts, identifying specific features are examples of important stages in SFL genre based instruction. Verbs to be and to have is regarded as stative relation and action verbs are defined as process relation. In regard to more complex investigation, SFL deals with field, mode and tenor. Field refers to subject matters (which can be identified by the use of technical vocabulary in the text, e.g. nominal group, adjectives, etc.), tenor refers to relation between readers and writers (this can be shown by the relationship between subjects and objects in active or passive voices) and mode refers to the channel of communication, e.g. written text, literary text, etc. (Paltridge, 2002; John, 2002).

This current study adapts the idea from longitudinal studies based on SFL linguistic analysis. The longitudinal study refers to collected data from multiple cases, records of learners' characteristics or a repertoire of various styles and registers of languages. SFL longitudinal studies focus on first and second language development in an educational context. SFL models the relationship of language with its meaning in contexts. This can show the effect of contexts on shaping the process of language acquisition according to Ortega & Byrnes (2009, p.25). Language development demands longitudinal measures due to the fact that it captures how students develop their literacy for meaning-making in an academic context e.g. managing their arguments and expanding meaning-making potential gradually over time, etc. The researchers e.g. Achugar, & Colombi (2019), Srinon (2011) were able to track students' development by analysing spoken and written text and focussing on the transition over the duration of a course, e.g. increasing their grammatical complexity, technical vocabulary or establishing more resources of logical –semantic relations. The length of study (one academic year, one semester, etc.) and number of students may vary (30 students, 6 students, etc.). In academic discourse, students will develop the strategies for combining clauses and increase their lexical density over time. Culture, society and schools influence what learners develop, e.g. in school, students undergo a process in which they develop control over types of text (spoken and written text) relevant to their educational needs. Therefore, this proves that L2 linguistic development (lexical density and grammatical complexity) contributes to language

capacity (use of language in more specialised and abstract forms) and identity (Ortega & Byrnes, 2009).

In regard to the genre system in the curriculum and teaching in Thailand, Srinon (2011) investigated students' essays in a longitudinal genre-based course at a Thai government university in 2007. He analysed selected students' essays both qualitatively and quantitatively. In his study, he assessed clause complexity based on the perspective of Systemic Functional Linguistics (SFL), for example, inter-clausal relations (logico-semantic relations), coordination (parataxis) and subordination (hypotaxis) were implemented. The results of the linguistic analysis indicated that the selected students' writing showed a positive trend of developments, including conjunctive relations and lexical resources in their later texts compared to the pre-test texts. However, the researcher suggested that for further investigation, a larger number of samples would need to have been applied in the analysis. The study challenged teachers to concentrate on the students' progress and conduct close examination of their linguistic development. Furthermore, more literacy development could have been applied to his study, e.g. discussing the thinking skill embedded in the students' arguments (the way they manage their arguments). This present study includes applying the research of Srinon (2011) in terms of suggested methodology and tracking students' linguistic development in one semester.

This current study adapts a quasi-experimental design using intervention and syllabus design to compare and contrast student's writing development before and after the intervention. One example of an intervention inspired in SFL is the Mendez's study (2015) in a Mexican public university. His study applied Maxwell's research's paradigm (2000), using the combination of a quantitative and qualitative study. He aimed to find the connections between metacognition and metalinguistic awareness which are under-research and poorly understood in EFL reading. His study implemented a linguistic intervention in SFL. The control group received the traditional instruction focusing on background knowledge. The designed curriculum was based on metatextual knowledge and metacognitive monitoring. The findings showed that both groups gained inferential comprehension, but the experimental group gained a greater effect in terms of size and several meta-comprehension dimensions. The data were analysed using pre-/post-test and written, self-reported questionnaires. In conclusion,

metalinguistic awareness supported comprehension monitoring which is a key element of metacognition, increasing standards of coherence and willingness to engage in class activities. That is to say, the ability in making inference is important for readers with little background knowledge.

According to the studies in the SFL context, the longitudinal and quasi-experimental design have played an important role in different EFL contexts for both writing and reading skill. This literature provides the present study with its theoretical framework, and methodology based on academic literacy development for Thai students.

Through SFL perspectives, language is viewed as a social semiotic system and meaning-making resource. It provides tools for learners to analyse texts. The application of teaching and learning cycles encourage students to learn how language makes meaning in social contexts. Their knowledge of lexico-grammar resources will help them to develop their reading, writing and critical thinking. The integration of reading and writing will enhance students' language abilities and skill. This study applied SFL for developing writing skill and critical thinking for secondary students, which is seldom found in a Thai military school.

2.16 The Studies in SFL Genre-based Pedagogy

Linguists have applied the genre model to the teaching of writing and reading. According to Martin (1998), Martin and Rothery have developed systemic functional genre analysis for the Disadvantaged Schools Project in Sydney (1990-1993). Genre-based pedagogy in the USA is dominant in the teaching of writing since it prepares students for the demands of writing in academic contexts (Paltridge, 2014). To improve L2 writing in the English Language subject in Spain, Martínez (2015) compared 40 explanations written by students in the course at the University of Alicante before and after they had studied different text types based on genre theory. Due to teaching text types and specific grammatical structures and exposing students to good models, she found that by using the theory of genre as a framework to teach academic writing, their level of literacy increased. In this regard, Salmaso (2017) stressed the importance of the comparative study of the generic structure, the one of the 'story genre'. The 'anecdotes' written by native speakers were analysed and she found that the study of taxonomy is important for students to transfer their knowledge from

Spanish to English. Moreover, in Columbia, Rodríguez (2017) designed, implemented and evaluated a genre-oriented syllabus for tenth graders to help students improve their reading strategies that were suitable for each genre and stage. In Indonesia, Rozimela (2014) studied the relationship between genre awareness and reading comprehension. He found that students with good genre awareness had good reading comprehension and background knowledge about the content of the texts and field-related vocabulary. Therefore, the genre played an important role in students' reading skill. In Thailand, Malakul&Bowering (2006) applied the teaching of basic scientific report writing for final year science students at Pibulsongkram Rajabhat University. They found that students learnt to write after listening to or reading authentic samples of the target text type or genre so that they understood the purpose and organisation of the text. Grammar and vocabulary related to the genre is also important for understanding the meaning of the text. Srinon (2011) found that there is an increase in frequency of using complex clauses rather than single clauses in EFL learners' writing due to the fact that students understood the logico-semantic relationship. Both studies showed that many studies in Thailand emphasise the writing courses at tertiary level. Moreover, comparing two courses at a university-based EL Centre, the genre-based students significantly performed better than the EAP students overall, and especially in grammatical correctness according to the study of Dyon (2016) on onshore English Language (EL) Centres in Australia. According to the mentioned studies, using the relevant language and rhetorical structures of the target genre in the text is one of the most effective ways for L2 students to improve their English. Although genre theory emerged from research into writing in primary school classrooms in Sydney in the 1980s, it has helped change the pedagogical practices of teachers and spread throughout the world to improve student performance in many skills; listening, reading and writing and in different levels of education (Dyon,2016). SFL genre-based pedagogy offers delicate and refined analytical tools developed for connecting language form and meaning. Moreover, the no child left behind policy (Unicef,2018) has highlighted the need to provide writing classes with the assistance of group work and cooperative learning designed in a genre-based syllabus.

As we can see, there are many different approaches to EFL teaching, however in this sense the present work focuses mainly on the genre-based approach and

functional grammar (Halliday,2014) since it aims to help students improve their texts and in regard to curriculum development, it leads to the application of the Teaching Learning Cycle (TCL) based on the Sydney School genre pedagogy. According to Spycher (2017) teachers must provide students with scaffolding through the stage of TCL to develop their skill and awareness.

Focusing on scaffolding non-native English and disadvantaged learners, the Sydney School genre, stemming from Halliday's the systemic Functional School of Linguistics during the 1960s and 70s, SFL accounts for teaching students about genre to meet local educational concerns (Rose&Martin,2012) since it has proved to be a successful method to teach ESL in Australia and it has subsequent influences on research in these fields around the world. It became successful for the first time in New South Wales in the project 'The Metropolitan East Region of Sydney's Disadvantaged Schools programme (DSP)' in 1988 (Srinon,2017).The major concept based on the study of genre stresses the importance of the teaching strategy when teachers scaffold students for how to identify discourse structures(genre analysis) according to functional properties and encourage students into the cycle of 'prepare, task, and elaborate' (Rose,2004) for the teaching of reading. Apart from helping students become autonomous writers and more efficient readers, the approach fulfils the need of students in relation to their integrated skill e.g. reading-writing connection and critical thinking skill (Sanchez,2017).

According to Srinon et al., (2017), the teaching learning cycle drawing on SFL was developed by J.R. Martin and David Rose and at the beginning it consisted of three stages namely deconstruction (analysing language structure and comparing with the modelled text and other text types), joint construction (students help each other to construct their texts) and independent construction (students create their text independently with assessment) (Derwwianka,2003;Rothery,1996;Srinon,2017). Afterwards, the teaching learning cycle consists of four and five stages respectively according to Feez& Joyce (1998).The additional stages are building the context for the first stage (introduction to authentic text types) and linking to the related text for the fifth stage (relations to other contexts, Srinon,2017).

Through explicit scaffold writing instruction in teaching by the teacher and learning cycle and the modelling stage, students will be ready to work on their own

texts. The close attention to text and scaffolded activity will support both reading and writing skill provide opportunities for students to involve in extended exchange between language and texts (Derewianka& Jones,2016). The review of the literature has highlighted the different ways to develop students' writing ability. However, only few studies have focused on students' critical thinking skill and exposition essays at the secondary school level in Thailand.

2.17 The Teaching & Learning Cycle applied from the SFL Genre-based approach (GBA)

To develop the framework for the study, the researcher reviewed literature on the genre approach and consulted experts (three teachers from a university and secondary school) to measure the content validity of the data and conduct a trial analysis (of the written texts carried out by non-participant students for pre-tests). Regarding the next step, the researcher designed the course materials based on the five stages of teaching and learning (Martin, 2000; Srinon, 2011, Feez, 2006) as follows. (The same syllabus for teaching integrated skill was implemented by the researcher due to the fact that Rezki (2016) proved that genre-based approach (GBA) is associated with teaching reading and writing because some principles of GBA (concerned with writing) are likely to be similar to those of reading.

1. Building the context

Students are stimulated to explore the social and cultural context of the text type (Exposition) and its purpose. The teacher will stimulate their background knowledge, introduce new vocabularies and will provide pictures or VDO's for them to learn about different text types.

2. Modelling and deconstructing the text

After students are familiar with several texts and topics in the same genre (Exposition), in the modelling step, students should know how to write specific genres. Therefore, they are introduced to the linguistic features of the genres and they learn to differentiate them in various examples. I will apply Puji's suggestion (2019) for building knowledge of the field (genre). Students are able to search for related information to write their composition. At the phase of exploring genre, students can work cooperatively with their friends. Puji (2019) stated that the cooperative tasks increase students' ability. As suggested by Rezki (2016), teachers can elaborate the

social function, generic structure, and linguistic features of the texts and connect them to the real world so that students are encouraged to think critically. Students work in groups and perform discussion followed by the teacher's explanation. In arranging groups, students' capabilities are considered by the teacher with each group composed of both high achievers and low achievers.

3. Joint construction of the text

During the stage of Joint construction, students become proficient in the topic and the text identities. Teachers write on the board, and at the same time the students arrange the text, with students being divided into groups to prepare to produce their own spoken or written text (Emilia et al., 2008, Rezki, 2016). Students gradually learn to construct their text and are nearly able to master the text type independently. The revision usually occurs whilst creating texts.

4. Independent construction of the text

This process takes place when the students are ready and well-prepared to create the texts they had practiced before. They are able to write in the given topic and genre independently. Their performances are important for achievement assessment.

5. Linking to related text

Finally, students are able to analyse the texts that they learnt and connect them to other texts in the same contexts. This helps to remind them of the past or future cycles of teaching and learning.

The application of the teaching and learning cycle can be explained as follows:

Before beginning the teaching and learning cycle, students in the sample group wrote an essay for their pre-test and they produced a speech on the same topic as a pre-test text, using this as a benchmark to compare and contrast with the work they will have completed at the end of the cycle. Their works were graded by the researcher and a specialist using an adjusted rating scale. The two classes, EP and regular class (approximately 60 students) were selected to participate in this project. The classification depends on their scores; High group, middle group and low group students. Before the pre-test, the researcher developed a questionnaire for needs analysis. Students decided on the topic they are interested in and will identify their learning difficulties. The pre-test writing and speaking text will be carried out and

students can choose their own topic to write and speak about in 150 words. They have 50 minutes to prepare to read and write.

1) During the five stages of the teaching/learning cycle, the researcher allowed students to search for the information, practice using critical thinking skill in every chapter (for additional part) and to discuss their topic before writing their first draft . They will have a chance to visit a military museum related to the given topics. This will help them to brainstorm their opinions toward the topics and the researcher can assist them with key linguistic features and vocabulary. At the end they presented their written text to the class and they received the feedback from their friends and the teacher so that they can revise the final copies for the researcher.

2)The learning cycle occurred in semester 2, 2020. Students completed their work at the completion point of two sections of the course, during the mid-term (written text 1, group work, week 7-8) and the end of the semester (written text 2, individual task, week 16). Then all texts were analysed in terms of logical links between clauses and clause complexes. The written texts were analysed by the researcher and an expert.

The stages of the teaching and learning cycle for Exposition texts that the researcher applied are shown as follows.

1) The exposition text was presented as a way of arguing in academic writing. In the exposition genre, the writer presents one-sided viewpoints. The stage consists of; Introduction, Body and Conclusion (The introduction includes introducing the subject, presenting the writer's position and previewing the arguments. The body includes supporting arguments and point elaboration. The conclusion includes a restatement of the writer's position).

2) At the beginning of the cycle, students were provided with the sample authentic exposition texts (e.g. websites, blogs) in which the writer presents their position and argues in favour of it. This matches the structure outlined in the Sydney-school literature which presents the real world for communicative purposes. The teacher selected the effective texts which are not above students' grade level, (especially those written by secondary school students or simplified text). Students closely explored the texts, their purpose, structures, thematic development, vocabulary choice and argumentative logic. Students analysed parts of text; introduction, body

and conclusion and work with their group to evaluate what makes good and bad parts of exposition texts. In the next session students worked in their group to discuss their topic of interest and jointly construct the three parts of the essay. They redrafted their written texts for submission to the teacher (the researcher). After that, they created their own text individually in response to the teacher's given prompts.

In this chapter, a literature review presents the key principles in the genre-based approach in SFL which provides useful insights for both theory and classroom practice. For example, the differences among the three types of genre, the significance of genre pedagogy based on SFL and the teaching & learning cycle is regarded as effective pedagogy for developing students' writing and critical thinking skill as well. The researcher has applied teaching and learning cycle (TCL) to develop EFL materials for teaching writing in the military context. In particular, students do not learn only process, but they will learn from models and structures which are meaningful and can serve a real audience and purpose.

2.18 English Instruction in Military Schools

There are several factors contributing to the historically changing curriculum and teaching methods, e.g. choices about the approach and how language skill will be taught. These issues are taken into considerations in Thai schools (Chuenchaichon, 2015). However, English teaching and learning is still problematic in various schools. So, this section discusses the development of English language teaching, the genre-based approach and English language teaching in the military school for military and other specific purposes. Nowadays, military personnel require the English language to interact with foreigners. Khocharatana (2017) found that listening and speaking skill are the most important skill that military officers want to improve and they want to improve their English through online media and self-directed demand. However, to get a scholarship to study abroad, they need to write essays and develop their English reading. Many students have no chance to practise writing English very often, although they believe that writing is an important skill (Foreign Language Division, 2018).

The growing demand for learning English, particularly writing skill in Thailand, has presented new challenges for English classes in the Armed Forces' Academies Preparatory School (AFAPS), especially English for the military.

However, the school was faced with insufficiently trained teachers in this field and a scarcity in instructional materials for the programme based on reading-writing (AFAPS seminar,2019) and critical thinking skill. Although, the major approach for teaching English is English for a communicative approach. In regard to the attempt to teach the reading of English, students are encouraged to respond to reading from their background knowledge (Foreign Language Division,2017).As for writing classes, students practise their writing skill immediately after they have found enough information. There is no specific writing and writing is part of foundation English class. More particularly, classroom research conducted in 2016-2019 indicated that pre-cadets in AFAPS have experienced difficulties in learning English (Foreign Language Division,2018). According to classroom research (Foreign Language Division,2017), the major concern is the pre-cadets' engagement with the meaning of the social context. This is due to the fact that English is less commonly taught in some remote primary and secondary schools in rural areas where they formerly studied (Foreign Language Division,2016). The pre-cadets from disadvantaged backgrounds may not acquire sufficient basic English to further their study in higher level educational courses. The classroom research suggested that there are many ways to help students .For example, exposing pre-cadets to the language and providing them with more opportunities. All sorts of vocabularies and lexico-grammar in systemic functional linguistics to practise more English and their developing skill help them to enhance their language proficiency and communication skill in class. They are more likely to improve their English skill in a linguistic environment with a rich language exposure, opportunities and a wide use of materials (Preecha&Srinon,2019). To help pre-cadets reach the mentioned goals and move beyond the plateau, the genre pedagogy of the Sydney School combining linguistic features, social and cultural contexts where the genre occurs, will expose them with activities that form stronger socio-cultural ties with their future career and academic purpose (Myriam,2017). Another way to say, the use of genre in the military context for an EFL class is the starting point to help students achieve the purpose due to the fact that AFAPS's present-day education is based upon the mainstream principles of the Ministry of Education and military norms, as presented by the English for military and fundamental English courses. The National Education Council of Thailand encourages Thai students to read and think critically according to 21st century literacy

to cope with the changing world (National Education Council,2018). Therefore, it is necessary to extend curriculum development for improving critical thinking according to 21st century skill. This study focused on SFL genre-based teaching in the military context because there are no studies which have been observed in the literature widely focusing on linguistic features and critical thinking within students' work and tracking their transition regarding inter-clausal connection over time in this specific context in Thailand. The goal of the study is to develop students' knowledge, critical thinking, ability to communicate and problem solving skill. Unlike other linguistic theories, SFL focuses on register variation, model of functional grammar and related theory of genre. The models of language support teaching and learning because grammar for teaching in SFL is different from traditional grammar according to social function, not the rules in English (precriptive practices) (Christies,2008). According to Almurashi, (2016), based on the SFL genre-based syllabus, learning language by focusing on the types of texts are required in various levels of education and SFL provides a useful tool to analyse texts, so that students have insight into the importance of language learning.

There is a gap between curriculum and real practice in AFAPS due to the requirement for adapting the school curriculum and syllabus to contribute to critical thinking. However, there are inadequate resources and activities to promote critical thinking skill and teachers were inexperienced and confused as to what to teach and they invited experts to join the school seminar (AFAPS seminar,2019). In fact, the school needs to cover abilities in reading, writing and critical thinking skill although students' language problems still remain. The school has been trying to cope with the current educational reform. Therefore, alternative ways to develop language skill and promote critical thinking account for students' academic success and education reform. A possible way that can be proposed is the genre-based approach. Its scaffolding strategies will help students to realise the purpose of reading to learn and develop writing skill. They help teachers to design learning stages that support the critical thinking skill (Yang,2016). Furthermore, the Sydney School genre pedagogy is famous for the educational school project in Australia e.g. write it right, reading to learn etc.

The project shows that the pedagogy would benefit EFL learners (Rose,2000; Yang,2016).

2.19 The Armed Forces Academies Preparatory School (AFAPS)

The Armed Forces Academies Preparatory School or AFAPS is an educational military institute in Thailand. The school prepares more than 600 pre-cadets (per class, yearly) who serve as future military personnel or police and offers two years of senior high school for male applicants (years 11-12), equivalent to the mainstream education from the Ministry of Education (www.afaps.ac.th). After two years of education, pre-cadets further their study in the Chulachomkhalao Royal Military Academy, the Royal Thai Naval Academy, the Royal Thai Air Force Academy, or the Royal Thai Police Academy. Located in Nakhon Nayok Province, it is under the command of the Royal Thai Armed Forces Headquarters, Ministry of Defence. The school curriculum includes academic subjects, physical activities and military training (AFAPS,2018).

According to classroom research from the Foreign Language Division, a teacher and student questionnaire in AFAPS administered in the 2018-2019 academic year revealed that the English curriculum needed to be improved, such as the teaching method, materials, students' learning behaviour and skill practice. According to the teaching and learning in AFAPS involving student English pre-testing used in the academic year 2018, 323 (52.95%) pre-cadets out of 597 pre-cadets passed the examination. 287(47.05%) pre-cadets who failed the examination were allowed to retake the examination and attend normal classes, but they needed a rich vocabulary and grammar to catch up with other pre-cadets and reach the same standard or stage as the higher ability learners in the same class. Moreover, writing is not practical for a big class (33 students) and is mostly left out because writing is regarded as a teacher's burden and is time consuming. According to classroom research in 2018 (Foreign Language Division,2018), 16.16% of students could not write grammatically correct complex sentences. They produced fragments and errors according to the influence of their mother tongue. As for rhetorical pattern, students did not write clear thesis statements and did not organise their ideas clearly (Foreign Language Division,2017). In AFAPS, students already finished grade 10 from their former school; however, 10.67% do not achieve the minimum requirement of proficiency in English when they learn in AFAPS. One student out of six students failed the examination due to the fact that they had poor reading skill. This is because they lack awareness of meaning-

making or linguistic resources that facilitate their English ability and there are inadequate methodologies and materials used to teach reading and writing to cope with the new school curriculum based on 21st century skill. Sometimes English classes are cancelled and students may not have much time to learn because of school ceremonies and physical military training (Foreign Language Division,2018). Therefore, this present study proposes and introduces the Sydney School's genre-based pedagogy to solve the problem of diverse learning abilities and challenges for improving the school curriculum (Hyejeong,2012). In this study, consequently, the application of the Sydney School's genre pedagogy integrates reading and writing skill in language teaching to cope with the diverse English proficiencies in English for Military classes in AFAPS. To facilitate learning in the military context, these adaptations provide alternative means for pre-cadets with different learning abilities to acquire English language and think critically. The application of a genre-based approach will improve students' reading and writing ability (Gomez,2007). Moreover, the school syllabus states that students need to obtain important skill for the curriculum development. They have to produce well organised texts with appropriate words in their texts and have to be able to read the texts critically.

According to Herazo, (2012) , genre based instruction in SFL is applied in the Columbia's secondary school curriculum and it promotes writing and literacy in L2 situation that links teaching with cognitive dimensions and meaning making potentials that make students aware of knowledge of genres and lexico-grammatical resources in explicit classroom teaching. It has provided tools for students to understand how texts work through classroom activities (in teaching & learning stages of SFL genre based instruction), class interaction and how to use lexico-grammar in the texts, but there is the need for more genre based research in many contexts because there are some lexico –grammatical resources that are important for L 2 learners in the meaning making process, but they are neglected in many classroom contexts. Therefore SFL genre based approach is able to fulfill this need. In an educational context, Rezvani et al (2014;2019) applied teaching materials based on SFL genre-based approach for Iranian university students. They found that it contributed to their writing achievement and it was useful for language teachers and syllabus designers, but their studies focussed on quasi- experimental method and they do not analyse student's written text.

Due to the increasing number of studies on the genre-based approach in Thailand, it proved that the genre-based approach plays an important role in EFL (Chuenchaichon,2013). However, a literature review in Thailand shows that most studies that adopt the genre-based approach have focused on tertiary education (Klongpetch,2003;Changpueng,2008;Chuewanka&Pusawisot,2017;Nguyen,2018;Chaisri,2010;Laksorn,2013;Malakun,2006;Ueasiriphan,2019;Srinon,2011;Thongchalerm &Jarunthawatchai,2020). Only a few studies aim to improve students' English efficiency in Thai secondary schools (Meesee,2016;Mingsakul&Srinon,2018; Kitvilailak,2018). Moreover, there are no cases where the genre-based approach was implemented to teach critical thinking and integrated skill in military secondary school although students need guidance to develop critical thinking skill (Samanudi,2012). Therefore, SFL is practical because it allows students to think critically and express themselves through integrated skill activities due to the fact that language should serve as a means of developing a higher order of thinking skill (Widya,2015).Moreover, critical approach can be applied in SFL curriculum (Samuhudi,2012).

Therefore, L2 learners at secondary level need to be critical readers and writers according to the new curriculum. The Sydney School genre-based approach improves both reading and writing and analytical skill through discussion and text-based analysis that would allow learners to engage in the analysis of the rhetorical and lexico-grammatical structure of the text (Pichiensatien,2016). For example, students will experience a sense of audience when they practise reading and analysing text. They edit, revise their own work and their friends' work and post their writing on the board (Elashi,2013).

In conclusion, this study aimed to apply SFL genre-based instruction and discover development in the writing of pre-cadets and their critical writing skill.SFL genre based instruction is likely to bridge the gap for real practice in the school where the researcher works to promote critical thinking and EFL writing skill due to inadequate resources and activities that can help students overcome language barriers. This paves the way for teaching students to develop ideas in English, use effective lexical and linguistic resources that foster both critical thinking and linguistic skill in EFL classrooms. The genre-based approach supports students to recognize language patterns in written texts when teachers provide insights into the stages of teaching &

learning cycle. Therefore, students read and write exposition genre with critical understanding to finally become critical readers and writers.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents a description of the methodology employed in the study. The theoretical methodology consists of two major stages: Theoretical framework development (syllabus and material design based on the teaching and learning cycle) and quantitative and qualitative data analysis based on the SFL generic structure and logico-semantic relations. This study follows action research including identifying problems in a specific military context, implementing intervention and purposeful effective solutions to learning problems in the new curriculum e.g. lack of critical thinking strategies, insufficient writing/reading connection activities, etc. The data collection in this study has two phases: a document analysis and a phase related to the intervention when the genre-oriented, communicative course lesson (text-based instruction or SFL genre-based instruction) is implemented by the researcher. The final writing (post-test) test was applied to students at the end of the session.

The researcher aimed to collect both quantitative and qualitative data and analyse data concurrently. This study conducted a descriptive qualitative method. It mainly applied content analysis and quantitative data analysis using a questionnaire and course materials as research tools. The essays written by pre-cadets who study English for the military course in AFAPS were investigated by the researcher. The additional technique for collecting data in this research was the students' journals. The process of data analysis is described as follows: pre-writing, students' learning with the course materials and post-writing. A sample size of thirty students was the target of a pilot study. The triangulation was adopted using many sources of evidence, such as students' text analysis, questionnaires, text-based lessons, etc. The researcher expected that qualitative data would help explain the statistical results from the quantitative data and explore the results in greater depth. This chapter presents the research methodology including syllabus design and data analysis. The purpose of the quantitative and qualitative analysis of students' use of generic structure, logico-semantic relation is to diagnose if their critical thinking and writing ability could be enhanced and if the students' written texts have changed significantly over the duration of the teaching and

learning cycle (two cycles). In particular, the methods in this study answered the research questions regarding the effectiveness of the course materials based on SFL perspectives that can enhance students' writing ability (organisation and language use) and critical thinking skills in EFL class in a military school.

3.1 Research design

The limitation was the sampling of the study. It is difficult for the researcher to select the control group because the school administrators needed to give permission and select the students for the researcher. This study integrated both quantitative and qualitative data collection. Therefore, the researcher could conduct more holistic studies.

One of the objectives of the present study was to investigate the result of applying SFL through the genre-based approach to teaching integrated skills in a military school. The teaching intervention, syllabus design and analytical tools were presented as follows. After analysing the needs of the target group (needs analysis survey), the teaching intervention in this study was conducted and lasted for one semester and started at the very beginning of the second semester 2020. The teaching material was developed in form of a Powerpoint presentation and six chapter lessons based on Feez's teaching and learning cycle (2006). It involved explicit grammar instruction in the following functional grammatical issues, e.g. clause complex analysis, modality, etc.

The lesson is outlined as the following table.

Table 3.1 The lesson outline

Stage 1 setting the context of exposition essay	Introduction to text type and its purpose
Stage 2 Modelling key features of text types. (Teacher directed activity)	Generic Structure (topic, conclusion and supporting detail), language features of the texts and critical thinking practice exercise
Stage3 writing practise and grammar instruction (the scaffolding phase)	Exercise with the given topic. (Clause complex/vocabulary practise) Critical thinking practise exercise
Stage 4 Independent construction	Topic choosing and writing practise
Stage 5 Comparing to other text types	Compare and contrast different text
Stage 6 Evaluation	Self-assessment/peer feedback

Students were given pre-post tests before and after the teaching intervention. Students wrote a text where they discussed military life in Thailand and other countries. The students participating in this study were purposive samples who were studying in the English programme (thirty students). Students' writing samples were investigated using the SFL genre framework taught to them. Their skill improvement was identified

quantitatively using basic statistical analysis (e.g. frequency and percentage etc.). The qualitative data consisted of essays written in response to military issues in English for the military course. Each of the essays was given scores and checked by the main researcher and a specialist who had a certain SFL background knowledge and had completed a PhD in the field (see Appendix). The total score of essays included structure, language use and critical thinking. The essays were scored on a scale from the lowest to the highest (1-10). The grammatical/generic structure analysis focussed on how students developed their writing ability significantly.

In summary, in the Phase 1 needs analysis, questionnaires were prepared and tried out. In Phase 2, a text-based syllabus was designed according to the teaching and learning cycle, and in Phase 3, students' examination and questionnaires were collected and analysed quantitatively and qualitatively.

3.2 Participants and the Context of the Study

The participants of this study were thirty students in the second-year class in the English programme and a regular class of academic year 2020 at a military school (AFAPS) in Nakhon Nayok Province, Thailand. Purposive sampling was used in this study due to the fact that they volunteered to join the study. They were nineteen to twenty-year-old male pre-cadets who were studying the compulsory subject, English Plus (the content of the subject is based on English for the military). The approximate time they have learnt English was about ten to fourteen years.

This study was carried out with second-year class, pre-cadets at AFAPS who attended English for military class. Their overall proficiency level was an average score of 40-55 according to the ECL test from American Language courses for the military (Foreign Language Division, 2018). The overall O-net English language score of AFAPS students was 48.41 in 2018 and 52.20 in 2019, respectively (Ordinary National Education Test, 2019). The teacher conducting this intervention held a master's degree in teaching English as a foreign language. Moreover, the SFL learning and teaching cycle would be conducted in class. To carry out the research, the major concern was to design a genre-based communicative course which could develop students' reading, writing and thinking skills relevant to the course syllabus (English for the military). To provide the framework for EFL teaching and learning, a syllabus based on a genre-based approach included activities which connected language choices to social

purposes. It focussed on students' analysis of texts modelled by the teacher in different genres of texts, provided contexts and social interactions through pair work and group work. The major text type in this study referred to expositions that supported their thinking skills. Students' language aspects, such as the use of conjunctions and cohesive devices were taught explicitly according to the SFL framework (functional grammar). In regard to generic structures, students provided arguments for or against the given topic related to their textbooks, their interests and the new school curriculum. The school supports and develops a curriculum based on 3R8C and 21st century skills. It is necessary to improve teaching and learning in AFAPS because the school has limited capacity to develop students' skills required for the 21st century (problem solving, collaboration, critical thinking and communication). Therefore, it is important to teach exposition genres because students can present and support their arguments logically with this genre. It also necessitates the practice of critical thinking. It is worth conducting the research on exposition genre because the studies of critical thinking in exposition genres are still rare (Emilia,2010; Rohayati,2017). In the school where the researcher worked, there were insufficient resources (e.g. teachers' limited knowledge of teaching for 3R8C and materials development) to achieve the goal to develop critical thinking (Foreign Language Division, 2019).

The school provides a two year programme for male students. Each year classes consist of twenty-four classrooms, approximately thirty students in a classroom. Students in the school equal the level of other high schools in Thailand. The school follows the mainstream curriculum from the Minister of Education. Participants (control group) in this study included thirty students from the English programme class (there are two English programme classes) and thirty students in the regular class. Purposive sampling was the method used by the researcher (they participated in a text-based syllabus class for sixteen hours).

This study proposed to introduce the Sydney School's genre-based pedagogy in EFL class in the school (AFAPS) to inspire pre-cadets to learn and master a certain type of genre that suits their needs. Progress in their writing was analysed by SFL linguistic tools, namely clause complex analysis which promotes their critical thinking and their application of contrasting conjunction, cause and effect and devices of time. The pre-cadets benefit from learning integrated skill with the extended critical thinking skill

activities (in accordance with the academic standards of the Ministry of Education and National Educational Council).

According to the genre-oriented, communicative course, students show higher motivation and a better understanding of different samples of argued texts and the development of the capacity to read and produce written texts in English for the military course (English Plus). The achievement is possible because students gain explicit instructions and integrated skill activities to develop necessary strategies for critical thinking skill according to the SFL genre-based approach (Spycher,2017). It provides rich opportunities for developing other skills such as oral, reading and writing across disciplines. Students are well-prepared when they engage in their task, for example, to rephrase and recast statements in small groups or the whole class. Students are assisted by visible models and tools (e.g. vocabulary, lexico-grammar) for analysing argued texts and the awareness of specific features of the exposition genre. They were expected to understand the meaning of language in various texts, with their lexico-grammar and discourse through the reading, writing connection activity. They developed a deep understanding about the world and become analytical readers and writers through cultural and linguistic teaching and learning (Spycher,2017; Christie,2005).

3.3 Instruments

The instruments consisted of needs analysis (a survey with open-ended questions), pre-test essay, in-class exercise and post-test essay (150-200 words) The participants were purposefully selected to fill in the questionnaire items. The objectives of this study were clearly explained to the participants by the researcher. Before taking part in the study procedure, the students signed a consent form. The data collection process took thirty minutes for completion in the classroom. All of the participants returned the questionnaires.

3.3.1 Needs Analysis

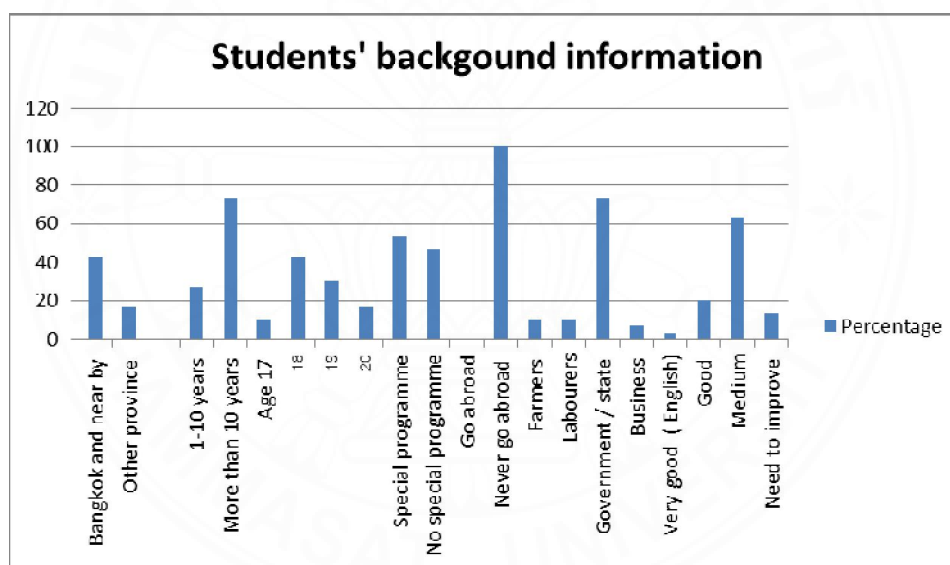
The research instruments of these studies are: Phase 1 needs analysis, Phase 2 instructional tools, Phase 3 data collection and Phase 4 data analysis.

The needsanalysis was piloted and the result was analysed in October 2020. Likert scales were used in a survey of the needs analysis and feedback questionnaires. The analysis was divided into three parts:

- (1) General information;
- (2) Writing ability; and
- (3) The students' topics of interest.

The questions were developed following guidelines from the teaching and learning cycle (Feez, 2006). Students' needs analyses were necessary for syllabus design in Phase 2 whereas the results from students' questionnaires served to answer the third research question: What were students' opinions toward the SFL genre-based instruction? To validate the analysis of students' questionnaires, three specialists checked the questions and gave comments (see Appendix). The instruments were qualified and validated by three experts (objective congruence: IOC was 0.927; (Conbrach's $\alpha=0.896$).

Figure 3.1: Background information



The results of the needs analysis are presented as follows.

(1) Background information

All of the participants in this group were the thirty, second-year class, pre-cadets at this military school. General information about the respondents are summarised in the following chart, Figure 1.

Figure 1 showed the background information of the participants. For participants' age, most of them were aged between seventeen and eighteen (i.e. twenty-eight of them were aged between seventeen and eighteen years old). With regard to schools, most of them (56.7 %) come from other provinces, far away from Bangkok. With regard to the special English programme, most of them (sixteen out of thirty) used to participate in the English special programme. However, none of the participants have gone abroad. Nineteen out of thirty pre-cadets reported that their English was at the 'medium level' which tended to bring certain kinds of difficulties when they wrote in English. With regard to their parents' occupations, most of their parents (73.3%) worked in government sectors or state enterprises. From the survey result, most of them have been studying English for more than ten years.

(2) The students' topics of interest

This part of the questionnaire showed students' topics of interest. This section from the study included twelve categories of topics. Participants rated each of the topics ranging from 1 through to 5, 1 'being not at all interesting' and 5 being 'very interesting'. The data obtained from this section are presented in Figure 2.

Figure 3.2 :Topics of interest

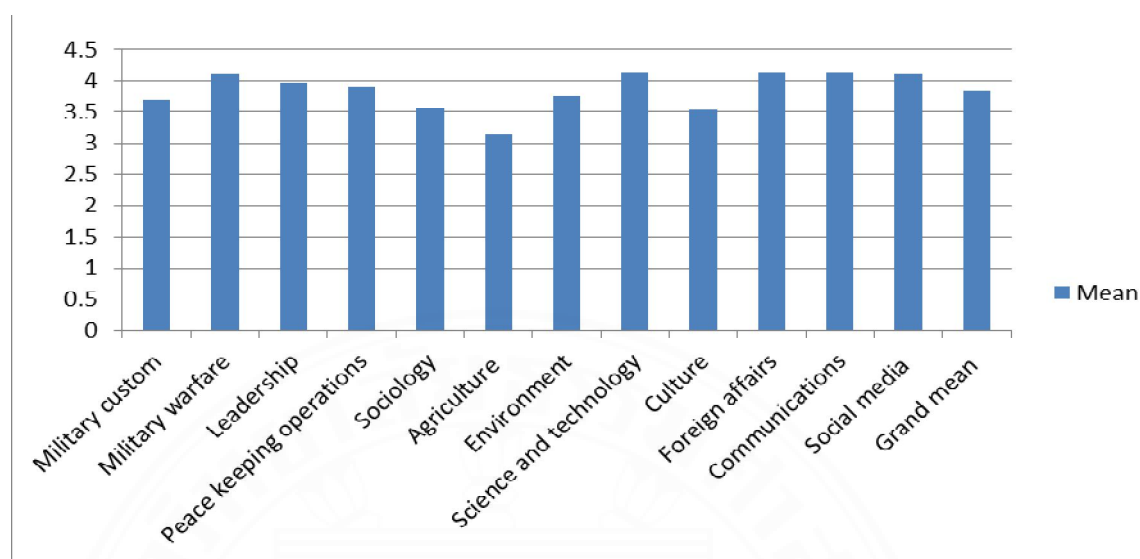


Figure 3.2 presents the descriptive statistics of each topic of interest for writing essays by thirty pre-cadets in this military school. Corresponding to the interest of pre-cadets, most the topics got a high average score above 3.0, which showed that any of the mentioned topics were fairly interesting for pre-cadets. The greatest amount of their interest were in sciences and technology (4.13), foreign affairs (4.13), communications (4.13), military warfare (4.10) and social media (4.10) respectively. The topics about leadership and peace keeping operations indicated medium scores with means of 3.96 (SD,0.88) and 3.90 (SD,0.88). The topic about agriculture had the lowest mean, (3.13). These high average scores pointed out that the participants were interested in science and technology, foreign affairs, communication, military welfare and social media, respectively.

The pre-cadets' opinions on writing skill.

This part of the questionnaire consisted of twenty-three questions concerning students' opinions towards writing skill. The results of this part are presented in Table 3. The mean score for each action in this part ranged from 1 through to 5: 1 being 'disagree' and 5 being 'strongly agree'. The data obtained from this section are presented in Table 3.

Table 3.2 Opinions about the writing course

Statement	Mean	SD
1.You are interested in writing in relation to your daily life.	4.07	0.82
2.You are interested in writing about military technology.	3.63	0.89
3.You are interested in writing about military leaders.	3.67	0.92
4.You do not always participate in language preparation before writing in English very often.	3.26	1.04
5.You are anxious when you participate in critical English writing.	3.30	1.02
6.You would like to have English critical writing syllabus based on exposition.	3.07	0.98
7.You are used to practising writing exposition.	2.73	1.23
8.You would like to practise writing exposition.	2.87	1.07
9.You are not able to link the knowledge of grammar points to writing.	2.90	1.06
10.You know the meaning of words, but you are not able to construct correct sentences.	3	1.2
11.You are not able to critique.	3.30	0.98
12.You do not understand the structures or patterns for writing English.	2.93	0.94
13.You do not understand the process of critical writing.	3.26	1.04
14.You cannot combine the sentences.	2.73	1.04
15.You do not have any chance to practise writing in English very often.	3.13	1.16
(To be continued on the next page)		

16.You think English writing is difficult.	3.10	1.15
17.You rarely join writing activities in groups.	3.23	1.07
18.You rarely do post-writing activities such as self-evaluating, or giving feedback.	3.5	0.77
19.You never learned the subject 'critical English writing' from the former school.	2.67	1.12
20.You are not able to think critically based on what you write.	2.80	1.03
21.You translate Thai to English when you write.	3.83	0.79
22.You do not know critical English writing strategies or techniques.	3.33	0.84
23.You are not able to write in respond to what you read.	3.20	1.06
Grand mean	3.19	1.01

N=30

Very high=5 (4.21-5)

High=4 (3.41-4.20)

Medium=3 (2.61-3.40)

low =2(1.80-2.60)

Very low=1 (1.0-1.80)

Table 3 shows the means for which the participants rated their opinion toward the English writing skill. With regard to the need for writing skill, the questionnaire with the highest level need was the writing topic of 'daily life' with a mean of 4.07 (SD,0.82) and the second highest mean was translation from Thai to English with a mean of 3.8 (SD,0.79). 'Never learning critical writing' had the lowest mean score. The mean of learning critical writing is 2.67 (SD, 1.12).

For their specific need, these data reflected that the participants had experienced critical writing skills from their former schools, but they rarely learned to write exposition genre (the statement 'you used to practise writing exposition (one-side argument)' received the second lowest mean score of 2.73). This could explain why students were required to learn exposition genre and they also needed help with how to write about the topic of their daily life in the military. From their experience, their native language and English, had impact on their writing class and the course material

constructed played an important role in their development of critical thinking and writing technique based on the genre-based approach. In regard to the IOC calculation, the experts accepted all the topics with the content validity of 0.90.

3.3.2 The syllabus design

The syllabus and material design were constructed based on the genre-based approach and teaching learning cycle (Feez,2006). It consisted of objectives and five stages of teaching: building the context, modelling and deconstruction of the text, joint construction, independent construction and linking to related text. There were six units consisting of activities and teaching exercises for sixteen weeks (sixteen periods) and additionally, four periods for two pre-test and two post-test essays. The scope and sequence are: Chapter 1: Introduction, Chapter 2:Building the context, Chapter 3: Modelling and deconstruction of the text, Chapter 4: Joint construction, Chapter 5: Independent construction and Chapter 6:Linking to related text (see Appendix). In the first step the teacher introduced sample texts and let students identify different kinds of texts. The exposition genre was introduced and the teacher let students analyse texts and give the writer's purpose and its generic structure. Students learned how to use necessary grammatical structures and vocabularies. This would prepare them to write an exposition text. During the stage of building field, students had a chance to find information for their own text in regard to modelling and deconstructing the exposition text. Then teachers and students had a chance to discuss and explore the sample text to identify key grammar e.g. cohesive device, modals, emotive words and rhetorical features. The teacher asked in-depth questions for students to think critically and explore the text deeply for the function of the text and language, such as the main features of the exposition text and SFL lexico-grammar (SFL clause complex). The third step of the exposition text was joint construction of the exposition text. This is the stage of active learning. Students worked together to construct the text in groups of 3 or 4. The next step, independent construction of the exposition text, allowed students to create their own exposition text independently. They applied what they learnt to construct their text with the supervision of the teacher. They may consult their teacher and their friends. In the last step, students wrote their own text and published their work and evaluated their works and their friends' text. The cycle started again for second time and ended with post writing.

3.3.3 The Process of Constructing the Instruments

1. The questionnaire for needs analysis consisted of four parts, questions with a rating scale and open-ended questions (see Appendix). Likert's rating scale was used to construct a five-point questionnaire with values from 1-disagree, to 5-strongly agree. It consisted of the following parts: Part 1: general information and background, Part 2: questions asking about participants writing skill, Part 3: topics of interest and Part 4: additional suggestions. The purpose of the needsanalysis was to investigate students' personal information, their problems dealing with writing skills and their favourite writing topic. The content validity was measured by three experts who filled out the form for the item objective congruence in dex (IOC) and the reliability was measured by using Cronbach's alpha coefficient.

2. The pre-and post-writing (four essays; the first pre- and post-writing for the first cycle of instruction and the second pre- and post-writing for the second cycle of the instruction) consisted of a topic of interest based on the needsanalysis and related to English for the military course. The topics of the pre- and post-test were the same set of questions and their purpose was to assess students' achievement in critical writing. By comparing the test scores before and after genre-based instruction, the researcher would know if students improved their writing and critical thinking. The tests were conducted as follows: the researcher set the tests that matched the objectives in the syllabus, selected the topic of interest for the writing test according to the results of the needsanalysis. The researcher gave three experts an evaluation form to check the content validity. The researcher conducted the pilot study with a small group (three students) who were not participants in the present study to do the exercise according the material the researcher created.

3. The construction of course materials was based on a text-based syllabus design using the five stages of the teaching learning cycle (Feez,2006). The researcher determined the objectives, outcomes and design lesson activities and language focus based on Halliday's Systemic Functional grammar (SFL). In designing the materials, the researcher followed the Feez's (2006) guideline to design the lesson activities. The materials were divided into six lessons, Chapter 1,Introduction, Chapter 2, Building field, Chapter 3,Modelling text, Chapter 4, Joint construction, Chapter 5, Independent

construction, Chapter 6, Evaluation (see Appendix D). The lesson was revised and checked by the experts according to the content validity. Then the lesson was revised according to their suggestions. The researcher tried out the lesson with a small group and made sure if the course materials needed to be improved.

Most of the activities for the six lessons followed the same pattern: each lesson began with objectives, warm-up, content (for explicit teaching), language focus, extended and wrap-up activities (e.g. working in groups to fill in the blanks, brainstorming, discussing the given questions and an extra activity: critical thinking skill practise exercise).

The five stages of the teaching/learning cycle (two cycles for this study) were associated with various activities. After being familiar with the context they investigated the register of the model text and its social purpose in Stage 1, students understood the topic, the roles of people using the text and the channel of communication and students started the activities with the modelling stages. They explored the structural pattern and language features of the model text and they explored the model with other examples that dealt with text-level and clause-level activities in Stage 2 (e.g. sequencing jumbled stages, charts, presentation relating to cohesive devices, lexical items and modality, etc.). In Stage 3, joint construction, students moved closer to control the text type independently and the activities included teacher questioning, discussing, editing, whole class construction, information gap activities, small group construction of the texts and assessment activities. In Stage 4, students worked independently with the text and the activities included numbering, underlining material on a worksheet, spoken presentation to class, answering questions and writing tasks. In Stage 5, students explored what they had learnt that can be related to other text (e.g. comparing models, researching other text types, etc. Feez, 2006, p.28-31).

4. After the genre-based instruction, the feedback questionnaire to collect information regarding students' opinion was distributed by the teacher (twenty-one questions with two open-ended questions). Likert's rating scale was used to construct a five-point questionnaire. The validity of the questionnaire was determined by the Item-Objective Congruence (IOC=0.85) and the reliability was analysed using Cronbach's alpha (above 0.96).

3.4 Data collection

3.4.1 Data collection process

1. The process for data collection started with the pre-writing during the first week of the second semester, 2020. Students were divided into groups according to their level of English proficiency after taking the pre-test essay. All participants took the post-test after the last class. The post-test was followed by the feedback questionnaire. Each student completed the feedback questionnaire after the last class. They wrote journals after learning the course material.

2. The sample lesson is shown as follows. The researcher read an exposition text, ‘Why should we join the army (or not)?’ Then the teachers and students discussed the text by modelling and deconstructing the text. The students had a chance to activate their background knowledge and find information for writing preparation. Students were taught explicitly how to analyse the text so that they understood the function and the purpose of the text. They were introduced to the use of key vocabulary, such as military technical terms or emotive language, the grammatical or structural pattern of the text, such as clause complex in functional grammar or the generic structure of exposition genre:

1. Introduction: background, position, preview.
2. Body: arguments, point elaboration.
3. Conclusion: restatement, suggestion.

3. Moreover, in the classroom students were guided and helped by the teacher when they did activities in class, such as underlining cohesive devices, or key technical vocabulary. The explicit teaching and scaffolding stage helped students finally become critical and independent writers. They revised the vocabulary and grammatical structures they had learnt, reconstructed, paraphrased the text, summarised ideas and created mind-mapping based on the main idea of the text. This process helped students to understand the given exposition text and write their own text in groups and on their own when they got used to elements of the text, relevant vocabulary and grammatical patterns.

3.4.2 Data Collection Tools

The exposition genre writing test and questionnaire questions were applied as data collection tools in this study (before and after the treatment). The teacher reviewed

the different topics related to the exposition text. The topics were related to students' needs (needs analysis) and their future career. The purpose of the study was to compare and contrast their writing ability before and after the genre-based instruction. The pre-test and post-test were identical with the same questions. The students' exposition writing ability was evaluated by the following scoring rubric.

Generic structure (organisation of exposition)=4

Complex clause (connecting idea)=4

Word choice=4

Critical thinking=4

Argument=4

The assessment of generic structure consisted of a statement of position, background information, argument and reinforcement of the statement position. The critical thinking was evaluated using the following criteria e.g. questioning abilities, drawing conclusions, self-awareness, communication and collaboration. After the treatment, students' opinions toward the instruction were examined using Likert Scale questions (strongly agree=4, agree=3, disagree=2, strongly disagree=1). There are the open-ended questions at the end. Students could give suggestions and speak about their difficulties as well as any satisfaction gained. The validation of the instrument was conducted using the IOC by three experts in the field of English teaching and the SFL genre-based approach. They evaluated the syllabus, tests and questionnaires using a three-scale rating (+1=appropriate, 0=not sure, -1=inappropriate; if the IOC value is higher than 0.5=acceptable).

The syllabus (see Appendix) was revised by the experts to see if it was suitable for students according to the language level, language use, objective, outcome and teaching process. Their comments were useful for improvement. The experts validated writing tests (pre-test and post-test) to see if it had content validity according to the questions and scoring rubric. The instruments were edited and validated; the researcher did the pilot testing for three of students who had the same level of English proficiency in order to examine their suitability (if they could understand the course material and the questionnaire).

3.4.3 Data Analysis Process

Data collection started from October 2020 to February 2021. It was difficult to manage the class because of the impact of the COVID-19 pandemic. Sometimes students needed to learn online according to the restrictions of physical distance. Some written texts of the students were excluded from the study because of their absence due to inconsistent internet connections. Consequently, at the end of the class the number of students who voluntarily attended class decreased. There were only fifteen students in regular class and fifteen students in the English programme. Texts were not selected in this study if they were too short and written by the students who missed more than one class. Finally, there were nine students whose essays matched the mentioned criteria. These nine students never missed the class and submitted every assignment on time. After that, the researcher and an expert checked students' written essays and calculated the score using the scoring rubric in term of critical thinking, generic structure, arguments, clause complexes and vocabulary (see Appendix). The researcher used the tally of marks to make frequency distribution tables for the analysis of clause complexes and let an expert check the correctness of distribution tables and how the data could be analysed and verified. When the experts agreed with the researcher on the marking system, the researcher reported and presented the data in this study. Students were divided into high, mid and low groups according to their pre-test score (10 points) and their ECL test (English test for the military). The pre-test score of high group=7-7.75, Mid group=6.25-6.5 and low group=5.25-5.75). ECL test scores that fell between 60-74, 75-84 and 85-100 were considered (in this study) low, mid and high group scores, respectively.

3.5 Teaching & Learning in classroom

There are two compulsory English subjects in the school, Foundation English (1 credit) and English Plus (1.5 credits). The session in this course was part of the subject, English Plus, three hours a week for second year class pre-cadets in AFAPS. The objectives of the course align with the school curriculum which enables students to read and write formal essays and express their own thoughts. Moreover, students are expected to think critically according to Standard T.1.1. (see Appendix C).

The three-hour course consists of reading-writing activities based on an

American Language course book which focuses on English for Military and LAB Listening. In this course, students will mainly practice how to write exposition texts. The six chapters on exposition genre lasts 16 weeks during which the researcher taught 2 sessions each (eight weeks per a session), one hour a week and two hours for the pre-test and post-test essays. The chapters for the course are: 1.Introduction to text types and exposition text, 2. Building field/context of exposition text, 3.Modeling the exposition text, 4. Joint construction of exposition Text, 5.Independent exposition writing and 6.Linking related text and evaluation (see Appendix D).

The lesson started with a warm-up activity based on questions for discussion and the objectives of the units, content and reading-writing exercises, language focus and extended activities. Students read the text and identify key generic and linguistic features for exposition texts. Then they discussed and learnt the model texts. Student had a chance to discuss the texts and learnt the necessary structures and linguistic features of the text. Therefore, they knew how to construct and write an exposition text effectively in a group and individually (Feez,2006). Chapter 1 was the preparation of the learning stage. Students were familiar with the text types and each chapter presents some necessary vocabulary use and grammatical structures. Students read and analyse texts in many aspects: the writers' purpose and how the authors use language based on SFL in their text e.g. clause structure, military vocabulary, cohesion, simple and complex sentences, and the appraisal system (evaluative language),etc. Students were asked to perform the same kind of texts they learnt from the past chapters. They had a chance to write in groups and find more information to prepare for their writing task. They discussed the given topic and texts with scaffolding from the teacher and their friends. They practice writing outline and construct mind mapping. When they finished their first draft, their friends gave feedback and do self-assessment (Derewinka,2004). Finally, the teacher used the rubric scores to grade their texts according to four areas of criteria that were equally weighted:

Generic structure (Organization of exposition) = 4

Complex Clause (Connecting idea) = 4

Word choice (Vocabulary)= 4

Critical thinking (Clear argument) = 4

Argument = 4

3.6 Teaching and Learning Cycle based on SFL Genre-Based Instruction

Teaching and Learning Cycle (TLC) is a pedagogical framework in SFL genre-based approach for scaffolding writing and promoting students' critical thinking through various class activities, e.g. critical writing analysis, explicit teaching, etc. (Spycher,2017). It aims to help students meet appropriate levels of academic writing and important skill in the 21st century by producing a successful exposition essay. This was achieved through scaffolding students' learning about language and meaning in the exposition genre.

Feez (2006) suggested the following stages in a text-based approach. Phase 1: Building the context, Phase 2: Modelling and deconstruction of the text, Phase 3: Joint construction of the text, Phase 4: Independent construction of the text, Phase 5: Linking related texts. There were two sessions for this study (Cycle 1 and Cycle 2).

1) In the first stage, students were prepared for writing. They were introduced to the social context of the model text. Then they explored cultural contexts, the context of the situation and register of the model text. They participated in context building activities including presenting contexts, establishing social purpose and comparing model texts. Students get familiar with building knowledge of the topic, use the model text to study structure and language and gain and understand the relationship of people using texts and channels of communication.

2). This study used a case study research which explores the Genre-Based Approach (GBA) in the classroom in the 2020 academic year and employed two data collection techniques. i.e the documentation of students' essays (each student wrote pre-writing, in class exercise and post writing essays in 16 weeks) and their journals. In this study, the researcher designed a course worksheet based on a text-based syllabus (Feez,2006) because the text book called 'American Language course in English' for the military course lacks exposition texts.

3)The procedures in the sample lesson plan are: The teacher built the cultural context, shared background knowledge and experiences as well as discussing important vocabulary and grammatical patterns after reading the text. The teacher gave more examples of the text, suggest how to read it and let students compare and contrast the given texts (critical thinking process). Then students read their own text and discuss

the content of the texts. The joint construction of the text is the step when students try to produce their own texts by speaking or writing individually and independently. (The product of the critical thinking process) During this stage, students develop their spoken and written texts with their peers and the help from the teacher. After that they can produce their text independently and relate to other contexts.

4) Different genres call for different types of critical practices, for example making connection, separating and categorising ideas, predicting consequences, interpreting, exploring, responding to the questions, solving open-ended problems, synthesising, criticising and evaluating argumentative texts. The skill was incorporated into genre-based class. An exposition genre is the important genre to foster critical thinking and included in the curriculum in Singapore. According to Richard (2006), a text-based approach for primary and secondary school in Singapore involves the following text types in the syllabus: procedure, explanations (explain how and why), exposition (reviews, arguments, debate), factual and personal recount (magazine article, autobiography), information report, narratives (stories, fables), conversation (email and letter, Richard,2006, p.38).

5) According to Ruth and Carmen (2017), during the class activities , students were asked to practise critical thinking and respond to the text reasonably and argumentatively. This can develop the students' voices and ability in class according to the mainstream curriculum in the new national education and also respond to preparing the youngsters for the 21st century, the major challenge for Thai educational reform. Students are expected to be equipped with a new skill set, e.g. complex problem solving and critical thinking skill to cope with the rapid changing world (Pittayapongsakorn,2018). Moreover, unlike other strategies, in the TCL, students will have more exposure to English language because they will have a chance to analyse the language of a particular genre with the teacher's assistance. They learn how to construct and identify an example of good writing. The Stage 2, 3, and 5 are missing from a typical EFL class. Most teachers use only stage 1 (building field) and then quickly let students write the text in stage 4 (Spycher,2017).

3.7 Data analysis: The Quantitative Data Analysis

Quantitative data analysis (statistical report) was used when the researcher explored the students' opinion after the end of the instruction. Two experts, a doctoral

graduate who knows SFL theory and the director of the Foreign Language Division in the school (who knows the context of the study with more than 30 years of teaching English in the school) helped with the process of validating this study. The context of this study refers to A military school where first and second year class pre-cadets receive physical training (PT) and are enrolled in a two year-compulsory programme as well as receiving instruction in academic subjects which includes Physics, English and Mathematics. However, the enrolment of students from disadvantaged minority groups, that is ethnic minorities, or students living in poverty and/or from rural areas, has increased over the last few years.

This study aimed to find out the opinions of pre-cadets in terms of their English writing to have a general understanding of the perceptions of pre-cadets and the development of their writing skill. The findings were developed from the questionnaires and qualitative data from students. The data were analysed using SPSS, a statistical program for social sciences. The descriptive statistic namely: percentages, frequency and standard deviation were used to analyse the result of their product, both written texts and questionnaire. The questionnaire items concerned the teaching and learning process for the writing course. A five-point Likert scale was used: 5- extremely agree, 4- mostly agree, 3- moderately agree, 2- slightly agree, and 1- least agree. The findings were received from a total number of thirty completed questionnaires and qualitative data (addition suggestion from students).

The summary of the research methodology is as the following table :

Table 3.3 Summary of the research methodology in this study

Research Factors	Research instrument	Data analysis
Exposition writing instruction using genre based approach with critical thinking strategies (Text based syllabus –Learning cycle e.g. building context, joint construction, independent construction) Sydney genre based course material + Critical thinking skill practice	Exposition writing test Journals	Critical thinking rubric score based on SFL (the number of simple and complex sentences) Content analysis
Students' Exposition writing ability (generic structure & linguistic features)	SFL tools (functional grammar : clause complexes)	SFL linguistic analysis & generic structure analysis (Clause complex, topic sentence, supporting details, etc.)
Opinions toward the course material based on SFL	Questionnaire	Mean and standard deviation

3.7.1 Quantitative Data analysis

Quantitative Data analysis was divided into 3 phases

Phase 1 :The two questionnaires (need analysis, post learning) were analyzed and calculated using the SPSS software program for Windows. The questionnaire for need analysis was analyzed before the material design and the post learning questionnaire was analyzed at the end of the instruction (reliability value = 0.96).

Phase 2: The writing test was evaluated by the researcher and an SFL expert (see 3.4.3).

Phase 3 :The researcher started the lesson and before using the course material, the experts diagnosed if the material is appropriate (IOC score for the feedback questionnaire = 0.85) and gave suggestions for the improvement.

3.8 The Analysis of Textual Structure or Organization (generic structure of exposition) and Students' Use of Logico-semantic relations (language use)

The texts [pre-test (written text1) , mid-point (written text 2,Group work at the end of cycle1) and end-point (written text4, cycle 2)] of thirty students were subject to the first analysis. Each student created three texts (27 written texts from nine students were selected to be analysed by the researcher see, 3.4.3). The texts were considered if they matched the Sydney school structure or not (conforming or non-conforming) according to main parts of Exposition (thesis, supporting arguments and reinforcement).

The coding of pre-test essay was collected and compared with posttest essay (150-200 words). To examine the textual metafunction according to SFL ,the production units (e.g. clauses ,simple &complex sentences) were tarried , counted, and coded by the researcher according to the following criteria.

3.8.1 Analysis of Students' Generic Structure (organization).

This study explores how learners use generic structures in their essays. Their written texts were coded with the following components of exposition essay : background(orientation) ^thesis (preview), position ^ argument (point elaboration), reinforcement of thesis ^Restatement of thesis/recommendation (Derewinaka,1990).The introduction part of the essay presented and introduced point of view of the argument or provide a statement that get attention from readers. In regard to the body paragraph, the writer supported their argument and at the end, the writer restates his point of view for the conclusion (<https://assets.readingeggsassets.com>).

3.8.2 Analysis of Students' Use of Logico – semantic Relations (Clause Complex)

The second analysis was applied to find the logico - semantic relation in students' language , in particular , the level of clause and clause connections. The focus of the analysis accounts for the students' choices of clause complexes (the key points of meaning making and critical thinking) classified into “projection” , “extension” , “elaboration” and “enhancement” according Halliday &Mathiessen , 2014 , chapter 7). The clause connections or relations were interpreted the actual use of these resources qualitatively (for guiding the rhetoric development of text) and quantitatively according to additional critical thinking rubric score. The clause complex/sentence is regarded as one or more clauses form single, separate grammatical unit. Each clause was divided into individual clauses according to type of the relationship in the following coding system.

1. Taxis : 1.1 Parataxis Linking of clauses of equal status 1.2

Hypotaxis Linking of clauses of unequal status (α , β , γ) . The status of hypotactic

clauses are represented by Greek letters α , β , γ whereas the status of paratactic clauses are marked by Arabic number 1 , 2 , 3.

2. All clauses are connected by a logico-semantic relation. Taxis is the combination of clauses that can be called “mutual dependence” or interdependence in the complex clause. Taxis can be divided into 2.1 parataxis (linking equal elements) and 2.2 hypotaxis (linking unequal elements). If the relationship between the clauses in a complex clause is called “hypotaxis”, then it means that one of the clauses depends on other clauses or it dominates others (the same as subordinate clause) whereas if the clauses are appared , it is called “parataxis”. (Halliday & Mathiessen , 2014 , p.440).

3. A clause is associated with one of the logical – semantic relationships : expansion or projection. Expansion links multiple processes by providing additional information. It involves three types of relationship , they are : elaboration represented by the symbol = (i.e,e.g.) , extension represented by + (and ,or) and enhancement represented by X (so , yet , then), locution represented by “ (say) Idea represented by ‘ (think)

Expansion : the secondary clause expands the primary clause

Projection : the secondary clause is projected through the primary clause

(Halliday & Mathiessen ,2014 , p. 436- 444).

The Sample Complex Clause Analysis is shown as follows:

Table 3.4: The Sample Complex Clause Analysis

1+2	The only thing I have seen for myself and tried was rubbing huge tree bark.
------------	--

$\alpha+$	That was in some obscure temple where the tree was supposedly
$\beta =$	possessed by some lady spirit who drowned in the river.

In regard to grammatical and semantic unit, the clause complex is further subdivided into smaller parts : clause, phrase, and words respectively. They are linked together in meaningful way and regarded as logical combination or relation that can express content in text types.

The sample of the lesson applied by the researcher

The sample of the lesson is shown as follows: (see appendix D for more details)

Instructions : Read the following sample essays and discuss with your friends in group of 3-4 and do the following task : 1) Analyse generic structure and underline main linguistic features (e.g. clause complex, modals, theme, etc.) 2) Answer the questions about the text.

Some people believe that women should be treated as equal to men when applying for a job with the police or the military. Others think that women are less suitable for this kind of job.

(Source : <https://www.ielts-blog.com/ielts-writing-samples>)

Sample Essay

In recent years gender equality in employment has been the topic of heated debate. While some may argue that women are less suited for certain jobs such as with the police or the military, I believe that female candidates should be treated the same as their male counterparts. (Paragraph 1)

Paragraph 1 (Example of classroom interaction, teacher-students)

Teacher : Which word are cohesive devices ? Make the sentence using them.

Answer while, that While I was working, , She said that

Teacher : which word refers to modals ? Answers should Example : You should take a rest.

Those who consider women to be unsuited for some kinds of jobs including the police or the military often hold that opinion because such jobs are extremely physically demanding. As the female body has smaller muscles and less physical strength compared to male body, women may have difficulty engaging in strenuous activity which can be exhausting even for men. In military service, female soldiers are more likely to struggle while defending themselves than their male peers when they are forced to move around carrying heavy firearms in the battle, which can increase their risk of mission failure. Because of the hazards and extreme conditions they may encounter, some people advocate that women are not suitable for work in these fields.

Paragraph 2 : Example : Critical thinking Practice

Teacher : 1. Which sentence can be identified as fact or opinion ?

.....

Nevertheless, I believe that female applicants should be considered for police or military placements without a gender bias, because women are more suited to certain tasks. In the police service, female officers can perform important roles on some occasions such as a body search where male officers are restricted from touching female convicts. In the military service, female nursing staff are more likely to care better for injured soldiers since maternal instinct makes them dedicated and heart-warming professionals. Furthermore, for the sake of fairness to all, job seekers should have an equal opportunity to choose their jobs freely, regardless of gender. Many women have the desire to work in the police and the military and some of them have relevant expertise and qualifications. Therefore, they should not be discriminated against in employment opportunities for these jobs.

Paragraph 3 : Example : Critical thinking Practice

Teacher : 1. Do you agree with the writer? State your reasons.

.....

In conclusion, although some say that women are incompatible with police and military duties because of the high physical demands, I believe that they should be treated as equal to men. This is because there are certain roles with the police and the military that are more suitable for women than men, and therefore both genders should have equal employment opportunities.

Paragraph 4 :Example : Language Focus. Read the following guideline and analyse Clause Complex complex sentence in paragraph 4

A Clause complex consists of simple sentences that can be analysed by using Arabic numbers for independent clauses (paratactic) 1,2, 3 ,... For Example : He ran away (1) and he forgot his books (2) and Greek letters for dependent clauses [α] ,[β]) for Example : He ran away [α] because he was scared. [β](Halliday & Matthiessen, 2014) and it can be analysed : He ran away (statement) because he was afraid of the dog (supporting reason) (Anderson,2015).

He ran away [α]		He was afraid of the dog[β]	
He (actor)	ran way (process)	He (actor)	is afraid of the dog (process)

The sample generic structure analysis will be shown as follows :

Table 3.5 :The sample generic structure analysis

Introduction	Orientation	<u>Introducing the subject</u> <i>In recent years gender equality in employment has been the topic of heated debate.</i>
	Position (Thesis)	<u>Presenting the writer's position</u> <i>I believe that female candidates should be treated the same as their male counterparts.</i>
Body	General point elaboration 1.1	<u>Argument in support 1</u> <i>Those who consider women to be unsuited for some kinds of jobs including the police or the military often hold that opinion because such jobs are extremely physically demanding.</i>
	General point elaboration 1.2	<u>Argument in support 1</u> <i>In military service, female soldiers are more likely to struggle while defending themselves than their male peers when they are forced to move around carrying heavy firearms in the battle, which can increase their risk of mission failure.</i>
	General point elaboration 2.	<u>Argument in support 2</u> <i>I believe that female applicants should be considered for police or military placements without a gender bias,</i>
	General point elaboration 2.1	<u>Argument in support 2</u> <i>women are more suited to certain tasks</i>
	General point elaboration 2.2	<u>Argument in support 2</u> <i>job seekers should have an equal opportunity to choose their jobs freely</i>
Conclusion	Restatement of the position	<u>Reinforcement</u> <i>although some say that women are incompatible with police and military duties because of the high physical demands, I believe that they should be treated as equal to men.</i>
	Recommendation	<i>therefore both genders should have equal employment opportunities</i>

Exercise : According to the reading passage, work in your group to answer the following questions.

Warm up : Discuss in your group. What are the qualities of a good essay ?

1. What is the author's purpose ?
2. What is it about ? what type of this text ?
3. What does the writer tell us ?
4. What are the arguments for ?
5. What kind of person do you think wrote the texts ?
6. Who was it written for ?
7. Who are the target audience ?
8. What is the effect of this text?
9. Where can you find this text ?
10. What information does the writer support his or her argument ?
11. Is it a good essay ? Why or why not ?

Wrap up questions

12. What are important parts of an essay ?

.....

13. How do you start and end your essay ?

.....

This study is descriptive linguistics research that aims to collect both quantitative and qualitative data. This study explored the effects of Sydney genre based instruction on students' , writing and critical thinking ability and opinions toward the instruction using Text based syllabus including Teaching & Learning Cycle (Feez,2006). The pre-test, in-class exercise and post-test essays and questionnaires are used to measure student's ability and opinions. The purposive sampling design were used to select the participant in the study. The instruction was conducted for 16 weeks during the second semester of academic year 2020.

The summary of the research process includes preparing the instruction, the data collection and the data analysis. At the beginning, the researcher explored the basic concepts and related research and methodologies in SFL instruction to conduct need analysis that necessitates the pilot project (need analysis, and tryout process). After the tests and materials were validated and revised, the researcher conducted the instruction using the materials based on SFL perspectives in class. The students completed pre-test essay (essay1) before the first learning cycle begins and the post-test (essay3) and feedback questionnaire after the end of the instruction of the cycle (16 weeks). After finishing the first cycle (7 weeks), students produced in-class exercise (essay2). During the data analysis, the students' performance, journals and opinion were analyzed and the effects of the instruction were evaluated by using rubric scores and the frequency of clauses.(e.g.the number of simple & complex sentences) (To answer research question 1 -4).The researcher used SFL tools for analyzing students' linguistic feature (language use, in particular clause complexes) and generic structure (text organization) development (To answer research questions 1-2).

CHAPTER 4

ANALYSIS OF GENERIC STRUCTURE DEVELOPMENT

This chapter outlines the textual organisation (generic structure) and explores the issues of texts written by students in three groups (high, mid and low groups). Each group consists of three students. They were divided into three groups according to their screening test (ECL test) and pre-test essay (see Appendix F). The ECL (English Comprehension Level) test is used for measuring the English language proficiency for military personnel who are non-native speakers of English developed by the United States Department of Defense. The test is scored on a scale of 100. Scores that fall between 60-74, 75-84 and 85-100 are considered (in this study) low, mid and high group scores, respectively. (The pre-test score of high group = 7-7.75, Mid group = 6.25 -6.5 and low group = 5.25-5.75).

For the pre-test essay, the researcher let the experts check the accuracy and received comments, suggestions and feedback for checking the students' work.

To answer research question 1, how well do students develop a generic structure of the exposition genre (organisation), resulting in the implementation of the Sydney genre-based course material (based on the degree of conformity as outlined in the Sydney genre-based school)? The analysis was divided into two parts: 1) the analysis of the pre-test, class assignment and post-test results among the three groups; 2) the analysis of the work of nine students who in total wrote twenty-seven exposition texts.

The researcher investigated the writing tasks of students at the beginning, middle and end of the course. The researcher investigated if students can produce the texts that match the generic prototypes outlined in the Sydney genre school literature and, additionally, their development after they received explicit instruction in writing exposition was investigated by the researcher. All students had to write a short essay of at least 150-200 words. They had to choose the questions based on the needs analysis (topic of interest) in Chapter 3. They had 50 minutes to prepare and write their essay. The main focus is on generic structure (organisation) in terms of the transition and development of each of the students from the first stages through to the final stage of the teaching and learning cycle of the SFL genre-based instruction. The researcher taught a genre-based English writing course to second year class pre-cadets (N=30)

who studied in the normal and English programme of the 2020 academic year in the ArmedForces Academies' Preparatory School.

The researcher investigated the developments in students' essays using the following: Writingrubric (Derewianka, 2012; Nopita, 2020; Eggin, 2004; Halliday & Matthiessen, 2014).

Table 4.1 writing rubric

Criterion	4	3	2	1
Generic structure	Clear thesis statement, introduction, body and conclusion	Mostly clear thesis statement, introduction, body and conclusion with few errors in organisation	Generally clear thesis statement, introduction, body and conclusion with some errors in organisation	aimless, not readable with no organisation
Clause complex	High control of clause/sentence construction with minor or no errors. Utilises a variety of simple and complex sentences accurately	Some control of clause/sentence construction with some errors. Utilises mostly simple and complex sentences accurately	Some control of clause/sentence construction with few errors. Utilises few simple and complex sentences accurately	Unable to construct sentences. Difficult to read with a lot of errors
Vocabulary (word choice)	Uses a rich variety of vocabulary (nouns, verbs, adjectives, etc) accurately	Uses adequate vocabulary (nouns, verbs, adjectives, etc) accurately	Use some vocabulary (nouns, verbs, adjectives, etc) accurately	Limited, irrelevant and confusing vocabulary
Argument	Well organised, fully understandable supporting details.	Well organised, fully understandable supporting details with a large amount of important information	Somewhat understandable supporting details with some important information	Rarely understandable and goes off the topic
Critical thinking	Connects all concrete ideas uses a variety of connectors in complex sentences exhibiting a logical sequence of arguments	Connects adequate concrete ideas using some connectors in complex sentences exhibiting a logical sequence of arguments with few errors	Connects few concrete ideas using few connectors in complex sentences exhibiting a logical sequence of arguments with some errors	Unable to connect ideas and complete sentences accurately Inadequate arguments with no evidence.

Essay topics for the students were:

- (1) Topics for the pre-test and post-test essays:

1. Do you agree or disagree that a pre-cadet should use a mobile phone, ipad or laptop for learning in the school? Give some reasons to support your arguments and position.
2. Do you agree or disagree that military technology is important for the military? Give some reasons to support your arguments.
3. Do you think a military leader can develop the country? Give some reasons to support your arguments? (The reasons for choosing these topics are based on a needs analysis and the school curriculum considered the military context important).

(2) Topics for the class exercise and post-test essay:

1. Do you agree or disagree that information technology is necessary for learning in the school? Give some reasons to support your arguments and position.
2. Do you agree or disagree that military technology and modern inventions are important for the military? Give some reasons to support your arguments.
3. Do you think Thai military personnel should cooperate with those in other countries?

Give some reasons to support your arguments.

In the following sections, the analyses from the findings are discussed by the researcher

- the essays students produced at the beginning of the course, pre-test, midpoint and at the end of the course, post-test, which were compared by the researcher based on the exposition genre as defined in the Sydney school. This section will begin by examining the writing of nine students (high, mid and low groups) which both 'conform' and 'non-conform' according to the literature.

In regard to the analysis of students' texts, they were presented in two contexts: conformity and non-conformity to the Sydney genre-based school structure. It can be seen that some students produced texts with the basic elements needed for the exposition. The researcher took out the nine students for analysis of the pre-test, at the mid point (eight weeks) and the

post-test essays (sixteen weeks). The written texts were analysed to determine the degree of the students' conformance to the organisation associated with the SFL exposition genre (thesis supporting argument reinforcement, suggestion) (Martin, 1992, 1985; Feez, 1998).

4.1 Key Findings of the Generic Structure

4.1.1 Pre-test

An analysis of the pre-test essays written by students revealed that two of the six students in the high group could produce texts that matched with the generic structure outlined in the literature based on the Sydney genre-based pedagogy and they were classified as 'conforming' types whereas six out of nine students produced texts which were classified as non-conforming because they did not match the structure outlined in the literature.

4.1.2 In-class writing exercise (class assignment)

In this writing exercise, all students produced the texts which matched the model text outlined in the literature in the Sydney school. Students produced the text in week 7 after the course had begun.

4.1.3. Final essay (post-test)

The analysis of the texts written by students for the post-test found that all students produced the texts which matched the model text outlined in the literature in the Sydney school. No students produced the texts which departed from the Sydney school model.

As indicated above, three essays of the nine students were analysed and provided conclusions about the trends in the students' writing in the low, mid and high groups. According to the results above, students could follow the typical models of exposition (one-sided argument) (Martin & Rose, 2008). The conformity found in this analysis could be seen as unproblematic because students showed the effectiveness of text organisation due to the correlation between the course content and the students' academic literacy.

The case studies are divided into two groups: conforming-conforming and non-conforming to conforming.

The case studies of two students produced pre-test essays which matched the model text according to the Sydney school.

It seems that there were little developments in these students' writing due to the fact that their texts were considered as 'conforming' before participating in the SFL genre-based instruction (teaching and learning cycle). Both of them were in the high group. However, the students could write optional elements within the exposition genre in their essays 2 and essay 3, such as giving an example or telling the history.

From the 'non-conforming' to 'conforming' expositions, according to the pre-test essay, it turned out that seven students could produce texts that were non-conforming. Most of their texts did not include the basic elements of exposition genre, such as orientation, point elaboration and reiteration. However, they could gradually produce the texts that were conforming at the middle and end of the class.

4.2 Essays by Students in the High Group (Students 1, 2, 3)

The students' writing performances in the high group were evaluated on five product factors: namely generic structure (organisation of exposition), complex clauses (connecting ideas), word choice, critical thinking and arguments (see Appendix). The researcher converted twenty marks into ten. According to the table below, the students' writing ability after learning through SFL genre-based instruction showed a higher average score than the scores of the pre-test essays for all five test components. Students in the high group got scores of more than nine (between 9.19-9.78). This indicated that they had reflected good improvement.

Table 4.2 : Essays by students in the high group

High group	Pre-test	In Class	Post-test
Student 1	7.75	9.78	9.66
Student 2	7.25	9.19	9.55
Student 3	7	9.52	9.52

In regard to the pre-test essay, it can be argued that Student 1 could introduce the background and present his arguments. However, he did not preview what would be discussed in the body paragraph and his argument was not clear at the beginning. However, unconventionally, his stated position or his stance at the end, was not in the way outlined in the literature. It can be inferred that he did not show the specific points at the beginning because of inexperience in producing argued text and his written text lacked coherence and logical order

in spite of high English fluency. On writing text 1 (pre-test) he kept telling the story in his essay without planning.

His in-class exercise and post-test consisted of the necessary elements, orientation, preview, thesis statement, statement of position and restatement. Moreover, Student 1 could use transition words and add more arguments. His thesis statement was clear and his body paragraph concise. He could give suggestions at the end of his essays.

In this case, it is possible that Student 1 became familiar with the generic structure in this course and he could develop his essay effectively at the end.

Student 2 could state his position and give examples to support his opinion. The introduction included orientation, preview and position. However, the conclusion would be more conventional if there were more point elaborations that supported his argument. The macro genre 'exemplum' is typically implemented in this essay. However, in essays 2 and 3, there were positive developments with a variation of connective devices, for instance, and such as in essay 1 he constantly connected his ideas with 'for example'. In essay 3, he was able to use clear supportive arguments and provide unambiguous explanations.

In regard to his class exercise and post-test essay, they were defined as unproblematic instances of the Sydney school because: (1) It began with an introduction (orientation, preview); (2) It was followed by elaborated arguments that supported his central idea; (3) It included a conclusion, (restatement and additional suggestions).

Student 3's pre-test essay included orientation, argument, point elaboration and conclusions which is almost conventional according to the Sydney genre-based school. The body paragraph presented both sides of the argument and it was unconventional because the thesis statement appeared at the end of the body paragraph. However, he stated his position at the beginning (first sentence, introduction) and his introduction did not include preview, his essay included discussion genre 'some people cite'. This is a new genre of the text 'discussion'. It does not seem to be relevant to his main argument. Moreover, Student 3 stated his position in favour of using mobile phones, but he still worried about the advantages of using mobile

phones in the school. He was supposed to support the idea of using mobile phones. It can be classified as another side of the argument. At the end, he gave some additional ideas (prediction) to the audience. However, his arguments did not show only a one-sided argument. His arguments in essay 1, stated arguments of students, school and other people. His post-test essay included some irrelevant elaboration, but it contained more detailed information than his former essays. However, his essays 2 and 3 were more organised, clear and focused than his pre-test.

It can be discussed that his essays 2 and 3 consisted of basic elements of conventional structure according to the Sydney genre-based school. It can be argued that more conventional structures had been found significantly in the student's text (essays 2 and 3) compared with the pre-test essay.

4.3 Essays by Students in the Mid Group (Students 4, 5, 6)

The students' writing performances in the mid group were evaluated on five product factors: namely generic structure (organisation of exposition), complex clauses (connecting ideas), word choice, critical thinking and arguments (see Appendix). The researcher converted twenty marks into ten. According to the table below, the students' writing ability after learning through the SFL genre-based instruction showed higher average scores than the scores of the pre-test essays for all five test components. Students in the mid group got scores of more than eight (between 8.52 and 9.55). This indicated that they had reflected good improvement.

Table 4.3 : Essays by students in the mid group

Mid group	Pre-test	In Class	Post-test
Student 4	6.75	9.45	9.55
Student 5	6.5	8.52	9.13
Student 6	6.25	8.99	9.38

It can be discussed that Student 4 started his essay with an opening remark that seemed like spoken language. Student 4 stated his position clearly, but the body paragraph included both arguments and a warning. Instead of being straight forward by saying using 'technology is dangerous', he suggested what pre-cadets should do and warned them not to misuse the technology. He was supposed to concentrate on the advantage of using mobile phones. In fact,

due to Thai culture, saying directly that the mobile phone is bad and dangerous seemed to be impolite. Therefore, he was aware of this and tried to compromise and give a warning. It is not relevant to the central idea because he also mentioned another side of the arguments.

In regard to his class exercise and post-test essay, they can be defined as an unproblematic instance of the Sydney school because: (1) It begins with an introduction (orientation, preview, statement of position); (2) It followed by elaborated arguments that supported his central idea; (3) it included a conclusion (restatement and necessity).

According to Table 5 (see Appendix F), in essay 1 (pre-test), Student 5 started his essay without preview, he stated his position without point elaboration. He ended his essay with restatement and suggestion. However, he did not introduce his arguments with a strong thesis statement and his suggestion at the end seemed ambiguous. Therefore, it can be discussed that his structure did not follow the pattern outlined in the literature. He showed his arguments, but some arguments need more point elaborations, a thesis statement and transition words.

In regard to his in-class exercise and post-test essay, Student 5 tended to form clear arguments with appropriate support to persuade the audience, in addition, they can be defined as unproblematic instances of the Sydney school because: (1) It began with an introduction (orientation, preview, statement of position); (2) It was followed by elaborated arguments that supported his central idea; (3) It included conclusions (restatement and suggestions).

According to pre-test 6, it can be discussed that Student 6 stated his position at the beginning informally due to the word 'yes, I do', 'thanks for reading'. (It can be discussed that this seems like spoken language and question-answer according to argument 3). He ended his essay with restatement and preview. The macro genre 'exemplum' is implemented and his essay did not include preview and orientation. Unable to connect his ideas smoothly, his arguments were not well-organised and presented unclear points.

In regard to his class exercise and post-test essay, Student 6 was able to develop his arguments, clearly and concisely and in his essay 3 he could expand his ideas in more detail. Essays 2 and 3 could be defined as unproblematic instances of the Sydney school because: (1) They began with introductions (orientations, previews, statements of position); (2) They

followed by elaborated arguments that supported their central ideas; (3) They included conclusions (restatements, necessities).

4.4 Essays by Students in the Low Group (Students 7, 8, 9)

The students' writing performances in the low group were evaluated on five product factors: namely generic structure (organisation of exposition), complex clauses (connecting ideas), word choice, critical thinking and arguments (see Appendix F). The researcher converted twenty marks into ten. According to the table below, the students' writing ability after learning through SFL genre-based instruction showed a higher average score than the scores of the pre-test essays for all five test components. Students in low group got scores more than 8 (between 8 and 9.05). This indicated that they had reflected good improvement.

Table 4.4 : Essays by students in the low group

Low group	Pre-test	In Class	Post-test
Student 7	5.75	8.51	9.05
Student 8	5.50	8.00	8.96
Student 9	5.25	8.75	9.18

According to Table 7 (see Appendix), essay 7 (belonging to Student 7) included arguments, point elaboration and a statement of position. However, it departed from the basic elements of exposition in the Sydney genre-based school because it did not include an introduction and restatement. Without a clear thesis statement, his ideas were ambiguous. His conclusion was influenced by the school's military custom. Student 7 showed his position at the beginning of the essay. There might have been some patterns that the student created by himself; the statement of position preceded the background and orientation, the additional military custom was also irrelevant to the central idea.

In regard to his class exercise and post-test essay, it could be defined as an unproblematic instance of the Sydney school because: (1) It began with an introduction (orientation, preview, statement of position); (2) It followed by elaborated arguments that clearly supported his central idea (3); It included conclusions (restatement and additional

prediction). He also learnt the basics of arguments supported by explaining the benefit of using technology in detail and applied the technique of comparison and contrast.

For essay 8, it can be discussed that Student 8 stated his position without preview at the beginning and the writer presented a clear point for his statement of purpose. However, the writer needed to give a more detailed explanation and his pre-test essay did not include preview and, in regard to his class exercise and post-test essay, they can be defined as unproblematic instances of the Sydney school because: (1) It began with an introduction (orientation, preview, statement of position); (2) It followed by elaborated arguments that supported his central idea; (3) It included conclusions (restatement and additional reinforcement). In regard to the midpoint essay, Student 8 linked the idea with connective devices ('thus', 'first', 'second', 'finally', 'the conclusion', 'in addition') and presented clear elaboration. For the post-test, Student 8 arranged his idea into different parts: military and economy. The text was well organised and relevant to the central idea.

The significance found in this pre-test essay is that Student 9 tended to accept all of the questions he was supposed to choose when he wrote the pre-test essay. His essay included only a statement of position.

In regard to his class exercise and post-test essay, they can be defined as unproblematic instance of the Sydney school because: (1) They began with an introduction (orientation, preview, statement of position); (2) They followed by elaborated arguments that supported his central idea; (3) They included conclusions (restatement and suggestion). His orientation was supported by background information about military leaders (giving an example) and in his conclusion, he could make comparisons ('technology is like a sword'). He could give a more detailed explanation in his essays 2 and 3.

From the analysis of the pre-test essay, some students presented the statement of the position and series of arguments with point elaboration. However, it is interesting to know that a macro exposition, exemplum, comparison and discussion are embedded. Some students take a position, but there are no previews and no connective devices that connect points. Some students presented a series of arguments, but they did not discuss in greater detail. They did not restate the points and recommend some points to the audience. Students in the low group could not adopt standard and basic structures in their pre-test essay whereas the students in the

high group could produce more complex structures and they tended to show the sign that it is possible for them to demonstrate complicated arguments required by the future course. It was found that students in the mid group could produce texts that partly matched the Sydney genre-based prototype according to their pre-test essay. According to the analysis, some students demonstrated different ways of text construction. They presented their texts in their own creative style. They showed arguments in favour of one side, but they seemed to worry about another side of the argument so that they warned the readers and gave suggestions.

4.5 Summary of the Key Findings

The key findings from the pre-test are presented in two categories: conformity and non-conformity to the Sydney genre-based school according to the following table.

Table 4.5 : Summary of the key findings

Essay	St 1			St 2			St3			St4			St5			St 6			St7			St 8			St 9		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Conformity	/	/	/	/	/	/		/	/		/	/		/	/		/	/		/	/		/	/		/	/
Non-conformity							/			/			/			/			/			/			/		

The analysis of the essays produced in the pre-test showed that two of nine students produced texts which could mostly match the structural prototypes identified in the Sydney- school, namely exposition. According to the class exercise (essay 2), all students produced texts which matched the prototyped outline in the literature. The analysis of the post-test found that all students produced essays which matched the standard structures of the exposition genre. The essays the students produced at the end of the course were well developed.

The findings can be summarised as follows:

1) Conformity

A typical exposition is found when students presented the text with the basic elements needed for the exposition, namely introduction (orientation, preview, position) body (argument, point elaboration) and conclusion (restatement, reiteration).

2) Non-conformity

It was found that seven pre-test essays of students from all groups were non-conforming as identified in the text. They departed from the standard text outlined in the literature. They

have never studied how to write an exposition essay. Their essay did not include all the genre components that occur in the exposition text.

3) Not fully formed exposition with additional part

Students seemed to produce many parts of the essay conventionally, but they inserted, recounted, embedded exemplum, elements of discussion genre and innovative endings such as prediction, necessity and warnings.

'Some people think military technology are waste or unnecessary'
(discussion; another side of the argument)

'For the Oxford University study, it concluded that mobile phones have little to no integration with illness so we can say that using these gadgets will not harm their bodies so much.' (discussion; another side of the argument, attribution)

'For instance, while there are floods in local area, they can order their personnel to lend a hand to victims.' (exemplification)

'Also, right now the school have been setting up a strict rule about social distancing or in the other world "Physical Distancing" (in terms of World Health organization) such as every meal will need to be only 2/2 Battalions (first two battalions eat first. The other two eat after the first two), bringing the essential items mostly protection masks/cleaning hygiene and more.' (recount, telling what happened in the school)

'I'm looking forward to seeing the improvement of technology that will be useful for education in the future and see what will affect us in our daily life.' (future, prediction)

If we use the technology in a wrong way it can also be a risk. (warning)

'In the Ayutthaya period, kings had an authority to govern the country and they decentralised their power for the military to protect the country. This group is called Samuhakalahom'. (history)

4) Frequent language feature (categories of keywords)

To analyse the writer's position and how they expand ideas, the term 'engagement' (the additional voices through projection, modalisation or concession) are applied. According to Martin & White, (2005), students' written texts convey 'engagement language' to communicate with readers e.g. response to something, to anticipate or seek support, etc. (SFL interpersonal function) by the use of the following expression.

- The extensive use of pronouns 'I think', 'I believe', 'I hope', 'I agree' (**authorial voice, mental projection**).

'I extremely agree on having a computer, mobile phone, or electronic devices involved in AFAPS.' **'I'm still insisting that** the military leader can develop the country.' (**debated related term**)

'I believe that there should be rules for these gadgets, since they can be abused in many ways such as games.' (**proclamation**)

- The expression of modality 'will', 'must', 'can', 'should'. (**modality**)

'The commander should allow us to bring our mobile phone or laptop to the school.'

- The expression 'it is +adjective'. (**dialogic contraction**)

As indicated above, student writers maintained the authorial voice to advance their own argument.

'It's convenient and by far the most suitable way to keep in touch with our teacher without facing a risk of getting infected by the virus.'

'It's good for a pre-cadet to use technology for learning in the school, but for the best result we need to have discipline in using the technology.'

'We can't deny that we can do away things out of a mobile phone from telling direction.' (**concession, disclaim**)

- The use of lexical items related to internal conjunction

Relative timing and additive items are part of internal conjunctions (Martin & Rose, 2003). The lexical items such as 'first', 'secondly', 'finally', etc. and items that show developments, differences and conclusions such as 'furthermore', 'on the other hand', 'in conclusion', etc were used by students in their written texts:

‘**Secondly**, military leaders have their troops to support their mission. Military leaders will have troops to support their work and policies to make their mission complete.’

‘**Finally**, gadgets will heal mental illness of pre-cadets.’

5) The influence of cultural aspects

Military customs play an important role in a student’s essay. The students narrated the incidents in the school and military regulation or discipline in the school:

‘**As a pre-cadet**; we have to make a good use of it and take the knowledge we got to make military an even more powerful organisation.’

‘We, **the pre-cadets**, have to show to our superintendants that we are responsible enough to possess a mobile phone, that we will not be distracted from studying and that we can keep discipline.’

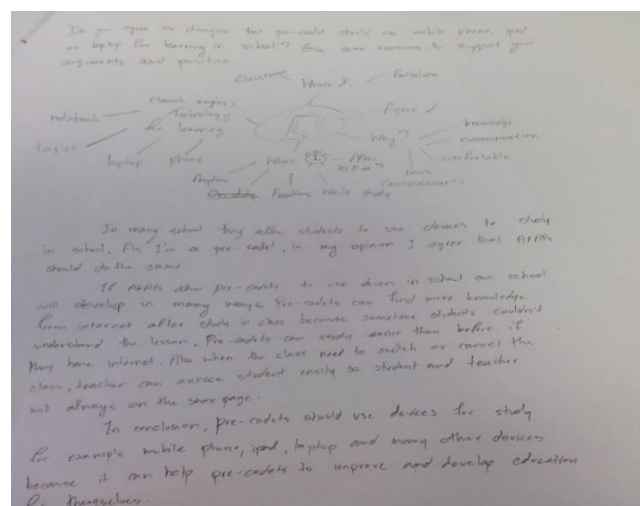
Thai culture has impact on the politeness shown in students’ essays. They avoid being too straight forward, so they tried to be indirect to show politeness:

‘**Technology is like a sword**, it always has two blades benefits and not benefits up to your using skill if you use it the wrong way. it won’t make any benefits for you. In the other hand, if you use it appropriately, it will make your life convenient and better than you ever had.’

6) Mind mapping for critical thinking in the process of building the field of teaching and learning cycle.

7) Mapping tools are used for brainstorming and picturing the thinking process when students create a first draft in class. The following example showed that students organised ideas and arranged them into groups to prepare and plan before writing. This is part of the first stage of the teaching and learning cycle, namely field building.

Figure 4.1 Building Field Process in SFL



According to Emilia, (2005), the process approach advocates arguing that the teaching of genre limits students' creativity and free expression. However, the researcher found that SFL genre-based instruction provides students with a system of choices so that they become creative and autonomous to suit their military contexts. Genre mixing and creative writing (additional patterns) are found in their essays. This shows the distinct ingredient of genre (Martin, 2002) and the sophistication in the teaching of professional writing (Dudley-Evan, 1998). The knowledge of grammatical and generic structure will help them acquire knowledge and know-how to make choices according to contextual exploration, explicit teaching, guided practice and joint construction in the SFL teaching and learning cycle.

In the scope of SFL, fundamental components of meaning according to Halliday are: ideational (pattern of experience), textual (organisation of the text) and interpersonal meaning (interaction between writers and reader). To support primary theory in analysing data, the researcher used the framework of appraisal (engagement) developed within SFL to describe interpersonal meaning. It is concerned how students share feeling and value using linguistic choice e.g. in this military context, students must respect the school's rule and try to communicate to school administrators to give permission to use a mobile phone in the school. The meaning that students made is influenced by the military context.

In summary, students could take points of view, show series of reasons which are important elements involved in the exposition text and this method of teaching is helpful to develop their writing due to the significant features found in their essays 2 and 3. Students chosen for the analysis are able to present reasons for their points of view, compare and contrast, make positions, persuade readers by backing their arguments with evidence, e.g. showing cause and effect or giving examples. The way students included exemplification when they write exposition genre is called secondary genre. According to Hyland, (2002), secondary genre might be involved in the exposition text. Personal recounts and discussion genres are also found in their orientation. Students tried to tell the times, the places and actions to support the background to make clear to the readers and make them experience what they really do in their routines. Moreover, they tended to present more than one point of view. In addition, students used words to link arguments, such as 'first', 'therefore', etc; modalities such as 'will',

‘must’, etc. to show obligation and the future; ‘saying verbs’, e.g. ‘tell’, ‘say’, ‘deny’, etc. These grammatical structures support exposition writing according to Martin, (2005).

In conclusion, the findings from the pre-test essays are presented in two categories: conformity to the Sydney genre-based school and non-conformity to the Sydney genre-based school. It was found that two texts of students in the high group are conformational in the literature outlined in the Sydney genre-based school, whereas other pre-test texts departed from the standard texts, not in a clearly formulated pattern. This was caused by inadequate knowledge of text structures. They did not know how to produce a well-structure text. Generally, students made improvements in the quality of writing from the pre-test, in-class exercise and post-test.

The researcher analysed generic structure development in students’ written texts and found that SFL genre based instruction supports students’ creativity and understanding about text organization at the end of the course, comparing to the pre-test essay. This indicates that most of the texts in the pre-test did not consist of the main stages of the expositions, but the positive development in expanding arguments and organizing idea are found in the post-test. It is important for students to spend time learning how to organize texts, learn lexical and linguistic knowledge because they are necessary for writing particular texts (Hammond& Gibbon,2001).

CHAPTER 5

DEVELOPMENTS IN THE CONSTRUCTION OF THE LOGICO-SEMANTIC RELATION AND CRITICAL THINKING ABILITY OF STUDENTS

In this chapter, the researcher tracked the developments in the aspects of the logico-semantic relation focusing on the students' developments in the construction of complex clauses based on SFL. It is vital that students are able to apply the interconnectivity (logic of the texts) and the researcher has studied how the relations of clause-effect, adversatives, and temporality were conveyed and track the developments in their academic literacy.

Issues for assessment were:

Generic structure (organisation of exposition) = 4

Complex clauses (connecting ideas) = 4

Word choice = 4

Critical thinking = 4

Arguments = 4

The analysis is divided into two parts:

1) Comparing frequency counts among three groups of students according to pre-test (essay 1), class assignment (essay 2) and post-test (essay 3) results.

2) Analysing the logico-semantic relationship (clause complexes). The clause complexes in students' essays were categorised based on their interdependent and logico-semantic relationship.

In regard to the interdependent relationship, the clause complexes are categorised in parataxis and hypotaxis. The projection (locution and idea) and expansion (elaboration, extension and enhancement) are analysed according to the following logico-semantic relationship.

Taxi (parataxis 1, 2, 3), Taxis (Hypotaxis α , β , γ), Expansion (Elaboration =, Enhancement X, Extension +), Projection (Locution, 'Idea')

According to Eggins, (2004), the linguistic terms used in this study are:

- Clause complexes consisting of two or more clauses linked together in a meaningful way;
- The term hypotaxis refers to one clause depending on another;
- Parataxis: coordination in traditional grammar;

- Projection: what someone said (locution), what someone thought (idea);
- Expansion: the process of adding information;
- Elaboration: restatement, exemplification and comment;
- Extension: that is to say the relationship ('and', 'but', 'or'); and
- Enhancement: temporal, concessive, spatial or manner.

In the following sections, the analyses from findings are discussed by the researcher: the essays students produced at the beginning of the course, pre-test, midpoint (in-class exercise) and at the end of the course, post-test, which are compared by the researcher based on the logico-semantic relationship. The eighteen essays of nine students (high, mid, low groups) were analysed to indicate their literacy development outcome. More specifically, the analyses discussed below considered the following question.

How well does the course material in SFL genre-based instruction develop students' language use (SFL logico semantics) in exposition genre?

5.1 Division into clause complexes and simple sentences

Each of the texts of the nine students were divided into clause complexes which showed how students form the clauses in their essays. The terms used in the analysis are for complex sentences which consist of hypotactic, paratactic relationships or embedded clauses; simple sentences which consist of one single clause without hypotactic or paratactic relationships or embedded clauses. According to statistical tallies, the following number of simple and complex sentences are calculated in the table.

Table 5.1 The frequency of simple and complex sentences

Students	Number of Simple sentence			Number of Complex Sentence		
	Essay 1	Essay 2	Essay 3	Essay 1	Essay 2	Essay 3
High	7	7	15	39	37	43
Mid	4	4	5	23	29	40
Low	5	5	13	20	33	42

A trend was observed by the researcher due to the fact that there was a significant increase in the number of sentences. If there was at least one instance of a hypotactic or paratactic relationship, it was classified as a complex sentence. In all the students' writing, their later texts were compared with their pre-test essay. According to Table 5.1, the high frequency of complex sentences is the result of the opportunities for making connections between clauses. That is to say, students have expanded their meaning making to make logical connections more frequently and fluently in their texts.

In the next section, the essays each of the students wrote in response to questions to produce an exposition essay are discussed. There was an analysis of students' texts which were unconventional according to the result of the non-standard use of language (attempted) and mostly standard use of language (achieved). According to Martin & Rose, (2003), conjunctive relations can be divided into adversatives, consequential, etc.

Examples of 'achieved' and 'attempted' from students' essays are as follows:

'If we were allowed to use electronics accessories, we would gain a lot of benefits in learning.'
(achieved)

'If you have more developed technologies, your forces will be good at offensive and defensive.'
(attempted)

5.2 Trends in the use of the resources of adversatives, cause and effect, time -clause and if-clause.

As indicated in the methodology chapter, texts were divided into clause complexes which consisted of conjunctive and logico-semantic clausal relationships. The conjunctive relationship was classified into adversatives, consequentiality and conditional sentences and the logico-semantic relationships were divided into projection (locution and idea) or expansion (paratactic and hypotactic relationships).

Table 5.2. The concessive relation

Group	But/although	Essay 1	Essay 2	Essay 3
High	Achieved	9	3	1
	Attempted	4	2	-
Mid	Achieved	2	2	6
	Attempted	2	1	1
Low	Achieved	-	2	5
	Attempted	2	-	1

In the case of the trends involving adversatives, it showed how students produce more sophisticated text which were observed particularly in the mid and low groups.

Table 5.3 The consequential relationship (cause and effect)

Group	Because/therefore	Essay 1	Essay 2	Essay 3
High	Achieved	3	6	6
	Attempted	3	2	2
Mid	Achieved	1	9	11
	Attempted	2	2	-
Low	Achieved	1	3	9
	Attempted	3	2	2

In case of the trends involving cause and effect, it showed that students increased their resources of cause and effect with a number of complex sentences, classified as achieved and attempted.

The consequential relation has the highest frequency due to the fact that students produced logical connections to support their arguments. For example, the following sentence: ‘Secondly, communication will be easier because high technology makes you get more comfortable to contact our units in each branch.’

Table 5.4 The temporal relation (time clause)

Group	since/when	Essay 1	Essay 2	Essay 3
High	Achieved	1	2	2
	Attempted	2	-	
Mid	Achieved	2	-	2
	Attempted	1	-	1
Low	Achieved	-	1	1
	Attempted	-	-	-

In the case of the trend involving temporal relationships, it showed an increase in the use of time clauses. It is possible to conclude that students have learned to use their resources of logico-semantic relations with more meaningful and complicated sentences. (ปรับตารางแยกจากเนื้อ หาที่อธิบาย)

Table 5.5 : The conditional relation (if-clause)

Group	If-clause	Essay 1	Essay 2	Essay 3
High	Achieved	-	1	2
	Attempted	1	1	-
Mid	Achieved	5	4	5
	Attempted	3	1	-
Low	Achieved	-	1	1
	Attempted	1	1	1

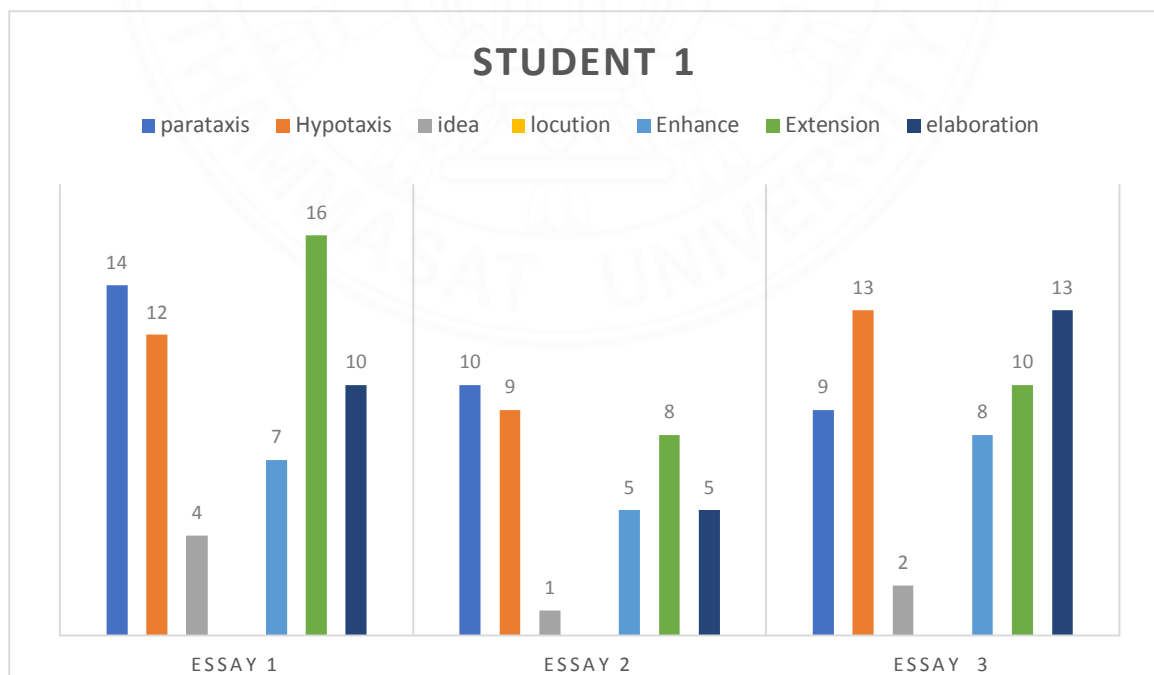
In the case of the trend involving the ‘if-clause’, it showed an increase in their use of the ‘if-clause’. It seems reasonable to conclude that students have learned to use their resources for logico-semantic relationships with better developed sentences. (ปรับตารางแยกจากเนื้อ หาที่อธิบาย)

In conclusion, it is vital that students are able to connect clauses logically and conventionally. They would be directed to clauses that show cause and effect, adversatives and temporality. Accordingly, the analysis of these clauses would have been classified as having more instances of ‘achieved’ for most of these logical relations and the number of clauses that are classified as ‘attempted’ mostly decreased.

Linking sentences with conjunctions suits students’ writing style. Students knew the relationship of clauses and showed ability to combine sentences according to their choices when they wanted to show clause and effect, contrasting ideas or time sequence.

5.3 Trends in the use of hypotaxis, parataxis, the resources of projection and expansion. The summary of clausal analysis is provided below

Figure 5.1 : The summary of clausal analysis for Student 1

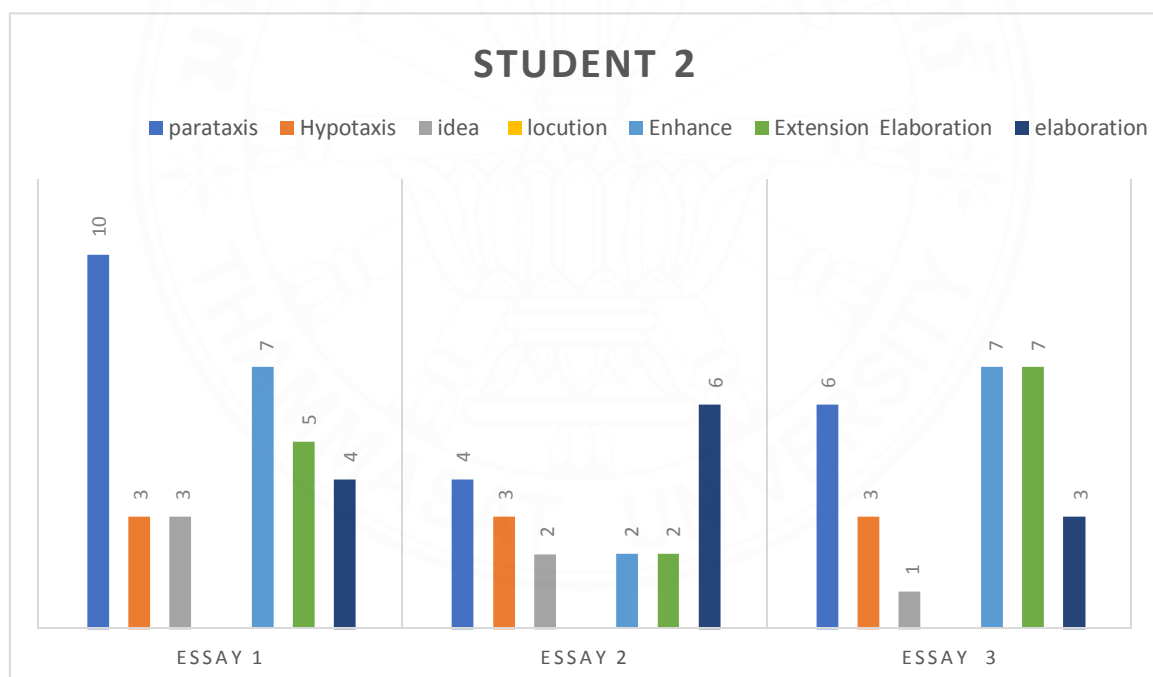


As can be seen in the analysis, the student’s essay 1 (pre-test), essay 2 (class exercise) and essay 3 (post-test) exhibit different proportion of taxes and lexico-semantic relations. The number of parataxes drops greatly in texts 2 and 3. The number of hypotaxes between essay 1 and 2 are about the same. However, more hypotaxis relations in essay 3 are frequently found

than the parataxes since it helps the writer make logically connected events. This is common in the written text according to Eggin, (2004) because dependency relations require more care by the writer to construct and it is more difficult for readers to interpret than those from the parataxis. For example, ‘without military technology, we may not be on our own feet which means we have to rely on someone else, in this modern doubtful world where nations still take advantages over others.’ That is to say, Student 1 wrote complex (embedded) sentences to make the convincing ending to persuade the readers. Complex sentences display a particular structure that is the result of students’ choices and the meaning of clauses can be expanded to make clear to the readers.

The summary of clausal analysis for Student 2 is provided below

Figure 5.2 The summary of clausal analysis for Student 2



As seen from the analysis, Student 2’s pre-test essay basically displayed more parataxis than hypotaxis whereas the number of parataxes and projections (ideas) dropped continuously and the number of extensions increased continuously as can be seen from essays 2 and 3. According to essay 1, Student 2 used many examples to provide more information and support these arguments.

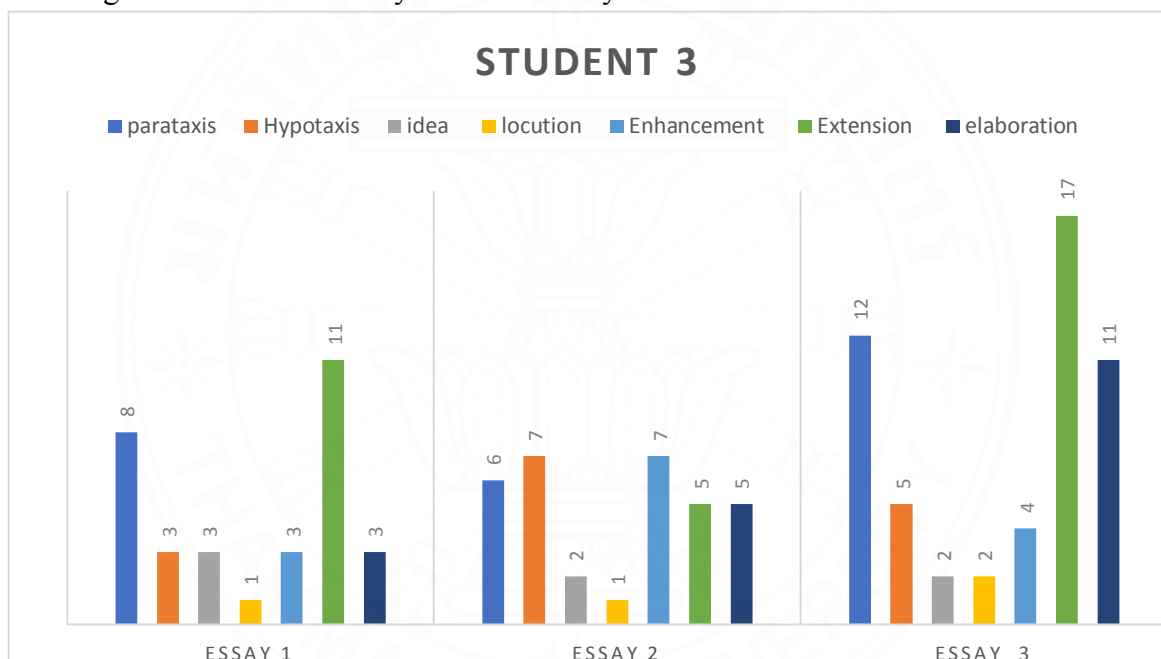
However, in essay 3, ‘**For example (paratactic elaboration),** spreading out the philosophy of self-sufficiency **which** is discovered by King Rama IX.’ (**hypotactic elaboration**)

‘For instance (paratactic elaboration), while there are floods in local area, they can order their personnel to lend a hand to victims.’ (hypotactic enhancement)

That is to say, Student 2 could mix two types of the conjunctions (mixed-taxes) to show different interdependent relationship although the number of complex sentences remained stable. To increase the information density, students used complex sentences and there is the growth in the use of subordinate clauses and conjunction.

The summary of clausal analysis for Student 3 is provided below

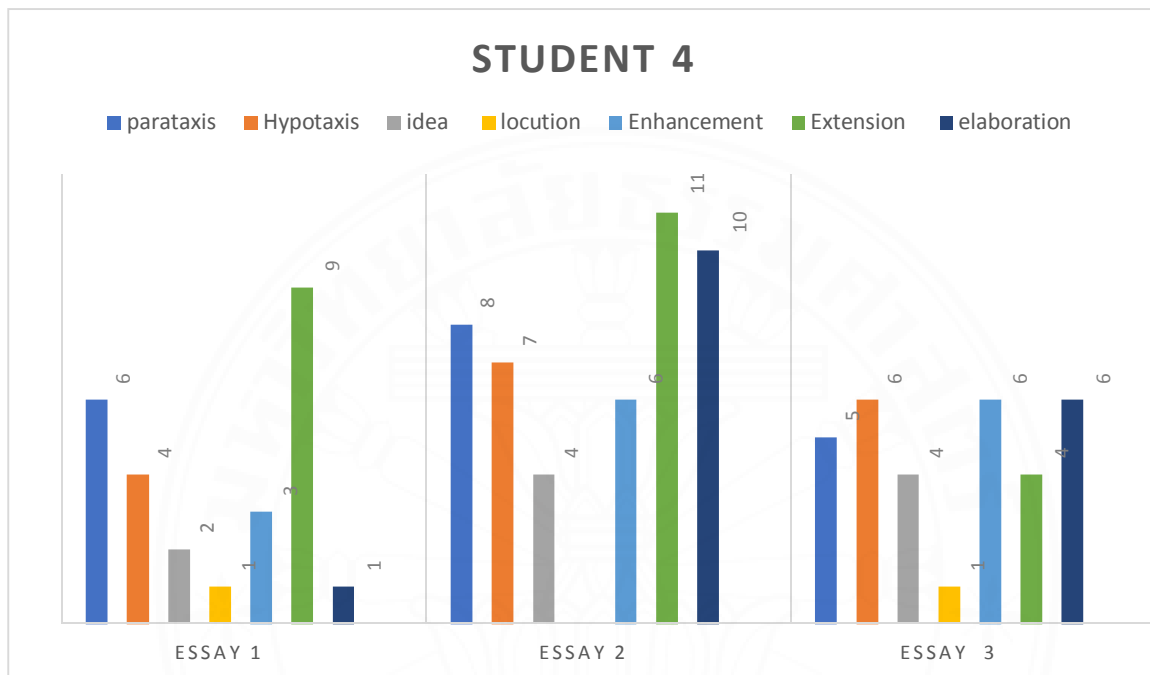
Figure 5.3 : The summary of clausal analysis for Student 3



It can be seen that the clause complex above has logico-semantic relations of parataxes, extension and elaboration which were mostly found in essay 3. In addition, the number of hypotaxes increase greatly in essay 2, but this number decreases significantly in essay 3. In the same way, the number of enhancements go down significantly in essay 3. This may be because students tend to clarify and mostly support their argument using the conjunctions ‘and’, ‘but’ and ‘or’ in essays 2 and 3; for example: ‘these regulations have been put in place for a very long time **and** it seems not to be changed anytime soon.’ Moreover, Student 3 gives more examples in his essays 2 and 3: ‘applications inside the phones now include every entertainment **that** everyone wants, **for example**, social media, communicating apps, games,

movies, etc.’ (hypotaxis elaboration/parataxis elaboration). That is to say, the sentences became concise due to the way Student 3 connects his ideas.

The summary of clausal analysis for Student 4 is provided below Figure 5.4 : The summary of clausal analysis



We can obviously observe that there are a great proportion of complex sentences in essay 2 compared with essays 1 and 3. Compared to essay 2, in regard to the decline in the proportion of complex sentences, it could be assumed that Student 4 applied the mixed type of clausal relation that is more complicated than sentences in essay 2 that showed a high proportion of extension and enhancement.

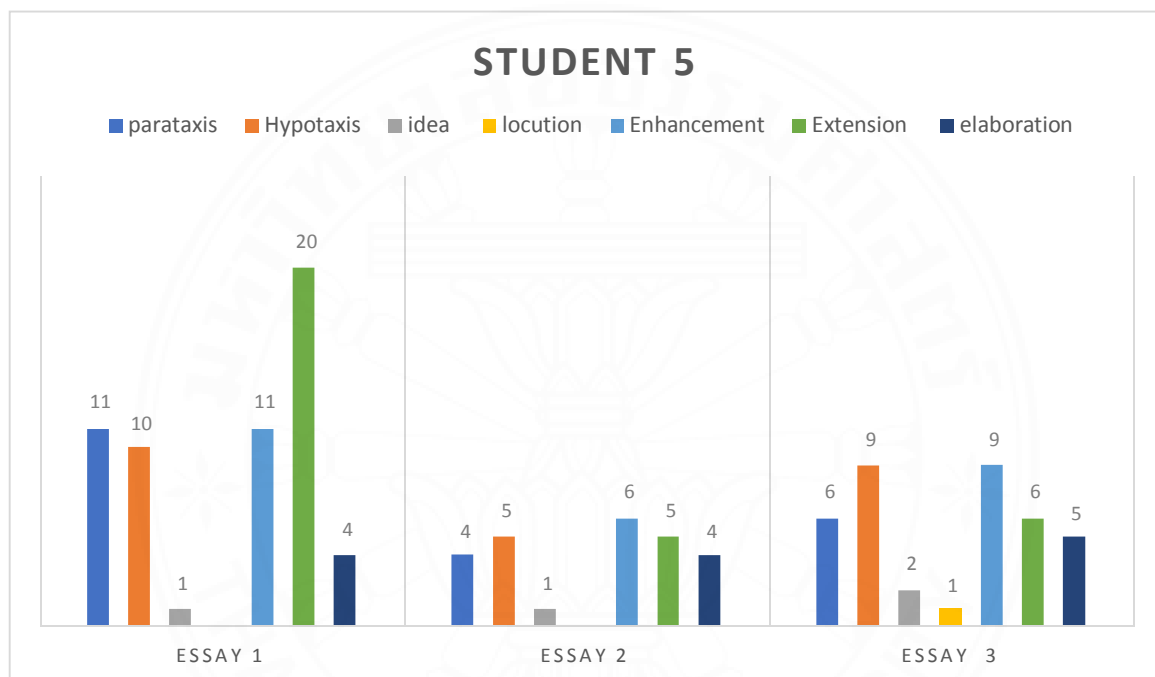
In essay 2: ‘ we can keep in touch with our family to know how they are **so** we don’t have to be anxious about them **and** we can one hundred percent keep going with our works or our duties.’ (parataxis-enhancement/parataxis-extension)

In essay 3: ‘**I think** the training is not the only important thing for us **but** we also have to study and learn, **so** electronic accessories will help us well, **such as** finding more knowledge from the internet, reading e-books, updating your information from the internet, etc.’ (projection-idea, parataxis-enhancement, parataxis -extension, parataxis-elaboration) However, in essay 3, the student shows more emphasis on his voice, locution and idea, for

example: ‘**I think** that we need to learn how to adapt the technology to our daily life.’ This student knew how to use cohesive devices. Therefore, he could produce complex sentences and there are linguistic resources available for students to apply in class.

The summary of clausal analysis for Student 5 is provided below

Figure 5.5.: The summary of clausal analysis for Student



According to the clause analysis, compared to essay 1, there was a significant reduction in the frequency of complex sentences in essay 2. However, compared to essay 2, there was a significant increase in the number of logico-semantic relations in essay 3 and student 5 is engaged with locution for the first time in his writing, for example: ‘It cannot be **denied** that mobile phone, ipad or laptop have a huge educational role.’ In essay 1, Student 5 connected many clauses, but the student increased the richness of repetitions of the same conjunctions and the clauses are logically connected.

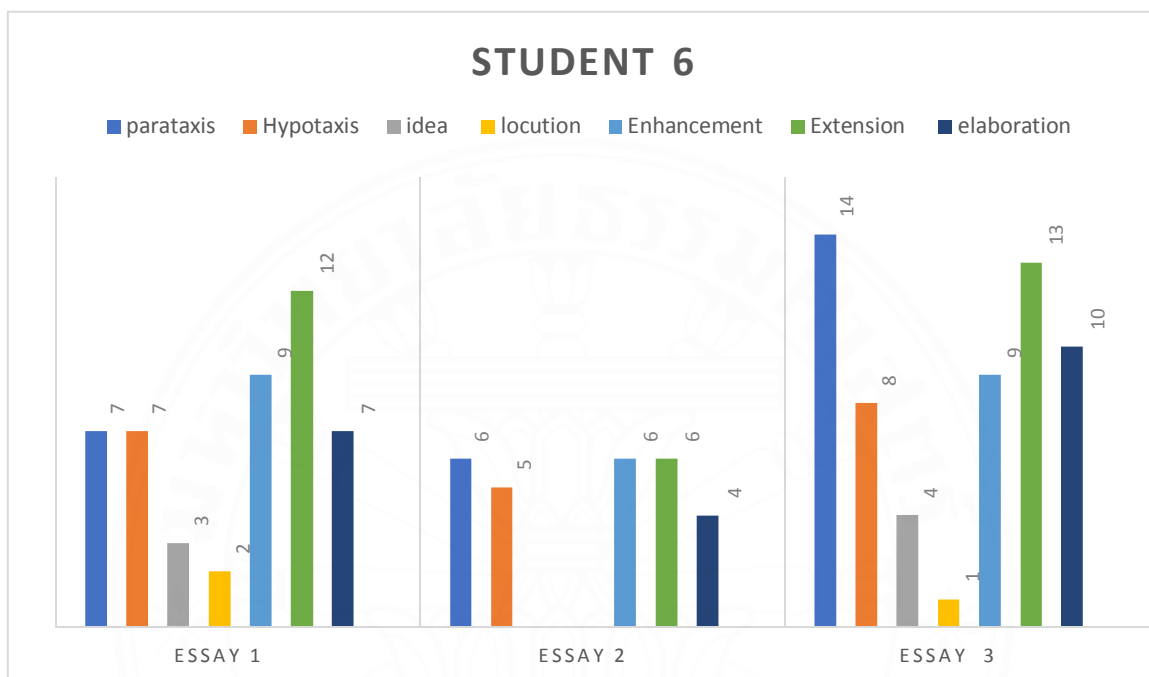
For example: ‘we can study online **and** do the test by using Google forms **and** we can contact our parents **when** we have a problem or **when** we miss them.’ In essay 2, there was not a high frequency rate of complex sentences, but Student 5 produced rhetorically more sophisticated texts.

For example: ‘**If** Thai’s military units adopt **and** apply these three reasons, we will have a good national security **according to** the following statement; ‘The more strong

country.’ In this regard, Student 5 could use various cohesive devices to combine ideas, avoid repetition and overused words in his essay.

The summary of clausal analysis for Student 6 is provided below

Figure 5. 6 : The summary of clausal analysis for Student 6



These data indicate a clear trend to a more frequent use of clause complexes due to the fact that there was a significant increase from essay 2 to essay 3, especially parataxes and extension.

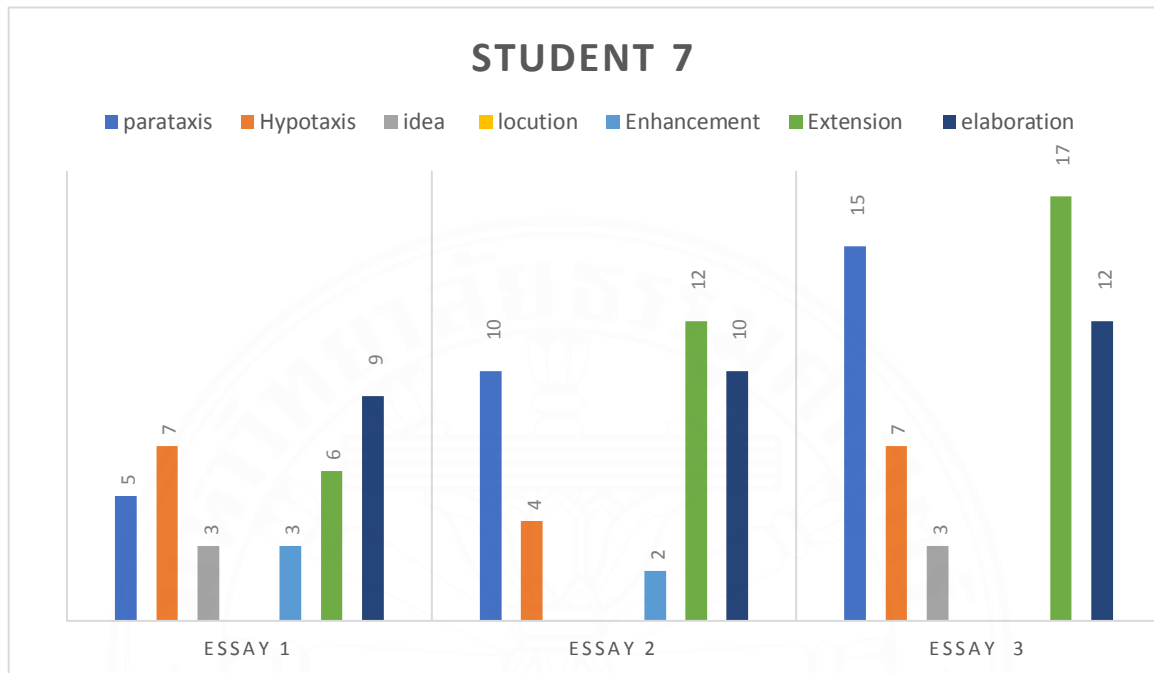
For example: ‘Entertaining ourselves is one of our routines **but** to make it more effective, we do need a hand from the computer.’ (parataxis -extension)

The use of paratactic relations occurred every two sentences. Essay 3 was much richer than essay 1 and 2 in terms of these relations. The trend towards more frequent use of logico- semantic relations is likely to show positive development in this writer’s academic literacy.

The paratactic relationship is useful in explaining a sequence of thought in this essay especially when Student 6 focused on showing contrastive ideas and clarifying the situation in the school where he studied. He could explain in greater detail.

The summary of clausal analysis for Student 7 is provided below

Figure 5.7 : The summary of clausal analysis for Student 7



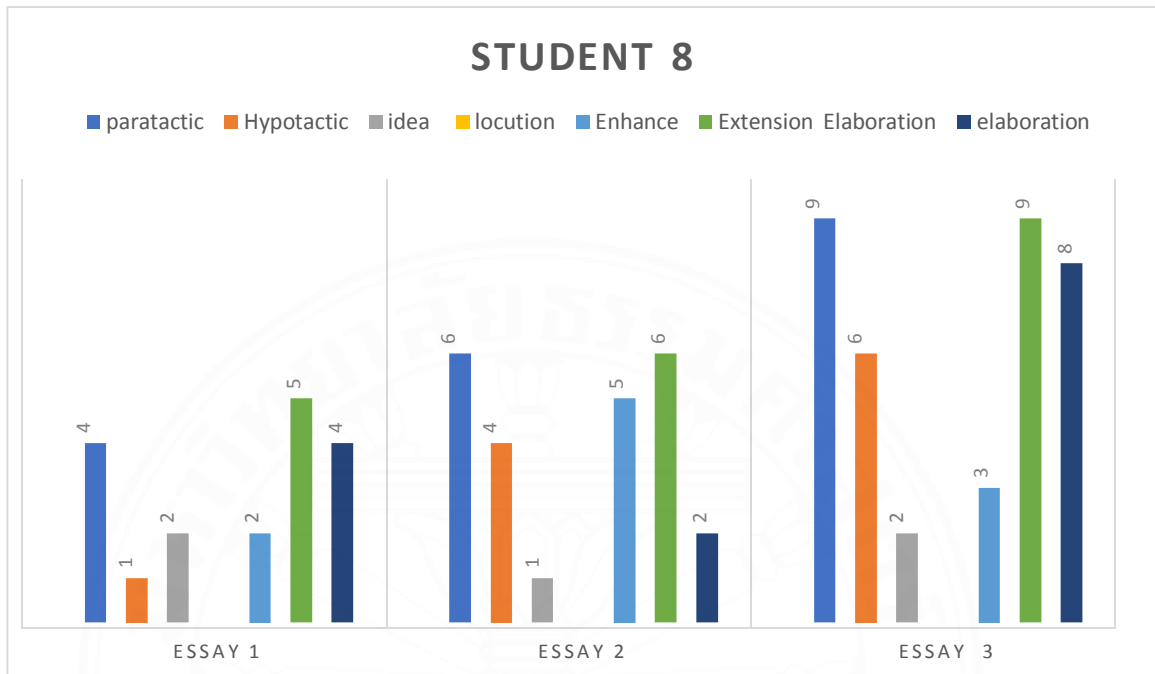
Among the three essays, it showed that students have expanded their meaning making potential in being able to make logical connections in text 3. Being able to increase complex sentences with more contentious text compared to essays 1 and 2, especially parataxis and extension, instances of addition can be interpreted as a positive development in his writing.

For example: ‘there are many advantages of having technology in a school **and** here's my supporting argument.’ (parataxis -extension)

In this essay there is the use of the logico-semantic relation due to the fact that Student 7 used the clauses which are linked together in meaningful way. At the end of the course, he knew how to combine different clauses in different ways and create well-organised sentences.

The summary of clausal analysis for Student 8 is provided below

Figure 5.8. The summary of clausal analysis for Student 8



These data indicate that the proportions of complex sentences go up gradually from essay 1 to essay 3. For this student, there was a great increase in the proportion of paratactic relations, extension and hypotactic relations, respectively.

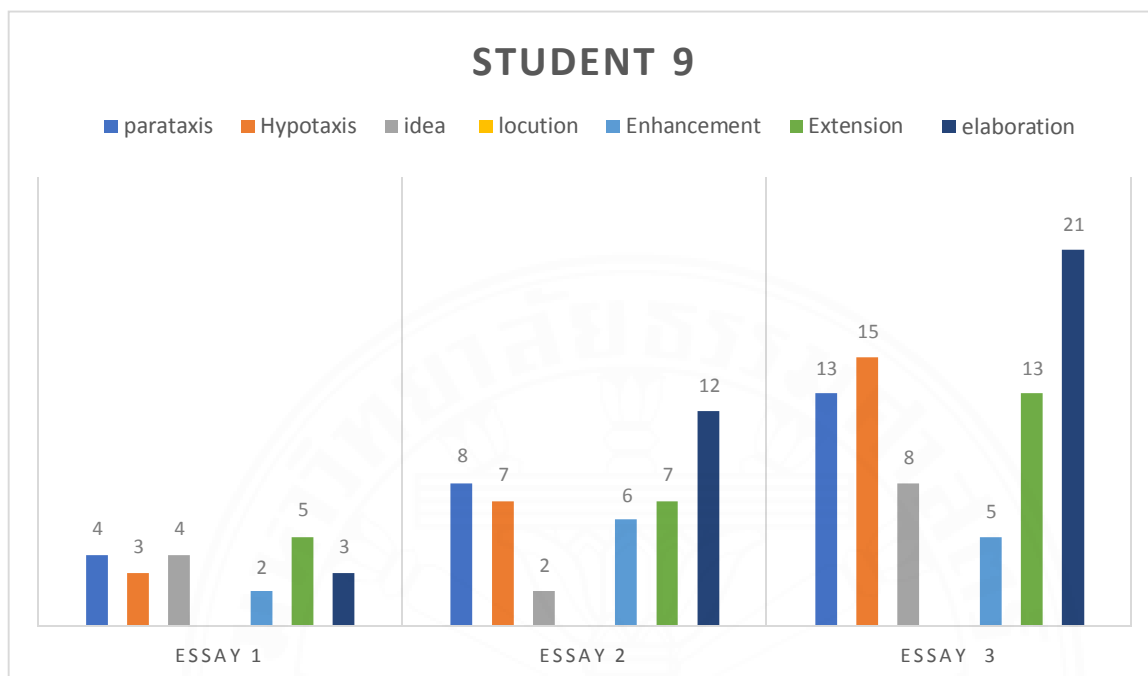
For example: ‘Many civilisations developed their military technology to attack or defend from the others.’ (parataxis-extension)

‘If you have more developed technologies, your forces will be good at offensive and defensive.’ (Hypotaxis-enhancement)

This essay is noteworthy that it is well developed in terms of its use of logico-semantic relations due to the substantial increase in the use of logical links between clauses. To make meaningful sentences, it is important for this student to connect ideas using logic in his reasoning, use a lot of additive conjunctions and extend the meaning of clauses by adding one statement to another.

Figure 5.9 The summary of clausal analysis for Student 9 is provided below

Figure 5.9. The summary of clausal analysis for Student 9



It seems possible to conclude that this student has developed the ability to employ the resource of logico-semantic relations. He increased the high rate of clauses, especially hypotaxis, elaboration, parataxis and extension, respectively

For example: ‘They also are a honest person **that** a citizen can rely on **and** their words.’
(Hypotaxis-elaboration, parataxis-extension)

On the basis of this analysis, the logical links between clauses would seem to show a gradual improvement from essay 1 to essay 3.

Student 9 could show comments and exemplification. The most dominant characteristic of essay 3 is the use of expansion (elaboration). According to figure 5.9, Student 9 could apply dependent clauses. The high quality writing has much contribution in developing meaningful relationship between linked clauses.

5. 4 Summary of the findings for the students' use of clause complexes

Logico-semantic relation	paratactic	Hypotactic	idea	locution	X Enhancement	+ Extension	= Elaboration	total	
St 1	1	14	12	4	-	7	16	10	37
	2	10	9	1	-	5	8	5	19
	3	9	13	2	-	8	10	13	33
St 2	1	10	3	3	-	7	5	4	19
	2	4	3	2	-	2	2	6	12
	3	6	3	1	-	7	7	3	18
St 3	1	8	3	3	1	3	11	3	21
	2	6	7	2	1	7	5	5	20
	3	12	5	2	2	4	17	11	36
St 4	1	6	4	2	1	3	9	1	16
	2	8	7	4	-	6	11	10	31
	3	5	6	4	1	6	4	6	21
St 5	1	11	10	1	-	11	20	4	36
	2	4	5	1	-	6	5	4	16
	3	6	9	2	1	9	6	5	23
St 6	1	7	7	3	2	9	12	7	33
	2	6	5	-	-	6	6	4	16
	3	14	8	4	1	9	13	10	37
St 7	1	5	7	3	-	3	6	9	21
	2	10	4	-	-	2	12	10	24
	3	15	7	3	-	-	17	12	32
St 8	1	4	1	2	-	2	5	4	13
	2	6	4	1	-	5	6	2	14
	3	9	6	2	1	3	9	8	23
St 9	1	4	3	4	-	2	5	3	14
	2	8	7	2	-	6	7	12	27
	3	13	15	8	-	5	13	21	47

Overview of key findings compared with the pre-test essays:

1. There was a fluent increase in the number of hypotaxes and parataxes and more fluent writing for clause complex construction. This can be interpreted as a positive development in their writing.

2. There was the frequency with which most students constructed logical connections and more sophistication to support their arguments.

3. There were trends in the use of projection (idea, locution) to show justification for supporting their arguments and their critical thinking ability.

4. There was the increase in the quality of syntactic complexity in high and mid groups whereas the increase in the density of complex sentences was mostly found in the low group.

5. Students used various types of conjunctions. There was the frequent use of 'and', 'or' and 'but' in the lower group compared with other types of conjunctions. This is in line with the study of Shirazi, (2017) and Hamed, (2014) who found that the use of additive conjunctions were more appropriate.

6. There was a slight increase in the number of hypotactic relations, elaboration and extension in the high group, whereas mostly in the low and mid groups (the majority of students), there was an increase in the number of complex sentences found among six students, mostly in the high and mid groups. Students used different cohesive devices and were able to focus on the organisation, choose words carefully and keep the words concise. It can be concluded that the effect of explicit teaching helped students improve their writing skill.

5.5 Trends that can affect the way students develop arguments in writing

Students use conjunctions to connect ideas so that their essays have cohesion and coherence. According to Halliday & Hasan, (1976), a text is a semantic unit in which the cohesive devices serve to link elements of texts. Therefore, conjunctions make the interpretation easier. Conjunctions are important to construct meaningful texts because they show that students can make comprehensible texts and maintain the unity of the text. Without the conjunctions, the text will become incoherent and unclear to the readers.

(1) Trends in the use of temporal connectives

Example: 'After I enter the school, there will be a lot of change that I need to adapt to.'
(time relation, sequence)

There was a reduction of the number of temporal connectives, especially in Student 5's essay (mid group). The amount of temporal connectively dropped greatly from 33.33 % (pre-test) to 14.28 % (post-test). This may be because students need to write exposition genres, so the supporting arguments are more important than telling the time.

(2) Trends in the use of additive connectives

Example: 'It's convenient and by far the most suitable way to keep in touch with our teacher without facing a risk of getting infected by the virus.' (continuation of idea)

There was a significant increase in the number of additive connectives in Student 8's essay (low group) from 25% (pre-test) to 38% (post-test) and 46 % (class assignment). The student tried to clarify and expand their ideas to make clear to the readers.

(3) Trends in the use of cause and effect

Example: 'Because of the coronavirus outbreak, it's inevitable to keep a distance from others. Therefore, an online lesson is necessary.' (linking cause and effect)

There was an increase in the number of cause and effect relations in Student 2's essay (high-group) from 25% (pre-test) to 35% (post-test). The consequential relation is important for giving argument in exposition genre.

(4) Trends in the use of adversatives

Example: 'Despite a good strategy and manpower, technology is also a vital factor that can indicate the winner of a battle.' (contrast and comparison, contrary to expectation)

There was a decline in the use of adversatives in Student 1's essay from 24 % (pre-test) to 9.09 % (class assignment) and 5.55 % (post-test). However, the student changed to use the cause-effect relationship. Therefore, the number of clause and effect relations increase from 4% to 16.55% (post-test) and 27.27% (class assignment).

(5) Trends in the use of conditional sentences.

Example (1): 'If you have more developed technologies, your forces will be good at offensive and defensive.' (future, possibility)

Example (2): 'If Thai's military units adopt and apply these three reasons, we will have a good national security.' (prediction, restatement)

The frequency of the use of conditional sentences in Student 6's essay remains stable due to the fact that the student tried to use at least two conditional sentences in his pre-test, class assignment and post-test. The usage of the *if*-clause was generally found in Student 6's essay to show possibility.

In conclusion, syntactic development plays an important role in developing students' writing, with more use of complex sentences. The findings showed that various mixed-typed clauses are mostly found in high-proficiency learners whereas the extension parataxis (e.g. 'but', 'or', 'and') are the dominant clauses in low proficiency learners. This is in line with Sarip, (2019) who found that parataxis is more dominant than hypotaxis used in clause complexes. Most students can link more elements of concise clauses with additive meaning ('and', 'or'). However, the same proportion of enhancement (conjunctions of time, space, cause and condition) are found in high proficiency learners. Moreover, they tend to use more subordinating conjunctions and relative pronouns to connect main clauses to their dependent elements.

In fact, complex sentences should be taught in class to develop students' proficiency in writing to increase the quality of EFL essays. Through SFL, explicit teaching in the teaching and learning cycle, students could produce a number of complex sentences. Moreover, the use of conjunctions that exist in students' writing shows how students make progress in their writing skills. The appropriate teaching of conjunctions will raise the consciousness of learners for the usage of conjunctions that contributes to making arguments and logical relationships in exposition genre.

In regard to critical thinking, this is in line with Cayono, (2018) who applied the SFL framework of textual meaning to develop students' writing because students had difficulty in transferring their ideas into their writing. Fang, (2019) also found that students had developed language awareness using analytical tools provided by SFL due to an understanding of how lexical and grammatical resources are used to construct meaning in the text. He concluded that SFL convinced teachers and students of the relationship between language and content and helped students to develop both critical and disciplinary literacy.

Kurnia (2020) stated that English learners should use how to construct clauses because it encourages them to implement their critical thinking skill. However, different proportions of logico-semantic relations depends on many factors but crucial among them are features of languages and stylistic consideration , for example Chinese is paratactic language whereas English is hypotactic language focusing on subordinating styles (Yu,1993) However, a writer, Hemingway preferred to use parataxis to make sentences equally important and connecting elements in the sentences are optional (Khalil,2012). Anderson (2018) said that the conjunctions for hypotaxis and parataxis are different and students have different choices when they use conjunctions. In this study, texts produced by students in the low group employed more paratactic than hypotactic ones. Expansions in their written texts indicates that they add something, clarify and exemplify (Nguyen,20. Taxis and logico-semantic relation play an important role in serving different meaning and text cohesion (Mingsakoon & Srionon,2019).

In summary, trends were observed that some students (low group) produced more paratactic clauses than hypotactic clauses with a high percentage of extension clauses and some students (high group) wrote more complicated sentences because they produced mixed expansion in their essays. The results suggest that the instruction had a positive effect on the students' organisation of the texts and satisfaction due to the explicit teaching and the SFL teaching and learning cycle.

CHAPTER 6

ANALYSIS OF STUDENTS' OPINION AND JOURNALS

The data in this chapter is divided into two parts:

6.1 The questionnaire

6.2 The students' journals

The data of the first part was derived from a questionnaire completed by thirty students who participated in this study and volunteered to fill out the questionnaire at the end of the class to identify their attitude toward SFF genre-based instruction. The questionnaire consisted of twenty-one questions that were designed around a five-point Likert scale: (1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for mostly agree and 5 for strongly agree). After the process of data collection, the data were coded using the SPSS program for Part 1. Part 2 included two open questions: (1) 'What are the main concepts or strategies learned during the instruction?' and (2) 'What would you suggest to improve the instruction?'

To answer research question 3: 'How well does the SFL instruction enhance the student's critical thinking in exposition genre?' Student's journal entries in Part 2 were presented.

To answer Research question 4: 'What are the students' satisfactions with SFL genre-based instruction?' The questionnaire results were analysed in term of the mean scores and standard deviations according to Table 6.1.

Table 6. 1 Students' satisfaction with SFL genre-based instruction

Item	Content	Mean	SD	%
Teaching and learning process (4.35)				
1	I learned from the process building the context	4.23	0.67	84.60
2	I learned from the process joint construction.	4.40	0.67	88.00
3	I learned from the process modelling the context	4.26	0.73	85.20
4	I learned from the process linking the related text.	4.20	0.80	84.00
5	The instruction has contributed to my confidence for using English language.	4.50	0.57	90.00
6	The activity has developed my reading ability.	4.43	0.56	88.60
7	The activities 'independent writing' have developed my writing ability.	4.40	0.67	88.00
8	I am satisfied with my learning from this lesson.	4.36	0.71	87.20
9	I have been assisted by friends and the teacher during the instruction.	4.33	0.75	86.60
10	I would describe the content of the instruction as being not too difficult.	4.36	0.66	87.20
11	I can participate in cooperative learning, such as pair work and groupwork.	4.40	0.72	88.00
Writing Skill (4.23)				
12	I understand the pattern of exposition genre.	4.20	0.84	84.00
13	I know how to create an exposition essay.	4.13	0.86	82.60
14	I know how to create a longer piece essay.	4.20	0.66	84.00
15	I am able to apply the grammatical knowledge to develop my written text in the future.	4.30	0.65	86.00
16	I learn more vocabulary to develop writing ability.	4.33	0.54	86.60
17	I know how to make conclusions and supporting arguments for writing a text.	4.26	0.69	85.20
Critical thinking skill (4.30)				
18	I can analyse the reading text using evidence and writers' arguments.	4.20	0.55	84.00
19	I am able to think critically by using logical connection in a sentence	4.23	0.67	84.60
20	I am able to evaluate my written text.	4.40	0.56	88.00
21	I can respond to what I read	4.40	0.67	88.00
Grand Mean		4.31	0.67	86.00
(N=30)				

The means were calculated to see the central tendency of participants opinion using the following scale:

Scale value	level of satisfaction
1.0-1.8 0	very dissatisfied
1.81-2.60	dissatisfied
2.61-3.40	neutral
3.41-4.20	satisfied
4.21-5.0	highly satisfied

The results of the data analysis revealed that the Grand Mean was 4.31 (highly satisfied). This suggested that, in general, students seemed to have a more positive attitude toward SFL genre-based instruction and their response to the genre-based instruction was positive. The results of the mean scores of the items were all above 4.0 . As shown in Table 1, item 5: ‘The instruction has contributed to my confidence for using English language’ received the highest mean score (4.50) whereas item 13: ‘I know how to create an exposition essay.’ received the lowest mean score (4.13). It can be argued that the participants gave a positive response because they benefited greatly from the process of writing from items 2, 7, 11, 20 and 21 (mean = 4.40). In addition, item 6: ‘The activity has developed my reading ability’ received the second highest mean score. This indicated that students could develop their reading ability during the instruction because they needed to read and analyse the model text. However, item 13: ‘I know how to create an exposition essay’ received the lowest mean score (4.13) due to the fact that students do not have much time to practise writing exposition and they needed to participate in many activities in the course before they started writing. In conclusion, the teaching and learning process (4.35) and writing skill (4.23) received the highest and lowest mean scores, respectively.

6.1 Students’ satisfaction on SFL genre-based instruction

Looking at the overall score of students’ opinion toward SFL genre-based instruction, it was shown that the teaching and learning process was at the highest level, followed by the critical thinking and writing skill, respectively. With regard to critical thinking skill, items 20 and 21 were rated as ‘ highly satisfied’. In the same way, item 16 was rated as ‘highly satisfied’. The reason may be the instruction that benefits students according to many processes in the teaching and learning cycle that can support their critical thinking skills. Students gained confidence for using language and learned more vocabulary to develop their future written text. However, the development of writing skills is time consuming. Another reason is the time

constraint for practising writing in the school. Apart from following the military routines, they have attended school and extra activities. Moreover, they have limited time to practise writing English in the classroom during the COVID-19 lockdown.

6.2 Students' Suggestion for the Instruction

Students reported that sometimes they must learn online according to COVID 19 restrictions. The internet connectivity was not so good. Therefore, students could not learn effectively. They liked to learn grammar and vocabulary. They knew how to analyse the text and how to use the evidence to support their arguments. They expected to have time for self-study when they stayed in the school because they could not concentrate when they stayed at the battalion with their friends. They believed that building contexts, linking related, are very useful. They hoped that the teacher would give more examples in class.

As shown from the above excerpt, students attentively participated in SFL genre-based instruction, they could learn from the model texts (analysing the text) and tried to support their arguments when they wrote exposition genre.

6.3 Student Journals and the Metafunctions

To develop students' critical thinking skills through SFL genre-based instruction, students are assigned to write journals regularly in class after class. However, during the teaching and learning cycle, students' critical thinking is reflected in students' writing text according to their clear arguments; how they use evidence to support their arguments; how they present fact and opinion; how they take position or thought; and how they try to persuade the readers. Moreover, argument-based writing is a good way to train critical thinking. SFL is able to help students to critically understand writing as a meaningful and linguistic unit according to the three meta-meanings in SFL: ideational, interpersonal and textual meanings (McKinley, 2013; Zhang, 2018). The teaching of SFL, especially ideational and textual meaning, enables students to critically use cohesive ties to organise the text (textual meaning) and write a reflection on their experiences (ideational meaning, Ryan, 2011). Moreover, the explicit teaching of SFL enables students to gain critical perspectives when they analyse and evaluate social relationships (interpersonal meaning) and transfer this skill into their own written texts.

The students' journals can be shown as follows:

1) 'I learned written and formal language, communication, practised communication, organising ideas and critical thinking, how to use reasons. My post-test score was better after learning because I knew how to arrange his idea and use formal vocabulary.' (Anon)

As shown from the above excerpt, the student is empowered with a critical lens, so he can arrange ideas for communication with the readers. This shows that he is aware of interpersonal meanings according to the SFL metafunction.

2) 'I liked when I worked in group to think in Thai and try to find English words and combine into sentences. Writing essays helped me learn clauses, manage sentence structure, find information about the topic, choose the right words and think critically. I can apply this technique when I speak.' (Teeradon)

As shown from the excerpt, the student is aware of textual meaning. He tried to organise the meaning in the text, e.g. choosing the words, cohesion device and lexical and textual cohesion. Moreover, he is aware of the ideation meaning. He focused on the topic of the essay and he became an independent learner due to the fact that he can apply the strategies he learnt to apply in daily life.

3) 'I like the beginning of the paragraph (orientation) because it is challenging for me. I liked the way I connected the clauses, linked ideas, considered fact and opinions. I realised the changes, for example critical thinking, linking data or knowledge to apply for writing, expressed my opinion toward the text and worked in groups. I felt that my post-test essay was better than the pre-test because it was more sophisticated and the organisation is better' (Archawin).

As shown above, except the critical thinking skill, the student is aware of of the textual function. He could organise the meaning in the text and develop ability to connect logical ideas and cohesive ties.

4) 'I knew the advantages of writing. I learned critical thinking, systemic thinking, idea organisation, elaboration and cooperative learning. I liked the first part of the essay because it will attract the readers and persuade the reader to continue reading. When I wrote the first paragraph, I did not know the pattern and I could not organise ideas smoothly. I could write only a little bit. However, I felt more confident because I followed the pattern and my content is better because of coherence.' (Patipol)

As shown above, the students are aware of textual meaning and interpersonal meanings according to the fact that they think of how they can persuade the readers and the way to link ideas when writing the text.

5) ‘When I started writing, I brainstormed to find arguments to support my topic, organise ideas and help each other to think in Thai and translate into English, including checking grammar, finding the right words and sentences, checking grammatical structure and vocabulary. My friends and I learnt from the model text that the teacher provided in class. I could use it as a model and sample text and tried to adapt and connect to my own writing. At the beginning, it was not well organised, but later I could develop and create my own piece of writing.’ (SOMPOL)

As shown above, the student is aware of textual meaning (trying to organise ideas using words and cohesive devices and linguistic resources) and he is aware of the topic according to ideational meanings which focus on the logic semantic relationship between the events.

6) ‘I started writing with my draft and I jotted down the idea several times until I felt satisfied. Then, I managed my own writing, arranged in correct order into different parts: introduction, body and conclusion. When my friends could not write, we consulted and helped each other to organise clauses and sentences. It looked complicated, but I was proud of my product.’ (Suppakit)

As shown above, the student is aware of textual meaning and he worked in group to try to organise clauses when they learned to write an exposition.

7) ‘Before I began to write, I had to think of my topic and what I was going to do and tried to focus on my topic and plan. I tried to find relevant ideas and thought of the pattern, orientation, supporting argument, point elaboration, main idea, thesis statement. I tried to analyse different arguments and think reasonably to persuade the readers to agree with me and at the end I tried to conclude my idea.’ (Pattadon)

As shown above, the student is aware of three meanings, namely interpersonal (persuade the readers), textual meaning (organising clauses in the text) and ideational meaning (focus on the topic).

6.4 The analysis of the students' journals

This section is a report on the investigation of the journals of students chosen for this study. The following writing of journals had a positive effect on the attitude toward SFL genre-based instruction and reflected on students' improvement in writing abilities:

(1) The student knows how to apply the strategy to develop their writing:

'In my first day I wasted 30 minutes to write the first line of the essay because I didn't know how to write and what I am going to write. But at the end of the course, I have studied the technique of writing and I can write easier than in the past.' (Pattipon)

(2) The student learns specific skills and knows his strength and weaknesses:

'I thought of the sentence in Thai and translated in English and then I wrote the sentence. I think a Thai essay has few structures, but an English essay has more structures. I can use three words to describe the writing class: 'feeling, thought and communication'. I like writing because it's something I talk to myself. I have to consider the sentence before I write, so it makes a good behaviour.' 'Today I think I'm not a good writer because I have to think of words before writing them, but I feel better than in the past'. (Teeradon)

As mentioned above, the students gained benefit from the explicit teaching after they have completed the cycle in week 8. They began to understand the generic structure and grammatical features.

(3) The student seems to develop self-assessment, gain confidence and meta-cognition.

'At the beginning I could feel the difficulty and complexity of the writing, lack of confidence and I wrote spoken English, but later it became less difficult and less complicated on the essay, I gained more confidence. I think I'll have to change my wordlist in my mind to improve my writing skill. I should start expanding my knowledge of English vocabulary. In conclusion, I think I can be a good writer if I could change what I've mentioned.' (Achawin)

(4) The student applied SFL genre-based writing technique, writing techniques and practised writing exposition: 'Since the first day I felt writing an essay is a little bit hard, but nowadays I feel more comfortable when I am writing an essay because there's a new story and we have different patterns and a new technique everyday I learnt. I want to use these words to describe writing class "challenging, learning and technique", I think I am a good writer because I always learn new method in class everyday.'

As mentioned above, after the teaching and learning cycle was developed in the classroom, the activities enabled students to raise awareness of the text when they analysed the model text and the teacher provided the scaffolding needed for students. It also facilitated improvement in their essays.

(5) The student knew the writing process and he could check the sentence structure (self-editing): ‘My first day of writing an essay was pretty rough, I was not used to writing an essay. I didn’t know the grammar and structure I should use. Now I have become fluent and my grammar is correct. In my opinion, a Thai essay is different from English in term of grammar, vocabulary and structure. Therefore, I felt nervous every time I had to write an essay, but now I have been gradually improving my writing skill. I have become more confident and I felt that writing an essay is actually enjoyable. My technique for writing an essay is that I will always try to plot out some ideas that can be used in my essay on another piece of paper, so that when I start writing the essay, I will have a guideline on how my essay would be. I think my skill can be improved further to a point that some day it will be as good as that of the native speaker.’ (Pornpipat)

(6) The student enjoyed practising self-study and was motivated to become an independent learner after he had experienced scaffolding techniques and explicit teaching in SFL: ‘I like writing because it helps me focus on what I will do next to complete my essay. When I practised writing, I tried to find new vocabularies in the dictionary, so that I’ll be able to use them in my writing. My first day of writing was full of problems, I didn’t know how to use some types of grammar and I also had been using the informal words (spoken English). Right now, I’ve improved a lot about writing by getting help from the teacher, my family and friends. I am a good writer because I’ll never give up improving my writing because I’ll never give up improving myself.’ (Nuttanan)

(7) The student focused on the SFL writing process, and writing technique. He tried hard to write and overcame his limitation: ‘Typically I only write when I want to write, I felt confused, awkward and excited. My first essay was very hard because I had no experiences about writing, so I spent a long time to finish it . When we write an English essay, we have to use more techniques than a Thai essay. Firstly, we have to draft the topic and the main idea on something before we write the essay. After that, changing the words that make my draft more official. Finally, we will write it again on the main paper following my draft.

When I write an essay, I have many things in my mind, but sometimes I can't bring them out of my mind to write it on the paper.' (Patcharapon)

As mentioned above, after students had completed week 16, they could write without the teacher's help, deconstruct an existing text and revise their own essays. Overall, various tasks at each stage of the teaching and learning cycle had impact on students' understanding of how to write academic essays. Highlighting generic structure and linguistic features was very helpful for students in the lower proficiency group who could produce complex sentences fluently at the end of the course.

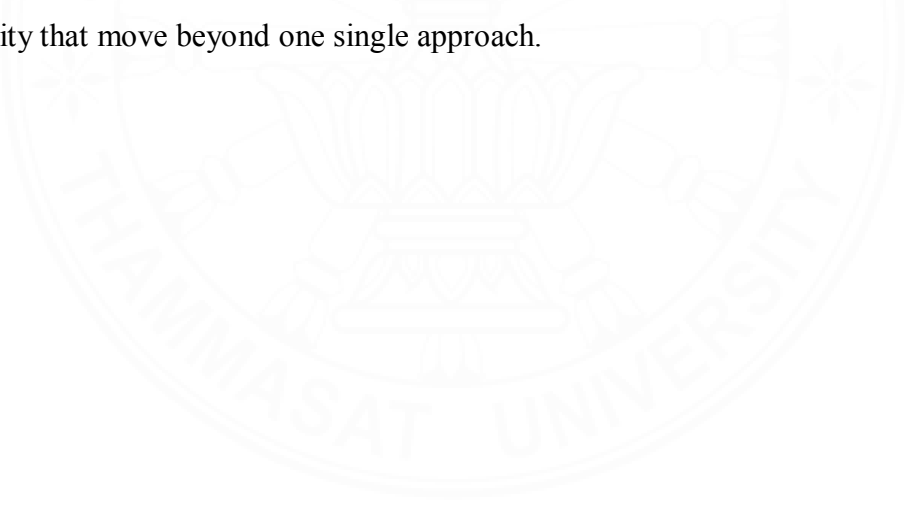
On meaning creation in SFL, students make meaning through the relation between language and context. In regard to logical meaning, logic plays an important role in presenting one's arguments in the conjunction system (Eggin, 2004). To write logical arguments, students apply critical thinking to create logical meaning in the conjunction system, such as reasoning with causes and effects. This will help them to gain persuasive and analytical writing skills. Moreover, critical thinking deals with reasons, facts, opinions and evidences (Ennis, 2003). Therefore, critical thinking exists when students analyse texts during the teaching and learning cycle and when they take a position with sufficient reasons (Samanhudi, 2012).

This study aims to determine whether SFL genre-based instruction would positively affect students' writing, critical ability and satisfaction. According to students' journals, it can enhance students' confidence. Most students indicated that they knew their weaknesses and strengths. Their writing improved in comparison to the beginning of the course and their motivation has increased at the end of the instruction.

In regard to the SFL genre-based instruction, through qualitative analyses of students' journals, the case study shows that students can develop critical thinking due to the fact that the teaching and learning cycle allows students to analyse, evaluate the model text, and produce the similar text in the same genre. According to Martin, (2011), SFL supports critical literacy and SFL's analytical resources support critical literacy in many ways (Simmon, 2016) e.g. promoting critical language awareness, recognising authorial voices and linguistic choices.

Critical perspective on SFL is one of Halliday's original purposes in developing systemic functional linguistics due to the fact that there was the discrimination against the language use of certain groups of people (Harman, 2017). Moreover, according to Martin, (1991), the role of a functional model of language has continued to support critical literacy, e.g. in disadvantaged school programmes or language and social power projects in inner Sydney schools.

In fact, SFL pedagogy supports both students' writing and critical thinking skill improvement due to the fact that it was distinctive in the way scholars synthesise principles from critical thinking, critical pedagogy and critical literacy to apply with SFL genre-based instruction. Scholars have gradually popularised the effectiveness of critical genre-based teaching in academic English writing (Emilia, 2005). In spite of the potential of SFL instruction in developing students' critical thinking and academic writing, there are only few SFL teaching materials in the classroom for teaching exposition (Zhang, 2018). Therefore, this paves the way to integrate approaches and useful frames to develop students' critical thinking skills and writing ability that move beyond one single approach.



CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of key conclusions, recommendations and limitations according to the SFL genre-based instruction.

7.1 Key conclusions

(1) The development of generic structure in the students' writing

The study found that there was a significant development of generic structure in the students' writing which matched the SFL prototype outline in the literature. This improvement coincided with the majority of the students who can increase the frequency of complex clauses and produced sophisticated texts that are richer in logico-semantic relations. In addition, students reported the high level of satisfaction with the SFL genre-based instruction which promoted and provided students with the opportunities to develop their critical thinking skills. Students' written texts become more fluent in regard to generic structure and clause complexes. This can be interpreted that SFL genre-based instruction has a positive impact on students' development in terms of organisation, language use and opinions. The same findings could be observed in other studies (Srinon & White, 2011; Mingsakool, 2019).

(2) The clause construction and logico-semantic relations

Students' exposition writing texts are developed with sensible clauses that link with logico-semantic relations. The clause constructions in each stage of generic structure are organised and sensibly meaningful. According to Downing & Lock, (2006), clauses are constructed in units of meaning to serve people's requirement for communication for particular purposes and situations. In the same way, Bhatia, (1997) argued that clauses are able to be used in communication and they work together with

systemic functional grammar which guides the structure of the clauses in the writer's mind and the units of meaning in the clauses work together to make sense for the situation (Migsakool, 2018). Students studied the sentence structures at the stage of the building field and became familiar with the generic structure when they analysed and practised writing at the stage of joint construction.

(3) Supporting student creativity

To respond to criticism of Sydney school that it kills creativity (Devrim, 2015); however, to reproduce the same genre, students can be creative due to the fact that they can add different styles of writing they choose. The findings showed that students told the story, provided examples, and gave warnings to the audiences. According to Martin & Rose, (2008), explicit teaching empowers disadvantages. Students can make meaning the way they want, for example, they can communicate with school administrators that they wanted to use mobile phones in the school.

(4) Factors generating positive outcomes,

The significant factors generating positive outcomes, such as positive attitude and the development of critical thinking skills, relate to the strength of the approach that promoted learners' knowledge and related skills. Qualitative data resulting from the journals revealed the positive effect of SFL genre-based instruction because the students reflected that the writing activities helped to improve their writing and increase their critical thinking skills. Joint construction is the important process where the teachers and students had a chance to construct texts together and this created a friendly atmosphere. During the modelling process, the teacher could assist students and gave language practise, discussed and analysed texts with students, so that the teacher could intervene successfully in their language learning (scaffolding). This stage facilitates

students to acquire necessary linguistic knowledge and be familiar with exposition genre which is crucial to develop their critical thinking skills, attain academic success and occupational purpose due to the fact that L2 learners generally lack genre knowledge (Hyland, 2004). Moreover, genre pedagogies have an important role in consciousness-raising for critical abilities and empowerment. Students learn to use valued genres and are able to give critical reflection (Carstens, 2009). The genre instruction also benefits students because of the fact that the instruction includes some elements of writing process (drafting, planning) and strategy approaches (scanning sentences and language features), (Munger, 2016).

(5) The impact of military custom

It is noted that students' military custom had impact on their texts. This leads to the conclusion that teachers of writing should consider cultural factors when developing course materials for students. According to Hyland, (2003), writer's choices are always context-dependent, influenced by social perspectives and variation in social activity. This is supported by the needs analysis that students were interested in military contexts.

7.2 Findings and discussion

(1) Trends were observed that some students (low group) produced more paratactic clauses than hypotactic clauses with a high percentage of extension clauses.

(2) The progress in the language resources of the students in the high group, i.e. the increasing number of clauses was not as high as those from the low group. Although the rate of clause complexes becomes stable, trends were observed that some students (high group) wrote more complicated sentences because they produced mixed expansion in their essays.

(3) The results suggest that the instruction had a positive effect on the students' organisation of the texts and satisfaction due to the explicit teaching and the SFL teaching and learning cycle.

(4) The data from classroom observation, students' journals and interviews showed that students are aware of making meaning in SFL three meta-meaning, and making progress in both exposition writing and critical thinking skills.

(5) The exposition genre helps students persuade people to think in a certain way, students can use the language features required, (Derewianka, 2006) e.g. generalised participant, cause and effect link, modality, persuasive language, intensifier, attitudinal lexis, complex nominal groups, etc. in the course material.

(6) According to Martin, (2000), there are three main functions that contribute to the success of English writing: deconstruction, joint construction and independent construction. Each stage of the teaching and learning cycle is supported by the scaffolding technique that helps students to become independent writers at the end.

(7) The study found that there was a shift in the students' writing across their three essays. Post-tests (essay 3) were structurally more coherent, sophisticated and matched the given models in the literature according to the quantitative data. It was concluded that teaching and learning cycles in SFL played an important part in supporting their writing and critical thinking skills. SFL genre-based activities supported students throughout the experiences in creating meaningful text and boosted their confidences according to the questionnaire results.

7.3 Suggestions for practice and future Research

7.3.1 Suggestions for implications

The results of this research can be applied as one of materials in teaching clausal relations and systemic functional grammar can be applied to analyse clauses in class activities. This will help students understand the relation between clauses that can be seen from the conjunction and connective devices in clause complexes in SFL. The students will become aware of the necessity of pattern and linguistic resources required in a specific genre. In regard to generic structure development, one genre can be related to one another if students could present one-sided arguments in exposition genre, it will be a pathway to continue developing to multi-sided arguments in discussion genre.

Interestingly, critical thinking skills were developed during SFL genre-based instruction according to students' journals. Therefore, it is possible to implement the critical genre-based approach in EFL educational contexts. The study suggests that it is beneficial for students to apply linguistic resources and understand typical generic structure as mentioned in SFL to develop their critical writing ability. The teaching programme based on the SFL critical genre-based approach, gradually adopted in many educational contexts, is recommended in EFL teaching contexts to cope with the need for critical thinking of the school curriculum in the 21st century.

SFL focuses on explicit teaching and connecting language form to meaning in the social context (Halliday, 1985). The linguistic tools in SFL can support both reading and analytic writing in English. Therefore, one challenge that should be grappled with is the reading-writing connection because there is a close relationship between the

understandings required for successful reading and writing. It is recommended to use SFL-based pedagogy to teach reading, so that the teachers can help students work critically with the texts they read.

One approach alone may not offer a complete picture of task, content and language. Therefore, the combination of SFL with other approaches may enrich the field of learning. This is likely to highlight the effectiveness of linking the conceptual framework of SFL with other teaching methodologies to develop linguistic knowledge and writing expertise e.g. in regard to a combined corpus and systemic functional analysis, to study specific writing problems of students, it is suggested that the corpus of student writing with more participants will enrich SFL pedagogy.

7.3.2 Directions for future research and recommendations

The participants enrolled in this study are male pre-cadets who are the equivalents to secondary school students. However, choosing different samples will influence different research outcomes. It is suggested for researchers to conduct research in other contexts.

7.3.3 Directions for teachers

(1) To suggest how teachers can help their students with writing, giving a learning model for text, seems promising for students. SFL will provide linguistic tools to analyse texts and improve their writing strategies step-by-step according to the teaching and learning cycle.

(2) The common feature of the teaching and learning cycle is the focus on texts. Students practise reading, analysing texts and doing many activities before writing. The teacher needs to find the texts that are suitable for teaching. The teacher needs to teach

how to read various genres and analyse the texts using functional grammar which is new and unusual for students. Teaching students how to write is different from telling them to write because it takes many hours before students start writing independently. This process is beneficial, however, it takes a lot of time for the researcher to prepare the lessons and students spend a lot of time doing many pre-writing exercises. Students in a high-group are likely to be familiar with the pre-writing activities, but this activity will benefit students in mid and lower groups.

(3) The amounts of the preparation process for future writing (pre-writing processes) outnumbered the actual writing process. This seems to be the possible reason why some students felt that they still needed more time for writing exposition genre and enough exposure to the exposition genre is still needed in some groups of students, especially the low group because they are not confident when they write exposition genre and they still question how to master exposition genre.

(4) The low group may need extra time to attend remedial classes whereas the high group may need more challenging tasks that match their capacities according to differentiated learning; for example, learning more additional challenging tasks, and discussion genre. According to Rose, (2008), the writing pedagogy is able to be expanded for a higher level of critical skills ranging from the fundamental genre, such as story, history, explanation, to one-sided and multi-sided argument genres. Consequently, how to balance the different learning needs of different students with diverse ability should be taken into consideration.

The results showed that some students still need more writing exercises to confirm their comprehension. Due to challenges of mixed ability class, there are

different results among lower and higher ability students. It is suggested that teachers use different tasks to meet the needs of students with a range of ability.

7.3.4 Linguistic resources and features

In SFL there are other grammatical systems such as mood, residue, modality, theme, rheme, etc. that are interesting for scholars to study or apply in class activities.

7.3.5 Research limitation

The COVID-19 pandemic has had impact on this study. The researcher needed to teach online sometimes. It was not the same as the face-to-face classes because the school has started online learning, but some students lack resources to successfully take part in online learning. During the lockdown, distance learning was difficult and the school has been trying to buy enough gadgets for teachers and students. An unreliable connections sometimes ruined the delivery of writing instructions. Despite the acknowledge limitations, the findings are likely to encourage more teachers to try SFL in their class.

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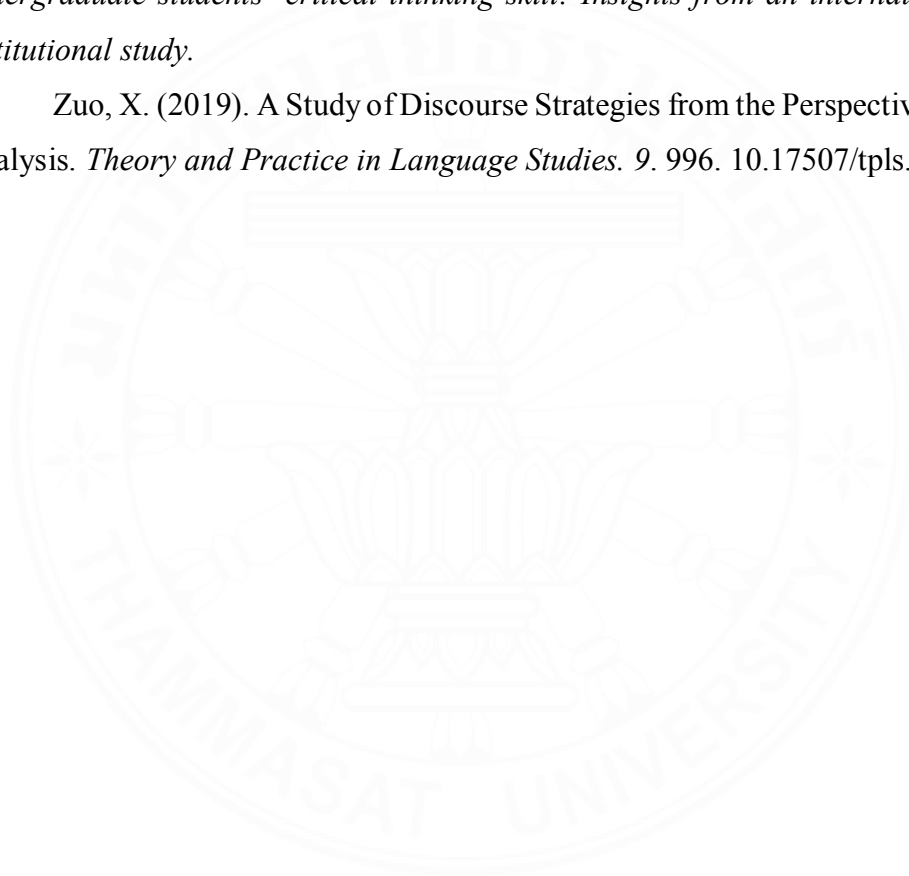
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APPENDICES



APPENDIX A

Appendix A The School Curriculum

AFAPS Curriculum 2554 B.E

The creation of AFAPS curriculum 2554 B.E. incorporates information from the evaluation of AFAPS Curriculum 2546 B.E. (Enhanced Issue 2550 B.E.), the Central Basic Education Curriculum, requirements from Armed Forces and Police Cadet Academies, and policies of commanding officers. The curriculum has been considered and approved by the RTARF's Education Committee in the 2/54 meeting on 11 July, 2554 B.E.

Objectives of Foreign Language

1. Understand and be able to use foreign language for exchanging information, build relationship between persons, be able to express own thought which related to education, occupation and social in appropriate way.
2. Obtain skill in listening, speaking, reading and writing in general topics such as oneself, family, school, environment, food, drinks, personal relation, leisure time, welfare, buy-sell, weather, education and career, traveling, tourism, public services, science and technology in a range of approximately 3,600-3,750 words
3. Capable of using compound sentence and complex sentence in expressing the conversation.
4. Read and write formal and informal essays.
5. Obtain knowledge and understand native speakers' tradition and language.
6. Obtain knowledge and understand in using foreign language in searching for education purpose.
7. Practice using foreign language both internal and external continuously therefore to extend education and career purpose.
8. Global education management related to global issues plus concept of thought process in history, human rights, democracy, economic, justice, equality, peace, dissolve conflict, variety of tradition and religious.

Education Contents insists of Content 1: Communications, Content 2: Cultures, Content 3: connections and Content 4: Communities

Education Standards

Content 1 Language for Communication

Standard T 1.1 Understand topics that have listened and read from media and be able to think critically.

Indicators M.4-6/1, M.4-6/2, M.4-6/3, M.4-6/4

Standard T 1.2 Obtain language for communication skill and exchanging information.

Indicators M.4-6/1, M.4-6/2, M.4-6/3, M.4-6/4, M.4-6/5

Standard T 1.3 Present news and information in the form of speaking and writing.

Indicators M.4-6/1, M.4-6/2, M.4-6/3

Content 2 Languages and Cultures

Standard T 2.1 Understand the relation between the native speakers' language and tradition and be able to apply the usage of language in appropriate situation.

Indicators M.4-6/1, M.4-6/2, M.4-6/3

Standard T 2.2 Understand the similarity and difference between native speakers' language and culture and those of Thai language and culture and be able to use it appropriately.

Indicators M.4-6/1, M.4-6/2

Content 3 Connections with other academic-content groups

Standard T 3.1 Use foreign language to connect with other academic-content groups and as a base for development, acquiring knowledge and widening personal perspectives.

Indicators M.4-6/1

Content 4 Communities

Standard T 4.1 Use foreign language in various situation such as education and social places.

Indicators M.4-6/1

Standard T 4.2 Use foreign language as a tool for extending the education in order to assist the career and exchanging with world's community.

Indicators M.4-6/1, M.4-6/2

Structure of Foreign Language Academic-content Group
M 4-6 Interval, Basic and Additional Subjects

Class Year/ Semester	Basic Subject	Additional Subject	Academic Credit	Attendance Period /Week	Attendance Period /Semester
1/1	EN 31101 Foundation English 1	-	1.0	2	40
1/1	-	EN 31201 English Plus 1	1.5	3	60
1/2	EN 31102 Foundation English 2	-	1.0	2	40
1/2	-	EN 31202 English Plus 2	1.5	3	60
2/1	EN 32103 Foundation English 3	-	1.0	2	40
2/1	-	EN 32203 English Plus 3	1.5	3	60
2/1	-	CH 32201 Chinese 1	-	1	20
2/2	EN 32104 Foundation English 4	-	1.0	2	40
2/2	-	EN 32204 English Plus 4	1.5	3	60
2/2	-	CH 32201 Chinese 1	-	1	20
Total	4 Subjects	8 Subjects			

Appendix B

The Questionnaire and IOC of unit content specification

แบบสอบถามความต้องการของนักเรียนและปัญหาในการเขียน

และการอ่านภาษาอังกฤษของนักเรียน

‘แบบสอบถามนี้เป็นส่วนหนึ่งของวิทยานิพนธ์เรื่อง A Study of Genre-based pedagogy to Develop Pre-cadets’ Critical writing skill through Exposition Genre ของ น.ปริญญาดพร ปรีชา .ส. นิสิตปริญญาเอกหลักสูตร ปรัชญา ศึกษาศาสตร์ สาขา ภาษาอังกฤษศึกษา คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ มีวัตถุประสงค์ในการจัดทำเพื่อสำรวจความต้องการและปัญหาในการอ่านและเขียนภาษาอังกฤษของนักเรียนเตรียมทหาร การจัดทำแบบสอบถามในครั้งนี้จะเป็นประโยชน์ในการพัฒนาการเรียนการสอนภาษาอังกฤษ การร่วมมือของท่านจะนำไปสู่ความสำเร็จในด้านการพัฒนาการศึกษาของนักเรียนโรงเรียนเตรียมทหาร (This survey is part of the thesis "A Study of Applications of Exposition Genre Based on Sydney School to Develop Students' English Critical Integrated Reading and Writing Skill in a Thai Military School", Faculty of liberal arts, Thammasat University. It aims to survey the need and problems of English reading and writing of pre-cadets in Armed Forces academies preparatory school. This will facilitate the development of teaching and learning English. Your cooperation will lead to the success of English education development.

แบบสอบถามนี้ไม่มีผลใดๆ ต่อการเรียนของท่าน (This survey has no impact on your grades and scorings system).

แบบสอบถาม แบ่งเป็น 5 ส่วน ดังนี้ (The survey is divided in to 5 sections.)

ส่วนแรก : ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม (Fundamental information)

ส่วนที่ 2 ความคิดเห็นเกี่ยวกับการเขียนภาษาอังกฤษ (Opinions toward English writing)

ส่วนที่ 3 ความคิดเห็นเกี่ยวกับการอ่านภาษาอังกฤษ (Opinions toward English reading)

ส่วนที่ 4 หัวข้อในการอ่านและเขียนภาษาอังกฤษ (Reading & writing topics)

ส่วนที่ 5 ข้อเสนอแนะและความคิดเห็นเพิ่มเติม (Suggestions and additional comments)

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม General information

1. โรงเรียนเดิม (Name of former school) ชื่อ ร จังหวัด.....ร.(Province)
2. ระยะเวลาในการเรียนภาษาอังกฤษ (Duration of learning English) จำนวน ปี(years)
อายุ 3(age) ปี(years old)
4. เคยศึกษาภาษาอังกฤษพิเศษหรือไม่ (Have you ever learned in any special English programs ?)
 เคย(Yes) ระยะเวลาที่เรียน (Duration of your study) ปี เดือน/(Years/Months)

ไม่เคย (No) อื่น ๆ (Others) ระบุ (Specify).....

5. เคยศึกษาภาษาอังกฤษในต่างประเทศหรือไม่ (Have you ever learned English in other countries ?)

เคย (Yes) ระยะเวลาที่เรียน (Duration of your study) เดือน/ปี..... (Years/Months)

ไม่เคย (No)

อื่น ๆ (Others) ระบุ (Specify).....

อาชีพผู้ปกครอง .6(Parents' occupation)

เกษตรกร (Farmers) รับจ้าง (Labour) รับราชการรัฐวิสาหกิจ/(Government / state enterprise)

ค้าขายธุรกิจ/ (Commercials & Business)

อื่น ๆ (Others) ระบุ (Specify).....

7. ท่านคิดว่าระดับภาษาอังกฤษของท่านอยู่ในเกณฑ์ใด (Your English proficiency level)

ยอดเยี่ยม (Excellent)

ดีมาก (Very good)

ดี (Good)

ปานกลาง (Medium)

ต้องปรับปรุง (Need to improve)

อื่น ๆ (Others) ระบุ (Specify).....

ตอนที่ 2 ความเห็นในด้านการอ่านภาษาอังกฤษ (Opinion toward English reading)

คำชี้แจง (Directions)

โปรดใส่เครื่องหมาย ✓ ลงในช่อง ตามความคิดเห็นของท่านในแต่ละข้อ โดยมีน้ำหนักคะแนน ดังนี้ (Please place an ✓ in the box of the category that closely matches your opinion (

ระดับความคิดเห็น (Agreement level)

ระดับคะแนน 5 หมายถึง เห็นด้วยมากที่สุด extremely agree

ระดับคะแนน 4 หมายถึง เห็นด้วยมาก mostly agree

ระดับคะแนน 3 หมายถึง เห็นด้วยปานกลาง moderately agree

ระดับคะแนน 2 หมายถึง เห็นด้วยน้อย slightly agree

ระดับคะแนน 1 หมายถึง เห็นด้วยน้อยมาก หรือไม่เห็นด้วย disagree

The IOC of unit content specification

รายการ Content	ค่า IOC From expert			IOC Value	Content Validity
	1	2	3		
1. นักเรียนสนใจเขียนเรื่องที่สอดคล้องกับชีวิตประจำวัน (You are interested in writing in relation to your daily life.)	0	1	1	2/3=0.66	Yes

2.นักเรียนสนใจเขียนด้านเทคโนโลยีการทหาร (You are interested in writing about military technology.)	1	1	1	3/3=1	Yes
3.นักเรียนสนใจเขียนเกี่ยวกับผู้นำทางด้านการทหาร (You are interested in writing about military leaders.)	1	0	1	2/3=0.66	Yes
4.นักเรียนไม่ได้เข้าร่วมกิจกรรมการเตรียมตัวทางภาษาก่อนการเขียนภาษาอังกฤษอย่างสม่ำเสมอ (You do not always participate in language preparation before writing in English very often)	0	1	1	2/3=0.66	Yes
5.นักเรียนมีความกังวลใจเมื่อเขียนภาษาอังกฤษเชิงวิเคราะห์ (You are anxious when you participate in Critical English writing.)	1	1	1	3/3=1	Yes
6.นักเรียนต้องการหลักสูตรการสอนเขียนแบบเชิงวิเคราะห์ที่วิจารณ์ที่เน้นความคิดเห็นด้านเดียว) Exposition) (You would like to have English critical writing syllabus based on exposition)	0	1	1	2/3=0.66	Yes
7.นักเรียนเคยฝึกฝนประเภทการเขียนแบบExposition*)เรียงความแบบความคิดเห็นทางเดียว([You used to practice writing Exposition (one side argument).]	1	1	1	3/3=1	Yes
8.นักเรียนต้องการฝึกการเขียนแบบ Exposition*) เรียงความแบบความคิดเห็นทางเดียว((You would like to practice writing Exposition(	1	1	1	3/3=1	Yes
9 .นักเรียนไม่สามารถใช้ความรู้ไวยากรณ์ช่วยในการเขียน (You are not able to link the knowledge of grammar points to writing.)	1	1	1	3/3=1	Yes
10 . นักเรียนทราบความหมายของคำในประโยค แต่ไม่สามารถเรียบเรียงให้เป็นประโยคที่ถูกต้อง (You know the meaning of words, but you are not able to construct correct sentences.(	1	1	1	3/3=1	Yes

11.นักเรียนไม่สามารถเขียนเชิงวิเคราะห์วิจารณ์ (You are not able to with critique.)	1	1	1	3/3=1	Yes
12.นักเรียนไม่เข้าใจโครงสร้างและรูปแบบของการเขียนประเภทต่าง ๆ (You do not understand the structures or patterns for wring English.)	1	1	1	3/3=1	Yes
13.นักเรียนไม่เข้าใจกระบวนการเขียนเชิงวิเคราะห์ (You do not understand the process of critical writing.)	1	1	1	3/3=1	Yes
14.นักเรียนไม่สามารถเขียนเชื่อมประโยคได้ (You cannot combine the sentences.)	1	1	1	3/3=1	Yes
15.นักเรียนไม่มีโอกาสฝึกฝนด้านการเขียนอย่างสม่ำเสมอ (You do not have any chances to practice writing in English very often.)	1	1	1	3/3=1	Yes
16.นักเรียนคิดว่าทักษะการเขียนภาษาอังกฤษเป็นเรื่องที่ยาก (You think English writing is difficult.)	1	1	1	3/3=1	Yes
17.นักเรียนไม่ค่อยได้ทำกิจกรรมการเขียนเป็นกลุ่ม (You rarely join writing activities in groups.)	1	1	1	3/3=1	Yes
18.นักเรียนไม่ค่อยได้ทำกิจกรรมหลังการเขียน เช่น การประเมินผลหรือวิจารณ์การเขียนหรือให้ผลย้อนกลับ (You rarely do post-writing activities such as self evaluating, or giving feedback.)	1	1	1	3/3=1	Yes
19.นักเรียนไม่เคยเรียนวิชาการเขียนภาษาอังกฤษเชิงวิเคราะห์จากโรงเรียนเดิม (You never learn the subject “ critical English writing” from the former school.)	1	1	1	3/3=1	Yes
20. นักเรียนไม่สามารถแสดงความคิดเห็นเชิงวิเคราะห์จากเรื่องที่เขียน (You are not able to think critically based on what you write.)	1	0	1	2/3=1	Yes
21.นักเรียนใช้วิธีการแปลไทยเป็นภาษาอังกฤษเพื่อเขียนข้อความ (You translate Thai to English when you write.)	1	1	1	3/3=1	Yes
22. นักเรียนไม่รู้จักกลวิธีหรือเทคนิคการเขียนภาษาอังกฤษเชิงวิเคราะห์ (You do not know critical English writing strategies or techniques (	1	1	1	3/3=1	Yes

23.นักเรียนไม่สามารถเขียนแสดงความคิดเห็นโต้แย้งกับเรื่องที่อ่านได้ (You are not able to write in respond to what you read.)	1	1	1	3/3=1	Yes
The content validity is 0.927					

Problems & suggestions based on English reading & writing and critical thinking)

.....

Other recommendations based on the need to develop English reading and writing such as topics, content, time for practice and strategies.)

.....

Questionnaire for assessing student's satisfaction

แบบประเมินความพึงพอใจการจัดกิจกรรมพัฒนาการเรียนการสอนภาษาอังกฤษด้วยการใช้สื่อการสอนซึ่งพัฒนาจากแนวคิดการสอนภาษาแบบบูรณาการของภาษาศาสตร์เชิงระบบ

Students' satisfaction assessment based on the SFL genrebased instruction

คำชี้แจงให้ทำเครื่องหมาย ✓ ลงในช่องระดับความคิดเห็นของแต่ละรายการประเมิน โดยมีเกณฑ์ความหมายดังนี้

Put ✓ in a box according to the following scale to rate your satisfaction level

ระดับ หมายถึง ต้องปรับปรุง 1dissatisfied ระดับ หมายถึง พอใช้ 2acceptable

ระดับ หมายถึง ปานกลาง 3 neither satisfied nor dissatisfied , moderate level

ระดับ หมายถึง ดี 4 satisfied,good ระดับ หมายถึง ดีมาก 5very satisfied, excellent

ลำดับ ที่ No	รายการประเมิน(Items) How satisfied are you with following	ค่า IOC			
		-1	0	+1	ข้อเสนอแนะ
1.	นักเรียนได้รับความรู้จากกระบวนการสร้างความรู้จากบริบท I learned from the process “ building the context or field ”			3	1
2.	นักเรียนได้รับความรู้จากกระบวนการสร้างความรู้ร่วมกัน I learned from the process “ joint construction”.			3	1

3.	นักเรียนได้รับความรู้จากกระบวนการเรียนรู้จากตัวแบบ I learned from the process “ modeling the text ” .	1	2	0.66
4.	นักเรียนได้รับความรู้จากกระบวนการเชื่อมโยงบทอ่านที่เกี่ยวข้อง I learn the process” linking the related text”.		3	1
5.	การเรียนการสอนสื่อการสอนซึ่งพัฒนาจากแนวคิดการสอนภาษาแบบบรรทัดฐานของภาษาศาสตร์ทำให้นักเรียนมีความมั่นใจในการใช้ภาษาอังกฤษ The SFL genre based instruction has contributed to my confidence for using English language.	1	2	0.66
6.	กิจกรรมการสอนภาษาแบบบรรทัดฐานช่วยพัฒนาความสามารถทางการคิดวิเคราะห์ของนักเรียน The activity based on the SFL genrebased instruction have developed my reading ability.		3	1
7.	กิจกรรมการเขียนด้วยตนเองในกระบวนการสอนของภาษาแบบบรรทัดฐานช่วยพัฒนาความสามารถทางการเขียนภาษาอังกฤษของนักเรียน The activities in SFL genre based instruction “ independent writing” have developed my writing ability.		3	1
8.	นักเรียนพึงพอใจที่ได้เรียนรู้จากบทเรียนสื่อการสอนซึ่งพัฒนาจากแนวคิดการสอนภาษาแบบบรรทัดฐาน I am satisfied with my learning from this lesson based on the SFL genre based instruction		3	1
9.	นักเรียนได้รับความช่วยเหลืออย่างเหมาะสมจากเพื่อนและครูจากการเรียนการสอนภาษาแบบบรรทัดฐาน I have been assessed by friends and the teacher during SFL genrebased instruction.	1	2	0.66
10.	เนื้อหาในการเรียนการสอนจากขั้นตอนการสอนแบบแนวคิดการสอนภาษาแบบบรรทัดฐานของภาษาศาสตร์ไม่ยากเกินไป I would describe the content of the SFL genrebased instruction as being not too difficult	1	2	0.66

11.	นักเรียนมีส่วนร่วมในการเรียนรู้ร่วมกันเช่นการทำงานคู่ และการทำงานกลุ่มจากวงจรกระบวนการเรียนการสอน I can participate in cooperative learning, such as pair work and group work in Teaching & Learning Cycle stages.			3	1	
12.	นักเรียนเข้าใจโครงสร้างของเรียงความแบบแสดงความคิดเห็นทางเดียว I understand the pattern of exposition genre.			1	2	0.66
13.	นักเรียนรู้จักวิธีการสร้างเรียงความแบบแสดงความคิดเห็นทางเดียว I know how to create exposition essay.			3	1	
14.	นักเรียนสามารถเขียนเรียงความได้มากขึ้น I am able to construct longer piece of essay.			3	1	
15.	นักเรียนสามารถนำความรู้ด้านไวยากรณ์ไปพัฒนางานเขียนในอนาคต I am able to apply the grammatical knowledge to develop my written text in the future			3	1	
16.	นักเรียนรู้จักคำศัพท์มากขึ้นเพื่อใช้พัฒนาการเขียน I know more vocabulary to develop writing ability.			3	1	
17.	นักเรียนรู้จักการหาข้อสรุป และข้อคิดเห็นสนับสนุนในการเขียน I know how to make conclusion and supporting arguments for writing a text.			3	1	
18.	นักเรียนสามารถวิเคราะห์บทอ่านโดยใช้พิจารณาจากหลักฐานและความคิดเห็นโต้แย้งของผู้เขียน I can analyse the reading text using evidence and writers' arguments.			1	2	0.66
19.	นักเรียนมีความคิดวิเคราะห์โดยใช้การเชื่อมโยงประโยคที่สมเหตุสมผล I am able to think critically by using logical connection in a sentence.			1	2	0.66
20.	นักเรียนสามารถประเมินผลงานเขียน I am able to evaluate my written text.			1	2	0.66

21.	นักเรียนสามารถแสดงความคิดเห็นโต้ตอบเกี่ยวกับเนื้อ เรื่องที่อ่าน I can respond to what I read.		1	2	0.66
The content validity					0.85

คำถามปลายเปิด Open- ended questions

1. Which are the main concepts or strategies learned during the instruction?

.....

2. What would you suggest to improve the instruction?

.....

Reliability of the need analysis (1)

The screenshot displays the IBM SPSS Statistics Viewer interface. The main window shows the following output:

Reliability Statistics

Cronbach's Alpha	N of Items
.896	23

RELIABILITY

```

/VARIABLES=VAR00002 VAR00003 VAR00004 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011
VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 VAR00025
VAR00026 VAR00027 VAR00005
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.

```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

Cases	Valid	N	%
	30	30	100.0
	Excluded ^a	0	.0
Total		30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.896	23

The reliability of the feedback questionnaire (2)

IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Graphs Utilities Extensions Window Help

Output

- Log
- Reliability
 - Title
 - Notes
 - Active Dataset
 - Scale: ALL VARIABLES
 - Title
 - Case Process
 - Reliability Sta

```

GET
  FILE='D:\satis.sav'.
  DATASET NAME DataSet1 WINDOW=FRONT.
  RELIABILITY
    /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009
    VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020
    VAR00021
    /SCALE ('ALL VARIABLES') ALL
    /MODEL=ALPHA.
  
```

Reliability

[DataSet1] D:\satis.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
Total		30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.969	21

IBM SPSS Statistics Processor is ready | Unicode ON

10:14 6/3/2564

Appendix C

Course Syllabus

Course Syllabus	EN 32203 English Plus 3
Additional Subject	Foreign Language
Academic-Content Group	
Class Year 2	0.5 Credit

Course Description

This special course (English writing) is aligned with EN 32203 (English Plus 3). According to English Plus 3, pre-cadets will learn and understand vocabulary and slangs that are related to military and police missions such as ranks and tradition. Pre cadets will be able to tell the difference between Thai – Foreign Military’s culture. Pre cadets will be pride to become professional military and loyalty to the King.

Outcomes and standard:

1. Learn and understand English grammar.
2. Understand ranks, positions in military and police.
3. Use military and police terms and slang with foreigners effectively.
4. Present information about News and global issues in English.
5. Pronounce words and slang correctly.
6. Be able to pick up important issues of text that have been read.
7. Be able to guess the meaning of the words.
8. Compare and understand the difference of variety of traditions.

Standard T 1.1 Understand topics that have listened and read from media and be able to think critically.

Standard T 1.2 Obtain language for communication skill and exchanging information.

Standard T 1.3 Present news and information in the form of speaking and writing

Course objectives: Student will be able to

1. Respond to the text with critical analysis
2. Write an exposition text
3. Evaluate structure and language use of the text
4. Discuss the given topic and give argument

Grading Policy

- | | |
|---------------------------------|------|
| 1. Pre-test (Reading- Writing) | 40 % |
| 2. Group work Activities | 20 % |
| 3. Post-test (Reading-writing) | 40 % |

Course Text book : American Language Course / CourseWorksheet

Tentative Teaching Schedule

Week	Description	Activity	Notes
1	Pre-test	Writing test	
2	Chapter 1	Students read and discuss different genres.	Group work
3	Chapter 1	Students identify Exposition genre and its generic structure.	Group work
4	Chapter 2	Group presentation	Group work
5	Chapter 2	Students brainstorm and create mind mapping after analyzing text	Group work
6	Chapter 2	Students analyse key vocabulary and functional grammar from the text.(clause complex)	Group work
7	Chapter 3	Students describe the exposition text. Students underline key vocabulary and structure.	Pair work
8	Chapter 3	Students find what elements support good Exposition text	Pair work
9	Chapter 3	Students reconstruct the text and analyse embedded clause	Pair work
10	Chapter 4	Students paraphrase, analyse and elaborate the topic.	Teacher-whole class
11	Chapter 4	Students practice using functional grammar e.g. Appraisal, Theme, Modality	Teacher-whole class
12	Chapter 4	Students begin to write an outline and draft in group	Teacher-whole class
13	Chapter 5	Students start writing in pair	Pair work
14	Chapter 5	Students edit their work individually	Individual task
15	Chapter 6	Students provide feedback and publish their work.	Peer /self assessment
16	Post-test	Writing test	

ประมวลรายวิชาภาษาอังกฤษเพิ่มเติม ๓ (๓๒๒๐๓๑)

Course Syllabus (English Plus 3)

๒๕ปีการศึกษา ๑ภาคเรียนที่ ๒ ชั้นปีที่ ๖๓

Second Year Class First Semester 2020

๑. รหัสวิชา(Code) ข ๓๒๒๐๓ E32203
๒. จำนวนหน่วยกิต(Number of credits) ๑หน่วยกิต ๕. 1.5 credits
๓. ชื่อวิชา (subject) ๓ภาษาอังกฤษเพิ่มเติม (English Plus 3)
๔. กองวิชา(Division) ภาษาต่างประเทศ (Foreign Language Division)
๕. ภาคการศึกษา (semester)ภาคเรียนที่ ๑ (First Semester)
๖. ปีการศึกษา(Academic Year) ๒๕๕๙ 2020
๗. ผู้สอน (Instructors) อาจารย์กองวิชาภาษาต่างประเทศ (Instructors of Foreign Language Division)
๘. เงื่อนไขวิชา (condition) -
๙. สถานภาพของวิชา(status) วิชาบังคับเลือก (Compulsory)
๑๐. ชื่อหลักสูตร(curriculum) (ภาษาอังกฤษ) กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

Foreign Language Curriculum (English Language)

๑๑. วิชาระดับ(level) ๔ช่วงชั้นที่ (Grade 12)
๑๒. จำนวนชั่วโมงที่สอน(hour) คาบ ต่อ สัปดาห์ ๓ (3 periods per week)
๑๓. สาระการเรียนรู้ (Strand)

มาตรฐาน ต 1.1: เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่างๆ และแสดงความคิดเห็นอย่างมีเหตุผล

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

มาตรฐาน ต 1.2: วสาร แสดงมีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข้อความรู้สึกและความคิดเห็นอย่างมีประสิทธิภาพ

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skill for exchange of data and information; efficient expression of feelings and opinions

มาตรฐาน ต 1.3: นำเสนอข้อมูลข่าวสาร ความคิดรวบยอด และความคิดเห็นในเรื่องต่างๆ โดยการพูดและ
การเขียน

Strand 1: Language for Communication

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

มาตรฐานต2.1: เข้าใจความสัมพันธ์ระหว่างภาษากับวัฒนธรรมของเจ้าของภาษาและนำไปใช้ได้เหมาะสมกับกาลเทศะ

Strand :2Language and Culture

Standard F :2.1 Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

มาตรฐานต2.2: เข้าใจความเหมือนและความแตกต่างระหว่างภาษาและวัฒนธรรมของเจ้าของภาษากับภาษาและวัฒนธรรมไทย และนำมาใช้อย่างถูกต้องและเหมาะสม

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

มาตรฐานต3.1: ใช้ภาษาต่างประเทศในการเชื่อมโยงความรู้กับกลุ่มสาระการเรียนรู้อื่น และความรู้ และเปิดโลกทัศน์ของตนเป็นพื้นฐานในการพัฒนา แสวงหาก

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

มาตรฐาน4.1 ใช้ภาษาต่างประเทศในสถานการณ์ต่างๆทั้งในสถานศึกษาชุมชนและสังคม

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

มาตรฐาน4.2 ใช้ภาษาต่างประเทศเป็นเครื่องมือพื้นฐานในการศึกษาต่อการประกอบอาชีพและการแลกเปลี่ยนเรียนรู้กับสังคมโลก

Strand :4Language and Relationship with Community and the World

Standard F :4.2 Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

๑. เนื้อหารายวิชา (content)

ผู้เรียนฝึกฝนทักษะการอ่านโดยใช้นิตยสารต่างประเทศ (FORUM) ที่เกี่ยวข้องกับอาหารในยุคโลกไร้พรมแดน ได้แก่ การรักษาความมั่นคงและการป้องกันภัยคุกคามรูปแบบใหม่ๆ เช่น การก่อการร้าย การค้ามนุษย์ อาชญากรรมข้ามชาติ การบรรเทาภัยพิบัติต่างๆ ฯลฯ รวมทั้งความรู้ทางการทหารและตำรวจพื้นฐานจากตำราภาษาอังกฤษเพื่อการทหาร (Campaign) ได้แก่ การรักษาสมรรถภาพทางร่างกาย ความรู้เกี่ยวกับยศนายทหารสัญญาบัตรของประเทศสหรัฐอเมริกาและของประเทศไทย สถานที่ทางทหาร ชื่อตำแหน่งหน้าที่ภารกิจและความรับผิดชอบทางการทหาร การเรียนรู้แบบธรรมชาติและมารยาททหารสากล สิ่งประดิษฐ์ และเทคโนโลยีทางการทหาร นอกจากนี้ เพื่อพัฒนาทักษะด้านการฟังและการอ่านพร้อมทั้งความรู้และคำศัพท์ทางการทหาร ผู้เรียนเรียนรู้จากหนังสือ American Language Course Book เรื่อง Fit to fight และ US Military customs and courtesies เรียนภาษาอังกฤษจากเพลง เทปนิทานอีสป แล้วออกมาเล่าเรื่อง การฝึกอ่านหนังสือนอกเวลาเรียนและหนังสือเรื่องสั้นๆ เพื่อพัฒนาทักษะพื้นฐานในการอ่าน การจับใจความสำคัญของเนื้อเรื่อง การตอบคำถามทำเรื่อง การเดาความหมายของคำศัพท์จากบริบท การอ่านเรื่องราวต่างๆที่อยู่แวดล้อมรอบๆตัวเราที่เกิดขึ้นในชีวิตประจำวันจากหนังสือพิมพ์ภาษาอังกฤษ Bangkok Post และ The Nation นอกจากนี้ผู้เรียนจะได้รับความรู้ความเข้าใจเรื่องที่อ่านและการฝึกฝนทักษะภาษาอังกฤษด้านอื่นๆ แล้ว ยังได้ฝึกฝนการเรียนรู้คำศัพท์ สำนวน และหลักการไวยากรณ์ภาษาอังกฤษจากตำราไวยากรณ์ English Grammar In Use (หนังสืออ้างอิง) ชนิดยัติกร และจดหมายรวมถึงการฝึกทักษะการเขียน ฝึกเขียนย่อหน้า เรียงความขนาดสั้น ไปร

Students practice reading English military magazine (Forum) related to the military in globalization era, such as national defenses and modern crimes prevention, e.g. terrorism, human trafficking, transnational crimes, disaster management, etc. The subject includes fundamental knowledge of the military and police forces from English for the military (Campaign), such as fitness in the military, Thai and American military officer ranks, responsibility and duties, international military courtesy, invention and technologies. Besides, to develop listening and reading with knowledge about military vocabulary, students learn and tell the story from American Language Course Book (Topic about Fit to fight and American military custom and courtesies), English song and Aesop fables. Students practice reading short stories and extra reading passage to develop fundamental reading skill, find main idea, answer the questions, guessing the meaning from the context, stories from everyday life in the newspaper, Bangkok Post and the Nation. Students will learn vocabulary, idioms and grammatical structures from the book "English Grammar in Use". They practice writing a paragraph, short essay, post card and letter.

๑๔ .วัตถุประสงค์(Objectives)

๑๔วัตถุประสงค์เชิงพฤติกรรม รายวิชามุ่งเน้นให้ผู้เรียน ๑.(Behavioral Objectives)

๑๔ สามารถออกเสียงคำศัพท์ วลี ประโยค และบทสนทนาตามสถานการณ์ต่างๆได้ ๑.๑.

ถูกต้อง (students can pronounce words, phrases, sentences, conversation in different situations correctly)

๑๔ นำคำศัพท์ สำนวน และโครงสร้างทางหลักภาษาที่เรียนไปใช้ในการสื่อสารตาม ๒.๑.

สถานการณ์จริงได้อย่างเหมาะสม (students can apply words, idioms and language structures in the real situations)

๑๔ สนทนา และตีความจากเรื่องที่ฟังได้สามารถฟังคำสั่ง ประโยค บท ๓.๑.

(students can listen to the instruction, sentences, conversation and interpret from what they hear)

๑๔ ๔.๑.สามารถเขียนแสดงความคิดเห็นจากหัวข้อที่กำหนดให้ได้

(students can express opinions toward the given topics)

๑๔ สามารถเข้าใจวัฒนธรรมของเจ้าของภาษาและนำมาประยุกต์ใช้ในชีวิตประจำวันได้ ๕.๑.

(students can understand native speaker's culture and apply in daily lives)

๑๔สามารถอภิปรายแสดงความคิดเห็นจากหัวข้อที่กำหนดให้ได้ ๖.๑.

(Students can discuss the given topics)

๑๔พูดและเขียนแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังและอ่านอย่างเหมาะสม ๗.๑.

(students speak and write to express opinions toward what they listen and read appropriately)

๑๔จับใจความสำคัญ และตอบคำถามจากการฟังและการอ่านได้ ๘.๑.(students can find main idea and answer questions based on what they hear and read)

๑๔จับใจความสำคัญ วิเคราะห์ความ สรุปความ ตีความ และแสดงความคิดเห็นจา ๙.๑.กการฟัง และอ่านเรื่องที่เป็นสารคดีและบันเทิงคดี พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ

(students can find main idea, analyze, conclude, interpret and express opinions from listening and reading passage (documentary and entertainment) with reasons and examples.

๑๔เนื้อหาวิชาต่อสัปดาห์ ๒. schedule of teaching 2020

Second-year class

First semester

Week	Month / Date	ALC/ Campaign	Lab	Strand สาระ	Writing	Strand สาระ
1	Apr 27- May 1	Introduction 1.Course Syllabus Unit 5 Alpha Sport and Fitness -Vocabulary about sports Grammar -Present Continuous	Pre-Test	Strand 1, 3, 4 ต1.1- 1.3 ต 3.1 ต 4.1-4.2	Pre-test	Strand 1, 4 ต 1.3 ต 4.1
Thursday 5 May Coronation day						
2	May 4-8	Lesson1 : Preview- Vocabulary p.2-5 1. Fit for life Vocabulary Exercise A-D	ALCPT #1	Strand 1,2, 4 ต 1.1 ต 1.3 ต 4.1 - 4.2		Strand 1, 4 ต 1.2, 1.3 ต 4.1
3	May 11- 16	Grammar p.6-9 It's hard to be on time: IT in the subject position Exercise A-D Sport and Fitness - Exercise1-5	Tape 1A Vocabulary in the text: Diet Exercise 1- 6 Grammar: anticipatory it	Strand 1, 4 ต1.1 - 1.3 ต 4.1	Chapter 1	Strand 1, 2, 4 ต 1.1- 1.3 ต 2.1- 2.2 ต 4.1
Mon 11 Royal Ploughing						
4	May18- 22	Vocabulary p.10-13 -Vocabulary in the text: Goog food for good health -Exercise A-E	Tape 1B Vocabulary in the text: Swimming	Strand 1, 4 ต1.1-1.3 ต 4.1 - 4.2	Chapter 1	Strand 2, 4 ต 2.1- 2.2

			Grammar: had better Exercise 1- 7			☐ 4.1- 4.2
5	May25- 29	Outside: ANZAC (Reading, Writing)	Tape 1C Speaking skill (take one part of dialog) Grammar: why don't / why not Exercise 1- 7	Strand 1,2,4 ☐ 1.1,1.3 ☐ 2.1-2.2 ☐ 4.1-4.2	Chapter 2	Strand 2, 4 ☐ 2.1- 2.2 ☐ 4.1- 4.2
6	6 June Visakha Puja					
	June1- June 5	Grammar p.14-17 -past perfect Vocabulary p.18-20 -vocabulary in the text: Time for Relaxation -Exercise A-D	Tape 1D Reading skill (select synonym) Grammar: Past perfect Exercise 1- 5	Strand1, 4 ☐1.1-1.3 ☐ 4.1 - 4.2	Chapter 2	Strand 2, 4 ☐ 2.1- 2.2 ☐ 4.1- 4.2
7	June 8- 12	Listening p. 20 -Listening conversation Grammar p.21-25 -Advice & Suggestions with Why don't? & Why not? -Exercise A-C	ALCPT#2	Strand1, 4 ☐1.1-1.3 ☐ 4.1 - 4.2	Chapter 2	Strand 2, 4 ☐ 2.1- 2.2 ☐ 4.1- 4.2
8	June15- 19	Dialog – Reading p.26-28	Vocabulary Coursesheet	Strand 1, 2, 4	Chapter 3	Strand 2, 4

		-Ask for and give advice -Exercise -Reading faster for better comprehension		๓ 1.1-1.3, ๓ 2.1-2.2, ๓ 4.1-4.2		๓ 2.1-2.2 ๓ 4.1-4.2
9	June22- June 26	Preview p.30 -new vocabulary	Review ROTC's activity - Real life Situation - American Culture - Military life - Dos & Don'ts	Strand 1, 2, 3, 4 ๓ 1.1-1.3, ๓ 2.1-2.2, ๓ 3.1 ๓ 4.1-4.2	Chapter 3	Strand 2, 4 ๓ 2.1-2.2 ๓ 4.1-4.2
June 29- July 3 Midterm Exam						
10	Jul 7-10	Vocabulary-Dialog p.31-34 Vocabulary in the text: US Military Traditions -Exercise A-E -Dialogs: Talking about customs and courtesies	Tape 2A Vocabulary: ranks and insignia - Reading skill(identify same word as key) Exercise 1-3	Strand1,2, 4 ๓1.1, 1.3 ๓ 2.1- 2.2 ๓ 4.1-4.2	Chapter 3	Strand 2, 4 ๓ 2.1-2.2 ๓ 4.1-4.2
11	Jul 13-17	Vocabulary p.35-40 -Vocabulary in the text: Rights and Privileges -Introducing the present BE passive -Exercise A-F	Tape 2A - Vocabulary: ranks and insignia - Reading skill(	Strand 1, 2, 4 ๓ 1.1-1.3, ๓ 2.1-2.2, ๓ 4.1-4.2	Chapter 4	Strand 2, 4 ๓ 2.1-2.2 ๓ 4.1-4.2

			identifysame word as key) - Exercise 4- 7			
12	Jul 20- 24	Vocabulary p.41-43 -Vocabulary in the text: Cadets at the US Military Academies -Exercise A-D	Tape 2B -Vocabulary: Military personnel -Speaking skill (Stress change1/2 related words) - Exercise 1- 6	Strand 1, 4 ๓ 1.1-1.3 ๓ 4.1-4.2	Chapter 4	Strand 2, 4 ๓ 2.1- 2.2 ๓ 4.1- 4.2
13	Jul 27- Aug1	Grammar p.44-46 What had been doing? - Past Perfect Continuous - Exercise A-C Sport and Fitness -Exercise 1-4	Tape 2C Grammar: Passive voice -Listening skill (Select inference) - Reading skill (select synonym) -Exercise 1-3	Strand 1, 2, 4 ๓ 1.1, 1.3 ๓ 2.1-2.2 ๓ 4.1-4.2	Chapter 4	Strand 2, 4 ๓ 2.1- 2.2 ๓ 4.1- 4.2
14	Aug 3 – 7	ROTC's activity Real life Situation American Culture Military life Dos & Don'ts	Tape 2C Grammar: Passive voice -Listening skill (Select inference)	Strand 1, 2, 4 ๓ 1.3 ๓ 2.1-2.2 ๓ 4.1-4.2	Chapter 5	Strand 2, 4 ๓ 2.1- 2.2 ๓ 4.1- 4.2

			- Reading skill (select synonym) -Exercise 4-6			
18 – 20 Jul : AhsaBhucha / Buddhist Lent						
15	Aug 10-14	Grammar p.50- 52 Necessity and obligation with have got to Exercise A-C Writing Paraphrasing	Listening Test	Strand1, 2, 4 ☐ 1.1, 1.3 ☐ 2.1-2.2 ☐ 4.1-4.2	Chapter 5	Strand 1, 3, 4 ☐ 1.2, 1.3 ☐ 3.1 ☐ 4.1
16	Fri 12 Aug Queen's birthday					
	Aug17-21	Outside :ROTC The assault course Exercise 1-4	Tape 2D -Grammar : Have got to / Past perfect progressive - Listening skill (answer question after listening to a military conversation) -Exercise 1-7	Strand 1, 2, 4 ☐ 1.2-1.3 ☐ 2.1-2.2 ☐ 4.1-4.2	Chapter 6	Strand 1, 4 ☐ 1.3 ☐ 4.1-4.2
17	Aug 31-28	Vocabulary-speaking p.53-56 US Officer ranks and grads (O-7 to O-10) - Exercise A-F Speaking: Giving messages	Unit 5 Bravo/ Charlie Exercise 1-5 - What are you doing? Grammar - Present Continuous yes / no and	Strand 1, 2, 4 ☐ 1.1-1.3 ☐ 2.1-2.2 ☐ 4.1-4.2	Post-test	Strand 1, 2, 4 ☐ 1.2-1.3 ☐ 2.1 ☐ 4.1

			Wh- questions PT kit - Exercise 1- 5Vocabulary Coursesheet			
18						
Sep 1-4 Final Exam						

๑๕กิจกรรมการเรียนรู้การสอน ๓.(Learning Activities)

-เน้นการเรียนรู้การสอนแนว genre based approach ให้นักศึกษาฝึกปฏิบัติจริง และสร้างชิ้นงาน. ให้ ข้อมูลเกี่ยวกับวัฒนธรรมในประเทศไทยได้ และ ให้คำแนะนำเพื่อแก้ปัญหา(It focuses on the genre based approach and let students practice, construct their own product, give information about Thai culture and solve problems)

- เขียนย่อหน้าเกี่ยวกับความประทับใจถึงแม่ (ตรงกับความต้องการของ รรเหล่าทัพ.)

Write a paragraph for mothers (in accordance with military academies' need).

- ให้ นตท .ฟังเพลง แล้วทดสอบความสามารถในการฟังโดยให้เติมคำที่หายไปในช่วงว่าง (students listen to the songs and fill in the blanks)

- ฝึกให้ นตท .อ่านจากบทอ่านนอกเวลา และเอกสารเสริม เช่น ANZAC DAY, ASEAN

Students practice reading extra book and coursesheets, such as Anzac Day and ASEAN

- การถามและตอบคำถามเกี่ยวกับหัวข้อต่างๆในบทเรียน(Ask and answer questions about topics in the lessons)

ฟังและตอบคำถามจากเรื่องที่ฟัง - (listen and answer the questions)

- ฟัง/อ่านแล้วเดาคำศัพท์จากบริบทที่ฟัง (listen and guess from the context)

การฝึกทำแบบฝึกหัดทั้งในหนังสือ และในเอกสารประจำ -กอบบทเรียน (Do exercises in the textbook and content sheet)

- การพูดอภิปรายเป็นกลุ่มเพื่อแสดงความคิดเห็นจากการฟังและอ่าน(Group

discussion from Listening and reading activities)

- การเขียนแสดงความคิดเห็นและนำเสนอผลงานหน้าชั้นเรียน (Write to express ideas with class presentation)

๑๔ สื่อการเรียนการสอน ๔. (Instructional Materials)

- The American Language Course Book ๑๖/ Lab Book ๑๖
- The book “Campaign: English for the military”
- Coursesheet about Asian Community / Military operation
- รูปภาพ / หนังสือพิมพ์ / อุปกรณ์จริง (pictures, newspaper, authentic materials)

๑๕ การวัดและประเมินผล ๕. (Evaluation and assessments) คะแนนเต็ม

๑๐๐ คะแนน แบ่งเป็น (100 points)

ชิ้นงาน บทที่ ๑ และ ๒	๑๐	คะแนน (tasks lesson1 and 2)
Listening task	๕	คะแนน
ALCPT	๕	คะแนน
การ์ดอวยพรวันแม่	๕	คะแนน
ALC textbook	๕	คะแนน
Worksheet	๑๐	คะแนน
- Outside reading (ANZAC DAY)		
- Outside reading (ROTC)		
จิตพิสัย (participation)	๕	คะแนน
Midterm exam	๒๕	คะแนน
Final exam	๓๐	คะแนน
รวม (total)	๑๐๐	คะแนน

๑๔ ๖.ระดับผลการเรียน (Grading system) - ตัดสินเกณฑ์ผ่าน (pass) 50 %

- ระดับผลการเรียน A B+ B C+ C D+ D F ใช้การตัดสินแบบอิงเกณฑ์

(criterion referenced evaluation)

ระดับคะแนน 80 ขึ้นไป =	A	ระดับคะแนน 75 – 79 =	B+
ระดับคะแนน 70 - 74 =	B	ระดับคะแนน 65– 69 =	C+
ระดับคะแนน 60- 64 =	C	ระดับคะแนน 55–59 =	D+
ระดับคะแนน 50–54 =	D	ระดับคะแนนต่ำกว่า 50 =	F

๑๕ แหล่งการเรียนรู้ . (Learning sources)

- หนังสือเรียน American Language Course Book ๑๖/ เทปการฟัง Lab Bk.
๑๖
- หนังสือเรียน Campaign: English for the military + CD
- หนังสือเรียน English Grammar in Use (Reference)
- Coursesheet / PowerPoint / pictures
- เพลงภาษาอังกฤษ (English songs)
- หนังสือพิมพ์ Bangkok Post Newspaper
- นิตยสารต่างประเทศเกี่ยวกับ Military life (Military Magazines)

APPENDIX D
Sample of the course material

Chapter 1

Introduction to text types and Exposition Text

Objectives of the chapter

1. To define different text types
2. To identify and analyse text types
3. To read and summarise main ideas of the texts
4. To analyse the generic structures of exposition text

1.

Outcomes of the chapter :

1. Students are able to define different text types.
2. Students are able to identify and analyse text types.
3. Students are able to read and summarise main ideas of the texts.
4. Students are able to analyse the generic structures of the exposition text.

Warm up

Answer the questions and discuss with your friends.

Have you ever read English essay ?

How many types of texts have you learnt ?

.....

Work in group to exchange your past reading experience with your friends.

What did you read in the schools and in your free time ?

.....

2

Group work**Content**

Let's study and understand the text types.

- *Work in group of 3-4 to read and discuss the text from the website “wordbalance.com.au” and then discuss some ideas in your group.*

Texts are written for different purposes. There two important text types , factual (description, recount, persuasive, etc) and literary (poetry, narrative, etc). Students will know how to use the text types that are suitable for different audiences. To prepare for college-level, students need to practice argument composition

Text is just a different way of presenting information and it's useful to note that there are many typical text types : Procedural, exposition, ,recount, etc. Let's study some of the main typical text types (genres) as identified in the literature (Sydney genre based school).

**1. Procedure text (How to)**

It describes how to do something. It uses instructions and/or description to achieve this.

Structure and grammar: It will include an aim, materials needed and the steps in order.

It uses action verbs (choose, press, keep, hold), a ‘command’-style language, and present tense.

Examples: Instructions about how to play a game, directions, recipes.

Example

How to get to AFAPS (Directions outline the step by step procedure for getting from one place to another)

Directions from my home to the school

First, go down Baan Na road until you reach the intersection. Go straight and turn right when you see the Ta Inn temple. Go along the small road near the mountain and you will see the school in front of you.

2. Exposition text

It states a position, an argument. It aims to persuade the reader to adopt an opinion or buy a product.

Structure and grammar: It will outline the position held, in stages, then sum up. Use emotive language, present tense and a ‘certain’ tone. Examples: Ads, speeches, editorials.

Example

Fit to fight for pre-cadets

(Introduction)

Pre-cadets are getting fatter and fatter and their live style is making it worse. So what is the best way to help ? The best way us to get pre-cadets involves in playing sports and exercises. (Statement of position)

(Main idea)

Being fit by playing sports make pre-cadets healthy and strong. To be muscular need lots of exercises and the easiest way is to play sport. Scientists have indicated that people who do exercises have less health problems than people who sit and play too much VDO games.

(Supporting reasons)

There are a lot of sports that pre-cadets can play such as tennis, soccer, badminton or basketball. They can run around the lake or exercise at the gym. So they can play various sports at the school. When they have free time, they can choose what activity they want to join. It isn't boring because they can exercise with friends.

(Conclusion)

It is necessary that all pre-cadets should have to play sports. (restatement of position) It helps them socialize with friends, keep fit and healthy. Sports are fun, better than being bored and doing nothing. (recommendation)

3. Recount text

It re-tells events in the order they happened and may be personal.

Structure and grammar: It will introduce the who, where, when, then re-tell the event/s in chronological order, usually personal comment. It will use past tense action verbs (the flood water swept through) and thinking/feeling verbs to express personal involvement.

Example

A day in AFAPS (Title)

My name is First. I stayed in the barracks in the school during the week days. Here is the story of what I did in the school yesterday. (Setting)

After the wake upcall, I got up and exercised in the morning. Then I took a bath, had breakfast at the mess hall and attended class. After school I participated in physical training and went to bed. (sequences of events)

So that was my busy day, and most week days are just the same.

(conclusion)

5. Discussion text

It gives a view/different views on an topic/issue.

Structure and grammar: It will include an opening statement about the topic/issue, then give different points of view and finish with a concluding summary/comment/recommendation. Use 'being' verbs for the argument (was, is, are) and thinking/feeling verbs (we'd like, I feel)

Example

6. Information Report text

It gives a factual description or statement about something.

Structure and grammar: It will include an introduction (like a definition of what the animal is, the variety, colour) then give a sequence of facts, ending with a 'rounding-off' type of statement. Facts are organised into paragraphs and the first sentence in each paragraph is about a new part of the topic. Includes diagrams and technical terms. Examples: Scientific texts, text books, reference books.

Example

A Boomerang is a curved, light and well-balanced missile used by some Australian Aboriginal people for hunting, fighting sports (classification) There are three kinds boomerang : ritual boomerang used in ceremony , non returning boomerang used for killing animals and returning boomerangs which can return when thrown (Description)

(Adapted from Oxford Essential skill)

7.Explanation text

It tells how or why something happens – it can be a series of statements. Structure and grammar: It introduces the topic to be explained, gives step by step statements, and concludes with an overview.

Example

What causes earthquakes ?(question)

An earthquake is the movement of the earth's crust which makes the ground shake or quake. (Introduction : definition)

Earthquake usually occur when the plates of the earth's crust grind against each other. This cause tension in the rock and the plates shift and split.

(explanation sequence)

Earthquakes can be so violent that buildings topple, people are killed and huge craters open in the ground (Effect)

(Adapoted from Oxford Essential skill)

8.DescriptionText : it describes particular thing, animal, person and other.

Example

Dan was born in London, 23 July 1989. He is the only child of Alan and Marcia

(Identification)

Dan has white skin, blue eyes and pointed noted. He is 168 cm tall. He is a shy, down to earth and humorous person. (description)

(MilaSaymona, 2020)

Retrieved from : <http://wordbalance.com.au/literacy-help/text-types-procedure-discussion-report-recount-explanation/>

Adapted from Durkin& Ferguson.(2004). Text type for primary school book 6. Oxford University Press, Hartono,R. (2020). English Text Types : Theory and Practice. Foreign Language Division (2020). School museum information,



Let's take notes !

What is Procedural text ?

What is an exposition text ?

What is a recount text ?

What is a literary text

3

2. Answer the following questions and discuss with your friends

Activity1.

1.How many text types can you find according to the passage ? What are they ?

.....

2.What are main characteristics for each text type ?

.....

3. Why is it important to understand text types ?

.....

4

Match the text type with its purpose.

Activity 2.

Texts in English can be classified into

different types.

For example :

News stories	procedures	exposition	recount
descriptive	reports	discussion	explanation

- To tell a story of your own experience (Martin & Rose, 2008)
- To record events (Humphrey et al., 2012)
- To give details of a phenomenon (Martin& Rose, 2008)
- To persuade a reader to think in a certain way (Martin & Rose, 2008)
- To tell what and how to do for daily tasks (Martin & Rose, 2008)
- To discuss two or more points of view (Aiayoub,2012).
- To give description (Durkin & Furguson,2004).
- To tell what happen and why (Durkin & Furguson,2004).

5

Group work

Read the following excerpt and and answer the questions. Each group will present the idea and answers to class.

“An exposition persuades a reader or listener by presenting one side of an argument. By taking a point of view and justifying it, we aim to convince others to see only that side of an issue. Some expositions speculate as to what might be and persuade others as to what should be.

Exposition texts generally begin with an introductory statement of position giving the author’s opinion or point of view. The next section has a series of logical arguments that convince the audience why this position has been taken. A conclusion ties it all together by reinforcing or summarizing the author’s point of view”.

Retrieved from
https://assets.readingeggsassets.com/teacher_resources/rex/writing/pdfs/upper/exposition_text_information_and_overview-fp-222c3d8f.pdf

1. What does “ an exposition” mean ?
2. What are the main characteristics of an exposition ?

6**Activity 3. Pair Work**

Read the text below (text 7) and answer the following questions

What is the author’s purpose ?

What is it about ? what type of this text ?

What does the writer tell us ?

Who wrote the texts in your opinion ?

Who was it written for ?

Where can you find this text ?

7

Generic structure of Exposition Text**Content 3**

Work in group of 3-4. Study the following explanation about an exposition.

The exposition consists of the following sections.

“ **Thesis** : Thesis always occurs in the first paragraph of exposition genre. In this section thesis, the author introduces the topic or main idea that he or she would like to discuss.

Arguments : the topic discussed by the author is important because it will convince readers and capture their attention . In this section the author presents the arguments or the opinions that support his or her idea. If a lot of arguments appear, the reader will feel more confident.

Reiteration : This section is always found at the end of the paragraph . Reiteration rewrites or replaces of ideas that contained in the first paragraph. Reiteration is also usually called the conclusion “ .

Retrieved from <https://www.nurdiono.com/generic-structure-of-analytical-exposition-text.html>

Example

Letter to editor

Dear editor,

My name is Toto . I am a pre-cadet in AFAPS. There are another 200 pre-cadets like me in the school. We think that it is interesting to have more students' clubs and facilities in the school.

We think that we should have more choices to do activities like new kinds or sports and other language clubs. My explanations is as follows.

I am sorry to say that there are not enough clubs that suits our need. When we finish school we would like to do activities in our free time. But we usually do nothing and it is boring. That would be really appreciate if the school can provides more clubs and facilities for us.

But one good thing is that we have time to play soccer in the evening and it is fun. That all for my complaints.

Your faithfully

Toto

Analysis Example of Exposition Text 1

Part	Generic structure
Introduction consists of the following Elements	
Background/ Orientation/Thesis	My name is Toto . I am a pre-cadet in AFAPS. There are another 200 pre-cadets like me in the school
Statement of position (of the writer)	We think that it is interesting to have more students' clubs and facilities in the school.
Preview	My explanations are as follows
Body (Series of arguments)	
Argument 1	I am sorry to say that there are not enough clubs that suits our need.
Point elaborations	When we finish school we would like to do activities in our free time. But we usually do nothing and it is boring. That would be really appreciate if the school can provides more clubs and facilities for us.
Conclusion	
Restatement of the writer's position	But one good thing is that we have time to play soccer in the evening and it is fun.
Reiteration / recommendations/suggestions	That's all for my complaints

Analysis Example of Exposition Text 2

Do you agree with the policy to phase out major logging operations? Give reasons for your answer. (Adjusted from Aiayoub, 2012)

Part	Generic structure
------	-------------------

Introduction	Rain forests are in danger in Australia because these areas are logged by many methods.
Background/ Orientation/Thesis	There is a strong evidence that logging practices not only cause significant damage to the environment in Australia but to timber industry.
Statement of position (of the writer)	Consequently , In my opinion, it is considered necessary to preserve rainforests.
Preview	However, there are many reasons why people need to preserve rainforests in Australia.
Body (Series of arguments)	Firstly, logging has destructive impact on the environment.
Argument 1	It affects the ecosystems in many ways. The loss of rainforests leads to the loss of many plant and animal species
Point elaborations	The rainforests provide a habitat for various species of endangered animals and plants that evolve to suit the condition of the forests. Removing trees is the main cause of their extinction. Although the forestry industry claims that they regenerate the forests, the new growth forests do not provide the conditions for many species.
Argument 2	A second reason for the banning of logging is the negative impact on the timber industry.
Point elaborations	The supply of timber will soon run out and the worker will lose their jobs because the quota for this industry were set beyond the capacity of the forests to sustain.
Argument 3	There are strong political reasons for banning logging.
Point elaborations	Although the supporters for logging claim that most people do not promote natural conservation, a recent poll found that 69 % of people support rainforest reservation. .
Conclusion	

Restatement of the writer's position	The argument above makes it clear that the only alternative way to conserve the rain forests is to ban the logging
Reiteration / recommendations/suggestions	One possible way to save the rain forests is to develop other industries such as eco-tourism that would provide employment and this will make people appreciate the existing rainforests because it provides job employment in the area.

8

Activity 4.

Work with your partner. Analyze generic structures of the text and rearrange the following text into correct order and answer the questions below.

Analyze the following text identify parts (generic structures, e.g. Background/Statement of position, arguments and point elaborations, restatement of the position of the writer, Reiteration) of the explosion text. (The first paragraph is analyzed as an example)

9

Activity 5.

The power of music in our life

.....2..... Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too. (Argument 1)

.....Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. (.....)

..... Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

(.....)..... So what would the world be like without music? It would be lonely.(.....)

.....2. What kind of music do you like? Why? cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot people in this world. (.....)

-
- 3 .Read the text aloud again and list the benefit of music
-
-

10

Language Focus

It is important to learn compound & complex sentences and adjective & adverbial clause.

What are simple, compound, complex sentences ?

When you write something, you can write different types of sentences: simple, compound and complex sentences.

A simple sentence (independent clause) is often short and has only one subject and a verb.

Example : He drank a cup of coffee.

Compound sentences are longer than simple sentences. It combines two clauses using connectors.

Example : He ate a piece of cake and drank a cup of coffee.

A complex sentence consists of more dependent clauses or independent clauses.

Example : He missed the bus because he woke up late.

Clauses are part of compound and complex sentences. Dependent clauses are used in noun clauses, adjective clause and adverbial clauses.

Noun clause

The noun clause is a clause that modifies a noun or noun clause .

It is used to create a complex sentence (clause complex). A complex sentence combines many clauses to show events or action (Srinon,2018).

Example:

I want to know what noun clause is.

How noun clauses are formed is something I am curious about.

Adjective clause

Adjective clauses are used to describe nouns.

Example : People with Alzheimer which are impaired the brain would remember details about songs they were familiar with.

Adverbial clause

Adverbial clauses are used with different connectors to serve various purposes (e.g. to tell the time, conditions, contrast, cause & effects)

That would be really appreciate if the school can provides more clubs and facilities for us. (condition)

Although the supporters for logging claim that most people do not promote natural conservation, a recent poll found that 69 % of people support rainforest reservation. (contrast)

Tenses that are mostly used in the sample text

Present simple tense

I am sorry to say that there are not enough clubs that suits our need.

Future tense

This will make people appreciate the existing rainforests .

11

Activity 6.

A. *Work in the same group and underline nouns, noun clause and circle simple, compound and complex sentences from Activity 4.*

“*Nominalization* is the way people create nouns. More common examples are words like evaporation, condensation, mechanization, and optimization. It is a type of word formations that sometimes end in –ation/-tion/-ition. It is common that these words are used in science or in highly specialized fields. They make it easier for us to talk about our fields of expertise. However, people often think that they are often difficult to understand for non-native or even native speakers outside of that field”

Retrieved from <https://www.instructionalsolutions.com/blog/nominalizations-in-writing>.

Nominalizations

Nominalizations can be created from verbs or adjectives such as **treatment**, **sickness**, etc.

B *Change the following verbs and adjectives into nouns*

Collect	.....
Expand	.....
Extend	.....
Agree	.....
Discuss	.....
Argue	.....
Fail	.....
Difficult	.....
Happy	.....
Afraid	.....
sad	.....

Retrieved from

https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/nominalizations_and_subject_position.html.

C. *Work in pair. Practice using present simple tense to talk about yourself and exchange information with your friend.*

Example : He said that exposition can promote critical thinking.

Clause Complex focuses on relationship between clauses in a sentence. The term “projection” is part of clause complexing. It refers to “reported speech” or “reported thought” (Halliday & Matthiessen,2014.)

Fill the blanks with the missing part of “ Projection”

I think that

I feel

She is happy that

.....

I am sure

What shocked me.

Critical Thinking Practice Exercise

Instructions : Work in pairs to answer the following questions

1. What is the importance of exposition genre ?

.....

2. What are the main grammatical structure and vocabulary that the writer used in Activity 4 ? Why ?

.....

.....

12**Extended and wrap-up exercises****Group work :**

Brainstorm in the same group. What did you learn from this lesson ?

.....

.....

Discussion

Think of what you learnt and work in group to find an example of exposition texts from online different sources or other sources available. Give some reasons why you think it is important to write an exposition text.

.....

.....

.....

APPENDIX E INVITATION LETTERS



คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์
เลขที่ 2 ถนนพระจันทร์ เขตพระนคร
กรุงเทพมหานคร 10200

20 กรกฎาคม 2563

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือวิจัย
เรียน พันเอกสุวิทย์ ธีรวงษ์ พงษ์มี

ด้วย โครงการวิจัยเพื่อพัฒนาระบบการศึกษาภาคภาษาอังกฤษ (หลักสูตรนานาชาติ) คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ ท่าพระจันทร์ ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความเชี่ยวชาญ จึงใคร่ขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญตรวจเครื่องมือวิจัยให้แก่ นางสาวปวีญญาพร ปรีชา และคณะเป็น 5806320023 นักศึกษาระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ศึกษาต้นศรวิทย์วิทยานิพนธ์ เรื่อง "USING SUPPLEMENTARY MATERIALS BASED ON SYDNEY GENRE BASED PEDAGOGY TO DEVELOP PRE-CADETS' CRITICAL READING AND WRITING SKILLS THROUGH EXPOSITION GENRE" โดยมี ผู้ช่วยศาสตราจารย์ ดร.เสนาห์ ทองจินทร์ และ อาจารย์ ดร.อุษณภุชย์ ศรีรินทร์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติม สามารถติดต่อ นางสาวปวีญญาพร ปรีชา โทรศัพท์ 086 907 6383 หรือ อีเมล loveparinyaporn@hotmail.com

จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ด้วย และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ


(รองศาสตราจารย์ ดร.สุวิวัฒน์ ทุมเจริญ)
ผู้อำนวยการโครงการวิจัยเพื่อพัฒนาระบบ
สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)

สำเนาเอกสาร
โทร 0-2613-2603

<p style="text-align: center;"></p> <p style="text-align: center;">คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ เลขที่ 2 ถนนพระจันทร์ แขวงพระบรมมหาราชวัง เขตพระนคร กรุงเทพฯ 10200</p> <p style="text-align: center;">20 กรกฎาคม 2563</p> <p>เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือวิจัย เรียน ดร.มธุภุชย์ มิ่งสกุล</p> <p>ด้วย โครงการวิจัยเพื่อพัฒนาระบบการศึกษาภาคภาษาอังกฤษ (หลักสูตรนานาชาติ) คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ ท่าพระจันทร์ ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความเชี่ยวชาญ จึงใคร่ขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญตรวจเครื่องมือวิจัยให้แก่ นางสาวปวีญญาพร ปรีชา และคณะเป็น 5806320023 นักศึกษาระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ศึกษาต้นศรวิทย์วิทยานิพนธ์ เรื่อง "USING SUPPLEMENTARY MATERIALS BASED ON SYDNEY GENRE BASED PEDAGOGY TO DEVELOP PRE-CADETS' CRITICAL READING AND WRITING SKILLS THROUGH EXPOSITION GENRE" โดยมี ผู้ช่วยศาสตราจารย์ ดร.เสนาห์ ทองจินทร์ และ อาจารย์ ดร.อุษณภุชย์ ศรีรินทร์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์</p> <p>ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติม สามารถติดต่อ นางสาวปวีญญาพร ปรีชา โทรศัพท์ 086 907 6383 หรือ อีเมล loveparinyaporn@hotmail.com</p> <p>จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ด้วย และขอขอบพระคุณมา ณ โอกาสนี้</p> <p style="text-align: center;">ขอแสดงความนับถือ</p> <p style="text-align: center;"> (รองศาสตราจารย์ ดร.สุวิวัฒน์ ทุมเจริญ) ผู้อำนวยการโครงการวิจัยเพื่อพัฒนาระบบ สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)</p>	<p style="text-align: center;"></p> <p style="text-align: center;">คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ เลขที่ 2 ถนนพระจันทร์ แขวงพระบรมมหาราชวัง เขตพระนคร กรุงเทพฯ 10200</p> <p style="text-align: center;">20 กรกฎาคม 2563</p> <p>เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือวิจัย เรียน ดร.ชีวมา นาคกลาง</p> <p>ด้วย โครงการวิจัยเพื่อพัฒนาระบบการศึกษาภาคภาษาอังกฤษ (หลักสูตรนานาชาติ) คณะศิลปศาสตร์ มหาวิทยาลัยธรรมศาสตร์ ท่าพระจันทร์ ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความเชี่ยวชาญ จึงใคร่ขอความอนุเคราะห์ท่านเป็นผู้เชี่ยวชาญตรวจเครื่องมือวิจัยให้แก่ นางสาวปวีญญาพร ปรีชา และคณะเป็น 5806320023 นักศึกษาระดับปริญญาเอก สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ศึกษาต้นศรวิทย์วิทยานิพนธ์ เรื่อง "USING SUPPLEMENTARY MATERIALS BASED ON SYDNEY GENRE BASED PEDAGOGY TO DEVELOP PRE-CADETS' CRITICAL READING AND WRITING SKILLS THROUGH EXPOSITION GENRE" โดยมี ผู้ช่วยศาสตราจารย์ ดร.เสนาห์ ทองจินทร์ และ อาจารย์ ดร.อุษณภุชย์ ศรีรินทร์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์</p> <p>ทั้งนี้ หากท่านประสงค์จะขอข้อมูลเพิ่มเติม สามารถติดต่อ นางสาวปวีญญาพร ปรีชา โทรศัพท์ 086 907 6383 หรือ อีเมล loveparinyaporn@hotmail.com</p> <p>จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ด้วย และขอขอบพระคุณมา ณ โอกาสนี้</p> <p style="text-align: center;">ขอแสดงความนับถือ</p> <p style="text-align: center;"> (รองศาสตราจารย์ ดร.สุวิวัฒน์ ทุมเจริญ) ผู้อำนวยการโครงการวิจัยเพื่อพัฒนาระบบ สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ)</p>
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Appendix F
PRE-TEST SCORE

Group	Student	Issue of assessment (10)
High Group	1	Generic structure (Organization of exposition) = 1.25 Clause Complex = 1.5 Word choice (Vocabulary)= 1.75 Critical thinking = 1.75 Arguments = 1.5 Total = 7.75
	2	Generic structure (Organization of exposition) = 1.75 Clause Complex = 1.5 Word choice (Vocabulary)= 1.25 Critical thinking = 1.25 Arguments = 1.5 Total = 7.25
	3	Generic structure (Organization of exposition) = 1.25 Clause Complex = 1.5 Word choice (Vocabulary)= 1.25 Critical thinking = 1.5 Arguments = 1.5 Total = 7
Mid Group	4	Generic structure (Organization of exposition) = 1 Clause Complex = 1.5 Word choice (Vocabulary)= 1.25 Critical thinking = 1.5 Arguments = 1.5

		Total = 6.75
	5	Generic structure (Organization of exposition) = 1.25 Clause Complex = 1.25 Word choice (Vocabulary)= 1.25 Critical thinking = 1.5 Arguments = 1.25 Total = 6.5
	6	Generic structure (Organization of exposition) = 1 Clause Complex = 1.25 Word choice (Vocabulary)= 1.25 Critical thinking = 1.5 Arguments = 1.25 Total = 6.25
Low group	7	Generic structure (Organization of exposition) = 1 Clause Complex = 1 Word choice (Vocabulary)= 1.25 Critical thinking = 1.25 Arguments = 1.25 Total = 5.75
	8	Generic structure (Organization of exposition) = 1 Clause Complex = 1 Word choice (Vocabulary)= 1 Critical thinking = 1.25 Arguments = 1.25 Total = 5.5
	9	Generic structure (Organization of exposition) = 1 Clause Complex = 1 Word choice (Vocabulary)= 1 Critical thinking = 1.25 Arguments = 1 Total = 5.25

Appendix G
Analysis of Generic structure with scoring from experts

Table 1 Essay by student 1

Pretest Text 1 (High 1) Artchawin		Generic structure Analysis
<p>Since the beginning of humankind, tribes fight for their believes, dignity and power. As the eras had passed, many civilizations had faced might, glory and an end. Many great leaders had built warriors, explored military greatness and controlled the powers to conquer the world.(background) In this modernized and globalized era, are those objectives to the power still the same, or are they now changed?</p> <p style="text-align: center;">(incomplete preview)</p>	Introduction	<p>The student can state the position ,use various powerful vocabulary and connective devices, but his essay is not well-organized. He did not have more problems on lexical issues and his point include supporting arguments.</p>
<p>Military leader have risen many great empires and republics but those events dates back the age of the ancient era.</p> <p>We may have seen history about mighty empires with great military leader. France with Napoleon taking control can be a good example. But after the beginning of the age we live, It's quite hard to find a well-developed country under military control. At this point you may think that I forgot the Soviet Union, but honestly, even I found the</p>	Argument 1	<p>The body of the essay includes story telling explanation and showing examples. He showed emotional response. Although the essay is divided into three parts : introduction, body and conclusion, it lacks unity and coherence.</p>

<p>Soviet Union overwhelming with technology development, It faced serious political failure!(point elaboration 1)</p> <p>England is a kingdom which means its regime was absolute monarchy. We might have seen most kings in the past as a great military leader that lead the kingdom through many wars and crisis. Still today, even though the status of the king in politics has been changed. The royal family still keeps its look as a part of the military. Perhaps you notice them wearing army uniform or being the head of militaristic events. It's obvious that they don't take control anymore. Instead, a civil government takes control. But the fact is that there are still some countries that are still under military control. (point elaboration 1)</p>		<p><u>conformity to Sydney genre based school</u></p>
<p>We know, as the ones who serve the armed forces , that the military culture is mostly about seniority, obedience and order. (argument 2)</p> <p>These values keep the military running to accomplish goals and missions. These values are, not at all, important to the civil society which is the society that really pushing the country forward. But in a country like North Korea, Budget is spend mostly in military development which decreases the growth rate of economy, literacy and well-being of the people.(point elaboration 2)</p>	<p>Argument 2</p>	

<p>So, in conclusion, I think that military has an important duty, not to take over the government, but to protect it from danger while the civil government keeps developing the society to prosperity. (Restatement + statement of position)</p> <p>Values and culture of military may not be compatible enough with modern society. To compete in the modern competition is, perhaps, too hard for a military leader to win, a completion that is no more about only guns and tanks.</p> <p><u>Artchawin</u></p>	<p>(conclusion)</p>	
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Class exercise	Generic structure	Comments
<p>Do you think Thai military should cooperate with those from other countries?</p> <p>In the modern society in which we live today , the nations have to overcome not only domestic issues , but also international conflicts , to thrive in the global stages. To achieve this goal , economic prosperity may not be enough to indicate</p>	<p>Introduction</p>	<p>conformity to Sydney genre based school</p> <div data-bbox="1016 954 1720 1222" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 generic structure =4 Clause complex = 3.75 Vocab= 3.75 Argument = 4 Critical thinking = 4</p> </div>

<p>the nation's own power even the others. It requires , also , military development in order to boost reputation.(orientation)</p> <p>Thailand , as a less – developed country , without much resource or being militaristic , always needs to purchase foreign military equipment in high price. If we , the Thai military , cooperate with those from other countries , we will gain more capability in military knowledge. (position)</p> <p>These are 2 reasons why I agree that Thai Military should cooperate with other countries.(preview)</p>		<p>9.78/10</p> <div data-bbox="1137 344 1839 609" style="border: 1px solid black; padding: 5px;"> <p>Expert 2 generic structure =4 Clause complex = 3.8 Vocab= 3.8 Argument = 4 Critical thinking = 4</p> </div>
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<p>First , we can get tactical knowledge from were developed country to improve our training system that will make our Armed – forces have more abilities to deal with various threats from inside and outside of Thailand. (argument 1)</p> <p>So the more power of military mean the more stability we have in our country. It also make the country stranger or the other side for instance , the economic , the health can quality of people in the country. (point elaboration 1)</p>	Argument 1	<ul style="list-style-type: none"> -This essay includes omportant elements of exposition essays. - This student focused on the topic and explained the points clearly.
<p>Second , we will have a potential allies if we cooperate with other countries.</p> <p>We can ask for help from more – developed country or can exchange for help. It can also ensure that the</p>	Argument 2	

<p>country that we cooperate with won't attack us in the near future. (point elaboration 2)</p>		
<p>In conclusion , it is a big deal cooperating with other countries. (restatement) It comes with many benefits which some we couldn't see some we could but however it is a good thing to see other nations technology so we can improves our in the future. (suggestion) ภาษาอื่น</p>	<p>conclusion</p>	

Post-test	Generic structure	Comments
Do you agree or disagree that military technology is important for the military?	Topic	conformity to Sydney genre based school
<p>Since the ancient ages, mighty empires have risen and fallen through wars and invasions. Many has developed their military and created history record that, somehow, may not be beaten by any other civilizations. Bows, horses, canons, trebuchets and firearms - these are the origins of military technology that were used to turn a normal army into a great force that could possibly conquer the world. (orientation)</p> <p>Here are 3 reasons.(preview)why military technology is so vital nowadays(position)</p>	Introduction	

<p>Military technology is one of the most important indicators in a battle. (argument 1) Despite a good strategy and manpower, technology is also a vital factor that can indicate the winner of a battle. With more developed technologies, the troops will have more powerful weapon and better protection which grants more chance to win.(point elaboration 1)</p> <p>Most of civil technologies are formerly military technology. (argument 2) As we have known, many tools and devices we are using today used to be an advanced military technology developed many years before civil use. For example, GPS technology was used only by the US army but nowadays, everyone, anywhere, with a smart device, can access it. (point elaboration 2)</p> <p>Technology creates huge benefits. (argument 3)</p> <p>There are many countries that have not got efficient ability to develop their own technologies. The only way to solve the problem in just a brief of time is to purchase it. We can notice that there are not many countries that are capable of producing and selling trusted military techs such as</p>	body	<ul style="list-style-type: none"> -This essay includes important elements of exposition genre. - Most sentences relates to the toic . - some words are unclear and more precised words are needed, - The endig is powerful. - This student got off the topic sometimes, but he told the story and continue writing fluently. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>Expert1</u> Generic structure =4 Clause complex = 3.75 Vocab= 3.75 Argument = 3.75 Critical thinking = 4</p> </div>
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<p>Fighter jets, submarines, Portable smart devices, Atomic bombs and tanks. If you need to purchase a fighter jet, only Sweden and the US can satisfy your need. If you buy it from a newly established manufacturer like China, you may have some issue with trust and use. (point elaboration 3)</p>				
<p>Military technology is, no doubt, an important key to a nation's achievement in many ways. ((restatement)</p> <p>Without military technology, we may not be on our own feet which means we have to rely on someone else, in this modern doubtful world where nations still take advantages over others. (reiteration)</p>	<p>conclusion</p>	<table border="1"> <tr> <td data-bbox="1108 592 1816 842"> <p><u>Expert 2</u> Generic structure =4 Clause complex = 3.8 Vocab= 3.8 Argument = 3.8 Critical thinking = 4</p> </td> <td data-bbox="1816 592 1989 842"> <p>9.66/10</p> </td> </tr> </table>	<p><u>Expert 2</u> Generic structure =4 Clause complex = 3.8 Vocab= 3.8 Argument = 3.8 Critical thinking = 4</p>	<p>9.66/10</p>
<p><u>Expert 2</u> Generic structure =4 Clause complex = 3.8 Vocab= 3.8 Argument = 3.8 Critical thinking = 4</p>	<p>9.66/10</p>			

Table 2 Essay by student 2

<u>Pretest Text 2 (High2)</u>		<u>Generic structure Analysis</u>
<p>Nowadays the world changes a lot as the globalization grows. Therefore, everyone should get all the updating information, as well as pre-cadet. (orientation) According to the above question, I agree that pre-cadet should use mobile phone, ipad or laptop for learning in the school. (statement of position)I have 3 lists of benefit and examples below(preview).</p>	<p>Introduction</p>	<p>The organization, cohesion and coherence are fine, but he may need to use some more connective devices and appropriate vocabulary (add more instances of persuasion). The essay includes orientation, preview, restatement and suggestion. He stated his position most clearly.</p>

		<u>conformity to Sydney genre based school</u>
<p>First benefit is to learn additional knowledge from technology.</p> <p>When we study in school, we only get lessons from instructors. So we need to have devices to access additional knowledge.</p> <p>For example, I want to a third language which is Japanese, I can use the application in mobile phone to learn this language easily. (point elaboration 1)</p>	Argument 1	
<p>To know the recent situation is the second benefit, technology is important for pre-cadet to access the news from the outer world.</p> <p>For example, some crisis that affect to pre-cadet life, they need to know how to safe themselves to keep far from harm.(point elaboration 2)</p>	Argument 2	
<p>The last benefit, in my opinion, is important for every students mentally. We are still teenager, we need to get something to entertain us and make us happy.</p> <p>For example, watching animes, it heals our mind a lot and enjoy pre-cadet life.(point elaboration 3)</p>	Argument 3	

<p>In conclusion, we could see that technologies are important in every society. (restatement)</p> <p>So pre-cadet should also allow to access these devices for our own benefits. These three lists are only a few of benefits in having the devices in school, including pre-cadet (suggestion)</p> <p>I think that if pre-cadet use the devices in the right way, the consequences will be good for us and school in the future (statement of position) .Somphol</p>	conclusion	
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Class exercise	Generic structure	Comments
<p>สมพอล</p> <p>Technology is very important in everyday life. We usually use it to make us more convenience for example , we use it to study , research and communicate. We think that information technology is necessary for our school.(orientation)</p> <p>There are many reasons why information technology is necessary for us.(preview)</p>	introduction	conformity to Sydney genre based school with in complete conclusion
<p>First , Information technology is the basic of life. (argument 1)</p>	Body	

<p>We can see that people around us using smartphone to communicate to the other who is far away or using laptop to do the Microsoft Excel. So , in the future , information technology will be very important in our future day life. (point elaboration 1)</p>		
<p>Second , Information technology can give you information you should know in time, such as , the news about upcoming disaster or the take – off time of the flight. (argument 1) Anything can happen any time. So , we should be up – to – date with the present information (point elaboration1)</p>		<ul style="list-style-type: none"> - This student stay with topics. - The essay has clearer point , thesis statement and topic sentences. - This student know how to make his writing concise. - There are some points that needs to be clarified. -

<p>Finally , Information technology is practical.(restatement) We can used them to help our day life be more comfortable. (reiteration)Such as , Study online , Pay a bill with application and take a photo of a important work.</p>	<p>conclusion</p>	<table border="1"> <tr> <td data-bbox="1236 295 1935 534"> <p>Expert 1 Generic structure =4 Clause complex = 3 Vocab= 3.5 Argument = 3.75 Critical thinking = 4</p> </td> </tr> <tr> <td data-bbox="1236 534 1935 794"> <p>Expert 2 Generic structure =4 Clause complex = 3.25 Vocab= 3.5 Argument = 3.8 Critical thinking = 4</p> </td> </tr> </table> <p style="text-align: center;">9.19 /10</p>	<p>Expert 1 Generic structure =4 Clause complex = 3 Vocab= 3.5 Argument = 3.75 Critical thinking = 4</p>	<p>Expert 2 Generic structure =4 Clause complex = 3.25 Vocab= 3.5 Argument = 3.8 Critical thinking = 4</p>
<p>Expert 1 Generic structure =4 Clause complex = 3 Vocab= 3.5 Argument = 3.75 Critical thinking = 4</p>				
<p>Expert 2 Generic structure =4 Clause complex = 3.25 Vocab= 3.5 Argument = 3.8 Critical thinking = 4</p>				

Posttest	Generic structure	Comments
<p>In Ayutthaya period, Kings had an authority to govern the country and they decentralize their power for military to protect the country. This group is called Samuhakalahom. As you can see, military played a major role in the country's administrative.</p> <p>(orientation)</p> <p>So, I have an opinion that military leader can develop the country (position) , there are reasons that I have concluded below.</p> <p>(preview)</p>	introduction	conformity to Sydney genre based school
<p>Firstly, Military leaders is always decisive, they are reliable because they were implanted when they were cadet.</p> <p>For example, the recent situation, Covid- 19 lockdown were ordered by them decisively. Consequently, Thailand is safe from the virus because of their order. (point elaboration)</p>	Argument 1	<p>It is an organized piece of writing because it involves clear idea and arguments with suitable word choices with Cohearence paragraph.</p> <p>The paragraph sticks to one topic and it is esay to follow.</p>
<p>Secondly, Military leaders have their troop to support their mission. Military leaders will have troop to support their work and policies to make their mission complete.</p>	Argument 2	

<p>For instance, while there are floods in local area, they can order their personnel to lend a hand to victims.(point elaboration 2)</p>		
<p>Last reason is loyalty, soldiers were indoctrinated that they need to be loyal to country, religion, Monarch and people. This thing encourages soldiers to do everything in an appropriate way.</p> <p>And to be self-sacrifice to the public. For example, spreading out the philosophy of self-sufficiency which is discovered by King Rama IX.(point elaboration 3)</p>	<p>Argument 3</p>	

<p>In conclusion, Military leader is vital for the country's sustainability. They are able to solve major problems with their 3 personalities above. (restatement)</p> <p>. Therefore, I always have a positive will to military leader to rule the country. For the sake of nation, now and in the future, military is necessary for us in any situation. (suggestion)</p>	<p>Conclusion</p>	<p>Expert1 Generic structure =4 Clause complex = 3.5 Vocab= 3.75 Argument = 4 Critical thinking = 4</p> <p>Expert 2 Generic structure =4 Clause complex = 3.5 Vocab= 3.8 Argument = 4 Critical thinking = 3.8</p> <p>9.55/10</p>
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Table 3 Essay by student 3

<u>Pretest Text 3 (High 3)</u>		<u>Generic structure</u>
<p>When I first came to AFAPS, I was very surprised that mobile phone is banned from the school ,I believe the school has many complicated reason to do that.(statement of position)</p> <p>Many students are happy with that but many aren't happy with this rule. (discussion)</p>	introduction	<p>He provided the background in the beginning and stated his position clearly, but his text is not well-organized. Elaborations are short and do not involve a detailed explanation. However, he stated his position clearly. He tried to support his arguments and discussed another points of view. However, the essay lacks thesis statement.</p>
<p>This is 2020, the age of information technology and digital era, with knowledge and latest development can be transmitted around the world in minutes on IT gadget. Speaking by rule, AFAPS allowed some of these gadgets like notebook and laptop but not mobile phones and Ipad. (<u>orientation</u>)</p> <p><u>Some people cite</u> that they ban phones because they distracted student but I think they don't. (argument 1)</p> <p>Student should have right to access latest information to coincide with AFAPS DIGITAL policy,</p> <p>the gadgets will enhance ability of students to compete with outside world, (point elaboration 1)</p> <p>however, I believe that there should be rules for these gadgets, since they can be abused in many ways such as games and</p>	body	<p>Unconformity to Sydney genre based school</p>

<p>gambling and will do more harm than good. (statement of position)</p>		
<p>I hope that our school will change, to challenge the world how competing are we, our school shouldn't, in any way, stick with old world of books and newspapers, We need to change for the future, this is 2020.(restatement)</p> <p>Pre-cdtAtikan</p>	<p>conclusion</p>	

Class exercise	Generic structure	Comments
<p>In the past , AFAPS has never allowed students to use or passes mobile phone while being in the school area. Even though some students are allowed to bring their laptops into school , they still have to write complicated reports in order to get permitted. When the society has developed to the age when people no longer have to carry laptops with them , instead , they have to carry just a</p>	<p>Introduction</p>	<p>conformity to Sydney genre based school</p>

<p>small mobile phone to complete their daily tasks , AFAPS super – intendants have to reconsider permitting mobile phone use. (orientation)</p> <p>Here are 3 reasons (preview) why I agree that pre – cadets should use mobile phone for learning in the school. (position)</p>		
<p>First , mobile phones are more convenient than any other devices provided by the school. I have faced difficulties in accessing school’s media.</p> <p>If I want to know something so urgently , I needed to run to my friend’s laptop which might be in use – this makes getting instant information impossible. Having mobile phone standing by with us will be a good solution to this problem.(point elaboration 1)</p>	Argument 1	The concluding restates the main idea and it offers opinion and the writer wants to communicate with the related person and try to communicate with the readers.
<p>Second , mobile phones consume less electricity. While laptops make you pay hundreds a month , mobile phones cost only 1 THB per charging which means you pay only about 35 THB a month.</p> <p>Doing this not only saves our school’s budget but also conserves environment. (point elaboration 2)</p>	Argument 2	It contains topic sentences, controlling idea with reasons that supports ideas.
<p>Third , mobile phones are universal tools. We can’t deny that we can do away things out of a mobile phone from telling direction ,</p>	Argument 3	

<p>contacting our teachers to being a rules. We are save up both time and money by having mobile phones with us. (point elaboration 3)</p>		
<p>Lastly , we , the pre – cadets , have to show to our super – intendants that we are responsible enough to posses a mobile phone , that we will not be distracted from studying and that we can keep discipline.This is the right we got and we also need to keep it.(restatement)</p>	<p>Conclusion</p>	<div data-bbox="1249 416 1951 659" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =4 Clause complex = 3.5 Vocab= 3.75 Argument = 4 Critical thinking = 3.75</p> </div> <div data-bbox="1238 692 1939 935" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =4 Clause complex = 3.6 Vocab= 3.8 Argument = 3.9 Critical thinking = 3.8</p> </div> <p style="text-align: right; margin-top: 20px;">9.52/10</p>

Post-test	Generic structure	Comments
<p>Armed Forces Academy Preparatory school (AFA PS has ban the usage of almost-allelectronic devices with exemption only for notebook. These regulations have been put in place for a very long time and it seem not to be change anytime soon. (orientation)</p> <p>I believe this has to be change (position), here are some reason for that.(preview)</p>	introduction	conformity to Sydney genre based school
<p>Firstly, gadgets like mobile phone doesn't really effect people like how general people knows, For Oxford University study, it concluded that mobile phones have little to no integration with illness so we can say that using these gadgets will not harm their bodies so much.</p> <p>We are now information technology and digital era, latest development around the world can be transmitted within minutes on any accessible gadgets with internet which are widely available on computer, notebooks or even gadgets like mobile phones and television, usage of these devices will allow pre-cadets to have knowledge outside the school to integrate general and military knowledge at once.(point elaboration 1)</p>	Argument 1	Some words are unclear ,but he used descriptive words tp create specific detail.
<p>Secondly, we are now in information technology aka digital era, latest development around the world can be transmitted within minutes on any accessible gadgets with internet which are</p>	Argument 2	The first person voicd is used.

<p>widely available on computer, notebooks or even gadgets like mobile phones and television.</p> <p>Usage of these devices will allow pre-cadets to have knowledge outside the school to integrate general and military knowledge at once. (point elaboration 2)</p>		
<p>Finally gadgets will heal mental illness of pre-cadets. Studying in AFAPS is not an easy task, to survive everyday regime, Physical and mental punishment and homesick is a problem for pre-cadets and may permanently causes mental disorder.</p> <p>Application inside the phones now included every entertainment that everyone wants, social media, communicating apps, games, movies etc.</p> <p>These services will heal much of mental problems and will make pre-cadet happy. (point elaboration 3)</p>	<p>Argument 3</p>	<p>The writer developed topic senteces that state the points clearly. He tried to persuade the readers and offer prediction.</p>

<p>So, in conclusion, allowing gadgets like mobile phones should be allowed in AFAPS because these gadgets will be able to make pre-cadets to have sufficient knowledge of outside world and heal mental problems with little to no physical effect.</p> <p>We believe that is good to change, now or later, but this must happen for the future of pre-cadets and armed forces. (suggestion, prediction)</p> <p>Pre-cadet Atikan</p>	<p>Conclusion</p>	<div data-bbox="1240 312 1944 564" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =4 Clause complex = 3.5 Vocab= 3.75 Argument = 4 Critical thinking = 3.75</p> </div> <div data-bbox="1240 600 1935 852" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =4 Clause complex = 3.6 Vocab= 3.8 Argument = 3.9 Critical thinking = 3.8</p> </div> <p style="text-align: right; margin-top: 20px;">9.52/10</p>
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Table 4 Essay by student 4

<u>Pretest Text 4 (Mid 1)</u>		<u>Generic structure</u>
<p>Today I'm going to talk about "Should pre-cadet use mobile phone, ipad or laptop for learning in the school?". Because there are so many argument in this topic for a year, and now I'm going to express my opinion about this topic.(orientation)</p> <p>In my opinion I think pre-cadet should be allowed to use his phone or other electronic accessories for learning in the school. (statement of position)</p>	<u>Introduction</u>	<p>Elaborations are limited. The supporting details are needed. He stated his position at the beginning of the essay and this essay includes short introduction, body and conclusion. The body lacks coherence and unity.</p> <p>Unconformity to Sydney genre based school</p>
<p>Electronics accessories are very useful and important , but don't forget that we are pre-cadet, we need to have discipline in using technology. We need to use it at the right places also in the right time. (point elaboration + suggestion)</p>	Argument 1	
<p>If we were allowed to use electronics accessories, we would gain a lot of benefit in learning.(Argument 2)</p> <p>We can search what we don't know or what we can't explain on search engine also we can update the information from the internet. (point elaboration)</p>	Argument 2	

<p>Finally It's good for pre-cadet to use technology for learning in the school, but for the best result we need to have discipline in using the technology. (restatement) If we use the technology in a wrong way It can also be a risk. (warning)</p> <p>Pre - cadet Arnonnut</p>	conclusion	
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Class exercise	Generic structure	comment
<p>It has been a decade that our school has been prohibited using information technology helps us in the various way. .(orientation) So , I think that we should be allowed to use information technology in our school.(position) And here is three reasons why we agree that information technology is necessary for our school.(preview)</p>	<p>introduction</p>	<p>conformity to Sydney genre based school</p>
<p>First thing first , we agree that it helps education in various way , such as looking for the lessons that you don't understand by E – learning E – book on other medias without walking into the library , discussing about your work or your project with your partners or your teachers every time you want without</p>	<p>Argument 1</p>	<p>It involves focusing on a clear idea and argument. It contains elements of effective writing (Thesis,main idea and supporting details)</p>

<p>talking face to face.(point elaboration 1)</p>		
<p>Second , catch up with the News and any information around the world. Not only about political news on documentary but also variety news or sports news etc. (argument 2)</p> <p>In the past , that we're not allowed to use a telephone or any IT accessory , we didn't know about what's going on outside. But , if we're allowed to use it now we can catch up with any knowledge.(point elaboration 2)</p> <p>Finally , we can keep in touch with our family to know how are they (argument 3)</p> <p>so we don't have to anxious about them and we can one hundred percent keep going with our works or our duties.(point elaboration 3)</p>	<p>Argument 2</p> <p>Argument 3</p>	

<p>In conclusion , we could see that if we “Information Technology” in the right way , it could help us in the various way that we haven’t before.(restatement) So I agree that information technology is necessary for our school. (reiteration) อานนท์</p>	<p>Conclusion</p>	<div data-bbox="1301 387 2002 655" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =4 Clause complex = 3.75 Vocab= 3.5 Argument = 4 Critical thinking = 3.75</p> </div> <div data-bbox="1301 711 2002 979" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =4 Clause complex = 3.8 Vocab= 3.6 Argument = 3.9 Critical thinking = 3.5</p> </div> <p style="text-align: right; margin-top: 20px;">9.45/10</p>
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Post-test	Generic structure	Comments
<p>Armed Forces Academy Preparatory School has never allowed the students to use electronic accessories, so today I'm going to answer the question (position) "Do you agree or disagree that pre-cadet should use mobile phone, ipad or laptop for learning in the school?". (orientation)</p> <p>Here are 3 reasons that make me agree that pre-cadet should use mobile phone, ipad or laptop for learning in the school.(preview)</p>	<p>introduction</p>	<p>conformity to Sydney genre based school</p>
<p>First thing first, I think the training is not the only important thing for us but we also have to study and learn, so electronic accessories will help us well such as finding more knowledge from the internet, reading E-Books, update your information from the internet, etc.(point elaboration 1)</p>	<p>Argument 1</p>	<ul style="list-style-type: none"> -The central idea is clearly stated. - The transitions are clear. - Arguments are relevant and sufficient.

<p>The second reason for me is we need to catch up with the news feed.</p> <p>It's true that we spend almost time in the regiment, so if we don't catch up with the news feed we'll never know what happens in the world. So electronic accessories quite help a lot.(point elaboration 2)</p>	<p>Argument 2</p>	
<p>Last thing last, I think that we need to learn how to adapt the technology to our daily life,</p> <p>this is a new thing for us, but we all need to learn something new and take a step forward. (point elaboration 3)</p>	<p>Argument 3</p>	

<p>I think that we need to learn something new. As you could see that electronic accessories are very useful for us if we use it with consciousness. (restatement) And finally, we all need to keep up with the world. (Necessity) Pre-cadet Arnonut</p>	<p>Conclusion</p>	<table border="1"> <tr> <td data-bbox="1236 323 1939 579"> <p>Expert 1 Generic structure =3.75 Clause complex = 3.75 Vocab= 3.75 Argument = 3.75 Critical thinking = 4</p> </td> </tr> <tr> <td data-bbox="1236 632 1939 887"> <p>Expert 2 Generic structure =3.8 Clause complex = 3.8 Vocab= 3.8 Argument = 3.8 Critical thinking = 4</p> </td> </tr> <tr> <td data-bbox="1236 887 1939 1264"> <p>9.55/10</p> </td> </tr> </table>	<p>Expert 1 Generic structure =3.75 Clause complex = 3.75 Vocab= 3.75 Argument = 3.75 Critical thinking = 4</p>	<p>Expert 2 Generic structure =3.8 Clause complex = 3.8 Vocab= 3.8 Argument = 3.8 Critical thinking = 4</p>	<p>9.55/10</p>
<p>Expert 1 Generic structure =3.75 Clause complex = 3.75 Vocab= 3.75 Argument = 3.75 Critical thinking = 4</p>					
<p>Expert 2 Generic structure =3.8 Clause complex = 3.8 Vocab= 3.8 Argument = 3.8 Critical thinking = 4</p>					
<p>9.55/10</p>					

Table 5 Essay by student 5

<u>Pretest Text 5</u> (Mid 2)		<u>Generic structure</u>
<p>Nowadays The world has developed technology to be more facility and modern example; education, industries, economics and contact The contact will be easier if we bring technology to use in benefits. The technology that we can use at AFAPS is Such as laptop mobile phone even Ipad in the part of education we can study online and Do the test by use Google form and we can contact our parents when we have a problem or when we miss them. (orientation)</p>	<u>introduction</u>	<p>The supporting details are needed. The essay lacks of thesis statement, but it contained orientation and the writer can state his position clearly.</p> <p>The transitions are not enough and organization is logical, but subordinate ideas are limited. The writer needs to expand their idea. It should be more clearly explained.</p>
<p>I think our commander should allowed to bring a mobile phone or laptop to learning because it easy to portable and if we don't understand the lesson we can review by watch it from Youtube or online course from tutoring school and we can contact our teacher more easier when we cannot do our homework or even when we didn' t take note in time we can capture it by our mobile phone too.(argument 1) In Physical Education class, Teacher can teach us by use an example of exercising from Youtube or any website that is for health. (point elaboration 1)</p> <p>Our friends at medical ward can be use his mobile phone for study online by live broadcast on Facebook. (argument 2)</p>	<u>Body</u>	

<p>And when we have a free time we can use our laptop or mobile phone to take a rest. (argument 3)</p> <p>And it will be great if we can show good things that we do in our school on social media which will make people interested in us more. (argument 4)</p>		
<p>The commander should allowed us to bring our mobile phone or laptop to the school for the reason that we use it for education and contact our family furthermore mobile phone can help us in exercise by learning it from trainer in Internet (restatement)</p> <p>But if we don' t want a health problem, the commander must be regulate the rule to use our laptop and mobile phone. (suggestion)</p> <p>Pre-Cadet. Patcharapol</p>	<p><u>conclusion</u></p>	<p><u>Unconformity to Sydney genre based school</u></p> <p><u>Lack of point elaboration</u></p>

Class exercise	Generic structure	Comments
<p>Nowadays our world have technology . It's important in education , communication and also develop the power of the military.(orientation)</p> <p>Therefore as far as I am concerned the technology should be use in military units.</p>	<p>introduction</p>	<p>conformity to Sydney genre based school</p>

(position)These are the reasons that support to my argument.(preview)		
First of all , If we have good technology , It will have a good results which we will be have smart soldiers and strong military , therefore we will be a strong country from this reason.(point elaboration1)	Argument 1	This essay has a clear central idea. It is organized logically.
Secondly , communication will be easier. because high technology make you get more comfortable to contact our units in each branch. (point elaboration 2)	Argument 2	This writing is clear and concise. He could use a broader vocabulary related to the topic.
Finally, technology that will be introduced will enable efficient information production processes, including intelligence and information gathering storing and processing decision support distribution and implementation. (point elaboration 3)	Argument 3	

<p>In conclusion , If Thai’s military units adopt and apply these three reasons. (restatement) We will have a good national security according to the following statement “The more strong country” (suggestion)</p>	<p>Conclusion</p>	<table border="1"> <tr> <td data-bbox="1279 320 1980 580"> <p>Expert 1 Generic structure =3.5 Clause complex = 3.5 Vocab= 3 Argument = 3 Critical thinking = 3.5</p> </td> </tr> <tr> <td data-bbox="1279 596 1980 857"> <p>Expert 2 Generic structure =3.75 Clause complex = 3.75 Vocab= 3.25 Argument = 3.25 Critical thinking = 3.6</p> </td> </tr> <tr> <td data-bbox="1279 873 1980 1182"> <p>8.52/10</p> </td> </tr> </table>	<p>Expert 1 Generic structure =3.5 Clause complex = 3.5 Vocab= 3 Argument = 3 Critical thinking = 3.5</p>	<p>Expert 2 Generic structure =3.75 Clause complex = 3.75 Vocab= 3.25 Argument = 3.25 Critical thinking = 3.6</p>	<p>8.52/10</p>
<p>Expert 1 Generic structure =3.5 Clause complex = 3.5 Vocab= 3 Argument = 3 Critical thinking = 3.5</p>					
<p>Expert 2 Generic structure =3.75 Clause complex = 3.75 Vocab= 3.25 Argument = 3.25 Critical thinking = 3.6</p>					
<p>8.52/10</p>					

Post-test		
<p>Nowadays our world have Technology, It's very important in education and communication.(orientation) Therefore as far as I am concerned the mobile phone should be allowed to use in AFAPS. (position) These are the reasons that support to my argument. (preview)</p>	introduction	conformity to Sydney genre based school
<p>First of all, It cannot be denied that mobilephone, Ipad or laptop have a huge educational role. Whether searching for various information. It is also used for making reports or even review the lesson so easily.(point elaboration 1)</p>	Argument 1	The writing is clear and concise. The arguments develop and support the main topic,
<p>Secondly, Students and teachers can connect more easily. When students have questions, they can contact the teacher through various applications. (point elaboration 2)</p>	Argument 2	No confusing word choices with few grammatical errors.
<p>Finally, AFAPS is the military school. It will be good if students able to use their gadgets In order to learn more or relax when they have a free time. Furthermore, the students can be contact their family when he missing them.(point elaboration3)</p>	Argument 3	

<p>In conclusion, The commander should be allowed us to bring our mobile phone or laptop to the school for the reason that we use it for searching for more information, students can contact teachers easily and to relax when have a free time. (restatement)</p> <p>However, the commander should be regulate the rule to use mobile phone to not have health problems. (suggestion) Patcharapol</p>	<p>conclusion</p>	<div data-bbox="1285 331 1986 580" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =4 Clause complex = 3.5 Vocab= 3.5 Argument = 3.5 Critical thinking = 3.75</p> </div> <div data-bbox="1285 644 1986 893" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =4 Clause complex = 3.5 Vocab= 3.5 Argument = 3.5 Critical thinking = 3.8</p> </div> <p style="text-align: right; margin-top: 20px;">9.13/10</p>
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Table 6 Essay by student 6

<u>Pretest Text 6 (Mid 3)</u>		<u>Generic structure</u>
Yes I do, I have to say that I'm totally agree that pre-cadet should use mobile phone, ipad or other gadgets for learning in school because these instruments can give us many benefits when we use it in the right way.	<u>Argument 1</u>	Unconformity to Sydney genre based school Notes : This essay includes exemplum and he can state his position
For example if I have a problem with my mathematics homework and then I go to ask my friend how to solve it but my friend still don't know how to figure it , I can't ask my teacher because I'm not at the learning division so the only way to solve my problem is finding the solution on the internet.	Point elaboration 1	

<p>There are also various of e-books, exams or maybe the learning information that will easily help us to be good at learning. Nowadays, many learning e-books, video clip are all in the internet waiting for searching and learning and this is just another answer for why we should use mobile phone or other gadgets. (point elaboration 2)</p>	Argument 2	<p>The writer focused on the topic and included supporting sentences, but his introduction does not really orient the readers to the central idea because the text does not start with an orientation and preview.</p>
<p>The benefits of the mobile phone that is not about learning? Yes, we can use it for relax and chill, sometimes we are worried about the exam too much so we can go listening to music to let it relieve the stressed. (point elaboration 3)</p>	Argument 3	
<p>I will be really appreciated if the AFAPS school let us use mobile phone.</p>	restatement	
<p>These are some of my thoughts about the mobile phone or other gadgets problem, Thanks for reading.(politeness) Pre-cadet Nattanan</p>	preview	

Class exercise	Generic structure	comment
<p>Nowadays world military has its own military potential. Their potential is related to many factors , for example the number of military personnel , vehicles , weapons and armaments. Every country in the world has a develop its own armaments and vehicles so they have to search and develop new military technology. (orientation)</p> <p>Here are some of my thoughts (preview) on why military technology is important for the military. (position)</p>	introduction	conformity to Sydney genre based school
<p>Firstly , if your country can invent new weapons and can apply them in the warfare. Your country is way better than the others.</p> <p>Since your opponent countries won't know what is the specifications of the new firearms and don't know how to deal with it.(point elaboration 1)</p>	Argument 1	It includes the introductory, thesis statement, orientation, preview and position. It includes the restatement of the thesis.
<p>Secondly , If your country is good at military technology the potentials in the military of your country are also upgraded and yours can be confident when the war occurs. (point elaboration 2)</p>	Argument 2	The arguments support the thesis.

<p>In conclusion , military technology is very significant for the military. (restatement) So we must learn how to improve our military technology in order to get stronger in every situations. (reiteration, obligatory) Nattanan</p>	<p>conclusion</p>	<div data-bbox="1279 304 1971 571" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.5</p> </div> <div data-bbox="1279 667 1971 933" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =3.8 Clause complex = 3.6 Vocab= 3.2 Argument = 3.5 Critical thinking = 3.5</p> </div> <p style="text-align: center; margin-top: 20px;">8.99/10</p>
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Post-test	Generic structure	Comments
<p>We all know that we are depending on technology all the time. In the past, we learned by turning over pages of a book. (orientation)But now, it's a whole different story. Since I am born in this era, I highly agree on having electronic devices as our learning assistant in AFAPS.(position)</p> <p>Here are some reasons to support my reasoning. (preview)</p>	introduction	conformity to Sydney genre based school
<p>First of all, we can gain knowledge more effectively if the internet is accessible in our school.</p> <p>The internet contains a lot of information that can provide us some assistance in mastering our lacking academic skill. We have something stupendous called Google. This software is like a gigantic library that will give you a helping hand to find what you needed. Nowadays, we have the internet as an essential factor in our lives. So, wouldn't it be better for us to use them and make practical use of it to expand our knowledge boundaries?(point elaboration1)</p>	Argument 1	The writer tried to argue in support of his position and he could write explicitly and clearly.
<p>Secondly, we can consult with our teacher anytime in our school. Because of the coronavirus outbreak, it's inevitable to keep a distance from others. Therefore, an online lesson is necessary.</p>	Argument 2	He could use strong statement to support his central idea.

<p>Furthermore, seeking for guidance is a frequent occurrence, asking the teacher would indeed be the first option to everyone. Normally, it's necessary to be at the learning center to encounter our teacher. But with the help of the computer, we can easily have a quick chat with our teacher immediately.</p> <p>It's convenient and by far the most suitable way to keep in touch with our teacher without facing a risk of getting infected by the virus. (point elaboration 2)</p>		
<p>Lastly, it keeps us entertained.</p> <p>Do you ever feel refreshing even when you aren't using the computer but just merely watching it? Nowadays, the computer is like our best friend. Video games, You Tube, music, or websites, these are an important factor to keep us relieved. In our scenario, if we're punished in our school all night, we will certainly feel down. But with the help of the computer, we can ameliorate our mental condition. Disheartened is a common circumstance for pre-cadets. Entertaining ourselves is one of our routines but to make it more effective, we do need a hand from the computer.</p> <p>(point elaboration 3)</p>	<p>Argument 3</p>	

<p>In conclusion, from my point of view, I extremely agree on having a computer, mobile phone, or electronic devices involved in AFAPS. (restatement)</p> <p>The extension of knowledge is unlimited. To help us achieve that kind of achievement, the computer is required. With this in mind, computers and other electronic devices are requisite in AFAPS. (necessity)</p>	<p>conclusion</p>	<p>Idea</p> <div data-bbox="1279 368 1980 643"> <p>Expert 1 Generic structure =4 Clause complex = 3.5 Vocab= 3.5 Argument = 4 Critical thinking = 3.75</p> </div> <div data-bbox="1279 679 1980 954"> <p>Expert 2 Generic structure =4 Clause complex = 3.5 Vocab= 3.5 Argument = 4 Critical thinking = 3.8</p> </div> <p style="text-align: right;">9.38/10</p>
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Table 7 Essay by student 7

<u>Pretest Text 7 (low1)</u>		<u>Generic structure</u>
I agree that Pre-cadet should be using electronic device in AFAPs school because from the current situation around the world.(statement of position)	(statement of position)	*Unconformity to Sydney genre based school
There's a disease that is very harmful, spread really quickly and caused by socializing, staying near with other peoples that are infected. (orientation) Also, right now the school have been setting up a strict rule about social distancing or in the other world "Physical Distancing" (in term of World Health organization) <u>such as</u> Every meal will need to be only 2/2 Battalions (first two battalions eat first. the other two eat after the first two), Bringing the essential items mostly protection masks / cleaning hygiene and more. That's the main reason why we need those things.(point elaboration)	Body Argument 1	Notes : the writer stated his position clearly but the essay lacks coherence. He used direct statement without introduction. This essay does not include a preview argument. He wrote continuously and did not organized ideas.
My personal reason is I really want learning to be different. I want to experience new things and see a different perspective of it. Like in last month, I enjoyed learning at home.I am also good at using my computer so that will help me a lot in the current situation.(point elaboration)	Argument 2	

<p>I understand that after I enter the school, there will be a lot of change that I need to adapt to. But you know what they say. As a Pre-cadet, there's nothing we cannot do. (statement of position)</p> <p>Pre-Cadet Supakrit</p>	conclusion	
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Class exercise	Generic structure	comments
<p>In present , Technology have efficiently improved and build up to an astounding amount. Whatever it's Iphone , TV , Computer , etc. These invention can help us access more information and keep us update to everything around the world. (orientation) Military Technology are also important to our country in various way. (position)</p> <p>There's many reason why it's important to soldier doing their tasks and protecting peoples. (preview)</p>	introduction	conformity to Sydney genre based school
<p>One of it is to help improve army and make it more powerful.</p> <p>Nowadays , Each country don't fight head – to – head but with their amount of weapons ; advance</p>	Argument 1	This student could write his essay explicitly and clearly. The thesis includes a preview argument

<p>techs and such like a cold war. The more advance Military Organization is , The less chance an enemy will come and invade the country. It's the fight for the fittest. (point elaboration1)</p>		
<p>Another one is that soldiers or commander can use the Military Technology to learn and experience more about it such as new guns , various equipment.</p> <p>All of this will benefit and push them to be an excellent leader who will be ordering their troops , helping citizen in need , improving their country for a better future.(point elaboration 2)</p>	<p>Argument 2</p>	<p>This essay includes thesis, arguemts and restatement of the thesis.</p>

<p>These are some of the reason why Military Technology are essential to our country since it's part of our daily life. (restatement)</p> <p>As a Pre – cadet ; We have to make a good use of it and take the knowledge we got to make military an even more powerful organization and make our country a better place for everyone. (additional opinion, reiteration)</p>	<p>Conclusion</p>	<table border="1"> <tr> <td data-bbox="1279 325 1980 568"> <p>Expert1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.25</p> </td> </tr> <tr> <td data-bbox="1279 619 1980 861"> <p>Expert 2 Generic structure =3.8 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.25</p> </td> </tr> <tr> <td data-bbox="1279 868 1980 898"> <p>8.51/10</p> </td> </tr> </table>	<p>Expert1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.25</p>	<p>Expert 2 Generic structure =3.8 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.25</p>	<p>8.51/10</p>
<p>Expert1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.25</p>					
<p>Expert 2 Generic structure =3.8 Clause complex = 3.5 Vocab= 3 Argument = 3.5 Critical thinking = 3.25</p>					
<p>8.51/10</p>					

Post-test	Generic structure	Comment
<p>Learning in school can be hard and boring. The teacher gives their lecture, the students calls it a day. Students have to review and research through an exercise book multiple times which takes a lot of effort. .(orientation) But with the help of Today's Technology, this difficult obstacle can be easily solved in no time. (position)</p>		<p>conformity to Sydney genre based school</p>

<p>Anyhow, there're many advantages of having technology in a school and here's my supporting argument.(preview)</p>		
<p>Firstly, it's the main source of a lot of useful information and can be easily accessed.</p> <p><u>Unlike a library</u> that we have to sort through the shelf. Usually, we have trouble searching for a specific book and end up taking a lot of time. With this helpful invention, it conserves our time and gets the information we need promptly.(point elaboration 1)</p>	<p>Argument 1</p>	<p>It includes ideas that are important for the topic. Word choices are specific and suitable. The text is communicative and clear. It involves a clear and manageable arguments'</p> <p>It contains features of effective writing including organization, support and elaboration.</p>
<p>Secondly, its benefits students that have trouble learning.</p> <p>The student asks their teacher the part they don't understand and sometimes it doesn't have the solution they want. Technology can help them overcome this struggling by using the internet to research the information they needed. It also helps them learn a lesson in their way. it's a fast and very convenient method. (point elaboration 2)</p>	<p>Argument 2</p>	
<p>At last, it makes learning interesting.</p> <p>As I said at the beginning, it can be boring from time to time and the student might not pay attention to class at all. Technology provides an opportunity to make it more fun and amusing by teaching a lesson in a new way such as gaming, online lesson. It also makes active participation in the classroom. Everybody loves</p>	<p>Argument 3</p>	

<p>to experience new things and it can brighten up the whole class like there was a music festival in the most exciting part. (point elaboration 3)</p>		
<p>In summary, I agree with using technology in our school. (restatement) It can make learning more enjoyable and quickly to understand. I'm looking forward to seeing the improvement of Technology that will be useful for education in the future and see what will affect us in our daily life. (prediction) Pre-Cadet Supakrit</p>	<p>conclusion</p>	<div data-bbox="1279 488 1980 738" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3.5 Argument = 3.75 Critical thinking = 3.5</p> </div> <div data-bbox="1279 799 1980 1050" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =3.8 Clause complex = 3.5 Vocab= 3.5 Argument = 3.8 Critical thinking = 3.6</p> </div> <p style="text-align: center; margin-top: 20px;">9.05/10</p>

Table 8 Essay by student 8

<u>Pretest Text 8 (low 2)</u>		<u>Generic structure</u>
In my opinion, Technology has a great influence at present. (position). In this situation , everyone uses more technology to adapt to the current situation. Nowadays, our world goes far. It not like in the past, we must catch up with the world. (orientation)	<u>Introduction</u>	*Unconformity to Sydney genre based school. This essay includes orientation, supporting arguments, but it lack of a detailed explanation. (incomplete organization)
Therefore, I agree that pre-cadet should use technology gadgets for learning in the school and by yourself form surfing the internet. (statement of position)		
In addition, they can be used for communication, searching for information and entertaining etc. (argument 1)	<u>Body</u>	
Finally, I hope that my opinion will be real in someday for benefit of pre-cadets and commanders in one way or another. (restatement) Precdt. Siraphop	<u>conclusion</u>	

Class exercise	Generic structure	Comment
<p>In my opinion , I think we should do (position). Nowadays , other countries military have modern and powerful military technology . In addition they have tactical and terrain different from us in their training. In the future we're unknown what will happen. (orientation) Thus , there are many reason to cooperate with other countries.(preview)</p>	introduction	conformity to Sydney genre based school
<p>First , If there are good technology from other countries. We can share our technology together in cooperation. That makes Thai military more powerful and becomes a strong country.(point elaboration 1)</p>	Argument 1	It includes the proper organization of exposition text. This student can express opinions freely.
<p>Second , terrain and tactical are important in aggressive or defensive from other countries. So we can learn these from cooperation (point elaboration 2)</p>	Argument 2	It includes clarity of position.
<p>Finally , cooperation with other countries will increase relationship between us and them. When we have any problem , we can ask them for help. (point elaboration 3)</p>	Argument 3	

<p>In conclusion , Thai military should cooperate with other countries to develop military and also improve relationship between other countries.(restatement) All that will make our country stronger. (prediction)</p>	<p>conclusion</p>	<div data-bbox="1279 328 1980 596" style="border: 1px solid black; padding: 5px;"> <p>Expert1 Generic structure =3.5 Clause complex = 3.5 Vocab= 3 Argument = 3 Critical thinking = 3</p> </div> <div data-bbox="1279 699 1980 967" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =3.5 Clause complex = 3.5 Vocab= 3 Argument = 3 Critical thinking = 3</p> </div> <p style="text-align: right; margin-top: 10px;">8/10</p>
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Post-test	Generic structure	Comment
<p>Military technology, range of weapons, equipment, structures, vehicles and communication systems used specifically for the purpose of warfare. Those have been used since the ancient ages that humans start a war. Many civilizations developed their military technology to attack or defend from the others. They transformed a force to be a great one. (orientation)</p>	<p>introduction</p>	<p>conformity to Sydney genre based school</p> <p>The introduction is able to catch the readers' attention. The thesis presents clear main points.</p>

<p>In addition, there are 3 reasons that I think (position) why military technology is important.(preview)</p>		
<p>In military, Military technology is one of the most necessary things in a battle. Not only manpower and strategy make victory, but technologies also help to defeat enemies in the war. If you have more developed technologies, your forces will be good at offensive and defensive.(point elaboration1)</p>	<p>Argument 1</p>	<p>It is a well-organized piece of writing It includes accurate word choices. It has clearly defined purpose. The writer can make persuasive arguments.</p>
<p>In stability, The Nations having good military technologies can protect themselves from others' aggression. Nobody would like to start a war with them. So, they can maintain peace and stability of their countries. (point elaboration 2)</p>	<p>Argument 2</p>	
<p>In economy, Military technology create more income of nations. The countries which not be able to develop their technology or have enough potential depend on importing military technology from other countries. They need to purchase it to have more power to protect themselves. Therefore, the countries selling their military technology will get better in economy. (point elaboration 3)</p>	<p>Argument 3</p>	

<p>Finally, some people think military technology are waste or unnecessary. However, in myopinion, it is an important factor that your nations should have. (restatement)</p> <p>It's useful has many-sided not only that I said. Whoever has a technology, he will not rely on anyone for your stability, prosperity and sustainability. (suggestion) Siraphop</p>	<p>Conclusion</p>	<div data-bbox="1279 327 1980 595" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3.5 Argument = 3.5 Critical thinking = 3.5</p> </div> <div data-bbox="1279 639 1980 908" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =3.8 Clause complex = 3.6 Vocab= 3.6 Argument = 3.5 Critical thinking = 3.6</p> </div> <div data-bbox="1630 994 1727 1026" style="text-align: center; margin-top: 20px;"> <p>8.96/10</p> </div>
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<u>Pretest Text 9 (low 3)</u>		<u>Generic structure</u>
<p>I agree that pre – cadet should use gadget and advice like mobile phone , ipad and laptop for learning in AFAPS because all of these can find many informations in internet. Moreover , pre – cadet can use them to talk or call others.(point elaboration 1)</p>	<u>Argument 1</u>	<p>*Unconformity to Sydney genre based school The writer state his position clearly, but it lacks a detailed explanation (poor organization).</p>
<p>I agree that military technology is important for military. The reason is to represent about power of the country and military force.(point elaboration 2)</p>	<u>Argument 2</u>	
<p>I think a military leader can develop country , but it depend on vision and notion from each person for nation. If that military leader has positive thinking , The country will be developed.(point elaboration 3)</p> <p>Pre – cadet Pattadon</p>	<u>Argument 3</u>	

Class exercise	Generic structure	Comments
<p>Some Pre – cadet , they still use technology in the wrong way and not in right purpose so they should know how to use them appropriately for the most benefit. (orientation)</p> <p>From the topic , I agree that information technology is necessary for our school. In this decade , everything in the world moving forward especially technology such as radio , mobile phone etc. (position) which can make our life more easier than convenient but people in many parts of the world don't have enough technology to use and don't know to use it efficiency.)</p> <p>Here are the reason that why we should use information technology.(preview)</p>	Introduction	<p>conformity to Sydney genre based school</p> <p>The introduction includes relevant background.</p>
<p>Firstly , the first reason that why information technology is important for Pre – cadet is searching more information which is out of books or classroom for bringing researching information to do with homework or assignment.(point elaboration 1)</p>	Argument 1	Each paragraph has a clear main point.
<p>The second reason , our world move forward rapidly we have to use our technology to follow it by gathering information in normal life such as news , situation and happened around the world.(point elaboration 2)</p>	Argument 2	The writer expressed clearly what he wanted to say.

<p>The last one , doing along with order , when we bring it to use with technology we can spread this order rapidly and widely that make us using less time than before to do that activity . They make us know that we can manage to do effective.(point elaboration 3)</p>	Argument 3	The writer used transitions and restated the main point.
<p>Technology is like a sword (restatement) , it always have two blades benefits and not benefits up to your using skill if you use it the wrong way , it won't make any benefits for you. In the others hand , if you use it appropriately , it will your life convenient and better than you ever had. (suggestion)</p>	conclusion	<div data-bbox="1281 533 1982 815" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =3.5 Clause complex = 3.5 Vocab= 3.5 Argument = 3.5 Critical thinking = 3.5</p> </div> <div data-bbox="1281 839 1982 1121" style="border: 1px solid black; padding: 5px;"> <p>Expert 2 Generic structure =3.5 Clause complex = 3.5 Vocab= 3.5 Argument = 3.5 Critical thinking = 3.5</p> </div> <p style="text-align: center;">8.75/10</p>

Post-test		Comments
<p>Nowadays the situation of political affairs in Thailand is still controversial between the government under the control of General Prayut Chanocha and the opposition party. In the past, we had seen that the leader of Thailand is the military leader such as General Surayut Chulanon and General Chawalit Yongjaiyut. Most of them are from coup that make dissatisfaction for some people. According to the coup in the past, that event affects in the present that some people doesn't want the military leader be the prime minister. (orientation)</p> <p>In the other hand, there are many people who differ in this thing like me. Now, I'm going to tell you that the military leader can be the prime minister and develop our country. (position)</p> <p>There are 3 reasons that I have to tell you to know. (preview)</p>	introduction	<p>Conformity to Sydney genre based school</p> <p>The beginning part gets the readers' attention by telling the story.</p>
<p>The first reason that the military leader should be the prime minister to develop country depend on vision and notion from each person for nation.</p> <p>It that military leader has positive thinking to make a national progress, The country will be developed in a good way. They should have authority to complete the aim. (point elaboration)</p>	Argument 1	The paragraphs prove the main idea and discuss evidences.

<p>The next reason of mine is the military leader has many good quality. We can see that their school teaches them to be a good soldier to guard our country and monarch.</p> <p>From that our nation is protected by all of them the same as an economic. I'm convinced that they are still remaining and economical stability. They have responsibility in every action. Furthermore , They also are a honest person that citizen can rely on their performance and their words. Moreover , They are willing to complete their mission indifferent from national development that they intend to make their country better than now.(point elaboration 2)</p>	Argument 2	
<p>The last reason supporting my idea is the military leader used to dominate their subordinate and administrate their military camp.</p> <p>Besides , when they have any problem , they can figure it out nicely. Thus ,I think that they not only are a manager but also are people who can cope with problem very well. From many experiences of them , I consider that they can govern our country and deal with every circumstance which we face with.(point elaboration 3)</p>	Argument 3	The conclusion restates the main point.

<p>In summary , I'm still insisting on the military leader can develop country.(restatement)</p> <p>Finally , A person who want to be the prime minister does not have to be famous or rich but should be the person who has both knowledge and acknowledgement. (suggestion) Pre – cdt. Pattadon</p>	<p>conclusion</p>	<div data-bbox="1272 320 1975 580" style="border: 1px solid black; padding: 5px;"> <p>Expert 1 Generic structure =3.75 Clause complex = 3.5 Vocab= 3.75 Argument = 3.75 Critical thinking = 3.5</p> </div> <div data-bbox="1272 639 1975 900" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Expert 2 Generic structure =3.75 Clause complex = 3.6 Vocab= 3.75 Argument = 3.8 Critical thinking = 3.6</p> </div> <p style="text-align: center; margin-top: 20px;">9.18/10</p>
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Appendix H

Analysis of Logico-semantic relation

Table 1 Essay by student 1

Pretest Text 1 (High 1) Artchawin	Expansion	Projection	Taxis	Description
<p>Since the beginning of humankind, tribes fight for their believes, dignity and power.</p> <p>As the eras had passed, many civilizations had faced might, glory and an end.</p> <p>Many great leaders had built warriors, explored military greatness and controlled the powers to conquer the world.</p> <p>In this modernized and globalized era, are those objectives to the power still the same, or are they now changed?</p>	<p>$\alpha \times \beta$</p> <p>$\alpha \times \beta$</p> <p>1+2+3</p> <p>1+2+3+4</p> <p>1 + 2</p>		Hypotaxis	<p>Student 1 connects sentences with various conjunctions and connecting words. He can make arguments using compound and complex sentences. Many connecting words are used and he can connect sentences effectively.</p>
<p>Military leader have risen many great empires and republics but those events dates back the age of the ancient era.</p> <p>We may have seen history about mighty empires with great military leader.</p> <p>France with Napoleon taking control can be a good example.</p> <p>But after the beginning of the age we live, It's quite hard to find a well-developed country under military control.</p> <p>At this point you may think that I forgot the Soviet Union, but honestly, even I found the Soviet Union overwhelming with technology</p>	<p>1+ X α, β</p> <p>1+2</p> <p>$\alpha = \beta$</p> <p>1X2</p> <p>1 X 2</p>		idea	

<p>development, It faced serious political failure!</p> <p>England is a kingdom which means its regime was absolute monarchy.</p> <p>We might have seen most kings in the past as a great military leader that lead the kingdom through many wars and crisis.</p> <p>Still today, even though the status of the king in politics has been changed.</p> <p>The royal family still keeps its look as a part of the military.</p> <p>Perhaps you notice them wearing army uniform or being the head of militaristic events.</p> <p>It's obvious that they don't take control anymore. Instead, a civil government takes control.</p> <p>But the fact is that there are still some countries that are still under military control.</p>	<p>$\alpha = \beta + 3$</p> <p>$+1 = \alpha \times 2$</p> <p>$\alpha = \beta = \gamma$</p> <p>$\alpha = \beta = \gamma$</p> <p>$1+2$</p> <p>$3+\alpha+4$</p> <p>$1 \times \alpha = \beta + 4$</p> <p>$1+2$</p>	<p>Idea</p> <p>idea</p>		
<p>We know, as the ones who serve the armed forces, that the military culture is mostly about seniority, obedience and order.</p> <p>These values keep the military running to accomplish goals and missions.</p> <p>These values are, not at all, important to the civil society which is the society that really pushing the country forward.</p> <p>But in a country like North Korea, Budget is spent mostly in military development which decreases the</p>	<p>$\alpha = \beta$</p>			

<p>growth rate of economy, literacy and well-being of the people.(point elaboration 2)</p>				
<p>So, in conclusion, I think that military has an important duty, not to take over the government, but to protect it from danger while the civil government keeps developing the society to prosperity.</p> <p>Values and culture of military may not be compatible enough with modern society.</p> <p>To compete in the modern competition is, perhaps, too hard for a military leader to win, a completion that is no more about only guns and tanks.<u>artchawin</u></p>				

Class exercise	Expansion	Projection	Taxis	Description
<p>In the modern society in which we live today , the nations have to overcome not only domestic issues , but also international conflicts , to thrive in the global stages.</p> <p>To achieve this goal , economic prosperity may not be enough to indicate the nation's own power even the others.</p>	<p>$\alpha X\beta+3$</p> <p>1+2</p>			<p>Hypotaxis and parataxis are found. This student gained more control of his writing and focused on the point.</p>

<p>It requires , also , military development in order to boost reputation.</p> <p>Thailand , as a less – developed country , without much resource or being militaristic , always needs to purchase foreign military equipment in high price.</p> <p>If we , the Thai military , cooperate with those from other countries , we will gain more capability in military knowledge.</p> <p>These are 2 reasons why I agree that Thai Military should cooperate with other countries.</p>	<p>$1=2+\alpha$</p> <p>$\alpha \times \beta$</p> <p>$\alpha = \beta$</p>	<p>idea</p>		<p>He merged sentences, used relative clauses to insert information.</p>
<p>First , we can get tactical knowledge from were developed country to improve our training system that will make our Armed – forces have more abilities to deal with various threats from inside and outside of Thailand.</p> <p>So the more power of military mean the more stability we have in our country.</p> <p>It also make the country stranger or the other side for instance , the economic , the health can quality of people in the country.</p>	<p>$\alpha = \beta + 3$</p> <p>1×2</p> <p>$1 + 2 + 3$</p>			
<p>Second , we will have a potential allies if we cooperate with other countries.</p> <p>We can ask for help from more – developed country or can exchange for help.</p> <p>It can also ensure that the country that we cooperate with won't attack us in the near future.</p>	<p>$\alpha \times \beta$</p> <p>$1 + 2$</p> <p>$\alpha = \beta$</p>			

<p>Most of civil technologies are formerly military technology.</p> <p>As we have known, many tools and devices we are using today used to be an advanced military technology developed many years before civil use.</p> <p>For example, GPS technology was used only by the US army but nowadays, everyone, anywhere, with a smart device, can access it.</p> <p>Technology creates huge benefits.</p> <p>There are many countries that have not got efficient ability to develop their own technologies.</p> <p>The only way to solve the problem in just a brief of time is to purchase it.</p> <p>We can notice that there are not many countries that are capable of producing and selling trusted military techs such as Fighter jets, submarines, Portable smart devices, Atomic bombs and tanks.</p> <p>If you need to purchase a fighter jet, only Sweden and the US can satisfy your need.</p> <p>If you buy it from a newly established manufacturer like China, you may have some issue with trust and use.</p> <p>Military technology is, no doubt, an important key to a nation's achievement in many ways.</p> <p>Without military technology, we may not be on our own feet which means we have to rely on someone else, in this modern doubtful world where nations still take advantages over others.</p>	<p>$\alpha X \beta + 3 + 4 X \gamma$</p> <p>Idea $1 = 2 + 3$</p> <p>$\alpha = \beta$</p> <p>$\alpha = \beta + 3 = 4$</p> <p>Idea $\alpha X \beta$</p> <p>$\alpha X \beta$</p> <p>$\alpha = \beta$</p> <p>$\alpha X \beta X 3$</p>	
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Table 2 Essay by student 2

Pretest Text 2 (High2)	Expansion	projection	
<p>Nowadays the world changes a lot as the globalization grows. Therefore, everyone should get all the updating information, as well as pre-cadet.</p> <p>According to the above question, I agree that pre-cadet should use mobile phone, ipad or laptop for learning in the school.</p> <p>I have 3 lists of benefit and examples below</p>	<p>1X2+3</p> <p>$\alpha X\beta+3$</p> <p>1+2</p>	Idea	<p>This student gave examples for using something he like, technology and he used transition to express sequences.</p>
<p>First benefit is to learn additional knowledge from technology.</p> <p>When we study in school, we only get lessons from instructors. So we need to have devices to access additional knowledge.</p> <p>For example, I want to a third language which is Japanese, I can use the application in mobile phone to learn this language easily. (point elaboration 1)</p>	<p>$\alpha X\beta X3$</p> <p>1=2</p>			He expressed order of evernts and cause & effect.
<p>To know the recent situation is the second benefit, technology is important for pre-cadet to access the news from the outer world.</p> <p>For example, some crisis that affect to pre-cadet life, they need to know how to safe themselves to keep far from harm.(point elaboration 2)</p>	<p>1=2</p> <p>1=2</p>		
<p>The last benefit, in my opinion, is important for every students mentally.</p> <p>We are still teenager, we need to get something to entertain us and make us happy.</p> <p>For example, watching animes, it heals our mind a lot and enjoy pre-cadet life.</p>	<p>1X2</p> <p>1=2+3</p>		
<p>In conclusion, we <u>could see</u> that technologies are important in every society.</p> <p>So pre-cadet should also allow to access these devices for our own benefits. These three lists are only a few</p>	<p>1X2+3</p>	idea	

of benefits in having the devices in school, including pre-cadet. I think that if pre-cadet use the devices in the right way, the consequences will be good for us and school in the future.Somphol	$\alpha \times \beta$	Idea	
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Class exercise	Expansion	<u>projection and comments</u>
<p>Technology is very important in everyday life.</p> <p>We usually use it to make us more convenience for example , we use it to study , research and communicate.</p> <p>We think that information technology is necessary for our school.</p> <p>There are many reasons why information technology is necessary for us.</p>	<p>1=2</p> <p>$\alpha=\beta$</p>	idea
<p>First , Information technology is the basic of life.</p> <p>We can see that people around us using smartphone to communicate to the other who is far away or using laptop to do the Microsoft Excel.</p> <p>So , in the future , information technology will be very important in our future day life.</p>	<p>$\alpha=\beta$</p> <p>1X2</p>	Idea
<p>Second , Information technology can give you information you should know in time.</p> <p>Such as , the news about upcoming disaster or the take – off time of the flight. Anything can happen any time. So , we should be up – to – date with the present information</p>	<p>$\alpha=\beta$</p> <p>1=2+3 X4</p>	This student used that -clause to express opinions and feeling and described sequences of events.
<p>Finally , Information technology is practical .</p> <p>We can used them to help our day life be more comfortable, such as Study online , pay a bill with application and take a photo of a important work.</p>	<p>1=2+3</p>	

Post-test	Expansion	Projection and comments
<p>In Ayutthaya period, Kings had an authority to govern the country and they decentralize their power for military to protect the country.</p> <p>This group is called Samuhakalahom.</p> <p>As you can see, military played a major role in the country's administrative. So, I have an opinion that military leader can develop the country, there are reasons that I have concluded below.</p>	<p>1+2</p> <p>$\alpha X\beta X3=\delta$</p>	<p>idea</p>
<p>Firstly, Military leaders is always decisive, they are reliable because they were implanted when they were cadet.</p> <p>For example, the recent situation, Covid- 19 lockdown were ordered by them decisively. Consequently, Thailand is safe from the virus because of their order.</p>	<p>$\alpha X\beta X\gamma$</p> <p>1+2X3</p>	<p>This student used the coordinating conjunctions to connect sentences and showed the results using conjunctions, such as consequently and so.</p>
<p>Secondly, Military leaders have their troop to support their mission.</p> <p>Military leaders will have troop to support their work and policies to make their mission complete. For instance, while there are floods in local area, they can order their personnel to lend a hand to victims</p>	<p>1+2+3Xδ</p>	<p>He described sequence of events.</p>
<p>Last reason is loyalty, soldiers were indoctrinated that they need to be loyal to country, religion, Monarch and people.</p> <p>This thing encourages soldiers to do everything in an appropriate way and to be self-sacrifice to the public, for example, spreading out the philosophy of self-sufficiency which is discovered by King Rama IX.</p>	<p>1=2+3+4=5 =ζ</p>	
<p>In conclusion, Military leader is vital for the country's sustainability.</p> <p>They are able to solve major problems with their 3 personalities above.</p> <p>Therefore, I always have a positive will to military leader to rule the country. For the sake of nation, now</p>	<p>1X2+3</p>	

and in the future, military is necessary for us in any situation.		
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Table 3 Essay by student 3

Pre-test		projection and comments	
When I first came to AFAPS, I was very surprised that mobile phone is banned from the school ,I believe the school has many complicated reason to do that. Many students are happy with that but many aren't happy with this rule.	$\alpha X \beta = \gamma$ 1+2	Idea	This student connect ideas and clauses with most common contrastive conjunctions. He used few conjunctions and some ideas are not connected by conjunctions.
This is 2020, the age of information technology aka digital era, with knowledge and latest development can be transmitted around the world in minutes on IT gadget. Speaking by rule, AFAPS allowed some of these gadgets like notebook and laptop but not mobile phones and Ipad.	1+2 1+2+3	locution	
<u>Some people cite</u> that they ban phones because they distracted student but I think they don't. Student should have right to access latest information to coincide with AFAPS DIGITAL policy ; the gadgets will enhance ability of students to compete with outside world,	$\alpha = \beta x \gamma + 4$ 1+2+3		
however, I believe that there should be rules for these gadgets, since they can be abused in many ways such as games and gambling and will do more harm than good. (statement of position)	$\alpha X \gamma + 3 + 4$	idea	
I hope that our school will change, to challenge the world how competing are we, our school shouldn't, in any way, stick with old world of books and newspapers, We need to change for the future, this is 2020.	1 = 2 +3+4	idea	
Pre-cdtAtikan			

Class exercise	Expansion	Projection	
<p>In the past , AFAPS has never allowed students to use or passes mobile phone while being in the school area.</p> <p>Even though some students are allowed to bring their laptops into school , they still have to write complicated reports in order to get permitted.</p> <p>When the society has developed to the age when people no longer have to carry laptops with them , instead , they have to carry just a small mobile phone to complete their daily tasks , AFAPS super – intendants have to reconsider permitting mobile phone use.</p> <p>Here are 3 reasons why I agree that pre – cadets should use mobile phone for learning in the school.</p>	<p>$\alpha X \beta$</p> <p>$\alpha X \beta x 3$</p> <p>$\alpha X \beta + 3 = 4$</p> <p>$\alpha = \beta$</p>	<p>idea</p>	<p><u>Comments</u></p> <p>This student used different kinds of conjunctions and make longer sentences.</p> <p>He used if-clause to express a possibility in the future.</p> <p>He used transition words to express Sequence order.</p>
<p>First , mobile phones are were convenient than any other devices provided by the school.</p> <p>I have faced difficulties in accessing school's media.</p> <p>If I want to know something so urgently , I need to run to my friend's laptop which might be in use – this makes getting instant information impossible.</p> <p>Having mobile phone standing by with us will be a good solution to this problem.</p>	<p>$\alpha X \beta X \gamma$</p>		<p>He could form complex sentences, use that-clauses and other conjunctions , such as when, although and if.</p>

<p>Second , mobile phones consume less electricity.</p> <p>While laptops make you pay hundreds a month , mobile phones cost only 1 THB per charging which means you pay only about 35 THB a month.</p> <p>Doing this not only saves our school's budget but also conserves environment</p>	$\alpha X \beta = \gamma$ 1+2			
<p>Third , mobile phones are universal tools.</p> <p>We can't deny that we can do away things out of a mobile phone from telling direction , contacting our teachers to being a rules.</p> <p>We are save up both time and money by having mobile phones with us</p>	1=2 1+2	locution		
<p>Lastly , we , the pre – cadets , have to show to our super – intendants that we are responsible enough to posses a mobile phone , that we will not be distracted from studying and that we can keep discipline.</p> <p>This is the right we got and we also need to keep it.</p>	$\alpha = \beta = \gamma + 4 + 5$	idea		

Post-test	Expansion	Projection
<p>Armed Forces Academy Preparatory school (AFA PS has ban the usage of almost- allelectronic devices with exemption only for notebook.</p> <p>These regulations have been put in place for a very long time and it seem not to be change anytime soon.</p> <p>I believe this has to be change, here are some reason for that.</p>	1+2+3	idea

<p>Firstly, gadgets like mobile phone doesn't really effect people like how we know fromOxford University studywhich concluded that mobile phones have little or no integration with illness so we can say that using these gadgets will not harm their bodies so much.</p> <p>We are now information technology and digital era, latest development around the world can be transmitted within minutes on any accessible gadgets with internet which are widely available on computer, notebooks or even gadgets like mobile phones and television, usage of these devices will allow pre-cadets to have knowledge outside the school to integrate general and military knowledge at once.</p>	$1=2=$ $\alpha=\beta+3X4$ $1+2=$ $\alpha=\beta$ $+3+4+5$	<p>Locution Locution</p>		
<p>Secondly, we are now in information technology aka digital era, latest development around the world can be transmitted within minutes on any accessible gadgets with internet which are widely available on computer, notebooks or even gadgets like mobile phones and television.</p> <p>Usage of these devices will allow pre-cadets to have knowledge outside the school to integrate general and military knowledge at once</p>	$1=2 =$ $\alpha=\beta=$ $3+4+5$ $1+2$	<p><u>Comments</u></p> <p>This student used relative clauses to give information and provide evidence to support his argument. The use of that-clause shows that the writer think that his idea is true.</p>		
<p>Finally gadgets will heal mental illness of pre-cadets.</p> <p>Studying in AFAPS is not an easy task, to survive everyday regime, Physical and mental punishment and homesick is a problem for pre-cadets and may permanently causes mental disorder.</p> <p>Application inside the phones now included every entertainment that</p>	$1+2+3$ $\alpha=\beta=3$			

everyone wants, social media, communicating apps, games, movies etc. These services will heal much of mental problems and will make pre-cadet happy.	1+2	
So, in conclusion, allowing gadgets like mobile phones should be allowed in AFAPS because these gadgets will be able to make pre-cadets to have sufficient knowledge of outside world and heal mental problems with little to no physical effect. We believe that is good to change, now or later, but this must happen for the future of pre-cadets and armed forces. Pre-cadet AtikanSomboonthrap Section 15 No.28	1x2X $\alpha x \beta + 3$ 1+2+3+4	idea

<u>Pretest Text 4 (Mid 1)</u> <u>Expansion</u>		<u>Projection</u>	
Today I'm going to talk about "Should pre-cadet use mobile phone, ipad or laptop for learning in the school?". Because there are so many argument in this topic for a year, and now I'm going to express my opinion about this topic.(orientation) In my opinion I think pre-cadet should be allowed to use his phone or other electronic accessories for learning in the school. (statement of position)	$\alpha x \beta + 3$ <u>1+2</u>	Locution idea idea	<u>Comments</u> There is the use of coordinating and subordinating conjunctions. He used if-clause and "because" "to show cause&effect.
Electronics accessories are very useful and important , but don't forget that we are pre-cadet, we need to have discipline in using technology. We need to use it at the right places also in the right time. (point elaboration + suggestion)	1+2+3 1+2		

<p>If we were allowed to use electronics accessories, we would gain a lot of benefit in learning. (Argument 2)</p> <p>We can search what we don't know or what we can't explain on search engine also we can update the information from the internet. (point elaboration)</p>	$\alpha \times \beta$ $\alpha + \beta + 3 + 4$		
<p>Finally, it's good for pre-cadet to use technology for learning in the school, but for the best result we need to have discipline in using the technology (restatement)</p> <p>If we use the technology in a wrong way It can also be a risk. (warning)</p> <p>Pre - cadet Arnonnut</p>	$1 = 2 + 3$ $\alpha \times \beta$		

Class exercise	Expansion	Projection	
<p>It has been a decade that our school has been prohibited using information technology that helps us in the various way.</p> <p>So , I think that we should be allowed to use information technology in our school. And here is three reasons why we agree that information technology is necessary for our school.</p>	$\alpha = \beta$ $1 \times 2 + 3$ $\alpha = \beta$	idea	
<p>First thing first , we agree that it helps education in various way , such as looking for the lessons that you don't understand by E – learning E – book on other medias without walking into the library , discussing about your work or your project with your partners or your teachers every time you want without talking face to face.</p>	$\alpha = \beta + 3 = 4 =$ $\alpha = \beta + 3 + 4 = \epsilon$	idea	
<p>Second , catch up with the News and any information around the world.</p>	$1 + 2$ $1 + 2 + 3 = 4$		

The second reason for me is we need to catch up with the news feed.	$\alpha=\beta$	Idea	<u>Comments</u> This student used that - clause in the reported clause. He showed
It's true that we spend almost time in the regiment, so if we don't catch up with the news feed ,we'll never know what happens in the world. So electronic accessories quite help a lot.	$\alpha=\beta \times \gamma \times 3$ $\alpha \times \beta \times 4$		
Last thing last, I think that we need to learn how to adapt the technology to our daily life, this is a new thing for us, but we all need to learn something new and take a step forward.	$1=2+3+4$	idea	contrating idea and used “ so” to tell the reasons why electronic devices are important.

Table 5 Essay by student 5

<u>Pretest Text 5</u>	<u>(Mid 2) Expansion</u>	projection	<u>Comments</u>
Nowadays the world has developed technology to be more facility and modern example ; education, industries, economics and contact .	<u>1+2+3</u>		This student used conjunctions to give more information, alternative, reasons, results and unexpected Information.
The contact will be easier if we bring technology to use in benefits.	<u>$\alpha \times \beta$</u>		
The technology that we can use at AFAPS is such as laptop mobile phone andIpad in the part of education.	<u>$\alpha=\beta+3$</u>		
we can study online and do the test by using Google form and we can contact our parents when we have a problem or when we miss them. (orientation)	<u>1+2+3 X</u> <u>α</u>		

<p>I think our commander should allowed to bring a mobile phone or laptop to learning because it easy to portable and if we don't understand the lesson, we can review by watch it from Youtube or online course from tutoring school and we can contact our teacher more easier when we cannot do our homework or even when we didn' t take note in time, we can capture it by our mobile phone too. (argument 1) In Physical Education class, theteacher can teach us by use an example of exercising from Youtube or any website that is for health. (point elaboration 1)</p> <p>Our friends at medical ward can be use his mobile phone for study online by live broadcast on Facebook. (argument 2)</p> <p>And when we have a free time we can use our laptop or mobile phone to take a rest. (argument 3)</p> <p>And it will be great if we can show good things that we do in our school on social media which will make people interested in us more. (argument 4)</p>	$\frac{1+2X\alpha x\beta+3}{+ \alpha x\beta+3+4}$ $\frac{X\alpha x\beta+3+\alpha x\beta}{1+2=\gamma}$ $1+ 2+3$ $\frac{1+\alpha x\beta}{\equiv \gamma}$	idea	
<p>The commander should allowus to bring our mobile phone or laptop to the school for the reason that we use it for education and contact our family furthermore mobile phone can help us in exercise by learning it from trainer in Internet (restatement)</p> <p>But if we don' t want a health problem the commander must be regulate the rule to use our laptop and mobile phone. (suggestion) Pre-Cadet. Patcharapol_</p>	$\frac{1+2=\alpha X\beta+3}{+4+\alpha x\beta}$		

Class exercise	expansion	projection
<p>Nowadays our world have technology . It's important in education , communication and also development of the power of the military. Therefore as far as I am concerned the technology should be use in military units. These are the reasons that support to my argument.</p>	$1=2+3X4$	idea
<p>First of all , If we have good technology , it will have a good results which we will be have smart soldiers and</p>	$\alpha x\beta=\gamma+4x5$	

strong military , therefore we will be a strong country from this reason.		
Secondly , communication will be easier because high technology make you get more comfortable to contact our units in each branch.	$\alpha\beta=3$	<u>Comments</u> This student used if-clause to express the condition. He also used coordinating conjunction and used transition words to begin the first paragraph and conclusion.
Finally , technology that will be introduced will enable efficient information production processes , including intelligence and information gathering storing and processing decision support distribution and implementation.	$\alpha=\beta+3+4+5$	
In conclusion , If Thai's military units adopt and apply these three reasons, we will have a good national security according to the following statement "The more strong country"	$\alpha\beta$ $\alpha\beta$	

Post-test	Expansion	projection
<p>Nowadays our world have Technology. It's very important in education and communication. Therefore as far as I am concerned the mobile phone should be allowed to use in AFAPS. These are the reasons that support to my argument.</p>	$1+2x\gamma$ $\alpha=\beta$	idea
<p>First of all, It cannot be denied that mobilephone, Ipad or laptop have a huge educational role. Whether searching for various information,It is also used for making reports or even review the lesson so easily.</p>	$\alpha=\beta$ $\alpha=\beta\times 3$	locution
<p>Secondly, Students and teachers can connect more easily. When students have questions, they can contact the teacher through various applications.</p>	$1+2$ $\alpha\beta$	
<p>Finally, AFAPS is the military school. It will be good if students able to use their gadgets in order to learn more or relax when they have a free time. Furthermore, the students can be contact their family when he missing them.</p>	$\alpha\beta+3=4x$ $\alpha\beta$	idea
<p>In conclusion, the commander should be allowed us to bring our mobile phone or laptop to the school for the reason that we use it for searching for more information, students can contact teachers easily and to relax when have a free time. However the commander should be regulate the rule to use mobile phone to not have health problems. Patcharapol</p>	$1+2x\gamma=$ $\alpha\beta+3x\gamma+4$	<u>Comments</u> This student used coordinating and subordinating conjunctions. He used "whether" to express a doubt or choices between alternatives He also used " furthermore" to show point of argument.

Table 6 Essay by student 6

Pretest Text 6 (Mid 3)	Expansion	Projection
<p>Yes I do, I have to <u>say</u> that I'm totally <u>agree</u> that pre-cadet should use mobile phone, ipad or other gadgets for learning in school because these instruments can give us many benefits when we use it in the right way.</p>	$\alpha=\beta+3+4x\alpha\beta\gamma$	<p><u>Locution = 2</u></p> <p><u>Comments</u></p>
<p>For example if I have a problem with my mathematics homework and then I go to ask my friend how to solve it but my friend still don't know how to figure it , I can't ask my teacher because I'm not at the learning division so the only way to solve my problem is finding the solution on the internet.</p>	$1=2x$ $\alpha+2+3x\beta\gamma x4$	<p>This student used Conjunctions to join two parts of sentences and the coordinating and subordinating conjunctions are used. He also used “ for example to introduce his problems and explain his idea. The use of “ that-clause” makes the sentences more understandable.</p>
<p>There are also various of e-books, exams or maybe the learning information that will easily help us to be good at learning.</p> <p>Nowadays, many learning e-books, video clip are all in the internet waiting for searching and learning and this is just another to answer why we should use mobile phone or other gadgets. (point elaboration 2)</p>	$1+2+ \alpha=\beta$ $1+2+3+ \alpha=\beta+4$	
<p>The benefits of the mobile phone that is not about learning? Yes, we can use it for relax and chill, sometimes we are worried about the exam too much so we can go listening to music to let it relieve the stressed. (point elaboration 3)</p>	$\alpha=\beta=$ $1+2x3=4$	<p><u>Idea</u></p> <p><u>Idea</u></p>
<p>I will be really appreciated if the AFAPS school let us use mobile phone.</p>	$\alpha\beta$	
<p>These are some of my thoughts about the mobile phone or other gadgets problem, Thanks for reading. Pre-cadet Nattanan</p>	$1+2$	<p><u>idea</u></p>

Class exercise	Expansion	Comments
<p>Nowadays world military has its own military potential. Their potential is related to many factors , for example the number of military personnel , vehicles , weapons and armaments. Every country in the world has a develop its own armaments and vehicles so they have to search and develop new military technology. Here are some of my thoughts on why military technology is important for the military.</p>	$1=2+3$ $1+2x3+4$ $\alpha=\beta$	This student refers to a general truth using conditionals and express sequenc of time by using transition words.
<p>Firstly , If your country can invent new weapons and can apply them in the warfare. Your country is better than the others since your opponent countries won't know what is the specifications of the new firearms and don't know how to deal with it.</p>	$\alpha x \beta + 3$ $\alpha x \beta = \gamma + 4$	
<p>Secondly , If your country is good at military technology the potentials in the military of your country are also upgraded and yours can be confident when the war occurs.</p>	$\alpha x \beta + 3 x \gamma$	
<p>In conclusion , military technology is very significant for the military. So we must learn how to improve our military technology in order to get stronger in every situations. Nattanan</p>	$\alpha x \beta = 3$	

Post-test	Expansion	Projection
<p>We all <u>know</u> that we are depending on technology all the time. In the past, we <u>learned</u> by turning over pages of a book. But now, it's a whole different story. Since I am born in this era, I highly <u>agree</u> on having electronic devices as our learning assistant in AFAPS.</p> <p>Here are some reasons to support my reasoning.</p>	$\alpha=\beta$ $1+2x3x$ $\alpha x \beta$	<p>Idea =2</p> <p>locution</p>
<p>First of all, we can gain knowledge more effectively if the internet is accessible in our school.</p>	$\alpha x \beta$ $\alpha=\beta$	<p><u>Comments</u></p> <p>There is the use of complement of the verb "agree"</p>

<p>The internet contains a lot of information that can provide us some assistance in mastering our lacking academic skill.</p> <p>We have something stupendous called Google. This software is like a gigantic library that will give you a helping hand to find what you needed.</p> <p>Nowadays, we have the internet as an essential factor in our lives. So, wouldn't it be better for us to use them and make practical use of it to expand our knowledge boundaries?</p>	$1=2=\alpha=\beta=\gamma$ $1 \times 2 + 3 = 4$	<p>He started the first, second and third paragraph using sequence of transition.</p>
<p>Secondly, we can consult with our teacher anytime in our school.</p> <p>Because of the coronavirus outbreak, it's inevitable to keep a distance from others. Therefore, an online lesson is necessary. Furthermore, seeking for guidance is a frequent occurrence, asking the teacher would indeed be the first option to everyone.</p> <p>Normally, it's necessary to be at the learning center to encounter our teacher. But with the help of the computer, we can easily have a quick chat with our teacher immediately.</p> <p>It's convenient and by far the most suitable way to keep in touch with our teacher without facing a risk of getting infected by the virus.</p>	$\alpha \times \beta \times 3$ $1 + 2 = 3$ $1 + 2$ $1 + 2 = 3$	<p style="text-align: center;"><u>Comments</u></p> <p>This student can connect clauses together using so, if and therefore.</p> <p>To show cause and effect, he used “so” and “therefore”.</p> <p>To talk about a realistic situation in the future, he used conditionals.</p>
<p>Lastly, it keeps us entertained. Do you ever feel refreshing even when you aren't using the computer but just merely watching it?</p> <p>Nowadays, the computer is like our best friend.</p> <p>Video games, You Tube, music, or websites, these are an important factor to keep us relieved.</p> <p>In our scenario, if we're punished in our school all night, we will certainly feel down.</p>	$\alpha \times \beta + 3$ $1 + 2$ $1 + 2$ $\alpha \times \beta$	<p style="text-align: center;">idea</p>

<p>But with the help of the computer, we can ameliorate our mental condition. Disheartened is a common circumstance for pre-cadets . Entertaining ourselves is one of our routines but to make it more effective, we do need a hand from the computer.</p>	<p>1+2 1+2=3</p>	
<p>In conclusion, from my point of view, I extremely agree on having a computer, mobile phone, or electronic devices involved in AFAPS.</p> <p>The extension of knowledge is unlimited.</p> <p>To help us achieve that kind of achievement, the computer is required. With this in mind, computers and other electronic devices are requisite in AFAPS.</p>	<p>1+2+3 1=2+3</p>	<p>idea</p>

Table 7 .Essay by student 7

<u>Pretest Text 7 (low1)</u>		<u>Idea</u>	<u>Comments</u>
I agree that Pre-cadet should be using electronic device in AFAPs school because from the current situation around the world.(statement of position)	$\alpha=\beta\gamma$		This student used some connecting words to add one thing to another, give examples, present time order and show cause & effect.
There's a disease that is very harmful, spread really quickly and caused by socializing, staying near with other peoples that are infected.	$\alpha=\beta+3=\gamma$		
Also, right now the school have been setting up a strict rule about social distancing or in the other world "Physical Distancing" (in term of World Health organization) such as Every meal will need to be only 2/2 Battalions (first two battalions eat first,the other two eat after the first two), Bringing the essential items mostly protection masks / cleaning hygiene and more.That's the main reason why we need those things. (point elaboration)	<p>1+2+3=4</p> <p>1+2</p> <p>$\alpha=\beta$</p>		

<p>My personal reason is I really want learning to be different.</p> <p>I want to experience new things and see a different perspective of it. Like in last month, I enjoyed learning at home. I am also good at using my computer so that will help me a lot in the current situation. (point elaboration)</p>	$\alpha=\beta$ $1+2=3$ $\alpha=\beta$	<u>Idea</u>	
<p>I understand that after I enter the school, there will be a lot of change that I need to adapt to. But you know what they say. As a Pre-cadet, there's nothing we cannot do. (statement of position)</p> <p style="text-align: center;">Pre-Cadet Supakrit</p>	$\alpha \times \beta = \gamma + 4$ $\alpha \times \beta$			idea

Class exercise	Description	Comments
<p>In present , Technology have efficiently improved and build up to an astounding amount.</p> <p>Whatever it's Iphone , TV , Computer , etc. These invention can help us access more information and keep us update to everything around the world.</p> <p>Military Technology are also important to our country in various way. There's many reason why it's important to soldier doing their tasks and protecting peoples.</p>	$1+2$ $1=2=3+4$ $1+\alpha=\beta$	This student could use correlative conjunctions amd subordinating conjunctions.
<p>One of it is to help improve army and make it more powerful. Nowadays ,each country don't fight head – to – head but with their amount of weapons ; advance techs and such like a cold war.</p> <p>The more advance Military Organization is , the less chance an enemy will come and invade the country.</p> <p>It's the fight for the fittest.</p>	$1+2$ $1+2+3$ $1+2=3$	
<p>Another one is that soldiers or commander can use the Military Technology to learn and experience more</p>	$1+2+3=4$	

<p>about it such as new guns , various equipment.</p> <p>All of this will benefit and push them to be an excellent leader who will be ordering their troops , helping citizen in need , improving their country for a better future.</p>	$1+2$ $=\alpha=\beta=3=4$	
<p>These are some of the reason why Military Technology are essential to our country since it's part of our daily life.</p> <p>As a Pre – cadet ; we have to make a good use of it and take the knowledge we got to make military an even more powerful organization and make our country a better place for everyone.</p>	$\alpha=\beta xy$ $\alpha X\beta+3+4$	

Post-test	Expansion	Projection
<p>Learning in school can be hard and boring.</p> <p>The teacher gives their lecture& the student and calls it a day.</p> <p>Students have to review and research through an exercise book multiple times which takes a lot of effort.</p> <p>But with the help of Today's Technology, this difficult obstacle can be easily solved in no time.</p> <p>Anyhow, there're many advantages of having technology in a school and here's my supporting argument.</p>	$1+2+3$ $1+2= \alpha$ $1+2$ $1+2$	<p><u>Comments</u></p> <p>This student used a lot of compound sentences, additive transitions. There are many transitions in the time category.</p>
<p>Firstly, it's the main source of a lot of useful information and can be easily accessed.</p> <p>Unlike a library that we have to sort through the shelf.</p> <p>Usually, we have trouble searching for a specific book and end up taking a lot of time.</p> <p>With this helpful invention, it conserves our time and gets the information we need promptly.</p>	$1+2$ $1=\alpha=\beta$ $1+2$ $1+2$	<p>idea</p>

<p>Secondly, its benefits students that have trouble learning. The student asks their teacher the part they don't understand and sometimes it doesn't have the solution they want.</p> <p>Technology can help them overcome this struggling by using the internet to research the information they needed. It also helps them learn a lesson in their way. it's a fast and very convenient method.</p>	$\alpha=\beta$ $\alpha=\beta+3$ $\alpha=\beta$ $1+2+3$	
<p>At last, it makes learning interesting. As I said at the beginning, it can be boring from time to time and the student might not pay attention to class at all.</p> <p>Technology provides an opportunity to make it more fun and amusing by teaching a lesson in a new way such as gaming, online lesson. It also makes active participation in the classroom.</p> <p>Everybody loves to experience new things and it can brighten up the whole class like there was a music festival in the most exciting part.</p>	$\alpha=\beta+3$ $1=2+3=4+5$ $1+2=3$	Idea
<p>In summary, I agree with using technology in our school. It can make learning more enjoyable and quickly to understand. I'm looking forward to seeing the improvement of technology that will be useful for education in the future and see what will affect us in our daily life. Pre-Cadet Supakrit</p>	$1+2$ $\alpha=\beta+3=\gamma$	idea

Table 8 Essay by student 8

<u>Pretest Text 8 (low 2)</u> <u>Expansion</u>		<u>Projection</u>	
In my opinion, Technology has a great influence at present. In this situation , everyone uses more technology to adapt to the current situation. Nowadays, our world goes far. It not like in the past , we must catch up with the world.	<u>1=2</u>	<u>Idea</u>	<u>Comments</u> This student used linking words to show addition, order and result.
Therefore, I agree that pre-cadet should use technology gadgets for learning in the school and by yourself form surfing the internet.	$1 \times 2 \times \alpha = \beta + 3$		
In addition, they can be used for communication, searching for information and entertaining etc.	$1 + 2 = 3 + 4$		
Finally, I hope that my opinion will be real in someday for benefit of pre-cadets and commanders in one way or another. Precdt. Siraphop	$1 = 2 + 3 + 4$	<u>idea</u>	

<u>Class exercise</u>	<u>Expansion</u>	<u>Projection</u>	
In my opinion , I think we should do. Nowadays , other countries military have modern and powerful military technology . In addition they have tactical and terrain different from us in their training. In the future we're unknown what will happen. Thus , there are many reason to cooperate with other countries.	$1 + 2$ $\alpha \times \beta$ 1×2	idea	<u>Comments</u> This student used that-clause to express opinions and feeling .
First , If there are good technology from other countries, we can share our technology together in cooperation that makes Thai military more powerful and becomes a strong country.	$\alpha \times \beta = \gamma + 4$	He used if statement to show results. He wanted to show that it's good or it's bad to do something.	
Second , terrain and tactical are important in aggressive or defensive from other countries. So we can learn these from cooperation	$1 + 2 + 3 \times \alpha \times \beta$		

Finally , cooperation with other countries will increase relationship between us and them. When we have any problem , we can ask them for help	1+2 $\alpha\beta$	
In conclusion , Thai military should cooperate with other countries to develop military and also improve relationship between other countries. All of these will make our country stronger.	1+2=3	

Post-test	Expansion	Projection
<p>Military technology, range of weapons, equipment, structures, vehicles and communication systems used specifically for the purpose of warfare. Those have been used since the ancient ages that humans start a war.</p> <p>Many civilizations developed their military technology to attack or defend from the others. They transformed a force to be a great one. In addition, there are 3 reasons that I think why military technology is important.</p>	<p>1+2=3</p> <p>$\alpha=\beta$</p> <p>1+2</p> <p>1+$\alpha=\beta$</p>	<p>This student used “ or’ to show possibility or choices.</p> <p>idea</p>
<p>In military, Military technology is one of the most necessary things in a battle.</p> <p>Not only manpower and strategy make victory, but technologies also help to defeat enemies in the war. If you have more developed technologies, your forces will be good at offensive and defensive.</p>	<p>1+2</p> <p>$\alpha\beta$</p>	<p><u>Comments</u></p> <p>This student used if - clause to express condition.</p>
<p>In stability, the Nations having good military technologies can protect themselves from others' aggression.</p> <p>Nobody would like to start a war with them. So, they can maintain peace and stability of their countries.</p>	<p>1x2</p>	<p>He used “ but” to express exception. Many complex sentences are found in this essay.</p>
<p>In economy, Military technology create more income of nations.</p> <p>The countries which not be able to develop their technology or have enough potential depend on importing military technology from other countries. They need to purchase it to have more power to protect themselves. Therefore, the countries selling their military technology will get better in economy.</p>	<p>$\alpha=\beta+3=$ 1x2</p>	<p>He used “ therefore” and “so” to show causes & effects.</p>

Finally, some people think military technology are waste or unnecessary. However, in my opinion, it is an important factor that your nations should have. It's useful has many-sided not only that I said. Whoever has a technology, not rely on anyone for your stability, prosperity and sustainability Siraphop	1+2+3+ $\alpha=\beta$ $\alpha=\beta$ 1=2+3	Idea locution
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Table 9 Essay by student 9

<u>Pretest Text 9 (low 3)</u> <u>Expansion</u>		<u>Projection</u>	
I agree that pre – cadet should use gadget and advice like mobile phone , ipadand laptop for learning in AFAPS because all of these can find many information in internet. Moreover , pre – cadet can use them to talk or call others.(point elaboration 1)	<u>1=2+3xδ</u> <u>1+2=3</u>	<u>Idea</u>	<u>Comments</u> “That” is used as a conjunction to verb like “think”, “agree”
I agree that military technology is important for military. The reason is to represent about power of the country and military force.(point elaboration 2)	<u>$\alpha=\beta$</u> <u>1+2</u>	<u>idea</u>	
I think a military leader can develop country , but it depend on vision and notion from each person for nation. If that military leader has positive thinking , the country will be developed.(point elaboration 3) Pre – cadet Pattadon	<u>1+2+3</u> <u>$\alpha X \beta$</u>	<u>idea</u> <u>idea</u>	

In-class exercise	Description	projection	
From the topic , I agree that information technology is necessary for our school. In this decade , everything in the world moving forward especially technology such as radio , mobile phone etc. which can make our life more easier than convenient but people in many parts of the world don't have enough technology to use and don't know to use it efficiently.	1=2 1=2 $=\alpha=\beta+3+4$	idea	<u>Comments</u> This student used varios compound and complex sentences.

Some Pre – cadet , they still use technology in the wrong way and not in right purpose so they should know how to use them appropriately for the most benefit. Here are the reason that why we should use information technology.	$1x2+3X4$ $\alpha=\beta$		
Firstly , the first reason that why information technology is important for Pre – cadet is searching more information which is out of books or classroom for bringing researching information to do with homework or assignment.	$\alpha=\beta=\gamma+4$		
The second reason , our world move forward rapidly, we have to use our technology to follow it by gathering information in normal life such as news , situation and happened around the world.	$1=2=3+4$	<u>Comments</u> There coordinating and subordinating conjunctions.	
The last one , doing along with order , when we bring it to use with technology we can spread this order rapidly and widely that make us using less time than before to do that activity. They make us know before doing that we can manage to do effective.	$\alpha x \beta + 3$ $\alpha X \beta = \gamma$		idea
Technology is like a sword , it always have two blades , beneficial and unbeneficial up to your using skill if you use it the wrong way , it won't make any benefits for you. In the others hand , if you use it appropriately , it will your life convenient and better than you ever had.	$1=2+3x$ $\alpha=\beta$ $\alpha x \beta$		

	Description	Projection
Nowadays the situation of political affairs in Thailand is still controversial between the government under the control of General Prayut Chanocha and the opposition parly. In the past , we had seen that the leader of Thailand is the military leader such as General SurayutChulanon and General ChawalitYongjaiyut.	$1x2+3$ $\alpha=\beta=3+4$	idea
Most of them are from coup that make dissatisfaction for some people. According to the coup in the part , that event affects in the present that some people doesn't want the military leader be the prime minister.	$\alpha=\beta$ $\alpha x \beta = \gamma = \epsilon$	idea
In the other hand , there are many people who differ in this thing like me.	$\alpha=\beta$	

<p>From many experiences of them , I <u>consider</u> that they can govern our country and deal with every circumstance which we face with.</p>	$1+2=\gamma$	<p>idea</p>
<p>In summary , I'm still insisting on the military leader can develop country. Finally ,a person who want to be the prime minister does not have to be famous or rich but should be the person who has both knowledge and acknowledgement.Pre – cdt. Pattadon</p>	1×2 $\alpha = \beta + 3 = 4 = \gamma + 5$	<p>idea</p>



Appendix I

Students Work Samples

Pretest Text 1	Exposition Text 1	Posttest
<p>1. I agree that pre – cadet should use gadget and advice like mobile phone , ipad and laptop for learning in AFAPS because all of these can find many informations in internet. Moreover , pre – cadet can use them to talk or call others.</p> <p>2. I agree that military technology is important for military. The reason is to represent about power of the country and military force.</p> <p>3. I think a military leader can develop country , but it depend on vision and notion from each person for nation. If that military leader has positive thinking , The country will be developed.</p> <p style="text-align: center;">Pre – cadet Pattadon</p>	<p>From the topic , I agree that information technology is necessary for our school. In this decade , everything in the world moving forward especially technology such as radio , mobile phone etc. Which can make our life more easier than convenient but people in many parts of the world don't have enough technology to use and don't know to use it efficiency. Some Pre – cadet , they still use technology in the wrong way and not in right purpose so they should know how to use them app plately for the most benefit. Here are the reason that why we should use information technology.</p> <p>Firstly , the first reason that why information technology is important for Pre – cadet is searching more information which is out of books or classroom for bringing researching information to do with homework or assignment.</p> <p>The second reason , our world move forward rapidly we have to use our technology to follow it by gathering information in normal life such as news , situation and happened around the world.</p>	<p>Nowadays the situation of political affairs in Thailand is still controversial between the government under the control of General Prayut Chanocha and the opposition parly. In the past , we had seen that the leader of Thailand is the military leader such as General Surayut Chulanon and General Chawalit Yongjaiyut. Most of them are from coup that make dissatisfaction for some people. According to the coup in the part , that event affects in the present that some people doesn't want the military leader be the prime minister. In the other hand , there are many people who differ in this thing like me. Now , I'm going to tell you that the military leader can be the prime minister and develop our country. There are 3 reasons that I have to tell you to know.</p> <p>The first reason that the military leader should be the prime minister to develop country depend on vision and notion from each person for nation. It that military leader has positive thinking to make a national progress , The</p>

	<p>The last one , doing along with order , when we bring it to use with technology we can spread this order rapidly and widely that make us using less time than before to do that activity . Them make us know predoing that we can manage to do effective.</p> <p>Technology is like a sword , it always have two blades benefits and unbenefits up to your using skill if you use it the wrong way , it won't make any benefits for you. In the others hand , if you use it appropriately , it will your life convenient and better than you ever had.</p>	<p>country will be developed in a good way. They should have authority to complete the aim.</p> <p>The next reason of mine is the military leader has many good quality.</p> <p>We can see that their school teaches them to be a good soldier to guard our country and monarch.</p> <p>From that our nation is protected by all of them the same as an economic. I'm convinced that they are still remaining and economical stability. They have responsibility in every action. Furthermore , They also are a honest person that citizen can rely on their performance and their words. Moreover , They are willing to complete their mission indifferent from national development that they intend to make their country better than now.</p> <p>The last reason supported my idea is the military leader are used to dominate their subordinate and administrate their military camp. Besides , when they have any problem , they can figure it out nicely. Thus , I think that they not only are a manager but also are people who can cope with problem very well. From many experiences of them , I consider that they can govern our country and deal with every circumstance which we face with.</p> <p>In summary , I'm still insisting on the</p>
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		<p>military leader can develop country. Finally , A person who want to be the prime minister does not have to be famous or rich but should be the person who has both knowledge and acknowledgement.</p> <p style="text-align: right;">Pre – cdt. Pattadon</p>
<p>I agree that Pre-cadet should be using electronic device in AFAPs school because from the current situation around the world. There's a disease that is very harmful, spread really quickly and caused by socializing, staying near with other peoples that are infected. Also, right now the school have been setting up a strict rule about social distancing or in the other world "Physical Distancing" (in term of World Health organization) such as Every meal will need to be only 2/2 Battalions (first two battalions eat first. the other two eat after the first two), Bringing the essential items mostly protection masks / cleaning hygiene and more.</p> <p>That's the main reason why we need those things.</p> <p>My personal reason is I really want learning to be different. I want to experience new things and see a different perspective of it. Like in last month, I enjoyed learning at home.</p> <p>I am also good at using my computer so that will help me a lot in the current situation.</p> <p>I understand that after I enter the school, there will be a lot of change that I need to adapt to. But you know what they say. As a Pre-cadet, there's nothing we cannot do.</p> <p style="text-align: right;">Pre-Cadet Supakrit</p>	<p style="text-align: center;">Do you agree or disagree that Military Technology is important for the Military ?</p> <p>In present , Technology have efficiently improved and build up to an astounding amount. Whatever it's Iphone , TV , Computer , etc. These invention can help us access more information and keep us update to everything around the world. Military Technology are also important to our country in various way. There's many reason why it's important to soldier doing their tasks and protecting peoples.</p> <p>One of it is to help improve army and make it more powerful. Nowadays , Each country don't fight head – to – head but with their amount of weapons ; advance techs and such like a cold war. The more advance Military Organization is , The less chance an enemy will come and invade the country. It's the fight for the fittest.</p> <p>Another one is that soldiers or commander can use the Military Technology to learn and experience more about it such as new guns , various equipment. All of this will benefit and</p>	<p>Learning in school can be hard and boring. The teacher gives their lecture7) the student and calls it a day. Students have to review and research through an exercise book multiple times which takes a lot of effort. But with the help of Today's Technology, this difficult obstacle can be easily solved in no time. Anyhow, there're many advantages of having technology in a school and here's my supporting argument.</p> <p>Firstly, it's the main source of a lot of useful information and can be easily accessed. Unlike a library that we have to sort through the shelf. Usually, we have trouble searching for a specific book and end up taking a lot of time. With this helpful invention, it conserves our time and gets the information we need promptly.</p> <p>Secondly, its benefits students that have trouble learning. The student asks their teacher the part they don't understand and sometimes it doesn't have the solution they want. Technology can help them overcome this struggling by using the internet to research the information they needed. It also helps them learn a</p>

	<p>push them to be an excellent leader who will be ordering their troops , helping citizen in need , improving their country for a better future.</p> <p>These are some of the reason why Military Technology are essential to our country since it's part of our daily life. As a Pre – cadet ; We have to make a good use of it and take the knowledge we got to make military an even more powerful organization and make our country a better place for everyone.</p>	<p>lesson in their way. it's a fast and very convenient method.</p> <p>At last, it makes learning interesting. As I said at the beginning, it can be boring from time to time and the student might not pay attention to class at all.</p> <p>Technology provides an opportunity to make it more fun and amusing by teaching a lesson in a new way such as gaming, online lesson. It also makes active participation in the classroom. Everybody loves to experience new things and it can brighten up the whole class like there was a music festival in the most exciting part.</p> <p>In summary, I agree with using technology in our school. It can make learning more enjoyable and quicker to understand. I'm looking forward to seeing the improvement of Technology that will be useful for education in the future and see what will affect us in our daily life.</p> <p>Pre-Cadet Supakrit</p>
<p>Do you think, a military leader can develop country? Give some reasons to support your arguments?</p> <p>Since the beginning of humankind, tribes fight for their believes, dignity and power. As the eras had passed, many civilizations had faced might, glory and an end. Many great leaders had built warriors, explored military greatness and controlled the powers to conquer the world. In this modernized and globalized era, are those objectives to the power still the same, or are they now changed?</p>	<p>Do you think Thai military should cooperate with those from other countries?</p> <p>In the modern society in which we live today , the nations have to overcome not only domestic issues , but also international conflicts , to thrive in the global stages. To achieve this goal , economic prosperity may not be enough to indicate the nation's own power even the others. It requires , also , military development in order to boost reputation.</p>	<p>Do you agree or disagree that military technology is important for the military?</p> <p>Since the ancient ages, mighty empires have risen and fallen through wars and invasions. Many has developed their military and created history record that, somehow, may not be beaten by any other civilizations.</p> <p>Bows, horses, canons, trebuchets and firearms - these are the origins of military technology that were used to turn a normal army into a great force that</p>

<p>Military leader have risen many great empires and republics but those events dates back to the age of the ancient era. We may have seen history about mighty empires with great military leader. France with Napoleon taking control can be a good example. But after the beginning of the age we live, It's quite hard to find a well-developed country under military control. At this point you may think that I forgot the Soviet Union, but honestly, even I found the Soviet Union overwhelming with technology development, It faced serious political failure!</p> <p>England is a kingdom which means its regime was absolute monarchy. We might have seen most kings in the past as a great military leader that lead the kingdom through many wars and crisis. Still today, even though the status of the king in politics has been changed. The royal family still keeps its look as a part of the military. Perhaps you notice them wearing army uniform or being the head of militaristic events. It's obvious that they don't take control anymore. Instead, a civil government takes control. But the fact is that there are still some countries that are still under military control.</p> <p>We know, as the ones who serve the armed forces , that the military culture is mostly about seniority, obedience and order. These values keep the military running to accomplish goals and missions. These values are, not at all, important to the civil society which is the society that really pushing the country forward. But in a country like North Korea, Budget is spend</p>	<p>Thailand , as a less – developed country , without much resource or being militaristic , always needs to purchase foreign military equipments in high price. If we , the Thai military , cooperate with those from other countries , we will gain more capability in military knowledge.</p> <p>These are 2 reasons why I agree that Thai Military should cooperate with other countries.</p> <p>First , we can get tactical knowledge from were developed country to improve our training system that will make our Armed – forces have more abilities to deal with various threats from inside and outside of Thailand. So the more power of military mean the more stability we have in our country. It also make the country stranger or the other side for instance , the economic , the health can quality of people in the country.</p> <p>Second , we will have a potential allies if we cooperate with other countries. We can ask for help from more – developed country or can exchange for help. It can also ensure that the country that we cooperate with won't attack us in the near future.</p> <p>In conclusion , it is a big deal cooperating with other countries. It comes with many benefits which some we couldn't see some we could but however it is a good thing to see other nations technology so we</p>	<p>could possibly conquer the world. Here are 3 reasons why military technology is so vital nowadays.</p> <p>Military technology is one of the most important indicators in a battle. Despite a good strategy and manpower, technology is also a vital factor that can indicate the winner of a battle. With more developed technologies, the troops will have more powerful weapon and better protection which grants more chance to win.</p> <p>Most of civil technologies are formerly military technology. As we have known, many tools and devices we are using today used to be an advanced military technology developed many years before civil use. For example, GPS technology was used only by the US army but nowadays, everyone, anywhere, with a smart device, can access it</p> <p>Technology creates huge benefits. There are many countries that have not got efficient ability to develop their own technologies. The only way to solve the problem in just a brief of time is to purchase it. We can notice that there are not many countries that are capable of producing and selling trusted military techs such as Fighter jets, submarines, Portable smart devices, Atomic bombs and tanks. If you need to purchase a fighter jet, only Sweden and the US can satisfy your need. If you buy it from a newly established</p>
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<p>mostly in military development which decreases the growth rate of economy, literacy and well-being of the people.</p> <p>So, in conclusion, I think that military has an important duty, not to take over the government, but to protect it from danger while the civil government keeps developing the society to prosperity. Values and culture of military may not be compatible enough with modern society. To compete in the modern competition is, perhaps, too hard for a military leader to win, a completion that is no more about only guns and tanks.</p> <p>Artchawin Inthamee. 2 year class. Section 15 No. 29</p>	<p>can improves our in the future.</p> <p>(Achawin)</p>	<p>manufacturer like China, you may have some issue with trust and use.</p> <p>Military technology is, no doubt, an important key to a nation's achievement in many ways. Without military technology, we may not be on our own feet which means we have to rely on someone else, in this modern doubtful world where nations still take advantages over others.</p>
<p>No.1</p> <p>I agree that pre – cadet should use mobile phone , ipad or laptop for learning in the school because this year is 2020 so a lot of people use many technology to support their activities such as surfing the net , communication , using GPS to go to some places , searching information , etc. We can see that today technology is important for our life. In the future we will be soldiers or policemen and these jobs is important for our country.</p> <p>They fight the thief for people and solve many problems. They protect our country from the other country. They use social media technology to find the news. They use military technology such as tank , helicopter , jet plane and gun to fight the crime. Sometimes they use them to help people from disaster. They also use technology to detect and arrest the victim. All of these</p>	<p>*What are inventions ?</p> <p>Inventions are born to make our lives easier or sometimes to deny Physics law. Same as civilians, soldiers need something to make their duties go without problems or to have advantages over the enemies.</p> <p>In my opinion, while mobile phone keeps on coming out every year. Military technology need to be improved once in while or as often as possible. Not only to be ready for changes but also to be prepared for any situations. Imagine using same old trick every time you do a magic trick, war works the same way. You cannot hope the same method would work twice again against your enemies. No one would forget their mistakes, you need to come up with new strategies or new technologies to make sure no one can predict what you will do.</p>	<p>Do you agree or disagree that pre – cadet should use mobile phone , ipad or laptop for learning in the school?</p> <p>It is true that nowadays technology is important. Many people use them since they are comfortable , fast and easy.</p> <p>But why pre – cadet shouldn't use these technology. The commanders is concerned , pre – cadet don't interest the class. They will use it to play game of surf the net. However in my opinion there are 3 reasons that pre – cadet should use mobile phone.</p> <p>First. While teacher is teaching , they can use mobile phone to find the answer that they wonder. Before studying the next subject , they can use it to search the information about that subject. This</p>

<p>reasons will not appear if we don't start from today. As pre-cadet, I think we should use mobile phone, ipad or laptop to search information to help we study better. We can use them like dictionary or calculator. Some assignments we have to use their programs to do the work because they have many programs and functions. If we can use them like professional, we will be the smart soldiers and policemen in the future.</p> <p>Pre-cadet Patipun Chubthong 2nd Year section 15 No.14</p>	<p>I agree in modern way war don't break out that often, so not is important but what will happen to a country whose armed forces are outdated. Those well-being will be perished once you lose a war.</p> <p>If we stop investing in military technologies, hence, we risk our safety. So I do hope that whoever will read this essay will understand what I want to say and hope that you will understand what I want to say and hope that you will see the benefits of investing in military invention.</p>	<p>make them ready to learn next lesson.</p> <p>Second. They can use it to search other information to make them finish their assignments. Although many assignments they can open books to finish their work but some of them they need mobile phone to search and finish their work</p> <p>Third. They can with chain of command. Although they have commander to speak command but they aren't fast enough. Sometimes they have a mistake. So if they use mobile phone to spread command, it will be faster.</p> <p>It is correct command. In spite of incorrect command, they can change the command immediately.</p> <p>Everyone in chain of command will receive it so they can obey and do it.</p> <p>In conclusion. Pre-cadet should use mobile phone because of searching the information, finishing their assignments and using with chain of command. If they can use it properly, they will develop themselves.</p> <p>Pre-cadet Patiphon</p>
<p>When I first came to AFAPS, I was very surprised that mobile phone is banned from the school, I believe the school has many complicated reason to do that. Many students are happy with that but many aren't happy with this rule.</p> <p>This is 2020, the age of information technology aka digital era, with knowledge and</p>	<p>In the past, AFAPS has never allowed students to use or passes mobile phone while being in the school area. Even though some students are allowed to bring their laptops into school, they still have to write complicated reports in order to get permitted.</p> <p>When the society has</p>	<p>Armed Forces Academy Preparatory school (AFA PS) has ban the usage of almost all electronic devices with exemption only for notebook. These regulations have been put in place for a very long time and it seem not to be change anytime soon. I believe this has to be</p>

<p>latest development can be transmitted around the world in minutes on IT gadget. Speaking by rule, AFAPS allowed some of these gadgets like notebook and laptop but not mobile phones and Ipad. Some people cite that they ban phones because they distracted student but I think they don't. Student should have right to access latest information to coincide with AFAPS DIGITAL policy, the gadgets will enhance ability of students to compete with outside world, however, I believe that there should be rules for these gadgets, since they can be abused in many ways such as games and gambling and will do more harm than good.</p> <p>I hope that our school will change, to challenge the world how competing are we, our school shouldn't, in any way, stick with old world of books and newspapers, We need to change for the future, this is 2020.</p> <p>Pre-cdt Atikan</p>	<p>developed to the age when people no longer have to carry laptops with them , instead , they have to carry just a small mobile phone to complete their daily tasks , AFAPS super – intendants have to reconsider permitting mobile phone use. Here are 3 reasons why I agree that pre – cadets should use mobile phone for learning in the school.</p> <p>First , mobile phones are were convenient than any other devices provided by the school. I have faced difficulties in accessing school's media. If I want to know something so urgently , I needed to run to my friend's laptop which might be in use – this makes getting instant information impossible. Having mobile phone standing by with us will be a good solution to this problem.</p> <p>Second , mobile phones consume less electricity. While laptops make you pay hundreds a month , mobile phones cost only 1 THB per charging which means you pay only about 35 THB a month. Doing this not only saves our school's budget but also conserves environment.</p> <p>Third , mobile phones are universal tools. We can't deny that we can do away things out of a mobile phone from telling direction , contacting our teachers to being a rules. We are save up both time</p>	<p>change, here are some reason for that.</p> <p>Firstly, gadgets like mobile phone doesn't really effect people like how general knows, per Oxford University study, it concluded that mobile phones have little to no integration with illness so we can say that using these gadgets will not harm their bodies so much. We are now in –nformation technology aka digital era, latest development around the world can be transmitted within minutes on any accessible gadgets with internet which are widely available on computer, notebooks or even gadgets like mobile phones and television, us age of these devices will allow pre-cadets to have knowledge outside the school to integrate general and military knowledge at once.</p> <p>Secondly, we are now in information technology aka digital era, latest development around the world can be transmitted within minutes on any accessible gadgets with internet which are widely available on computer, notebooks or even gadgets like mobile phones and television. Usage of these devices will allow pre-cadets to have knowledge outside the school to integrate general and military knowledge at once</p> <p>Finally gadgets will heal mental illness of pre-cadets. Studying in AFAPS is not an easy task, to survive</p>
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	<p>and money by having mobile phones with us.</p> <p>Lastly , we , the pre – cadets , have to show to our super – intendants that we are responsible enough to posses a mobile phone , that we will not be distracted from studying and that we can keep discipline. This is the right we got and we also need to keep it.</p>	<p>everyday regime, Physical and mental punishment and homesick is a problem for pre-cadets and may permanently causes mental disorder. Application inside the phones now included every entertainment that everyone wants, social media, communicating apps, games, movies etc. These services will heal much of mental problems and will make pre-cadet happy.</p> <p>So, in conclusion, allowing gadgets like mobile phones should be allowed in AFAPS because these gadgets will be able to make pre-cadets to have sufficient knowledge of outside world and heal mental problems with little to no physical effect. We believe that is good to change, now or later, but this must happen for the future of pre-cadets and armed forces.</p> <p>Pre-cadet Atikan Somboonthrap Section 15 No.28</p>
<p>Do you agree or disagree that pre-cadet should use mobile phone, ipad or laptop for learning in the school? Give some reasons to support your arguments and position.</p> <p>Nowadays the world changes a lot as the globalization grows.</p> <p>Therefore, everyone should get all the updating information, as well as pre-cadet. According to the above question, I agree that pre-cadet should use mobile phone, ipad or laptop for learning in the school.</p> <p>I have 3 lists of benefit and examples below.</p> <p>First benefit is to learn additional knowledge from technology.</p>	<p>Technology is very important in everyday life. We usually use it to make us more convenience for example , we use it to study , research and communicate. We think that information technology is necessary for our school.</p> <p>There are many reasons why information technology is necessary for us.</p> <p>First , Information technology is the basic of life. We can see that people around us using smartphone to communicate to the other who is far away or using laptop to do the Microsoft Excel. So , in the</p>	<p>Do you think military leader can develop country?</p> <p>In Ayutthaya period, Kings had an authority to govern the country and they decentralize their power for military to protect the country. This group is called Samuhakalahom. As you can see, military played a major role in the country's administ rative. So, I have an opinion that military leadercan develop the country, there are reasons that I have concluded below.</p> <p>Firstly, Military leaders is always decisive, they are reliable because they were implanted when they were</p>

<p>When we study in school, we only get lessons from instructors. So we need to have devices to access additional knowledge. For example, I want to a third language which is Japanese, I can use the application in mobile phone to learn this language easily.</p> <p>To know the recent situation is the second benefit, technology is important for pre-cadet to access the news from the outer world. For example, some crisis that affect to pre-cadet life, they need to know how to safe themselves to keep far from harm.</p> <p>The last benefit, in my opinion, is important for every students mentally. We are still teenager, we need to get something to entertain us and make us happy. For example, watching animes, it heals our mind a lot and enjoy pre-cadet life.</p> <p>In conclusion, we could see that technologies are important in every society. So pre-cadet should also allow to access these devices for our own benefits. These three lists are only a few of benefits in having the devices in school, including pre-cadet. I think that if pre-cadet use the devices in the right way, the consequences will be good for us and school in the future. (Somphol)</p>	<p>future , information technology will be very important in our future day life.</p> <p>Second , Information technology can give you information you should know in time. Such as , the news about upcoming disaster or the take – off time of the flight. Anything can happen any time. So , we should be up – to – date with the present information.</p> <p>Finally , Information technology is practical . We can used them to help our day life be more comfortable. Such as , Study online , Pay a bill with application and take a photo of a important work.</p>	<p>cadet. For example, the recent situation, Covid- 19 lockdown were ordered by them decisively.</p> <p>Consequently, Thailand is safe from the virus because of their order.</p> <p>Secondly, Military leaders have their troop to support their mission. Military leaders will have troop to support their work and policies to make their mission complete. For instance, while there are floods in local area, they can order their personnel to lend a hand to victims.</p> <p>Last reason is loyalty, soldiers were indoctrinated that they need to be loyal to country, religion, Monarch and people. This thing encourages soldiers to do everything in an appropriate way. And to be self-sacrifice to the public. For example, spreading out the philosophy of self-sufficiency which is discovered by King Rama IX.</p> <p>In conclusion, Military leader is vital for the country's sustainability. They are able to solve major problems with their 3 persona lities above. Therefore, I always have a positive will to military leader to rule the country. For the sake of nation, now and in the future, military is necessary for us in any situation.</p>
<p>Do you agree or disagree that pre-cadet should use mobile phone ipad or laptop at School?</p>	<p>Nowadays our world have technology . It's important in education , communication and also develop the power of the</p>	<p>Nowadays our world have Technology, It's very important in education and communication. Therefore as far as I am concerned the</p>

<p>Nowadays The world has developed technology to be more facility and modern example ; education, industries, economics and contact The contact will be easier If we bring technology to use in benefits. The technology that we can use at AFAPS is Such as laptop mobile phone even Ipad in the part of education we can study online and Do the test by use Google form and we can contact our parents when we have a problem or when we miss them. I think our commander should allowed to bring a mobile phone or laptop to learning because it easy to portable and if we don't understand the lesson we can review by watch it from Youtube or online course from tutoring school and we can contact our teacher more easier when we cannot do our homework or even when we didn' t take note in time we can capture it by our mobile phone too. In Physical Education class, Teacher can teach us by use an example of exercising from Youtube or any website that is for health. Our friends at medical ward can be use his mobile phone for study online by live broadcast on Facebook. And when we have a free time we can use our laptop or mobile phone to take a rest. And it will be great if we can show good things that we do in our school on social media which will make people interested in us more. The commander should be allowed us to bring our mobile phone or laptop to the school for the reason that we use it for education and contact our family furthermore</p>	<p>military. Therefore as far as I am concerned the technology should be use in military units. These are the reasons that support to my argument. First of all , If we have good technology , It will have a good results which we will be have smart soldiers and strong military , therefore we will be a strong country from this reason. Secondly , communication will be easier because high technology make you get more comfortable to contact our units in each branch. Finally , technology that will be introduced will enable efficient information production processes , including intelligence and information gathering storing and processing decision support distribution and implementation. In conclusion , If Thai's military units adopt and apply these three reasons. We will have a good national security according to the following statement "The more strong country"</p>	<p>mobile phone should be allowed to use in AFAPS. These are the reasons that support to my argument. First of all, It cannot be denied that mobilephone, Ipad or laptop have a huge educational role. Whether searching for various information. It is also used for making reports or even review the lesson so easily. Secondly, Students and teachers can connect more easily. When students have questions, they can contact the teacher through various applications. Finally, AFAPS is the military school It will be good if students able to use their gadgets In order to learn more or relax when they have a free time. Furthermore, the students can be contact their family when he missing them. In conclusion, The commander should be allowed us to bring our mobile phone or laptop to the school for the reason that we use it for searching for more information, students can contact teachers easily and to relax when have a free time. However the commander should be regulate the rule to use mobile phone to not have health problems. Patcharapol</p>
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<p>mobile phone can help us in exercise by learning it from trainer in Internet But if we don't want a health problem the commander must be regulate the rule to use our laptop and mobile phone.</p> <p>Pre-Cadet. Patcharapol</p>		
<p>Topic : Do you agree or disagree that pre-cadet should use mobile phone, ipad or laptop for learning in the school? Give some reasons to support your arguments and position.</p> <p>Today I'm going to talk about "Should pre-cadet use mobile phone, ipad or laptop for learning in the school?".</p> <p>Because there are so many argument in this topic for a year, and</p> <p>now I'm going to express my opinion about this topic.</p> <p>In my opinion I think pre-cadet should be allowed to use his phone or other electronic accessories for learning in the school. Electronics accessories are very useful and important , but don't forget that we are pre-cadet, we need to have discipline in using technology. We need to use it at the right places also in the right time. If we were allowed to use electronics accessories, we would gain a lot of benefit in learning. We can search what we don't know or what we can't explain on search engine also we can update the information from the internet.</p> <p>Finally It's good for pre-cadet to use technology for learning in the school, but for the best result we need to have discipline in using the technology. If we use the technology in a wrong way It can also be a risk.</p>	<p>Do you agree or disagree that information technology is necessary for our school?</p> <p>It has been a decade that our school has been prohibited using information technology helps us in the various way. So , I think that we should be allowed to use information technology in our school. And here is three reasons why we agree that information technology is necessary for our school.</p> <p>First thing first , we agree that it helps education in various way , such as looking for the lessons that you don't understand by E – learning E – book on other medias without walking into the library , discussing about your work or your project with your partners or your teachers every time you want without talking face to face.</p> <p>Second , catch up with the News and any information around the world. Not only about political news on documentary but also variety news or sports news etc. In the past , that we're not allowed to use a telephone or any IT accessory , we didn't know about what's going on outside. But , if we're</p>	<p>Armed Forces Academy Preparatory School has never allowed the students to use electronic accessories, so today I'm going to answer the question "Do you agree or disagree that pre-cadet should use mobile phone, ipad or laptop for learning in the school?". Here are 3 reasons that make me agree that pre-cadet should use mobile phone, ipad or laptop for learning in the school.</p> <p>First thing first, I think the training is not the only important thing for us but we also have to study and learn, so electronic accessories will help us well such as finding more knowledge from the internet, reading E-Books, update your information from the internet, etc.</p> <p>The second reason for me is we need to catch up with the news feed. It's true that we spend almost time in the regiment, so if we don't catch up with the news feed we'll never know what happens in the world. So electronic accessories quite help a lot.</p> <p>Last thing last, I think that we need to learn how to adapt the technology to our daily life, this is a new thing for us, but we all need to learn something new and take a step forward.</p>

<p>Pre - cadet Arnonnut Cheyfueng Second year class Section 15 No.30</p>	<p>allowed to use it now we can catch up with any knowledge.</p> <p>Finally , we can keep in touch with our family to know how are they so we don't have to anxious about them and we can one hundred percent keep going with our works or our duties.</p> <p>In conclusion , we could see that if we "Information Technology" in the right way , it could help us in the various way that we haven't before. So I agree that information technology is necessary for our school.</p>	<p>I think that we need to learn something new. As you could see that electronic accessories are very useful for us if we use it with consciousness. And finally, we all need to keep up with the world.</p> <p>Pre-cadet Arnonnut</p>
<p>Nowadays technology is essential for our lives and it is what we use outside of the school . Not only for teenagers but also everybody using technology. Having no technology easily which is having mobile phone has more advantages than disadvantages. One the other hand, one of the most obvious benefits of the technology gadgets is mobilephone because it is high tech and easy to carry. For the place outside the school, people are easily reached the news and if pre-cadets do not know about those news we will be like dinosaurs.</p> <p>One of the most useful reasons for having these gadgets is for developing the educational skills. For the simply case is staying at school in the weekend and losing opportunity to approving our skills and finally have a bad exam results.</p> <p>Unfortunately, we have no choice for staying at home or</p>	<p>Do you agree or disagree that military technology (or invention) is important for the military?</p> <p>I do agree that the technology is essential for the military because technology can connect everything in every situation either in normal situation or in warfare. We can use it in all dimensions whether air , land , water and cyber. Technology can upgrade the performance of our weapons and troops.</p> <p>Nowadays , civilians use a lot of technology. Without technology , we will surely suffer from being low – tech army. We can also use technology for catastrophe prediction. Thai military is already high – tech but it is not hi – tech enough. Online classes in AFAPS is one of the example of technology . I</p>	<p>Do you agree that pre – cadet should use mobilephone ?</p> <p>The use of technology is increasing rapidly in the modern world outside the school. Nowadays people do not need to go to the school to study or buy KFC at the store anymore , they just pick up their phones and go to any applications.</p> <p>In Afaps , If we can use our phones or these types of gadgets, we can do everything faster and better.</p> <p>Growing technological influence can be even seen in the classroom. For example, we can all study at home or battalion easily and sending our homeworks easily by using the applications.</p> <p>Technology is becoming increasingly prevalents in the world today. In the not too far distant future , I'm sure that technology will</p>

<p>running at school but we can use technology for this reason. Kantapat Na Pattalung. -16</p>	<p>think that if we have no time. In school , we can go study online. Finally technology has its good and bad sides depend on how we use it. If we could make the good sides efficiently , we can develop our country and people.</p>	<p>almost completely replace the teacher in the classroom and the real human teacher will be the one who providing data for these technology and in cooperation with students who use their gadgets communicating with their teachers. On the other hand if AFAPS still prohibit students from using phones , they may lose a lot of information they need in the future and can't catch up with the world. In conclusion , it seems to me that phones have no potential dangers. Many of the commanders are concerning about the military secret but I insist that all of the pre-cadets are honest and honorable enough. Pre - cadet Kantapat</p>
<p>In my opinion, Technology has a great influence at present. In this situation , everyone uses more technology to adapt to the current situation. Nowadays, our world goes far. It not like in the past , we must catch up with the world. Therefore, I agree that pre-cadet should use technology gadgets for learning in the school and by yourself form surfing the internet. In addition, they can be used for communication, searching for information and entertaining etc. Finally, I hope that my opinion will be real in someday for benefit of pre-cadets and commanders in one way or another. Precdt. Siraphop</p>	<p>Do you think Thai military should cooperate with those from other countries? In my opinion , I think we should do. Nowaday , other countries military have modern and powerful military technology . In addition they have tactical and terrain different from us in their training. In the future we're unknown what will happen. Thus , there are many reason to cooperate with other countries. First , If there are good technology from other countries. We can share our technology together in cooperation. That makes Thai military more powerful and becomes a strong country.</p>	<p>Military technology, range of weapons, equipment, structures, vehicles and communication msystems used specifically for the purpose of warfare. Those have been used since the ancient ages that humans start a war. Many civilizations developed their military technology to attack or defend from the others. They transformed a force to be a great one. In addition, there are 3 reasons that I think why military technology is important. In military, Military technology is one of the most necessary things in a battle. Not only manpower and strategy make victory, but technologies also help to defeat enemies in the war. If</p>

	<p>Second , terrain and tactical are important in aggressive or defensive from other countries. So we can learn these from cooperation.</p> <p>Finally , cooperation with other countries will increase relationship between us and them. When we have any problem , we can ask them for help.</p> <p>In conclusion , Thai military should cooperate with other countries to develop military and also improve relationship between other countries. All that will make our country stronger.</p>	<p>you have more developed technologies, your forces will be good at offensive and defensive.</p> <p>In stability, The Nations having good military technologies can protect themselves from others' aggression. Nobody would like to start a war with them. So, they can maintain peace and stability of their countries.</p> <p>In economy, Military technology create more income of nations. The countries which not be able to develop their technology or have enough potential depend on importing military technology from other countries. They need to purchase it to have more power to protect themselves. Therefore, the countries selling their military technology will get better in economy.</p> <p>Finally, some people think military technology are waste or unnecessary.</p> <p>However, in my opinion, it is an important factor that your nations should have. It's useful has many-sided not only that I said. Whoever has a technology, not rely on anyone for your stability, prosperity and sustainability (Siraphop)</p>
<p>1. Do you agree or disagree that pre-cadet should use mobile phone, ipad or laptop for learning in the school? Give some reasons to support your arguments and position. Answer: Yes I do, I have to say that I'm totally agree that pre-cadet should use mobile phone,</p>	<p>Do you agree or disagree that military technology is important for the military? Nowadays world military has its own military potential. Their potential is related to many factors , for example the number of military</p>	<p>Do you agree or disagree that pre-cadet should use electronic devices for learning in AFAPS? We all know that we are depending on technology all the time. In the past, we learned by turning over pages of a book. But now,</p>

<p>ipad or other gadgets for learning in school because these instruments can give us many benefits when we use it in the right way. For example if I have a problem with my mathematics homework and then I go to ask my friend how to solve it but my friend still don't know how to figure it , I can't ask my teacher because I'm not at the learning division so the only way to solve my problem is finding the solution on the internet. There are also various of e-books, exams or maybe the learning information that will easily help us to be good at learning.</p> <p>Nowadays, many learning e-books, video clip are all in the internet waiting for searching and learning and this is just another answer for why we should use mobile phone or other gadgets. The benefits of the mobile phone that is not about learning? Yes, we can use it for relax and chill, sometimes we are worried about the exam too much so we can go listening to music to let it relieve the stressed. I will be really appreciated if the AFAPS school let us use mobile phone. These are some of my thoughts about the mobile phone or other gadgets problem, Thanks for reading.</p>	<p>personnel , vehicles , weapons and armaments. Every country in the world has a develop its own armaments and vehicles so they have to search and develop new military technology. Here are some of my thoughts on why military technology is important for the military.</p> <p>Firstly , If your country can invent new weapons and can apply them in the warfare. Your country is way better than the others. Since your opponent countries won't know what is the specifications of the new firearms and don't know how to deal with it.</p> <p>Secondly , If your country is good at military technology the potentials in the military of your country are also upgraded and yours can be confident when the war occurs.</p> <p>In conclusion , military technology is very significant for the military . So we must learn how to improve our military technology in order to get stronger in every situations.</p>	<p>it's a whole different story. Since I am born in this era, I highly agree on having electronic devices as our learning assistant in AFAPS. Here are some reasons to support my reasoning.</p> <p>First of all, we can gain knowledge more effectively if the internet is accessible in our school. The internet contains a lot of information that can provide us some assistance in mastering our lacking academic skills. We have something stupendous called Google. This software is like a gigantic library that will give you a helping hand to find what you needed.</p> <p>Nowadays, we have the internet as an essential factor in our lives. So, wouldn't it be better for us to use them and make practical use of it to expand our knowledge boundaries?</p> <p>Secondly, we can consult with our teacher anytime in our school. Because of the coronavirus outbreak, it's inevitable to keep a distance from others. Therefore, an online lesson is necessary. Furthermore, seeking for guidance is a frequent occurrence, asking the teacher would indeed be the first option to everyone. Normally, it's necessary to be at the learning center to encounter our teacher. But with the help of the computer, we can easily have a quick chat with our teacher immediately. It's convenient and by far the most suitable way to keep in touch with our teacher</p>
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		<p>without facing a risk of getting infected by the virus.</p> <p>Lastly, it keeps us entertained. Do you ever feel refreshing even when you aren't using the computer but just merely watching it? Nowadays, the computer is like our best friend. Video games, You Tube, music, or websites, these are an important factor to keep us relieved. In our scenario, if we're punished in our school all night, we will certainly feel down. But with the help of the computer, we can ameliorate our mental condition. Disheartened is a common circumstance for pre-cadets. Entertaining ourselves is one of our routines but to make it more effective, we do need a hand from the computer.</p> <p>In conclusion, from my point of view, I extremely agree on having a computer, mobile phone, or electronic devices involved in AFAPS. The extension of knowledge is unlimited. To help us achieve that kind of achievement, the computer is required. With this in mind, computers and other electronic devices are requisite in AFAPS.</p>
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BIOGRAPHY

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Publications	Preecha, P. & Srinon, U. (2018), Functions of English VS. Other Languages in the Domain of Buddhism in Thailand, Journal of Humanities, Faculty of Humanities, Mahamakut Buddhist University , Vol 10, No 2, July – December 2018. Preecha, P & Srinon, U. (2019). Critical Perspectives for Developing Materials in English Language Teaching in the Thai Military Academies : the possibilities for the

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