



**GENRE – BASED INSTRUCTION OF
AN EFL PARAGRAPH WRITING COURSE
AT UNIVERSITY LEVEL**

BY

PORNTHEP NGAMARAMWARANGKUL

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS PROGRAM IN ENGLISH LANGUAGE STUDIES
DEPARTMENT OF ENGLISH
FACULTY OF LIBERAL ARTS
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016
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THESIS

BY

MR. PORNTHEP NGAMARAMWARANGKUL

ENTITLED

GENRE – BASED INSTRUCTION OF AN EFL PARAGRAPH
WRITING COURSE AT UNIVERSITY LEVEL

was approved as partial fulfillment of the requirements for
the degree of Master of Arts

on June 23 , 2017

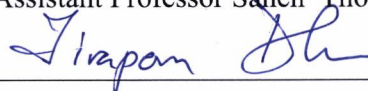
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Thesis Title	GENRE-BASED INSTRUCTION OF AN EFL PARAGRAPH WRITING COURSE AT UNIVERSITY LEVEL
Author	Pornthep Ngamaramwarangkul
Degree	Master of Arts
Major Field/Faculty/University	English Language Studies Faculty of Liberal Arts Thammasat University
Thesis Advisor	Assistant Professor Saneh Thongrin, Ph.D.
Academic Year	2016

ABSTRACT

Even though the genre-based approach has been used in the field of second language writing for approximately more than three decades (Tardy 2011), it is fascinating to discover why the applications of genre-based pedagogy, particularly in various contexts of EFL writing instruction, are still of great interest among L2 writing researchers and instructors, as proven by a substantially growing number of supporting studies. The main purpose of this preliminary study was thus to investigate the efficacy of genre-based instruction in terms of enhancing the writing development and influencing the learning attitudes of Thai novice learners of a basic writing course at the university level. The research participants consisted of 38 Thai EFL writing learners in a paragraph writing course at Thammasat University in Thailand that were divided into two instructional groups; those receiving genre-based and those receiving current practice instruction. The study employed a pre- and post-test, writing assignments, quizzes, a questionnaire, and reflective journals to explore the students' writing development and learning attitudes toward the instruction. Surprisingly, the statistical results of this study revealed no significant difference between the two instructional methods; therefore, it was learned that both genre-based and current practice instruction not only developed the writing ability of the basic writing learners, but also elicited positive learner perceptions. More importantly, this study sheds light on how the development of L2 writing instruction should correspond with the curriculum design and assessment policy of the target course so that the maximum benefits of the instructional method can be obtained. Nevertheless, the present study

has revealed and confirmed a great number of major benefits from the genre-based approach, as reflected in the genre-based learners' significant writing development and satisfactory learning attitudes. This study also recommended that L2 writing instruction not only be focused on the traditional product-oriented practice because of the complexity of the L2 writing nature and development. In addition, while the genre-based approach can be carefully adjusted based on various teaching and learning circumstances, a genre-based instructor should play a significant role in designing interactive classroom activities as well as scaffolding and facilitating his or her learners' writing development.

Keywords: genre-based instruction; second language writing; writing instruction; paragraph writing; Thai EFL writing learners

ACKNOWLEDGEMENTS

Throughout the long years of my study, this challenging journey with a wealth of experience would have been impossible without these wonderful and memorable people.

My thesis could have never been completed without the endearing supervision and practical assistance of my thesis advisor, Asst. Prof. Dr. Saneh Thongrin, who has provided me with one of the best educational opportunities, as well as her tremendous academic and technical support during every step of my master's degree. My deep appreciation goes to her generosity, understanding, patience, mentorship, and dedication. I feel deeply grateful to the committee of my thesis – Asst. Prof. Dr. Apisak Pupipat for providing me with his active moral support and guiding me through academic resources, and Dr. Jiraporn Dhanarattigannon for her time and effort to correct, highlight, and comment on every detail of my work. Both of them gave me invaluable suggestions and constructive feedback on my thesis, and their generous support and assistance will always be remembered and appreciated.

I am indebted to Asst. Prof. Dr. Melada Sudajit-apa who provided me with practical assistance as well as valuable work experience during my time at Thammasat University. I feel deeply thankful for Asst. Prof. Dr. Passapong Sripichan's loving kindness and generous support for all time, and Ajarn Pawin Malaiwong's complete support during the data collection period. Without their assistance, my data collection could not have been pursued successfully until the end. Furthermore, this study would have been impossible without the full cooperation of my lovely and dedicated Thammasat EG231 students, who consented to allow this study to be conducted in their classrooms and volunteered to provide the classroom feedback and evaluation during the whole course.

I would like to give my sincere and grateful thanks to Dr. Malinee Prapinwong, one of my thesis proposal committee members, who gave me very helpful advice and moral support during the initial period of the study. I truly

appreciate her warm guidance and kind permission for her classroom observations. Also, I feel particularly thankful for Dr. Napapach Padermprach's valuable assistance in co-rating and verifying my writing scores. My heartfelt thanks are given to Asst. Prof. Boonjira Thungsuk for her practical, helpful teaching suggestions, and positive encouragement, and Assoc. Prof. Yupin Pokthitiyuk for her natural kindness, warmth, and great understanding.

I would like to thank all of the staff at the English Department Graduate Office and Pridi Banomyong Library, particularly Khun Waraporn Phomanee, Khun Saowalak Suwonnabut and Khun Wadee Kasisopa for their very effective cooperation and helpful assistance, and Khun Pornpimol Changmai for her friendship and technical support.

My profound gratitude also goes to all of my encouraging and industrious teachers throughout my life, and I greatly appreciate the rewarding and unforgettable experiences from Satriwithaya School, Erasmus Mundus Scholarship, and Thammasat University. Most importantly, I would like to express my eternal gratitude to my beloved parents, Papa and Mama, who have kindly given me this wonderful life and everything I have had, and fully supported me in whatever path I chose.

Pornthep Ngamaramwarangkul

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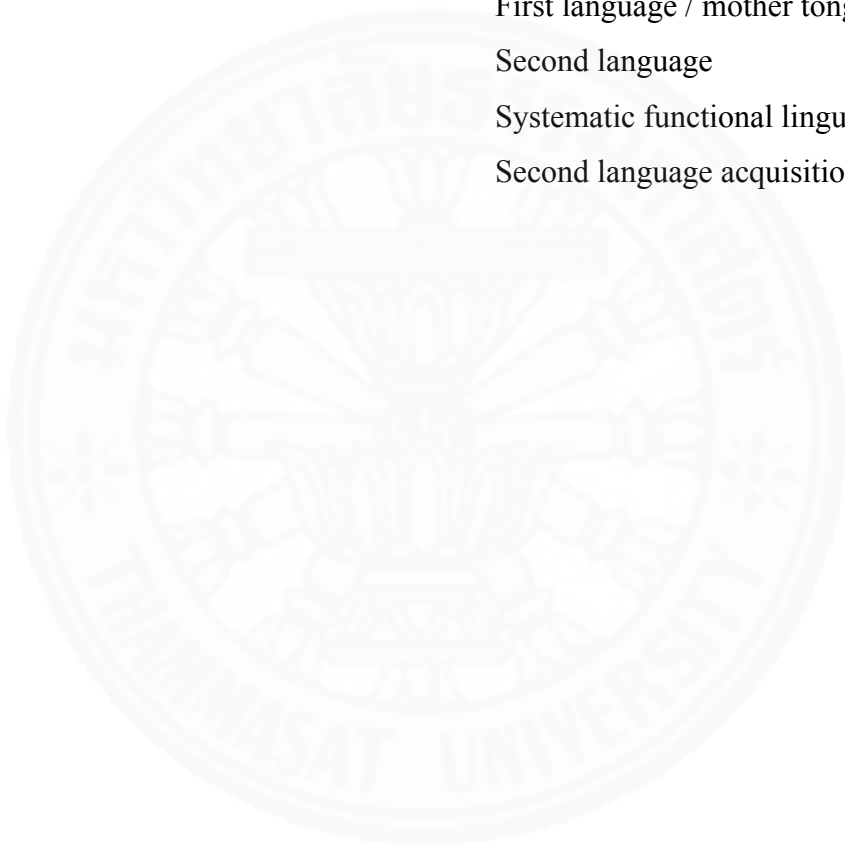
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
EFL	English as a foreign language
ESL	English as a second language
ESP	English for specific purposes
L1	First language / mother tongue
L2	Second language
SFL	Systematic functional linguistics
SLA	Second language acquisition



CHAPTER 1

INTRODUCTION

This introductory chapter provides the background of this study, a statement of the problems, the purposes of the study, the research questions, the significance of the study, the definitions of terms, and the scope of the study.

1.1 Background of the Study

The status of writing has shifted to one of the most essential communicative skills in our dynamic, boundless world and is gaining major significance, particularly regarding the communication of literate society (Brown & Abeywickrama, 2010; Watcharapunyawong & Usaha, 2013). The substantial number of ESL/EFL populations around the world has increased over time (Tardy, 2011); not only is English writing considered to be a fundamental practice of international communication, it has also played a dominant role in knowledge management, academic achievement and career growth. The importance of English writing development thereby has been recognized as a key demand on language education in the global community. Undoubtedly, continuing and tremendous efforts have been made by language teachers and researchers in relation to the development of second language (L2) writing learning and instruction. For example, *The Journal of Second Language Writing* originated in 1992 became an alternative for international research and academic discussion on second language writing (Leki, 2010).

As a part of L2 writing development, the notions of “genre” have been studied from many broad perspectives during the last three decades, thus leading to a

diverse array of language developments, such as professional and academic genres, genre analysis, L1 and L2 writing instruction, and more, as proved by the substantial amount of literature on genre studies, such as Swales' *Genre Analysis: English in academics and research settings* (1990); Bhatia's *Analyzing genre: Language use in professional settings* (1993); Cope and Kalantzis' *The Powers of Literacy: A genre approach to teaching writing* (1993b); Swales and Feak's *Academic Writing for Graduate Students: Essential tasks and skills: A course for nonnative speakers of English* (1994); and Hyland's *Disciplinary Discourse: Social interactions in academic writing* (2000).

Thanks to the growing amount of research, the notions of genre studies have developed an effective alternative for L2 writing, particularly in terms of offering a contextualized instructional method as a combination of two writing approaches, i.e. process and product. During the last decades, the genre-based approach to L2 writing instruction has been extensively developed and employed by a great number of ESL/EFL scholars and instructors that are specifically interested in this scholarship and its effectiveness (e.g. Cheng 2006, 2007, 2008; Hyland, 2002, 2003b, 2004, 2007, 2008; Johns, 1995, 2002, 2008; Johnson, 2008; Tardy 2009, 2011, 2012; Yang 2012a, 2012b; Yasuda, 2012). In Thailand, the amount of research into genre-based instruction has also been growing and especially expanding into the field of L2 writing instruction as shown by various research papers and M.A. and Ph.D. theses. Specifically, I found a number of Thai and overseas studies on the applications of genre-based L2 writing instruction in Thai university settings, including Chaisiri, 2011; Changpueng, 2009 and 2013; Kongpetch, 2003 and 2006; Krisnachinda, 2006; Lerdpreedakorn, 2010; Malakul, 2006; Srinon, 2011; and Udomyamokkul, 2004. These studies have

demonstrated a number of substantial benefits of genre-based pedagogy, which include explicit instruction, scaffolding, and collaborative learning through the different stages of learning and teaching. In brief, it has been highlighted that not only can the genre-based instruction enhance the writing development of students at university levels, but it also elicits the students' positive attitudes towards their learning experience and writing instruction.

1.2 Statement of the Problems

English writing instruction in Thailand is still problematic. English writing is little or not even included in the curriculum of schools in Thailand; in addition, Thai students may or may not receive English writing instruction at the tertiary level (Glass, 2008). Dueraman (2012) confirmed that Thai students rarely receive English writing instruction in their schools and the problem continues to exist at the higher level as she claimed that a substantial number of Thai university students that are not studying in an international program or English major are much less likely to be exposed to English writing instruction. Sattayatham and Honsa (2007) added that even medical students at one of the top medical universities in Thailand are not provided with suitable opportunity to learn to write or to practice writing in English.

Furthermore, despite a long period of English study in basic education, a considerable number of Thai students at all levels are still struggling with English, particularly writing (Thuratham & Khampusaen, 2015). Not only has English writing posed thorny and perennial problems for Thai EFL learners, but it is also regarded as the most difficult and complicated skill (Kobkuerkul, 2009; Pawapatcharaudom, 2007; Pinyosunun, Jivaketu, and Sittiprapaporn, 2006). Specifically, Puengpipattrakul (2013)

claimed that the complexity of the writing skill makes it the most difficult to develop for both ESL and EFL learners. She emphasized that the writing skills of Thai learners at all levels are still low, under the average, according to the Office of the National Education Commission (ONEC, 2002), whereas Foley (2005) maintained that according to various national surveys conducted by the Office of Educational Testing, Ministry of Education, the English writing proficiency of Thai students at both elementary and secondary levels is “very low in quality with very few students passing the criterion of acceptance” (p. 231).

English writing appears to be of less concern on the part of Thai students as there is no English writing test in the university entrance examinations (Kobkuerkul, 2009), and Foley (2005) indicated that English writing skills are apparently ignored by many Thai students who simply wish to pass the university entrance examination because the English examination merely tests them on reading and grammar rules. I agree that a number of Thai students still fail to convey their intended meaning in writing as a result of their inadequate linguistic background knowledge, and their writing usually lacks proper organization and logical content development (Pawapatcharandom, 2007; Sattayatham & Ratanapinyowong, 2008). In the long run, those students may lose the opportunity to understand and practice English writing or even to learn to write in English; consequently, this has a direct effect on Thai students’ educational and professional development.

What is more, not a few English language teachers in Thailand still have misconceptions about learning to write and the writing instruction. Aside from the problems of the insufficiency of qualified teachers and effective English writing

instruction throughout Thailand, the majority of Thai teachers are still mainly familiar with traditional L2 writing instruction which merely focuses on grammar correction and the formal structure of writing and where the teachers' role is as an authority rather than a facilitator or supporter (Dueraman, 2012). Second language (L2) writing is somehow conceived to be a common practice of implementing linguistic features, such as grammar and vocabulary use, whereas the wider issues involving idea development and discourse organization are overlooked (Kongpetch, 2006; Leki, 2010). Kongpetch (2006) commented that the grammar-focused writing instruction can also obstruct the low proficiency learners' opportunity to express their ideas in their writing. She added that Hammond (1989) and Kaplan (1966, 1984) pointed out the disadvantages of the traditional teaching approaches that they lack explanations of how to construct, develop, and organize a text appropriately.

Most importantly, Glass (2008) emphasized that most of the English writing courses in Thai universities are still dominated by “the use of the product-based current-traditional approach, with an emphasis on accuracy” rather than stimulating the creativity of writers (p. 27-28). Dueraman also pointed out that the English writing problems of Thai students are also related to the lack of appropriate guidance and opportunities to develop necessary writing skills, such as critical thinking and problem-solving. Brown and Abeywickrama (2010) argued that even educated language learners in developed countries still fail to develop good organization and logical thinking as well as the ability to express their own voices. Swales (2000, cited in Paltridge, 2006) agreed that it is important that writing instructors be able to assist students in developing “their own individual voices” (p. 102). In other words, students should have a chance

to develop their critical thinking and learn to use writing as a tool to express their thoughts and opinions cogently.

Accordingly, except for the other untouchable problems of Thai EFL writing discussed above, it is obviously crucial to seek appropriate and effective instructional approaches to the teaching and learning problems of L2 writing in Thailand in order to promote Thai students' writing development, to encourage their positive writing attitudes and to develop the L2 writing instruction of the country. Furthermore, this study seeks practical and constructive alternatives to L2 writing instruction and for Thai EFL writing learners, particularly in the university context. In particular, I think that it is important to indicate the special need for the efficacy of genre-based writing instruction at Thammasat University, where a process approach has been adopted in a basic writing course. It has been proposed that students being taught using the current practice instruction may not encourage the full development of their writing ability due to the absence of adequate writing models provided during the process approach. Consequently, the present preliminary study of genre-based instruction will make a positive contribution to the writing courses offered at Thammasat University and especially to the field of L2 writing in Thailand. The purpose of this research was to examine the efficacy of genre-based instruction through investigating the writing development and learning attitudes of two groups of Thai EFL undergraduate students receiving different teaching methods – the current practice instruction and genre-based instruction – in a paragraph writing course at Thammasat University.

1.3 Objectives of the Study

1. To examine Thai EFL undergraduate students' ability to write paragraphs through genre-based instruction;
2. To examine Thai EFL undergraduate students' learning perceptions of genre-based instruction.

1.4 Research Questions

1. How did genre-based instruction help students in a paragraph writing course develop their writing skills?
2. How did students in a paragraph writing course perceive genre-based instruction?

1.5 Significance of the Study

1. This study provides a new platform for developing, improving and/or integrating effective writing instructional approaches for Thai EFL writing learners by offering a viable alternative to the genre-based instruction for teaching second language writing in the Thai tertiary context.
2. The study challenges the existing research in the field by making a comparison between genre-based instruction and the current practice in the target basic writing course at the university level in order to investigate the writing achievement and learning attitudes of Thai EFL learners.

1.6 Definitions of Terms

English as a Foreign Language (EFL) – English that is used by non-native speakers that do not use English as their first or second language

Second language writing – The study or practice of writing in a second language or other language which is not the native language of the writer

Genre – A particular category of spoken or written use of language within a meaningful social context as identified by a clear statement of intention and content

Genre-based instruction – An instructional approach which has been developed to emphasize the relationship between the socio-cultural context and rhetorical, linguistic features according to the integrated process of explicit instruction, learning interaction and individual construction of a text

Current practice instruction – The process-based instructional approach applied to this study using the coursebook *Paragraph Writing: A Process Approach* by Chelermpatarakul (2009) as the main focus of the instructional process

EG231 Paragraph Writing – A basic writing course at Thammasat University involving how to construct sentences and connect them with cohesive devices and logical sequences

Rhetorical pattern / Rhetorical structure / Rhetorical organization – A conventional language style used to accomplish a purposeful activity in a particular social context, e.g. description, narration, and exposition

Descriptive writing / Description – One of the school genres intended to provide specific descriptions about places, people, etc.

Narrative writing / Narration – One of the school genres aiming to narrate a story basically organized in a chronological order

Expository writing / Exposition – One of the school genres concerning the development of reasoning using claims, evidence and examples

1.7 Scope of the Study

1. This study was conducted with 38 Thai undergraduate students that were all novice English writers enrolled in EG231 Paragraph Writing at Thammasat University in the second semester of academic year 2013. Each of the classes consisted of 19 students receiving the different teaching methods, i.e. current practice instruction and genre-based instruction.

2. The study emphasized the level of paragraph writing which was considered to be a basic skill in learning to write.

3. The experiment was carried out by the researcher who was the only instructor of the two writing classes.

4. The period of the experiment lasted approximately 14 weeks of the whole academic semester. Each class took 1.5 hours a day and was held twice a week, and the overall period of the instruction covered 36 hours in total.

5. The study compared the two approaches to writing instruction – current practice and genre-based instruction – in order to demonstrate the effects of genre-based

instruction; therefore, the primary focus of the literature and discussion in this study was on the genre-based instruction.



CHAPTER 2

REVIEW OF THE LITERATURE

This chapter containing the literature review includes Thai EFL writing problems, a background discussion of genre, approaches to second language writing instruction, genre development into writing instruction, the concept of genre-based instruction, concept of current practice instruction, and related research studies in genre-based writing instruction.

2.1 Thai EFL Writing Problems

Apart from the issues concerning Thai EFL writing problems discussed in Chapter 1, this section specifically deals with previous studies on the writing problems of Thai EFL university students, some of which can be related or can contribute to the effectiveness of genre-based instruction in this study. As evidenced by a number of research studies, it was indicated that Thai EFL university learners have encountered a considerable variety of English writing problems as follows.

Pawapatcharaudom (2007) investigated the English problems and learning strategies of 30 Thai students at a Thai public university by using a Strategy Inventory for Language Learning (SILL) questionnaire developed by Oxford (1990), and Rubin and Thompson (1994). One of the results indicated that writing appeared to be the most difficult English learning problem for Thai students, and their major difficulties included inability to write an English essay within the limited time, the inability to write an English academic paper, the inability to fully apply grammatical knowledge

in their English writing, and the inability to organize an appropriate structure for the writing content.

Kobkuerkul (2009) made a survey of Thai university students' writing problems before, during, and after their writing process. All of the participants were students who were re-enrolled twice or three times in a remedial intensive English writing course at an international college of a Thai private university. The results suggested that most of the students agreed that writing was the most difficult skill to learn and their greatest concern was expressed over grammar, vocabulary, content, organization, and mechanics. In addition, the learners themselves emphasized that they needed more time to acquire good academic writing skills.

Kansopon (2012) stated that the instructors of an international program at a Thai open university all agreed that a number of their first-year English major students, especially Thai students, were unable to meet the academic writing standards or even failed their writing courses, thus resulting in changing their study program. In addition, they believed that the main reasons for their writing problems were a lack of writing practice, the inability to express their thoughts and ideas in writing effectively, and the inability to support or justify their own statements.

Using semi-structured interviews, Nguyen (2011) explored the English learning attitudes and challenges of Southeast Asian students that were studying English at a language center of a university in Australia between 2 and 4 months. Among the different learning difficulties of those learners, English writing was a real challenge for the Thai learners. More interestingly, according to their English instructors, it was pinpointed that Thai students are still accustomed to the Thai

traditional writing style or rhetoric and especially fail to apply and express critical thinking in their writing.

Khaourai (2002) carried out an error analysis of the English compositions of education students at a Rajabhat University and it was revealed that grammatical, syntactic, and lexical errors were the most common problems found in their writing. The grammatical errors included the use of tenses, prepositions, determiners, and verbs. The syntactic errors consisted of contraction forms, incomplete sentence structures, compound sentences, word order, and punctuation. The lexical errors were spelling, literal translation, overgeneralization of the use of one translation equivalent, and using general lexical items. Additionally, the study also showed that ignorance of grammatical rules, incomplete application of the rules, and mother tongue (L1) interference were the main reasons for the students' writing errors.

Ka-kan-dee and Kaur (2014) used a think aloud protocol along with semi-structured interviews to analyze the argumentative writing difficulties of 60 Thai EFL fourth-year English major students from two public universities in Thailand. As confirmed by the frequency of difficulties indicated by the students' interviews, the think aloud protocol revealed that vocabulary (70%) was their number-one problem; on the other hand, grammar structure (66.7%) and providing solid evidence (53.3%) were the other major problems. This is similar to the results of Mojica's (2010) study, which explored 26 international EFL writing beginners' self-reported writing difficulties. Vocabulary and grammar were revealed to be the greatest difficulties for them and her results were connected to those of Chen's (2002) study on the writing

problems of Taiwanese EFL university students, which reported that vocabulary and grammar were regarded as the highest problem as well.

Pongsiriwet (2001) investigated the grammatical errors found in 80 compositions of 155 freshmen from different fields, such as agriculture, education, engineering, English, and general science at a Thai public university. The types of errors in the compositions were divided into 12 categories: singular/plural nouns, pronouns, tenses, articles, prepositions, word forms, verb formation, verb omissions, subject omissions, extraneous subjects, subject-verb agreement, and fragments. According to the frequencies and percentages of the errors, it was indicated that subject-verb agreement was the topmost error, and meanwhile verb formation, tenses, singular/plural nouns, and word forms were the other most frequent errors.

Based on James' (1998) error taxonomy and Leech's (1981) semantics, Hemchua and Schmitt (2006) analyzed the lexical errors of the argumentative compositions of 20 English majors at a Thai public university. The lexical errors were divided into formal and semantic categories and 24 subcategories, and the analysis revealed that in general, the semantic errors caused more frequent writing problems than the formal errors. While collocation errors were mostly found in the semantic category, formal misselection (the similarity of form and parts of speech) and misspellings appeared to be the most common problems in the formal category. Specifically, among the 24 error subcategories, near synonyms were the number one error followed by preposition partners and incorrect suffixation.

Watcharapunyawong and Usaha's (2013) study focused on the influence of L1 interference on writing errors as a result of the major differences between L1

and the target language. They explored 16 writing errors caused by L1 interference in 120 paragraphs of three different genres, e.g. narration, description, and comparison/contrast, written by 40 English major sophomore students. They pointed out that despite a great number of studies into the writing errors of Thai university students, the relation between L1 interference writing errors and occurrences of errors in different writing genres had still not been uncovered, so their study was conducted to bridge this gap. Surprisingly, it was revealed that the number and types of writing errors varied across the different writing genres. Firstly, verb tense was found to be the number-one error in the narrative writing, while word choice, sentence structure, articles, and prepositions were the most common errors. Secondly, article use was the most frequent error in the descriptive writing, whereas the other highest errors included sentence structure, word choice, singular/plural form, and subject verb agreement. Lastly, singular/plural forms were the most common error in the comparison/contrast writing, while the other major errors consisted of word choice, articles, subject-verb agreement, and sentence structure. However, it is interesting to note that the topmost errors in all of the three writing genres appeared to be word choice, sentence structure, and articles. Finally, the study suggested that the indication of the variations of writing errors resulting from the different text types can help instructors not only design teaching strategies and treatments of errors but also make learners aware of the common writing errors in each genre.

Sattayatham and Honsa (2007) analyzed 28 writing errors in opinion paragraphs written by 237 students from the four medical schools at Mahodol University. It was reported that wrong word choice was the most frequent error as it was referred to mother-tongue interference. The other highest problems were article

usage, wrong pluralization, and wrong use of the verb to be. Furthermore, it was stressed that apart from being unable to organize their writing ideas effectively, most of the students in the study failed to write a topic sentence, use transition words, or use proper punctuation, and they also lacked adequate lexical and syntactic knowledge. Later, Sattayatham and Ratanapinyowong (2008) also used 10 writing criteria to investigate the writing errors in opinion paragraph writing of 134 medical freshmen of the four medical schools at Mahidol University that had not been taught how to write by using 10 criteria for identifying writing errors. The analysis revealed that the highest problem was the lack of transition words, while the lack of organization, having no introduction and no conclusion were the other most common errors. It was further explained that due to the lack of writing organization, most students failed to connect their ideas logically in their writing and were unable to use transition words to relate their ideas, thus making their paragraphs incoherent.

Boonpattanaporn (2008) explored the English essay writing strategies and difficulties of 272 fourth-year English major students at a Thai private university. The difficulties of writing English essays in this study were reported in three aspects: the overall writing difficulties; the comparison of writing difficulties encountered by high and low proficiency students; and the comparison of writing difficulties encountered by students with different backgrounds. Regarding the overall writing difficulties of the students, the study revealed that getting the reader's attention was considered the most difficult for them in terms of organization, while using verb tenses and word choice were the most serious problems for them in terms of English writing. Undoubtedly, the low proficiency group experienced more writing difficulties in all aspects of the questionnaire when compared to the high proficiency group.

Furthermore, the most difficult problem for the high proficiency group was getting started with writing, whereas getting the readers' attention became the most serious problem for the low proficiency group. Lastly, the study reported that the students with different backgrounds still had the same writing difficulties, no matter what gender they were, or whether they practiced their English skills, including writing, outside their classroom. However, it was shown that the students that practiced English outside the class were less concerned by those major difficulties.

In summary, the writing problems of Thai EFL university learners are caused by a number of diverse factors from word units to discourse levels, and/or from local to global content. The wide range of the writing problems can thus be seen as lexical, grammatical, syntactic, semantic, and discoursal errors. Mother tongue (L1) interference and the lack of adequate lexical and grammatical knowledge could result in writing errors that are commonly found among Thai learners. It was also emphasized that the differences in writing errors can vary across a variety of writing genres. In addition to those linguistics aspects, the writing problems are caused by the inability to communicate ideas in writing, to develop logical writing content, to conform to the rhetorical organization of academic writing, and to understand the sociocultural and communicative purposes of writing. Furthermore, it was evidenced that the Thai students also failed to develop and express critical thinking in their writing, while most of them are still accustomed to Thai rhetorical patterns and product or grammar-oriented practice.

2.2 Background of Genre

2.2.1 Definitions of Genre

Hyland (2010) stated that “genre” was adopted from a French word which means “kind” or “class” and indicated that “genres are rhetorical actions that writers draw on to respond to perceived repeated situations; users see certain language choices as representing effective ways of getting things done in familiar contexts” (p. 210).

Swales (1981) has offered the definition of genre in his monograph *Aspects of Article Introductions* as “a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a social or personal setting” (p. 10). Swales (1990, p. 58) also concluded the definition of genre as the following.

“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute a rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constraints choice of content and style.”

Richards and Schmidt (2010, p. 245) defined genre as “a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions.”

Cook (2003) defined genre as “a class of communicative events which share some set of communicative purposes” (p. 52) and added that genre studies are one of the three main areas of study in discourse analysis (i.e. paralinguistics, pragmatics, and genre studies), all of which are essential for communicative competence in relation to language learning.

Paltridge (2006, p. 86) explained that Martin (1984, p. 25) defines genre as “a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture”. Martin (2009, p. 159) added, “... genre represents the system of staged goal-oriented social processes through which social subjects in a given culture live their lives.” A genre functions as a purposeful activity consisting of the steps of completing a goal, while the specific meanings of a genre are shared within the same cultural members.

Halliday and Webster (2009) provided a definition of genre and distinguished the different characteristics of registers and genres as follows:

“A register is a text type seen from “system” end as functional motivated subsystem within a language that is characterized by general[ized] structure potential and by distinctive (usually quantitative) patterns of selection within the lexicogrammar and semantics” (p. 246). A register is thus recognized as a text type sharing a set of particular lexicogrammatical styles and semantic contents, identified by generalized structure potential and reoccurrence of language use. The register is considered as a subpart of a genre in terms of the contribution to the larger or more influential structure of language. In the meantime, “a genre is a higher-level grouping [compared to a register] of texts having the same compositional structure (“generic

structure”), corresponding to rhetorical categories of procedural, expository, narrative and so on” (p. 246).

In summary, a genre, referring to the larger category of registers, is a particular category of spoken or written use of language within a certain meaningful context as identified by a clear statement of intention and content. It is necessary to take social context into consideration in order to identify the category of a genre since the definite format of a genre cannot be definitely identified due to the variations of social contexts. However, genre is characterized by the typical, distinct, and sequential features of texts, including lexico-grammatical components and rhetorical patterns as a whole. In addition, genre includes various patterns of specific communicative activities which could be a combination of spoken and written language, or of more categories of language use, such as research articles, classified ads, business letters, telephone conversation, newspaper headlines, fiction, e-mails, and TV commercials.

2.2.2 Concept of Genre

Tardy (2011) claimed that the term *genre* was officially introduced by Swales during his analysis project on research article introductions in 1980. According to Martin (2009), genre refers to a connection between a functional approach and social context. He stated that genre analysis considers how social processes interact with the ways in which registers are constructed to convey meanings. While Martin (2009) added that genre is the upper level of context, which was developed from register choices, Tardy (2011) referred to the notion of genre as

“a new concept of discourse, one that looked seriously at the social and rhetorical dynamics of text production” (p.1).

According to Lukin, Moore, Herke, Wegener, and Wu (2011, p. 190), Halliday adopted the term “register” from Reid (1956), “who first used [it] to capture the notion of ‘text variety’” (p. 190). Lukin et al. (2011) further stated that the concept of three contextual features of registers, namely field, mode, and style of discourse (later called ‘tenor’), was introduced by Hill’s (1958) institutional linguistic framework as the concept had been developed by Firth (1950), Hymes (1969), Ure (1969), and Ure and Ellis (1972), and later interpreted by Halliday et al. (2007 [1964]). The three fundamental aspects of registers are thus used to analyze a particular meaning of a text or, in other words, to classify variations of registers.

Table 2.1: Connection between Language Organization and Social Context (Martin, 2009, p. 159)

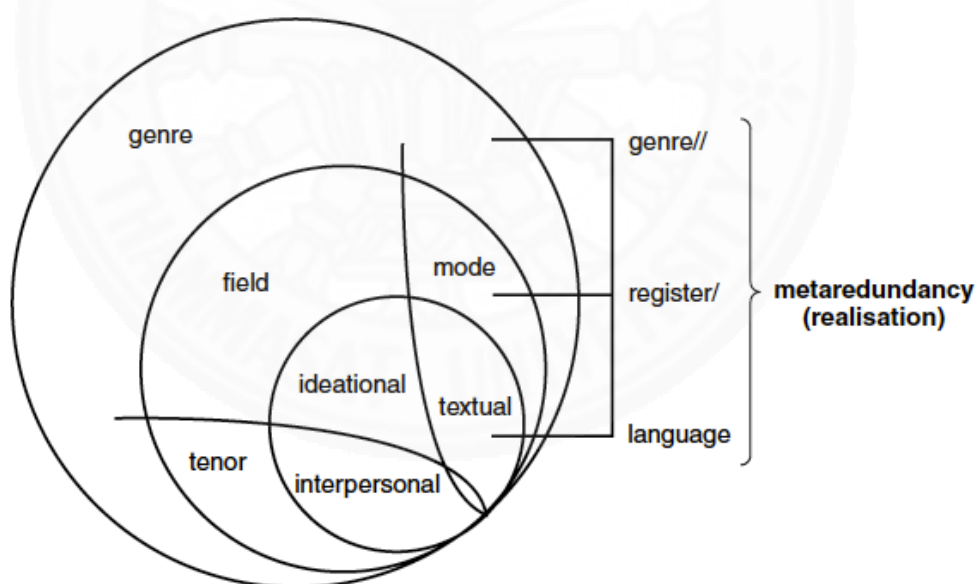
	Reality Construal	Contextual Variable
Interpersonal	Social Reality	Tenor
Ideational	Natural Reality	Field
Textual	Semiotic Reality	Mode

Table 2.1 shows how the three aspects of registers are described through social contextualization, natural conception and language construction. Interpersonal meaning or tenor represents an understanding between the speaker and the audience within a specific social context. Ideational meaning or field refers to a particular pattern of thought as a natural ability to communicate. Textual meaning or mode conveys a particular message through the use of semiotic structure. These three

contextual components are required to interpret and identify a variety of textual categories as well as understanding their contexts.

For example, in writing a successful application letter, a writer needs to know the mode or the formal pattern of written language used to convey the meaning in a purposeful way, the field or the particular social situation that shares the same ideology between the reader and the writer, and the tenor or the audience that is expected to read and understand the content through the textual interaction. In order to illustrate how language, register, and genre are interconnected, Martin's (2009) figure has been illustrated as follows:

Figure 2.1: Correlation between Language, Register, and Genre (Martin, 2009, p.160)



According to Figure 2.1, to begin with the basic elements of the construct, the three categories of language features are comprised of interpersonal, ideational, and textual meanings. All of the features are connected to their contextual contributions of register, including tenor, field, and mode. The interpersonal meaning

represents the tenor or the interactional context between the speaker and the audience; the ideational meaning reflects the field or ideological context of the communication; and the textual meaning refers to the mode or the specific style of language used to express particular thoughts. That is, variations of registers are influenced by tenor, field, and mode. Consequently, when the registers are categorized based on their social contexts and linguistic characteristics, the larger grouping of registers is formed and is thus considered as a particular category of genre.

2.2.3 Key School Genres for Writing Instruction

Macken-Horarik (2002) discussed eight key written genres for writing instruction in the secondary curriculum: recount, information report, explanation, exposition, discussion, procedure, narrative, and news story; moreover, she presented their schematic structures along with the social purposes and locations of each genre (see Table 2.2). This study adopted three of the eight basic genres, i.e. narrative, information report (description), and exposition, which were mostly related to the content of the research study.

2.2.3.1 Description – The purpose of descriptive writing is to describe things or people in a natural, built or social environment by first mentioning their classification and then giving details about their specific characteristics. A description is normally used to locate information on a topic and is normally seen in encyclopedias and advertisements. The schematic structure includes a general statement, a description of aspects, and a description of activities. First, the general statement introduces general information about the subject matter; then the description of aspects is listed and elaborated with the details or qualities of the

subject matter; and finally, the description of activities provides the behaviors, functions, or uses of the subject matter.

2.2.3.2 Narration – The purpose of narrative writing is to entertain or instruct by using reflection on an individual experience, which usually involves problematic events and their resolutions. Narratives are especially used in English lessons and can be easily found in various types of entertainment and media such as novels, short stories, and situation comedies. The schematic structure of narratives includes orientation, complication, evaluation, and resolution. First, the orientation provides background information about the character's situation; after that the complication leads the character to one or more problems. Third, the evaluation determines the significance of the events for the character, and finally, the resolution of the problem is provided for a better or worse situation.

2.2.3.3 Exposition – The purpose of expository writing is to express a particular attitude towards a topic as supported by convincing evidence or claims. Exposition exists in many social situations, such as school essays, political debates, and journalistic contexts, which usually require a discussion of a specific viewpoint. The schematic structure of exposition includes thesis, position and preview, arguments, and reiteration. First, the genre begins with its thesis or the proposal of a viewpoint on a topic; then the writer claims his or her position while a list of arguments will be provided. Third, the arguments are elaborately articulated, and last, it is drawn to a conclusion as presented earlier in the thesis.

Table 2.2: Key Genres & Schematic Structure (Macken-Horarik, 2002, p. 22-23)

	Social Purpose	Social Location	Schematic Structure	Description of Stages
Information Report (Description)	Describes “the ways things are” in our natural, built & social environment by firstly classifying things & then describing their special characteristics.	Information reports package information and are found in encyclopedias, brochures, and government documents. They are useful for locating information on a topic.	{General Statement (or Classification) Description of Aspects.^ Description of Activities}	General Statement: provides information about the subject matter; Description of Aspects: lists and elaborates the parts or qualities of subject matter; Description of Activities: could be behaviors, functions, or uses.
Narrative	Entertains & instructs via reflection on experience. Deals with problematic events which individuals have to resolve for better or worse.	Narratives are found across all aspects of cultural life, in novels, short stories, movies, sit coms, and radio dramas. They are important in subjects such as English.	{Orientation ^ (Complication. Evaluation) ^ Resolution}	Orientation: provides relevant information about the characters’ situation; Complication: introduces one or more problems for characters to solve; Evaluation: highlights the significance of the events for characters; Resolution: sorts out the problems for better or worse.

Exposition	Argues for a particular point of view on an issue. An exposition gives reasons to support a thesis and elaborates these using evidence.	Expositions are written in school essays for subjects like History or English. They also occur in editorials, commentaries, and political debates.	{Thesis [Position ^ Preview] 6 Arguments ⁹ [Elaboration ^ Assertion] ^ Reiteration}	<p>Thesis: proposes a viewpoint on a topic or issue;</p> <p>Position ^ Preview: a position is stated & the arguments listed;</p> <p>Arguments⁹: the arguments are asserted & elaborated in turn;</p> <p>Reiteration: returns to the thesis & concludes.</p>
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2.3 Approaches to Second Language Writing Instruction

2.3.1 Overview of Concepts of Second Language Writing Instruction

Polio and Williams (2009) stated that theoretical and empirical research into second language writing has included a great variety of different focuses and those different specifications are specifically or at least partially related to the complex nature of second language writing. Hyland (2003a) has succinctly summarized six principal orientations toward L2 writing instruction, as shown in Table 2.3.

2.3.1.1 Focus on Language Structures - The first instructional orientation or so-called form-focused instruction is based on language form/structure and a writing product. It emphasizes second language proficiency and grammatical accuracy in all forms of words, clauses, and sentences, as well as lexical knowledge. Hyland mentioned that the orientation results from the combination of “structural linguistics and the behaviorist learning theories of second language teaching that were dominant in 1960s” (Silva, 1990) (2003a, p. 3); moreover, the instructional process consists of four stages: familiarization, controlled writing, guided writing, and free writing.

Table 2.3: Principal Orientations to L2 Writing Teaching (Hyland, 2003a, p. 23)

Orientation	Emphasis	Goals	Main pedagogic techniques
Structure	Language form	<ul style="list-style-type: none"> • Grammatical accuracy • Vocabulary building • L2 proficiency 	Controlled composition, gap-fill, substitution, error avoidance, indirect assessment, practice of rhetorical patterns
Function	Language use	Paragraph and text organization patterns	Free writing, reordering, gap-fill, imitation of parallel texts, writing from tables and graphs
Expressivist	Writer	<ul style="list-style-type: none"> • Individual creativity • Self-discovery 	Reading, pre-writing, journal writing, multiple drafting, and peer critiques
Process	Writer	Control of technique	Brain-storming, planning, multiple drafting, peer collaboration, delayed editing, portfolio assessment
Content	Subject matter	Writing through relevant content and reading	Extensive and intensive reading, group research projects, process or structure emphasis
Genre	Text and context	Control of rhetorical structure of specific text-types	<ul style="list-style-type: none"> • Modeling-negotiation-construction cycle • Rhetorical consciousness-raising

2.3.1.2 Focus on Text Functions – This orientation, also called current-traditional rhetoric or functional approach, was developed after form-focused instruction as it is believed that meanings can also be recognized as part of language structures and that language forms serve particular communicative functions. Like form-focused instruction, this orientation deprives writing learners of the importance of particular purposes and social contexts because the instructional method focuses on disembodied patterns of the language, such as the organization of paragraphs and texts. The classroom activities include text reordering, gap-fill, and imitation of parallel texts.

2.3.1.3 Focus on Creative Expression – The expressivist orientation shifts the focus from language to the writer's creativity. Expressivism is believed to be mainly influenced by L1 composition theories and thus the instructional goals are to encourage the writer's individual creativity and self-discovery or personal voice. The instruction intends to help the writing learners to learn through the self-construction of personal experience and opinions. The classroom activities of this method include reading, journal writing, and peer critiques.

2.3.1.4 Focus on Writing Process – The principle concept of the process approach to writing instruction also focuses on the independent writer yet with the main emphasis on the cognitive process of writing. The process-based orientation aims at developing “students’ metacognitive awareness of their process [or] their ability to reflect on the strategies they use to write” (Hyland, 2003a, p. 12); the process also includes responses to writing through feedback which are considered to be vital for helping learners develop during their writing process.

Figure 2.2: Model of Process Approach to Writing Instruction (Hyland, 2003a, p. 11)

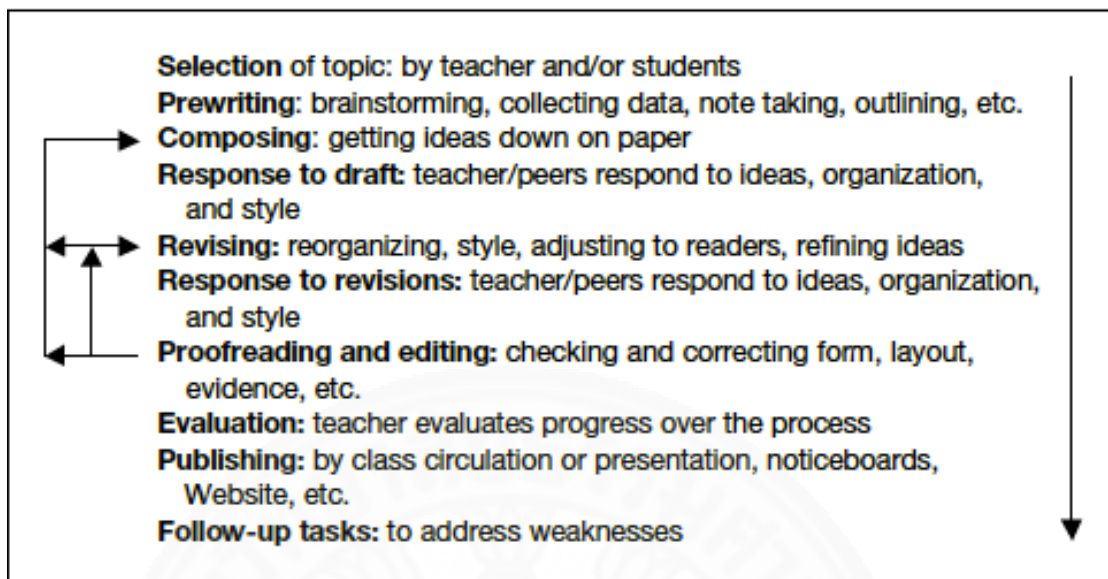


Figure 2.2 presents a model of the process approach to writing instruction, which includes the selection of a topic, prewriting, composing, response to a draft, revising, response to revisions, proofreading and editing, evaluation, publishing, and follow-up tasks. According to the description of the writing process model above, it is suggested that the writing stages not be limited to a linear sequence because the process approach is intended to be “recursive, interactive, and simultaneous” (Hyland, 2003a, p.11), thus allowing writing learners to choose to draft, recompose, revise and edit their writing interchangeably, as well as to receive feedback at any time before their work is evaluated and published.

Hyland (2003a) also highlighted that the process approach has had crucial influence over second language writing instruction in the present, particularly in North America; therefore, its theories have brought about important current writing practices and activities, such as prewriting, peer collaboration, various types of feedback and portfolio assessment.

2.3.1.5 Focus on Content – Content-oriented instruction focuses on the themes or topics that are directly related to the purposes or particular subjects of a course where the emphasis on context and content is highlighted. The instruction provides learners with “the appropriate cognitive schema or knowledge of topics and [essential] vocabulary” (Hyland, 2003a, p. 18) and group work. Extensive or intensive reading is specifically focused on in the instruction, as the reading is believed to assist learners in acquiring new subject knowledge as well as rhetorical and structural knowledge. In addition, according to this type of instruction, the close connection between reading and writing also enhances the writing development of learners. However, it is noted that the content-based orientation is hardly able to be delivered alone but is normally integrated with other instructional methods, such as the structure or process approaches. For many cases, the corroboration between a writing specialist and a particular content specialist can possibly be employed for such a course.

2.3.1.6 Focus on Genre – The genre-based orientation places the central focus of writing instruction on the sociocultural context, in which writing works as a purposeful means of communication as well as incorporates the “discourse and contextual aspects of language use” (Hyland, 2003a, p. 18). The genre-based instruction emphasizes the relationship between linguistic texts and social contexts and the learners are taught to acquire the rhetorical and grammatical features of specific genres or “socially recognized ways of using languages for particular purposes” (p. 18).

Figure 2.3: Cycle Model of Genre-Based Instruction (Hyland 2003a, p. 21)

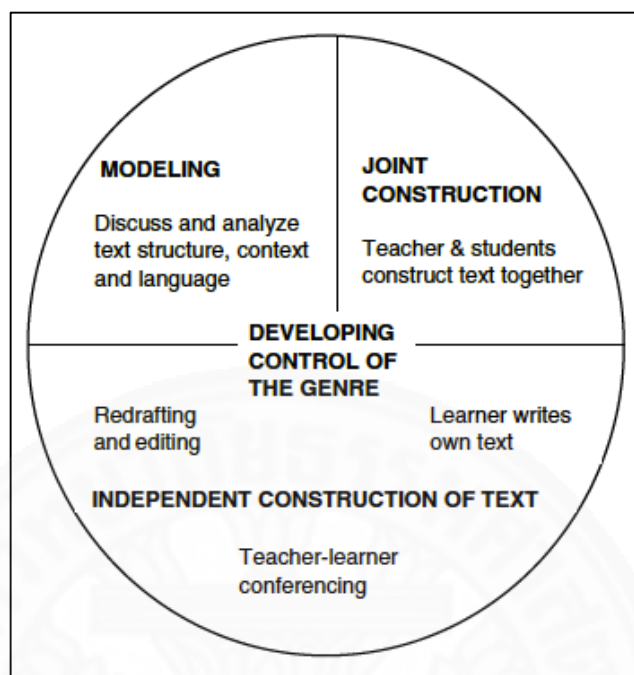


Figure 2.3 illustrates Hyland's (2003a) teaching-learning cycle of genre-based instruction, which consists of contextualizing, modeling, negotiating, and constructing. In the beginning, the learners learn to familiarize themselves with specific target texts as they are introduced to model texts of a particular genre. With the close supervision of the instructor, the learners have the opportunity to analyze the model texts. In the next phase, the instructor helps the learners develop an explicit awareness of language; they are explicitly taught with particular linguistic patterns, i.e. essential lexico-grammatical features and rhetorical patterns. In the end, the writing students learn to construct and revise their own texts of the learnt genre.

2.3.2 Major Developments of Second Language Writing Instruction

In addition to Hyland's (2003a) conceptual descriptions of the second language writing orientations, Leki (2010) has summed up the development of writing instruction within three critical orientations: text- and classroom-based orientations, process-based orientations, and orientation to contexts for writing as discussed in the following.

2.3.2.1 Text- and Classroom-Based Orientation

At the beginning of L2 writing research and instruction, text- and classroom-based orientation underlined writing output and linguistic domination, and this approach can be referred to as the traditional approach to writing instruction. It is assumed that the form-focused instruction was influenced by the tradition of grammar-translation method owing to the similar focus on linguistic features. Polio and Williams (2009) also indicated that the practice of the traditional writing instruction relies on the extensive reading of literary texts in an attempt to reproduce the writing outcome. Undoubtedly, second language writing instruction in the early period was thus considerably concerned with "interests in errors in writing and their correction, reduction or prevention" (Leki, 2010, p. 102). Polio and William (2009) claimed that the form-focused instruction could help learners relate form to meaning, as shown in some earlier studies. However, Leki (2010) stated that the focus of this orientation then moved from "sentence-level corrections" (p. 104) to contrastive rhetoric, highlighting "text structures and rhetorical differences across language/cultures" (p. 102). The notion of how cultural contexts affect writing has also led to the genre studies in which writing is viewed as "socially constructed

knowledge” (p. 103). The view of L2 writing research and instruction then moved beyond the mere focus on language structure and the writing process, and contextual variation began to play a vital role in the field afterwards (Leki, 2010). Moreover, Leki (2010) also reported that the recent development of classroom-oriented research has now switched a focus on the use of linguistics in the classroom use and Internet or computer-mediated collaborative learning and feedback.

2.3.2.2 Process Approach to Writing Instruction

Process-based orientations shifted from language-focused instruction to emphasize the cognitive and learning process of writing. According to Polio and Williams (2009), the focus on the writers’ process changed because of the drawbacks of the traditional approach to writing instruction. Leki (2010) has referred to Krashen’s second language acquisition work in 1984 and 1993 as a milestone for the leap in second language writing.

Clark (2003) stated that the first movement towards the process approach was at the Conference of College Composition and Communication in 1963, which sparked interest in process-oriented research development and created the conceptual statement, “Writing is a process, not a product” (p. 5). Ferris and Hedgcock (2005) claimed that the substantial influences of process approaches were mostly expanded from the 1960s to the 1980s as the emphasis on the individual’s writing process was developed from L1 composition research and instruction. Reid (1993) added that Arapoff (1968, 1969), Lawrence (1973, 1975), and Zamel (1976, 1982) were among the first groups of teaching researchers that introduced the importance of the writing process in the L2 writing classroom.

The efficient techniques of process-oriented teaching, such as staged writing, conferencing, strategies of invention, and revision, were thus developed during such periods. In addition, Jerome Bruner, the learning theorist and psychologist, emphasized that the students' discovery of their own writing process is made from their engagement with writing activities, whereas teachers are facilitators providing the learners with a supportive learning environment (Clark, 2003).

Furthermore, Clark cited another influential movement of the process approach at the Dartmouth conference in 1996, where the awareness of differences between the instructional perspectives of English in the USA and those in Britain was heightened. The Americans viewed English as “an academic discipline with specific content to be mastered,” but on the contrary, the British emphasized “the personal and linguistic growth of the child” (Clark, 2003, p. 6). As a result, American teachers began to be aware of the expressive aspects of writing and to encourage writers to discover their own writing identity.

Ferris and Hedgcock (2005) further explained that Faigley (1986) classified two groups of advocates for process writing as expressivism and cognitivism. In addition, Polio and Williams (2009) also supported the idea that the expressivist and cognitive approaches played a significant role in the development of the process approach to writing instruction as they explained that the expressivist approach views “writing as a process of discovering meaning and personal voice [by means of using] activities to generate and discover ideas and as a reduced focus on accuracy,” whereas the cognitive approach considers “writing as a problem-solving activity [where the students are] encouraged to brainstorm, plan, get feedback and

revise” (p. 490). In addition, Ferris and Hedgcock (2005) summarized that although the two approaches share some aspects of common beliefs in the individualism of writers, the expressivists “explicitly valued fluency and voice” (p. 5), whereas the cognitivists place stronger emphasis on “high-order thinking and problem-solving operations” (p. 5).

All in all, the process approach considers “writing as a process of discovering meaning and personal voice... [and] as an exploratory and recursive, rather than linear, pre-determined process” (Leki, 2010, p. 490 - 491). The process approach to writing instruction is therefore concerned with the recursive steps of students learning to generate ideas, interact with their peers and teachers, and revise and edit their writing as well as focus on other important elements, such as content and organization, other than only grammatical errors (Leki, 2010).

In addition, Leki (2010) explained the obvious benefit of research into the connection between SLA studies and process writing, particularly by Swain and Lapkin (1995, 1998), as she pointed out that “the attention required to produce output, such as writing, causes semantic understandings of the target language to become syntacticized [and] when that written output potential is combined with oral output in the form of collaborative writing with a peer, learners’ linguistic resources are extended and scaffolded, and on-the-spot advances in language proficiency are better remembered” (p. 107). Polio and Williams (2009) supported in part the notion that one of the conceptual distinctions of the process approach includes intervention in the students’ writing process (e.g. teacher feedback and peer feedback), focusing on

content and organization rather than grammatical correction. The usefulness of this intervention was claimed to attract a number of research interests in the field.

Nevertheless, Polio and Williams (2009) referred to Krappel's (1990) comprehensive review of research studies on L2 writing processes as they concluded that the unclear and contradictory findings from earlier studies of the process approach were still difficult to be generalized and thus somehow were impractical for classroom teaching. Moreover, Clark (2003) also agreed that even though the ideas about staged writing were more acceptable than grammatical correctness, the research on the process approach does not inform much about the individual, cognitive composing processes, which are very mentally subjective, varied, and thereby not beneficial to the L2 writing classroom or development. Accordingly, these drawbacks have forced the L2 writing research and instruction toward the next orientations.

2.3.2.3 Orientations to the Context of Writing or Post-Process Approaches

Leki (2010) claimed that as a result of the growing amount of L2 writing research during the early 1990s, the focus of writing research and instruction has shifted from the perspectives of the individual's writing process and development to the L2 writing connections between individuals and "sociopolitical environments" (p. 108). This means that, as Leki added, these orientations take account of a variety of L2 writing contexts, e.g. personal, social, cultural, linguistic, institutional, educational, and political.

Atkinson (2003) referred to such movements as "post-process" (p. 3) and he stated that the term was originally coined in a review essay in *College Composition*

and Communication by Trimbur (1994). Matsuda (2003) explained that although process writing had been criticized earlier before the term was introduced, the notion of “social turn” (p. 65) began to play a vital role in composition studies and thus strongly influencing L2 writing developments. Polio and Williams (2009) pointed out that post-process approaches have been established due to the ineffectiveness of the process approach outside the North American classrooms and among culturally diverse L2 writing learners.

Polio and Williams has highlighted three major post-process approaches: sociocultural approaches, critical pedagogy, and genre-based writing instruction.

(1) Sociocultural Approaches or Sociocultural Theory (SCT)

The theory of sociocultural approaches is claimed to have been originated by the work of Vygotsky (1978) as it refers to the construct of the zone of proximal development, defined as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). The theory suggests that the individual development of learners can be enhanced by appropriate assistance from a more knowledgeable person such as teachers or more competent peers. This practice is referred to as scaffolding, and Polio and Williams (2009) pointed out while there are still not many direct applications of SCT in the L2 classroom contexts, the concept of scaffolding can be related to many current L2 classroom practices, especially those employing the process approach, such as collaborative peer work, teacher feedback, and peer response.

(2) Critical Pedagogy – Critical pedagogy originated with Freire, Foucault, Fairclough, and Kress, and it can be referred to as critical literacy when applied into writing instruction. Polio and Williams (2009) stated that the central focus of critical pedagogy is the critique of social and political contexts where learners are encouraged to realize and challenge “power relationships” (p. 500). However, they stressed that only a small number of detailed critical writing curricula have been successfully developed and even the existing ones normally adopt writing instruction and practice from the other instructional approaches, for instance genre-based pedagogy. In addition, critical literacy is also criticized for its sociopolitical approaches. According to Polio and Williams (2009), some genre theorists claim that critical literacy learners are forced to criticize “dominant discourses” (p. 501) too soon before they learn to acquire them; but more importantly, L2 learners can be easily misled by the fallacies or misconceptions that academics extend their influence over the learners by means of “hegemony” (p. 501).

(3) Genre-Based Writing Instruction – Polio and Williams (2009) highlighted that the genre-based pedagogies seem to be the most influential post-process approach among the others. They claimed that the process approach assumes that all writing learners are able to construct their own writing using the similar cultural and linguistic backgrounds so as to discover their “individual voice and self-discovery” (p. 496) during the writing process, so it is possible that learners from different cultural backgrounds can encounter some difficulties in understanding about what they are actually learning or discovering. The existence of the genre-based approach to writing instruction was due to the lack of equivalence between L1 and L2 learners’ linguistic proficiency and, particularly, cultural knowledge. The genre-based

introduction could thus make L2 contextual, rhetorical, and linguistic features become obvious to second language learners.

In order to underline the clear distinctions between process-based instruction and genre-based instruction, as well as to understand what genre-based instruction has offered as one of the post-process approaches, Hyland (2003a, p. 24) has clearly emphasized the different focuses of the two instructional approaches, as explained in Table 2.4.

Apparently, process-based instruction, focusing on the learners' act of writing, considers writing as a cognitive process with emphasis on the writers' creativity and idea development; in the meanwhile, genre-based instruction, focusing on the final product of writing, looks upon writing as a form of social, purposeful interaction with emphasis on the readers' expectations as well as social context.

Table 2.4: A Comparison of Genre and Process Orientations (Hyland, 2003a, p. 24)

Attribute	Process-Based Instruction	Genre-Based Instruction
Main idea	Writing is a thinking process	Writing is a social activity
	Concerned with the act of writing	Concerned with the final product
Teaching Focus	Emphasis on creative writer[s]	Emphasis on reader expectations and product
	How to produce and link ideas	How to express social purposes effectively
Advantages	Makes processes of writing transparent	Makes textual conventions transparent
	Provides basis for teaching	Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar	Requires rhetorical understanding of texts
	Overlooks L2 language difficulties	Can result in prescriptive teaching of texts
	Insufficient attention to product	Can lead to overattention to written products
	Assumes all writing uses same processes	Undervalue[s] skills needed to produce texts

Hyland has also stressed the different advantages and disadvantages of process-based and genre-based instruction. To begin with, the benefit of process-based instruction is clearly demonstrated through the transparency of the writing process; therefore, instruction provides the instructor with step-by-step teaching methodology, and the learners' writing is developed through the recursive stages of planning, drafting, and revising throughout the instruction. In the meantime, genre-based instruction offers clear advantages in terms of the transparency of writing conventions; that is, genre-based instruction provides learners with the explicit instruction of textual construction, including linguistic features and rhetorical patterns, with emphasis on the reader and writing purposes. Consequently, this acquaints learners with the writing outcome as well as the importance of social contexts.

However, process-based instruction seems to overlook some of the difficulties of second language learners because it assumes that the first and target languages are not different; therefore, some learners whose language control is not efficient or sufficiently solid still encounter considerable difficulties in communicating their thoughts, thus causing problems in their writing. For instance, some learners with low L2 proficiency and inadequate grammatical knowledge can be obstructed while writing. In addition, process-based instruction lays its main emphasis on the cognitive process of writing or how to learn to write, so process-based instruction tends not to give much attention to the production of texts or writing outcomes. Lastly, the process approach assumes that all writing processes are the same, but in fact, Leki (2010) has argued that all learners have different writing styles,

and their writing processes are thus individual, widely varied, and inconsistent from L1 to L2.

Meanwhile, misunderstanding about genre-based concepts or the overemphasis on the explicit instruction of linguistic features could lead to the prescriptive instruction of grammar or traditional form-focused instruction; therefore, learners should not be limited to the formal structure of the language but should be concerned with the understanding of rhetorical patterns of the target texts. In addition, genre-based instruction can overemphasize the importance of written products and particularly overlook the skills needed for writing development. Since the genre-based approach focuses its attention on analyzing model texts so as to construct learners' own writing, it is possible that teachers and learners will ignore the process of learning and writing development because they simply imitate the generic structure and rhetorical pattern of the target texts. Consequently, such overemphasis can result in "an uncritical reproduction of text" (Hyland, 2010, p. 212), which hinders students' learning and also inhibits their creativity in writing.

2.4 Genre Development into Second Language Writing Instruction

2.4.1 Genre-Based Instruction and L2 Writing

Tardy (2011) has briefly summarized the background of genre in *The history and future of genre in second language writing*. The early application of the term "genre" was prominently developed in the field of second language writing by Swales (1981). At first, Swales was claimed to have originated and defined the concept of genre, which resulted from analysis of a corpus of 48 different research article introductions in 1980 with his research assistant, Bhatia. Aside from being

applied to the pedagogical purpose of ESP, that textual analysis project unveiled four rhetorical “moves” or the so-called “CARS model” of research writing, which was believed to have brought about a great leap from previous ESP studies, which only emphasized the importance of lexical and grammatical aspects of language. In addition, Swales (2009) further stated that the notion of genre has formulated “a new concept of discourse” which scrutinizes social and rhetorical functions of texts (as cited in Tardy, 2011, p. 1).

Tardy (2011) stated that, thereafter, the notion of genre had been defined and extensively explored, particularly in L2 writing studies. In addition, before Swales’ *Genre Analysis* provided the grounded theory of genre, highlighting the relationships between function and form in connection with its pedagogical implications in 1990, Miller (1984) and Bazerman (1988) explored the rhetorical perspective of genre within rhetoric and composition studies, whereas Cope and Kalantzis (1993b) and Martin (1985, 1993), as well as many Australian researchers, continued to develop genre-based pedagogy within the framework of Systematic Functional Linguistics (SFL) of Michael Halliday. Since then, there has been an increasing amount of work that has contributed to genre-based instruction, e.g. Bhatia, 1993; Hyland, 2000; Johns, 1997; Swales and Feak, 1994. Tardy pointed out that during the mid-1990s, in attempts to draw the distinctions between genre-based instructional frameworks and their theoretical diversity, genre scholarship has thus been categorized into three major schools, e.g. the ESP-oriented genre, the Australian SFL-oriented genre, and the rhetoric-oriented genre in the U.S. and Canada (see 2.4.2), and such attempts have become relatively successful in developing and

offering a variety of practical instructional methods as well as utilizing genre scholarship from multiple perspectives.

2.4.2 Orientations of Genre-Based Instruction

Due to a wide range of genre-based studies, Hyon (1996) has discussed three major categories of genre-based frameworks that highlight the three different strands of genre-based pedagogy and her descriptions are presented as follows:

2.4.2.1 English for Specific Purposes – ESP theorists apply genre theory and analysis in order to accomplish pedagogical goals in two contexts – English for Academic Purposes (EAP) and English for Professional Communication (EPC). The primary focus of this orientation is on the “formal characteristics of genre” (p. 695) rather than textual functions or social contexts. ESP scholars believe that the genre-based approach offers non-native speakers of English an opportunity to become directly involved with the conventional rhetorical pattern and grammatical structure of a particular genre in their field of specialization so that they are able to follow the role models provided and master the production of the texts.

2.4.2.2 New Rhetoric – This school was based on L1 writing instruction in the North American setting. In contrast to the ESP orientation, the principal focus of New Rhetoric theories places greater emphasis on situational contexts and social functions than on the formal features of language. The purpose of New Rhetoric is to enable university students and novice professionals to realize the “contextual and functional aspects of genres” (Hyon, 1996, p. 696) as well as to use an appropriate rhetorical pattern with a focus on social purposes or actions and contexts. It was further commented that the instructional frameworks of New Rhetoric

for the most part only include “descriptions of genres and their contexts” (p. 703) with no explicit instruction on language features or functions.

2.4.2.3 Australian Framework or Systematic Functional

Approach– This approach was claimed to be “the most developed pedagogically of the three orientations,” according to Hyland (2009, p. 64). According to Hyon (1996), the central concepts and theories of this school were mainly generated and developed by scholars and researchers in Australia, where the particular interest of instruction is primary, secondary, and adult education. The genre-based instruction in this field originated from the writing classroom of primary students, which attracted the interest of a group of researchers that they later established the Literacy and Education Research Network or LERN (p. 699). Their intention was to develop a teaching methodology to master “a variety of school genres including... factual writing such as reports, procedures, expositions and explanation” (Martin, 1989, as cited in Hyon, 1996, p. 699-700).

The SFL genre-based approach has become popular and has been further developed, especially by many Australian adult educators. For instance, Hammond, Wickert, Burns, Joyce, and Miller (1992, as cited in Hyon, 1996) found in their survey that 42% of adult language and literacy experts considered genre-based instruction as their theoretical approach to literacy. The considerable success of the genre-based approach was also proven by the adoption of New South Wales Adult Migrant English Service (NSW AMES), which is supervised by the Adult Migrant English Program (AMEP), “the largest government-funded language teaching program in the world” (Hyon, 1996, p. 700). The AMES’s genre-based curriculum

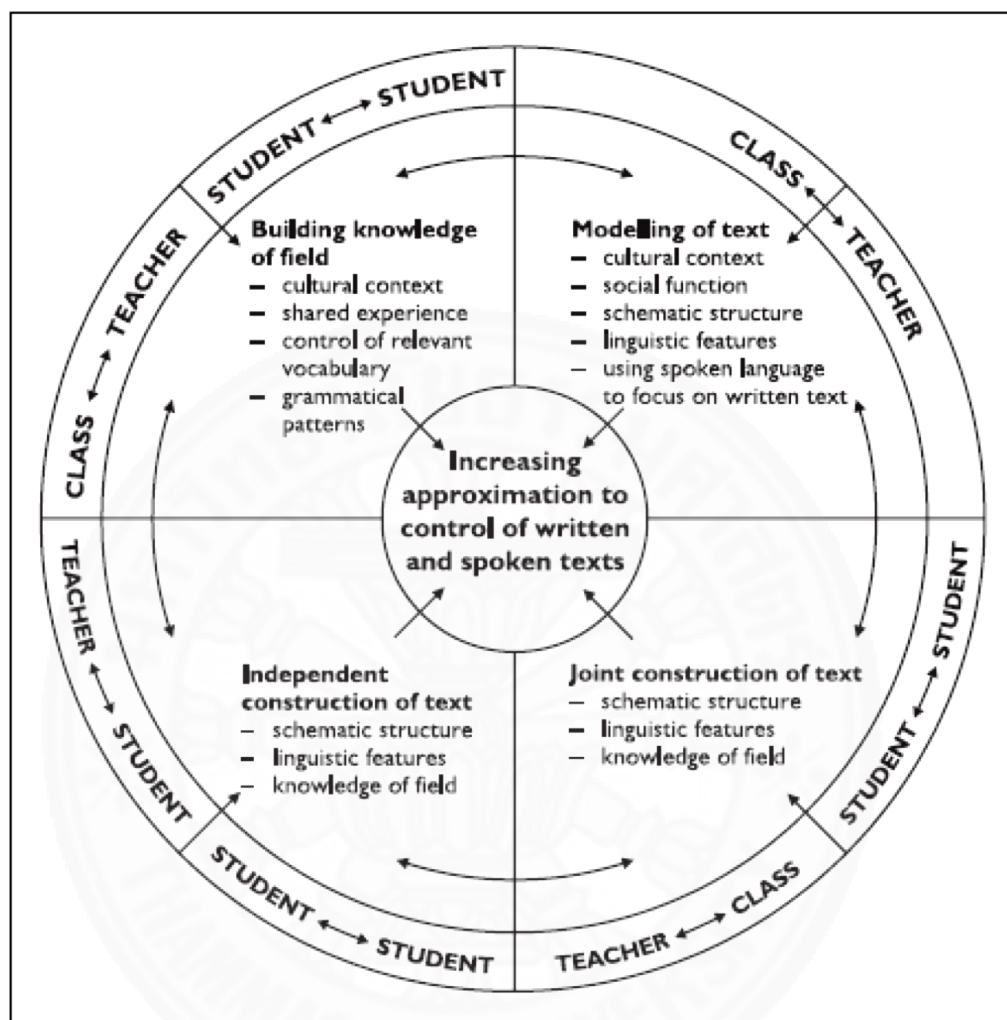
agrees with the National Training Reform Agenda and particularly accommodates the non-native learners of English.

According to Hyon, the LERN project in cooperation with the Sydney Disadvantaged School Program has created the widely accepted teaching and learning cycle of genre instruction (see Cope & Kalantzis, 1993a; LERN 1990a, 1990b, 1990c, 1990d), which has been used as a major resource for developing and designing genre-based instruction. The cycle consists of three instructional phrases comprising modeling, joint negotiation of text, and individual negotiation of text. It was also indicated that some adult language and literacy researchers, such as Hammond, Burns, Joyce, Brosnan, and Gerot (1992), and Joyce (1992), have supplemented an additional section called “Building knowledge of field” so that the teaching-learning cycle is comprised of four instructional steps, as shown in Figure 2.4.

2.5 Concept of Genre-Based Instruction (Australian or SFL Framework)

As described earlier, there are three main genre-based orientations, each of which serves different purposes of learning and instruction. The Australian instructional framework appeared to suit the research contexts of this study; therefore, this section on the genre-based instructional concept only concentrates on the work of Hammond, Burns, Joyce, Brosnan, and Gerot (1992), which was developed within SFL scholarship.

Figure 2.4: Teaching and Learning Cycle of Genre-based Instruction
by Hammond et al. (1992, p. 17)



According to Figure 2.4 and Table 2.5, Hammond et al.'s genre-based framework includes four major teaching-learning steps, all of which can be freely switched in order to fulfill a particular context of teaching and learning. Figure 2.4 illustrates the process of genre-based instruction, whereas Table 2.5 shows the instructional purposes and the role of the instructor in each period. The content from both sources is summarized in the following.

Table 2.5: Purposes and Teacher Roles in the Teaching-Learning Cycle
(adapted from Hyland, 2003a, p. 140)

Stage	Purpose	Teacher role	Sample Tasks
Contextualizing	Assist students to understand purpose, audience, and context	Initiator / guide Resource	Reading, site visit, research, library study, questioning, jigsaw reading, brainstorming, vocabulary building, role-play
Modeling	Investigate prototypical patterns and language of genre examples	Instructor / guide Controller	Familiarization, model manipulation, controlled and guided composition tasks
Negotiation	Teacher and students jointly create examples of the text	Prompter Resource	Composition heuristics, guided composition work on individual text stages
Constructing	Students create texts independently. Performance used for assessment	Observer Responder Assessor	Extended writing, planning, drafting, conferencing, editing, peer review, polishing

2.5.1 Building knowledge of field – During the first stage, the instruction assists students in learning about the purpose, audience, and context of genre. The instructor takes the role of an initiator and a guide that provides learners with essential background knowledge and helps relate it to their prior experience. The teacher needs to create thought-provoking activities, such as group discussion or pair work, and prepare useful teaching materials to elicit the students' background knowledge. The purposes of this stage are to encourage the students to make a connection between their experience and the background of the field, as well as properly equip them with

necessary linguistic constructions, such as relevant vocabulary and grammatical structures.

2.5.2 Modeling of text – The instructor takes the role of a guide and controller that provides explicit instruction, along with a variety of genre examples that are carefully selected to be a good learning model for learners. The rhetorical patterns, language organization, and linguistic features are also analyzed to the learners, along with a discussion of how a text was constructed to express a particular meaning within an appropriate context by using a generic structure and essential linguistic tools. Some class activities or group discussion might be considered to allow the learners to have the opportunity to explore and study the target texts before the explicit instruction. During this stage, the students are able to investigate the language patterns of genre examples as well as acquire both micro and macro writing skills because the students are directly exposed to the linguistic features, social conventions, and communicative purposes of the sample texts.

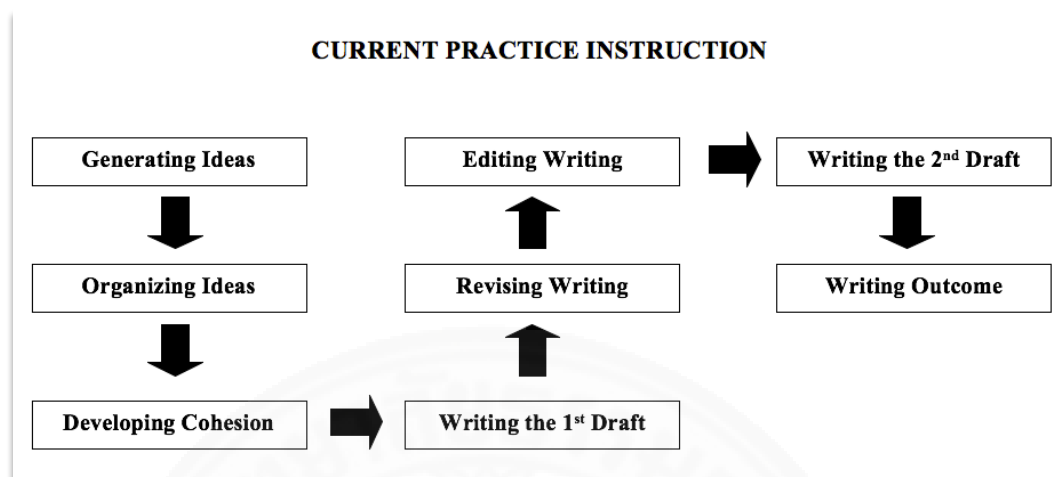
2.5.3 Joint construction of text – The activities at this stage are intended to help the learners construct the target text with the assistance of their peers and teacher. The students have to apply what they have learnt from the earlier stages to their real practice. Writing exercises or group activities can be assigned to each group of students, whereas as a prompter and learning resource, the instructor offers them direct assistance and technical guidance. The importance of this learning stage is that the learners have the opportunity to help each other collaboratively explore and experience the target genre.

2.5.4 Independent construction of text – After learning and working with their peers and the instructor in the joint construction of the text, the students will be assigned individual writing assignments in the target genre during the final stage of the cycle. The students are also allowed to consult the instructor, their peers, as well as the other learning resources. During this stage, the instructor works as an observer that monitors the students' learning; as a responder that provides suggestions and guidance to the students; and as an assessor that evaluates the students' writing performance.

2.6 Concept of Current Practice Instruction (EG 231 Paragraph Writing)

The key concept of the current practice instruction in this study was based on the coursebook for EG231 Paragraph Writing (a basic writing course organized by the Department of English, Thammasat University) entitled *Paragraph Writing: A Process Approach* by Chalermpatarakul (2009). The coursebook consists of three editions and the second edition, which has been used since 2006, was used in this study and was the major resource for designing the process-based instruction in this study. It should be noted that the coursebook originally includes eight steps of learning and teaching; however, the last step, called *Developing your skills*, was omitted because of the time constraint of the course instruction and it was considered that it would not affect the learning process or research outcomes. The following section discusses the pedagogical steps based on the coursebook.

Figure 2.5: Current Practice Instruction



As illustrated above, the instructional model of current practice instruction is briefly explained as follows.

2.6.1 Generating ideas – During the first stage, students learn to employ pre-writing techniques, including freewriting, asking questions, brainstorming, drawing tree diagrams, and clustering, in order to generate ideas regarding the lessons or topics assigned.

2.6.2 Organizing ideas – This section introduces how to organize the ideas in a logical sequence. The students learn how to create a topic sentence, provide supporting details, and end a paragraph with a concluding sentence.

2.6.3 Developing cohesion – At this stage, the students learn to use cohesive devices or transitional words and linguistic elements, which are important for writing different types of genres.

2.6.4 Writing the first draft – The students write the first draft of a specific genre, such as a narrative, descriptive, or expository paragraph, by applying what they have learnt from previous lessons.

2.6.5 Revising writing – The organization of the content and ideas is specifically focused on in this step. The students practice and develop their organizational skills of writing from working on a set of exercises given during this stage or in revising their first draft.

2.6.6 Editing writing – This step highlights the importance of grammatical features, such as consistency of verb tenses, run-on sentences, and sentence fragments. The students learn to edit their writing either from their own first draft or by correcting errors in exercises provided in the lessons.

2.6.7 Writing the second draft – In the end, after the learners have learnt to revise and edit their own writing, they are allowed to develop the final draft of their writing and submit it as their writing outcome. By this final stage, the learners will have learnt to develop their writing process as well as produce their piece of writing.

2.7 Related Studies in Genre-Based Writing Instruction

This section of the chapter reviews and discusses the preliminary studies on the application of genre-based approach to writing instruction, particularly in Thai classroom contexts.

2.7.1 Genre-Based Writing Instruction in Secondary Classrooms

There are a number of Thai theses that have explored the efficacy of genre-based writing instruction in the secondary school setting and three selected studies from Apiwansanong (2004), Panjapakdee (2008), Prasansuph (1992) will be reviewed as follows.

Apiwansanong (2004) referred to a number of Thai research studies that applied genre in the writing instruction, i.e. Chamjankasam, 1991; Nugboon, 1993; Prasansuph, 1992; Wisootruchira, 2002; Yuvasope, 2002. He stated that those studies demonstrated the effectiveness of the genre-based approach as it achieved positive outcomes not only regarding the students' reading and writing ability, but also their developmental process of writing. Moreover, Chamjankasam's work (1991, cited in Prasansuph, 1992) also identified that the students taught with genre-based instruction demonstrated better writing performance and more creative thinking than the other group receiving the traditional Thai curriculum teaching method, shown in the teacher's manual.

Prasansuph (1992) and Apiwansanong (2004) investigated the differences between genre-based instruction and the traditional Thai curriculum teaching method, shown in the teacher's manual. After dividing students into two groups, Prasansuph explored M.3 students' developmental writing ability and their attitudes towards English writing, whereas Apiwansanong studied M.5 students' learning motivation and their reading and writing abilities. Prasansuph indicated that although the students' learning attitudes towards English writing in both groups were not significantly different, the students receiving genre-based instruction delivered better

writing performance than the other group. Moreover, Apiwansanong's results showed that not only was the English learning motivation of the students receiving genre-based instruction greater than that of the other group, their writing proficiency was also developed at a higher level as well.

Adopting genre-based instruction to teach recounts and expository writing to upper-secondary students, Panjapakdee (2008) applied the four steps of the teaching – learning cycle of Hammond et al. (1992) to design her teaching syllabus after she conducted a needs analysis. Pre-/post-tests, pre-/post-interviews, and a teacher's diary were also used to collect the data throughout the experiment. It was noted that only the students with high English proficiency were allowed to participate in her study, as she claimed that such a group was more proficient to be developed at a higher linguistic level. However, in my viewpoint, it seems quite impractical to exclude the students with high proficiency from the low or average proficiency ones because the class usually consists of different types of learners and the sample group in the experiment should have been generalized to demonstrate the real learning situation. The results revealed that the students' abilities in writing recounts and exposition, including their grammatical features, generic structure, and content, were significantly developed. In the meantime, the overall outcome of the students' learning perception indicated that the majority of students had a positive attitude towards the approach.

All in all, Prasansuph recommended that the teacher using the genre-based approach needs to be very careful about selecting a good model text, as Panjapakdee agreed that the explicit instruction in this approach could accommodate

the learners in terms of demonstrating the important elements and language structure of the target genre. Panjapakdee concluded that the teacher should take a vital role in planning lessons as well as guiding and helping learners. The teacher needs to create opportunities for students to exchange their ideas and opinions with their peers and the instructor since the teacher using genre-based instruction is required to perform an active role in facilitating the students' learning rather than only prescribing the lessons. Finally, she expressed the need for carrying out research on genre-based instruction in Thai writing classrooms, particularly using the other types of factual writing such as procedure, description and explanation. Prasansuph also proposed that the teacher consider the appropriate learning group size and content. A pair or group assignment can be given to an appropriate number of students. This would help them with discussing questions and sharing ideas with the adequate supervision of the teacher. During the editing process, the learners should have an opportunity to edit their own work, or help each other edit their group work under the teacher's guidance. The teachers can collect the common mistakes found in their writing to be shared with the class, but avoid pointing out mistakes individually. The teacher should not immediately interrupt the learners as they are doing a task because it might impede the flow of their writing or lead to a negative attitude towards writing. In addition, Prasansuph and Apiwansanong also commented that the teacher should consider applying multiple teaching materials, especially authentic ones, so as to enhance the students' learning motivation and to make sure that they are well-equipped with appropriate input.

2.7.2 Genre-Based Writing Instruction in University Contexts

There has been an array of research studies employing a genre-based approach to writing instruction in various university classroom contexts and demonstrating how the application of the genre-based approach can contribute to the development of L2 writing instruction. The discussion of the related studies in this section, most of which applied the Australian or Sydney framework of genre-based pedagogy to teaching different genres to university students, could provide valuable ideas about pedagogy and practical guidelines on how to design and develop the genre-based writing instruction.

Udomyamokkul (2004) used genre-based pedagogy designed by the teaching and learning cycle of Feez and Joyce (1998) for teaching argumentative writing to undergraduate students at a Thai public university. Fifty-five participants were divided into two groups, both of which were taught with the process approach to writing instruction; however, the experimental group was supplemented with genre-based instruction at the stage of pre-writing, while the control group was instructed with the process approach only. Three raters were employed to analyze the data, consisting of the first and final drafts of argumentative essays using the analytic scoring of Toulmin's (1958) framework for argumentative analysis, and holistic scoring using a six-scale rating for syntactic and rhetorical qualities.

It was revealed that even though there was no significant difference between the holistic scores of the genre-based and control groups, the analytic rating showed significantly higher scores for the two argumentative aspects of the analysis in the genre-based group. From the three rhetorical qualities of the argument analysis,

the scores for the two argument qualities – claims and rebuttals to counter-arguments – of the genre-based group were significantly higher than those of the control group for both first and final drafts of the argumentative essays. Accordingly, the genre-based instruction of this study proved to be a positive development for argumentative writing in terms of claims and rebuttals to counter-arguments. In addition, the questionnaires elicited positive responses to the genre instruction. The genre-based students expressed writing confidence and comfort as they explained that they could express their ideas more clearly as were able to attain the communicative and rhetorical goals of the writing genre.

Kongpetch's (2006) study serves my interest in that it is one of the first studies applying genre-based approach to writing instruction for Thai university students, and her contexts of study were considered to be similar to the research contexts for the present study. Her study was aimed at examining how genre-based instruction would fit Thai educational and cultural context of English writing instruction at the university level. Kongpetch (2006) placed a particular emphasis on the Australian framework of genre-based instruction, which was theoretically based upon Halliday's Systematic Functional Linguistics, and has been developed into an approach to writing instruction by Christies, 1984; Derewianka, 1990; Gerot and Wignell, 1994; Hammond 1987; Hammond et al., 1992; Martin and Rothery, 1980, 1981. In particular, she applied the learning and teaching cycle by Hammond et al. (1992) to design her lesson plans and to teach the genre of exposition to 42 undergraduate students majoring and minoring in English in an essay writing course throughout 15 weeks at a Thai public university. The data collection of the study contained photocopies of the students' writing, the students' diaries, and audio-

recordings of informal discussions between the students and the instructor (researcher) at the end of the semester. Additionally, the learners were allowed to write three drafts of an expository essay, each of which was provided with the instructor's feedback on generic structure, grammatical features, and the development of arguments, and it is interesting that during the process of giving feedback, the instructor placed greater emphasis on the aforementioned elements rather than grammatical sentence structures which was not the central focus of the genre-based instruction.

Kongpetch's (2006) results indicated that genre-based instruction provides learners with the development of the generic structure of exposition and control over the language features of the genre, as well as positive attitudes towards the genre-based approach. Most of the learners agreed that the instruction helped them develop their writing process and acquire higher writing proficiency. Furthermore, the students were asked to rank the most useful stage of the learning and teaching cycle (Hammond et al., 1992), including building up field knowledge, modeling of text, joint-negotiation, and independent construction. Whereas the independent construction was ranked as the most useful stage of their learning, the joint-negotiation was considered to be the least useful for them. The majority of the students (38 of 42) highly valued the independent construction since it allowed them to put their learning into real practice. Even though the modeling of text received positive responses from most of the students, some students criticized "the inflexibility of the generic structure" (p. 19) and the overemphasized presentation of the language features. However, the joint-negotiation appeared to be the least favorite stage for most genre-based learners (33 of 42) because of some reasons. Some

students (11 of 33) were not impressed by some of their peers who did not volunteer to express their ideas, and most of them (15 of 33) stated that during the stage of joint-negotiation, the writing ideas and collaborative activities were mostly dominated by the instructor. Moreover, almost half of the students expressed negative attitudes towards the first stage of building the field of knowledge. They claimed that most of the field-building activities were already “spoon-fed” by the instructor; therefore, they did not have the opportunity to explore the information themselves, thus preventing them from self-directed learning development. Kongpetch also remarked that some of them also showed some sort of resistance during the stage of collaborative learning, as she explained that her students were still accustomed to the traditional teacher-center instruction. For instance, they refused or were reluctant to participate in the activities when they were asked to take an active role in collaborative tasks and activities.

However, I think that her observation rather contradicts the learning nature of her students according to the students’ comments mentioned earlier. Many of the students themselves highlighted that they were less satisfied with the customary spoon-feeding activities, and they would rather enjoy active, individual learning by themselves. Meanwhile, Changpeung (2009) reported that some of her students commented that pair work and group work did not really help them much with their learning development, as she claimed that this part of her result corresponded to the results of Kongpetch (2006). Therefore, this particular issue regarding the negative attitudes would rather be directly related to how her classroom and activities were organized to suit the students’ learning needs. The petty restrictions on learning and the unimaginative classroom design could cause the students learning difficulties and

confusion. In my viewpoint, Thai EFL students could be more adaptive and willing to engage in the unfamiliar classroom activities of a particular new setting if they are provided with appropriate guidance and a pleasant learning atmosphere.

Krisnachinda (2006) explored how genre-based instruction developed English writing skills of undergraduate students, influenced their language control of recount genre, and reflected their attitudes towards the instruction. Based on the Systematic Functional Linguistics (SFL) framework, the researcher used the teaching and learning cycle of Callaghan and Rothery (1988, p. 39) consisting of modeling, joint construction of text, and independent construction of text to design her instructional modules and to teach six second-year English majors at a Rajabhat university in Thailand. During the 12 weeks of instruction, the lessons included three sub-genres of the recount genre – personal, biographical, and historical recounts. The students' texts were collected and analyzed during two phases. In order to evaluate the students' writing development and to analyze the students' language control over the genre, Feez's (1998) assessment checklists were applied to evaluate the three students' writing samples by all three raters during the initial phase, while the researcher employed the systemic functional grammar framework (Halliday & Mathiessen, 2004) to make an in-depth analysis of the writing samples by herself during the second phase. Two semi-structured interviews were also carried out to reveal the students' learning attitudes before and after the instruction.

Krisnachinda's (2006) results confirmed that the genre-based approach could successfully develop the students' writing skills, demonstrate the language control over the recount genre, and elicit positive attitudes towards the instruction.

The students stated that they gained benefits from the co-operative learning of the instruction as they could learn from their friends' ideas and errors rather than learning passively from the teacher. Moreover, some of them acquired writing confidence from the instruction. Krisnachinda (2006) also characterized the changes in students' attitudes as "a shift in [cultural] identity" (p. 275) because the genre-based instruction enabled them to become more active in their learning and the limited number of students in her class made them freer and more comfortable in communicating and expressing themselves.

Changpueng (2009) developed a genre-based writing course adopting Feez's (2002) teaching and learning cycle, including five steps of instruction: building the context; modeling and deconstructing the text; joint construction of the text; independent construction of the text; and linking related texts. Her study examined the effectiveness of the approach and the learning attitudes of engineering students. The 12-week course focused on writing three ESP genres: request e-mails, enquiry e-mails, and investigation reports. The participants comprised 25 engineering students enrolled in an English for Engineers course at a public university, and pre-/post-tests, an attitude questionnaire, student logs, and interviews were employed to obtain the data.

The results of Changpueng's (2009) study also demonstrated the effectiveness of a genre-based writing course, which was shown through the significantly higher post-test scores of students, compared to their pre-test scores, and the high scores for students' learning satisfaction, obtained from the attitude questionnaire, logs, and interviews. The majority of the students in the study

expressed positive attitudes toward the instruction and were satisfied with the overall course. Additionally, they could realize their improvement and developed greater writing confidence after the instruction. However, they still commented that they needed more supplements of grammatical exercises, related essential and technical vocabulary, and writing samples in various contexts.

Furthermore, Changpueng (2013) conducted another research study to follow up on the effects of a genre-based writing course on Thai engineering students' writing achievement and learning attitudes. The lesson plan of this study was also designed using the teaching and learning cycle of Feez (2002). The participants, consisting of 33 senior engineering students enrolled in an English for Engineers course at the same university, were categorized into high, medium, and low proficiency learners based on their pre-test scores. The 12-week instruction contained three lessons on writing requesting e-mails, enquiry e-mails, and reports, and the data was collected through pre-/post-tests, a questionnaire, and random interviews.

The results confirmed the efficacy of the application of the genre-based approach with the engineering students in her earlier study. As indicated by the t-test results, the post-test scores within each of the three proficiency groups were significantly higher than the pre-test scores of those different groups, so this showed that the writing proficiency of the engineering students at all levels could be successfully developed using genre-based pedagogy. Furthermore, the ANOVA results comparing the post-test scores among the three student groups revealed a significant difference in the post-test scores between the high proficiency and low proficiency groups, with no significant difference between the high proficiency and

the medium proficiency groups, or between the medium proficiency and the low proficiency groups. Furthermore, the data from the questionnaires and interviews elicited positive responses from all groups of writing learners, as they all agreed that the genre-based instruction was easy to follow, improved their writing skills, and boosted their writing confidence. The students from all groups were also satisfied with the class activities and exercises, especially analyzing text samples, since they proposed that it could help them develop their writing. However, two students from the high proficiency group commented that analyzing sentence structures was not required for them as they could develop their own sentences based on the move patterns they learnt in class. More importantly, all of the learners from the three groups suggested that more examples of writing models were still needed in order to help them enhance their understanding of the genre.

Chen and Su's (2012) study is fascinating in that it demonstrates the creative, practical use of authentic resources during the stage of modeling and deconstruction of texts. I believe that their study can encourage many creative and practical ideas on how the genre-based approach could be of use to L2 writing instructors and practitioners as a result of the systematic nature of its research methodology and design. Chen and Su employed a genre-based approach to teaching summary writing to 41 Taiwanese EFL university students, and explored how genre-based instruction would develop their ability to summarize a narrative source text. The pre- and post-tests of a summary of a narrative source and a post-instruction focus group interview were used to collect the data. The students' summaries were evaluated by two raters applying the rating scales from the ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey, 1981), consisting of content,

organization, vocabulary, and language use, and the Pearson Product-Moment Correlation analysis to assess inter-rater reliability coefficients. During the instruction, the students were introduced to the explicit instruction of the target genre along with scaffolded activities, and were provided with grammatical and lexical choices directly related to the genre. Collaborative assignments were also given to them before they were finally allowed to produce their individual piece of writing. The researchers also selected three award-winning summaries from a national contest to represent the real, effective summaries of a narrative source text from which the learners could directly learn.

Chen and Su's (2012) findings demonstrated that the genre-based instruction could promote writing development of the learners both in terms of overall improvement and individual aspects of content, organization, vocabulary, and language use, according to the results of a paired sample t-test, the significant differences between the pre- and post-tests demonstrated that. However, the statistical analysis revealed that the students were able to develop their writing in the aspects of content and organization rather than vocabulary and language use. The error analysis of the study reported that even though the overall number of the students' writing errors seemed to decline (from 586 errors in the pre-test to 551 errors in the post-test), the same types of the most common errors (verb tense, word forms, and fragments) were still detected on a similar average after the instruction. In addition, the students' interviews also supported that one of their greatest difficulties was still the use of vocabulary and language.

Kongpetch (2006) stated that the distinctive characteristic of the genre-based approach is the explicit instruction that emphasizes the “predictable and reoccurring patterns at the lexico-grammatical level” (p. 8) of texts and that this highlights the importance of the relationship between the text and its context: the textual organization in different socio-cultural contexts, rhetorical structure, and grammatical features. Payaprom (2012) indicated the values of the explicit instruction of genre-based pedagogy, which make the construct of genres visible to learners in terms of organization and language use, thus enabling their control over the genre and producing their own piece of writing.

Changpueng (2009) referred to the effectiveness of explicit teaching and scaffolding applied in genre-based instruction. She claimed that although Dixon (1987) and Raimes (1991) criticized the restrictive formulas of explicit instruction which could inhibit writers’ creativity, she still believed that explicit teaching was useful for assisting L2 writing learners, as proven in her study. The explicit instruction of the genre-based approach is also claimed to be of use to students with low English proficiency. For instance, Firkins, Forey, and Sengupta (2007) integrated activity-based instruction with genre-based pedagogy in order to teach writing to 32 EFL secondary students with a learning disability, and remarkably, the results revealed the students’ positive learning experiences and a clear understanding about their genre lessons since the instruction helped them to perceive and develop the lexico-grammatical features of the genre as well as to be able to organize their ideas in writing.

In addition, Changpueng (2009) pinpointed that the use of scaffolding provided in genre-based instruction also brought benefits to the learners, as shown in her study, since it was evident that it helped the students develop and improve their writing ability. The concept of scaffolding, which was developed from the Zone of Proximal Development of Vygotsky (1978) and Bruner (1990), has been applied in genre-based pedagogy, as the special assistance and direct support of the teacher is given to novice L2 writing learners during the initial stages of learning about an unfamiliar genre in the teaching and learning cycle. She stated that group work should be supplemented in the class activities, depending on the background knowledge of the students because working in groups was essential for the learners when the level of the assigned tasks is too difficult for the learners to work with and to learn individually. Furthermore, the very different levels of student competency might cause learning difficulties when they are assigned to work together, so the teachers should be careful about grouping based on their students' competency.

Kongpetch concluded that even though genre-based pedagogy is not a complete answer to English learning in Thailand, it could lead to an effective solution to English writing instruction at the undergraduate level because it offers many benefits to the students in terms of control of language features, idea collaboration, thinking development at the discourse level, and learning perceptions. Changpueng (2013) and Krisnachinda (2006) explained that genre-based instruction provides learners with an opportunity to learn from the writing model of authentic texts created by members of a particular discourse community and helps learners understand the rhetorical moves, strategies, and organization of a genre, as well as its linguistic features, all of which are used to achieve communicative purposes. Aside from being

exposed to the rhetorical structure of texts, Changpueng (2013), Krisnachinda (2006), and Udomyamokkul (2004) added that genre-based learners should be introduced to a variety of genre examples and additional activities that promote their learning of lexico-grammar features and their contextual variations, as well as a wide range of different vocabulary choices during the instructional process so that they can avoid the overuse or misuse of key lexical words in a particular genre because of a limited number of writing models. In addition to this, they can be motivated to discuss the writing contexts with their peers or teachers, and Natiladdanon (2011) highlighted that the previous reading-writing experiences of each learner are a valuable asset which could contribute to and influence the learning and building of the genre knowledge of an individual learner. Thus, instructors should encourage learners to realize the close connection between reading and writing so that they can benefit from the exposure to a variety of different genres, which offer not only knowledge of the language and writing, but also the inspirational ideas in the reading content. Specifically, the learners should be taught to closely investigate and analyze the texts of a genre in order to understand their linguistic elements and features, rhetoric organization, and communicative purposes and contexts. In the end, the students will be able to develop awareness of “intertextuality,” referring to the learners’ ability to connect and relate to the different text types and genres they have experienced.

Kongpetch (2006) suggested changes in the curriculum development of schools and universities, whereas Krisnachinda (2006) also proposed that genre pedagogy be included in the curriculum of English teacher training in Thailand. Kongpetch (2006) highlighted that English learning should be directly connected to content and “an authentic context ... to learn [the] language ... rather than the

‘constructed’ lessons or exercises to teach particular grammatical points or language functions” (p. 25). By this means, genre pedagogy can provide writing learners with the generic structure, rhetorical organization, and language features of genres and allow them to make use of language choices to create a meaningful text.

While Krisnachinda (2006) suggested implementing the genre approach with other writing genres in future research, Changpueng (2009) suggested that future research of the same type should contain both an experimental group and a control group with random sampling, as her study included only one sample group. Moreover, in order to explore the extent to which genre-based instruction can affect students’ writing at different levels, the sample should be divided into three groups of different proficiency: high, middle, and low proficiency. Further qualitative studies could be conducted to examine the effectiveness of the genre-based approach regarding the individual’s learning.

Furthermore, Kay and Dudley-Evans (1998) referred to the combination of the process and genre approaches, which could bring major benefits to L2 writing instruction. They discussed the idea that the Australian genre-based framework could be a perfect example of applying the process of writing, such as drafting, providing feedback, and revision, to genre-based instruction. Udomyamokkul (2004) agreed that the use of the genre-based approach is advantageous and could be successfully integrated with the process approach to writing instruction. As shown in the studies of Jarunthawatchai (2010), Rayubsri (2012), and Saito (2010), the attempts to integrate the process approach with genre-based instruction in order to teach Thai university students in different settings have proven to achieve satisfactory and positive results

in terms of developing the writing skills and abilities of university students in different learning contexts.



CHAPTER 3

METHODOLOGY

This chapter describes the methodological approach to this study and includes four main sections: participants, research design, data collection, and data analysis.

3.1 Participants

The sample of the study consisted of 38 Thai EFL undergraduate students from different majors in the field of the social sciences, such as law, accounting and business administration, government and politics, international affairs, public administrations, economics, and sociology and anthropology. The participants enrolled in EG231 Paragraph Writing at Thammasat University in the second semester of academic year 2013. Since the purposes of the study were to explore the writing development and learning perceptions of novice English writers, EG231 Paragraph Writing was considered to meet the objectives of this study in terms of both course content and the learners' writing background. The experiment was carried out in two random classes of the course, each of which included 19 fixed students assigned by the Department of English.

Throughout the course, the students were expected to learn and write different types of paragraphs, i.e. narration, description, and exposition. The participants were also informed about the conditions of research participation at the beginning of the course. Basically, the students that were eligible to take this course were required to pass a pre-requisite fundamental English course entitled EL172

English Course III. It could be assumed then that all of the participants in the study had the similar English backgrounds. Furthermore, in order to examine the differences in English writing proficiency between the two groups taught with different instructional methods, a pre-test was also given to all of the participants in both instructional groups at the beginning of the semester.

Table 3.1: Pre-Test Scores

Pre-Test	\bar{X}.	S.D.	t	p
Current Practice Instruction	10.42	4.95	1.396	0.171
Genre-based Instruction	8.61	2.76		

N = 38

According to Table 3.1, the mean pre-test scores of the current practice group (10.42) were not significantly higher than those of the genre-based group (8.61) at the 0.001 level ($p > 0.05$), so it was indicated that there was no significant difference between the two sample groups. Thus, the validity of the research sample from both groups was confirmed by the insignificant difference in their pre-test scores.

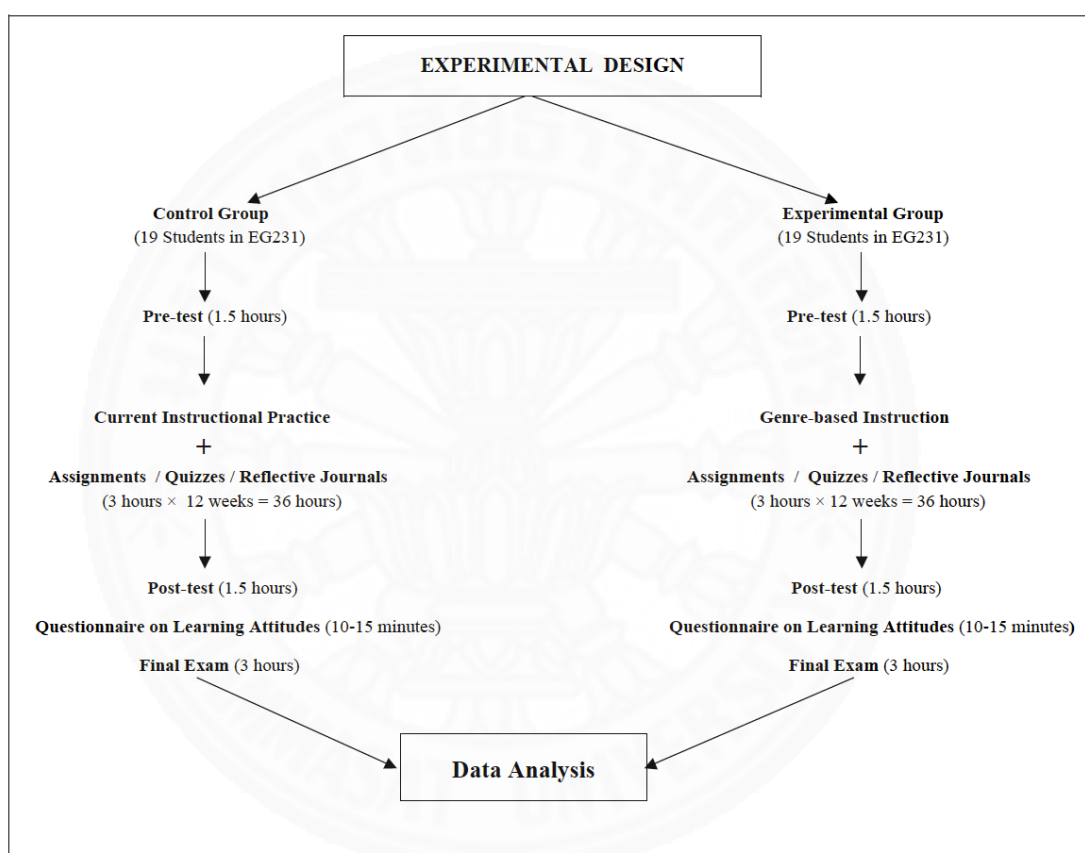
3.2 Research Design

As illustrated in Figure 3.1, the overview of the experimental design shows how the research study was conducted to explore the students' writing development and learning attitudes about the two instructional methods during the period of 14 weeks.

First, 38 undergraduate students enrolled in EG231 Paragraph Writing were assigned from two random sections of the course, each of which consisted of 19

participants. The researcher was the only instructor of the two student groups and he was responsible for teaching, collecting data, and evaluating the course. Using the same course syllabus and evaluation, the instructor taught the two classes differently with two instructional methods, i.e. current practice and genre-based instruction.

Figure 3.1: Research Design of the Study



At the beginning of the course, the two groups of students were asked to take a pre-test to evaluate their writing ability before receiving the instruction for 1.5 hours. Throughout the 36 hours in the classroom, the students in the control group were taught with the current instructional practice, whereas those in the experimental group were taught with genre-based instruction. In the meantime, both classes were given five writing assignments and two quizzes, and the students in each class were

also requested to write a journal to reflect on their learning attitudes towards their writing class and instruction twice – in the middle and at the end of the course.

In the end, both instructional groups took a 1.5-hour post-test during the last week of instruction and a three-hour final examination at the end of the course. The questionnaire on learning attitudes was also distributed to all 38 students in order to learn about their learning perceptions after the instruction. All of the data from the pre- and post-tests, quizzes, writing assignments and final exam, reflective journals, and attitude questionnaire were collected in order to analyze the research findings at the end of the instruction.

3.3 Data Collection

3.3.1 Syllabus Design and Grading Criteria

The syllabus of the study was mainly adapted from a basic writing course entitled EG231 Paragraph Writing and was particularly designed to teach paragraph writing to two groups of EFL university students with two different instructional methods: genre-based instruction; and current instructional practice (textbook – based instruction). According to the course outline for EG231 Paragraph Writing (Appendix A), the students are required to study three basic categories of composition: narration, description, and exposition. The course was intended to achieve five rhetorical purposes, including narrating past events (narration); describing a person (description); describing a place (description); giving details and examples (exposition); and giving reasons to support opinions (exposition).

According to the department's regulations, all instructors of EG231 Paragraph Writing are required to use the same grading standards; therefore, the scoring rubric of the course was employed to evaluate all of the students' writing in this study, including pre-/post-tests, writing assignments, quizzes, and final examination. The scoring rubric consisted of three main categories: language (40%); organization (35%); and ideas (25%) (see the course outline in Appendix A). The instructor was in charge of scoring the pre-/post-tests, writing assignments, quizzes, and final exam. In addition, in order to measure the reliability of the researcher's writing evaluation, a co-rater was requested to score all of the pre- and post-tests of the students from both instructional groups. However, due to the heavy load of the students' writing in this study, the co-rater was assigned to score only a random sample of the other instruments: writing assignments, quizzes, and final exam. Thus, five items from each of the instruments from each instructional group were randomly selected and scored by the co-rater. If there was a significant gap between the researcher's and the co-rater's scores, the two raters had to reach an agreement and finalize their scoring. A paired t-test was used to compare significant differences between the researcher's and the co-rater's writing evaluation. After the investigation, it was revealed that there was no significant difference between the scores of the researcher and the co-rater (see Appendix I).

3.3.1.1 Current Practice Instruction

The control group was taught with the traditional approach to writing instruction using a textbook called *Paragraph Writing: A Process Approach* by Chelernpatarakul (2009) as a major resource. The students would acquire effective

writing skills and learn about the necessary linguistic devices from writing examples and various types of exercises, which could help develop their grammatical knowledge and writing skills systematically. The coursebook was designed to follow the writing process as each chapter consists of seven chronological steps of writing as shown in Figure 2.5.

3.3.1.2 Genre-Based Instruction

The experimental group was taught with genre-based instruction based on genre worksheets (Appendix B) that were specifically designed to follow the learning – teaching cycle of genre by Hammond et al. (1992) in Figure 2.4. The researcher considered that genre-based instruction with an SFL orientation was mostly appropriate for the context of the present study because the Australian framework has been developed so that it can help students, especially the adult students with non-English speaking backgrounds, master school genres.

3.3.1.3 Supplementary Instruction

Apart from the principle method of instruction, both groups of learners were provided with teacher feedback in order to enhance writing development of the learners by two means. First, each student was initially introduced to the correction symbols used in marking their writing before they received written feedback and grades in both drafts of their writing assignment. Additionally, a critique of their writing was briefly summarized at the end of their drafts. The students would learn how to edit and what to edit, and to revise for their second draft. Second, the instructor selected common or major errors of writing, such as idea organization and grammatical errors, to be shown and explained in front of the class before the

students' first drafts were returned. Occasionally, the teacher also requested some students to have a personal meeting in case that they had an individual inquiry or specific suggestions.

According to Tables 3.2 and 3.3, the two lesson plans of this study were designed based on the concepts of current practice and genre-based instruction. The complete version of the lesson plans of the two instructional methods is also available in Appendix C.

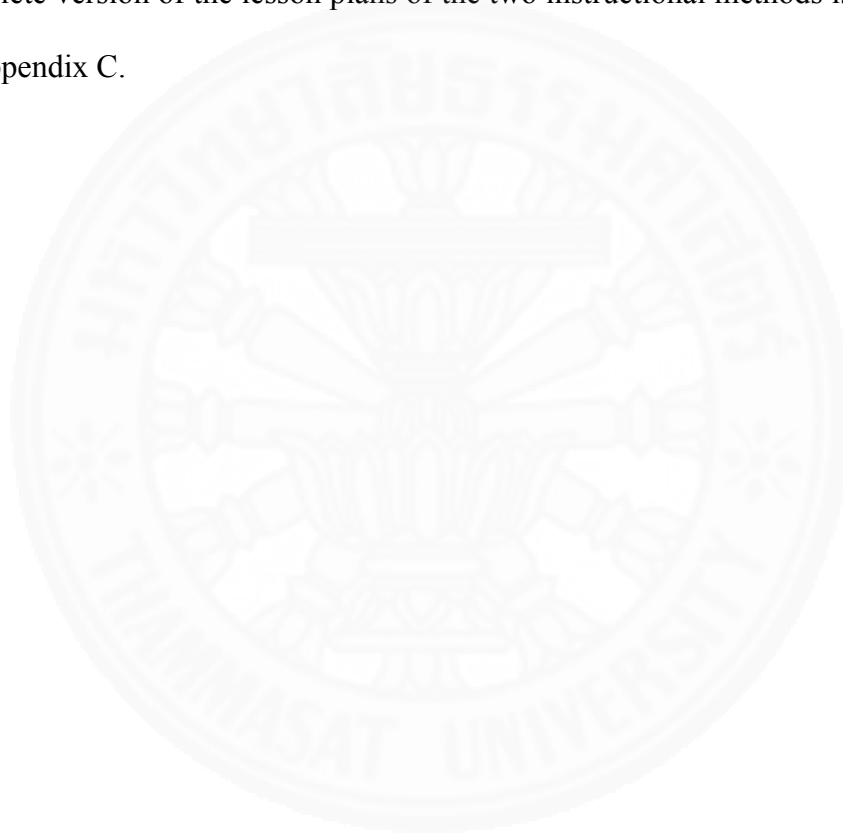


Table 3.2: Teaching Outline of Current Practice Instruction

Weeks	Periods	Hours	Dates	Content
1	1	1.5	6 Nov 2013	Course Introduction
	2	1.5	8 Nov 2013	Pre-test
2	3	1.5	13 Nov 2013	Describing a Person (1): Identifying a person, Brainstorming, Topic Sentence
	4	1.5	15 Nov 2013	Describing a Person (2): Giving details to support a general idea, Organizing information in a descriptive paragraph, Concluding Sentence
3	5	1.5	20 Nov 2013	Describing a Person (3): Adding details to a noun, Using transitional words and phrases, Rearranging ideas, Verb to be & Verb to have (HW – Writing the 1 st draft)
	6	1.5	22 Nov 2013	Describing a Person (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
4	7	1.5	27 Nov 2013	Describing a Place (1): Tree diagram, Sense details and feelings, Using descriptive words, Topic sentence, Concluding sentence
	8	1.5	29 Nov 2013	Describing a Place (2): Using spatial order, Prepositions and prepositional phrases, Using Passive to state location, Varying sentence structure
5	9	1.5	6 Dec 2013	Describing a Place (3): Restrictive adjective clauses, That/Which vs. Where, Using parallel in reduced adjective clauses, Checking for Unity, Run-on Sentences (HW – Writing the 1 st draft)
	10	1.5	11 Dec 2013	Describing a Place (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
6	11	1.5	13 Dec 2013	Narrating Past Events (1): Freewriting, Asking questions, Topic sentence
	12	1.5	18 Dec 2013	Narrating Past Events (2): Arranging ideas in chronological order, Concluding sentence, Transitional signals (Clause & sentence connectors)
7	13	1.5	20 Dec 2013	Narrating Past Events (3): Participle adverbial clause, Adding supporting details, Using consistent verb tenses (HW – Writing the 1 st draft)
	14	1.5	25 Dec 2013	Narrating Past Events (4): Giving feedback on the 1 st draft (HW – Writing the final draft)

Table 3.2: Teaching Outline of Current Practice Instruction (Continued)

Weeks	Periods	Hours	Dates	Content
8	15	1.5	15 Jan 2014	Quiz (Narration & Description)
	16	1.5	17 Jan 2014	Giving Details and Examples (1): Discussing leisure time and activities, Clustering, Topic sentence
9	17	1.5	22 Jan 2014	Giving Details and Examples (2): Providing supporting points and details, Concluding sentence
	18	1.5	24 Jan 2014	Giving Details and Examples (3): Using Transitional signals (Listing signals), Repeating the key nouns and using pronouns and synonyms
10	19	1.5	29 Jan 2014	Giving Details and Examples (4): Using consistent pronouns, Adding details to a supporting point, Using the correct word forms (HW – Writing the 1 st draft)
	20	1.5	31 Jan 2014	Giving Details and Examples (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
11	21	1.5	5 Feb 2014	Giving Reasons to Support Opinions (1): Expressing opinions on educational issues, Brainstorming, Writing a topic sentence
	22	1.5	7 Feb 2014	Giving Reasons to Support Opinions (2): Writing a concluding sentence, Giving reasons to support the opinions
12	23	1.5	12 Feb 2014	Giving Reasons to Support Opinions (3): Avoiding errors in reasoning, Using transitional signals for order of importance
	24	1.5	14 Feb 2014	Giving Reasons to Support Opinions (4): Using parallel structure, Eliminating irrelevant details and errors in reasoning (HW – Writing the 1 st draft)
13	25	1.5	19 Feb 2014	Giving Reasons to Support Opinions (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
	26	1.5	21 Feb 2014	Post-Test
14	27	1.5	26 Feb 2014	Quiz (Exposition: Giving details and examples & Giving reasons to support opinions)
	28	1.5	28 Feb 2014	Course Evaluation (Questionnaire 2)
Final Examination				

Table 3.3: Teaching Outline of Genre-Based Instruction

Weeks	Periods	Hours	Dates	Content
1	1	1.5	6 Nov 2013	Course Introduction
	2	1.5	8 Nov 2013	Pre-test
2	3	1.5	13 Nov 2013	Describing a Person (1): Building knowledge of field – Identifying the purposes of descriptive paragraphs (describing a person) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	4	1.5	15 Nov 2013	Describing a Person (2): Modeling of text – Analyzing the model texts in Worksheet 1
3	5	1.5	20 Nov 2013	Describing a Person (3): Joint construction of text – Workgroup on p. 6-7, Worksheet 1 (HW – Writing the 1 st draft)
	6	1.5	22 Nov 2013	Describing a Person (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
4	7	1.5	27 Nov 2013	Describing a Place (1): Building knowledge of field – Identifying the purposes of descriptive paragraphs (describing a place) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	8	1.5	29 Nov 2013	Describing a Place (2): Modeling of text – Analyzing the model texts in Worksheet 2
5	9	1.5	6 Dec 2013	Describing a Place (3): Joint construction of text – Workgroup on p. 8-7, Worksheet 2 (HW – Writing the 1 st draft)
	10	1.5	11 Dec 2013	Describing a Place (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
6	11	1.5	13 Dec 2013	Narrating Past Events (1): Building knowledge of field – Identifying the purposes of narrative paragraphs and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	12	1.5	18 Dec 2013	Narrating Past Events (2): Modeling of text – Analyzing the model texts in Worksheet 3
7	13	1.5	20 Dec 2013	Narrating Past Events (3): Joint construction of text – Workgroup on p. 6-8, Worksheet 3 (HW – Writing the 1 st draft)
	14	1.5	25 Dec 2013	Narrating Past Events (4): Giving feedback on the 1 st draft (HW – Writing the final draft)

Table 3.3: Teaching Outline of Genre-Based Instruction: (Continued)

Weeks	Periods	Hours	Dates	Content
8	15	1.5	15 Jan 2014	Quiz (Narration & Description)
	16	1.5	17 Jan 2014	Giving Details and Examples (1): Building knowledge of field – Identifying the purposes of expository paragraphs (giving details and examples) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
9	17	1.5	22 Jan 2014	Giving Details and Examples (2): Modeling of text – Analyzing the model texts in Worksheet 4
	18	1.5	24 Jan 2014	Giving Details and Examples (3): Modeling of text – Analyzing the model texts in Worksheet 4
10	19	1.5	29 Jan 2014	Giving Details and Examples (4): Joint construction of text – Working on exercises on p. 7-12, Worksheet 4 (HW – Writing the 1 st draft)
	20	1.5	31 Jan 2014	Giving Details and Examples (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
11	21	1.5	5 Feb 2014	Giving Reasons to Support Opinions (1): Building knowledge of field – Identifying the purposes of expository paragraphs (giving reasons to support opinions) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	22	1.5	7 Feb 2014	Giving Reasons to Support Opinions (2): Modeling of text – Analyzing the model texts in Worksheet 5
12	23	1.5	12 Feb 2014	Giving Reasons to Support Opinions (3): Modeling of text – Analyzing the model texts in Worksheet 5
	24	1.5	14 Feb 2014	Giving Reasons to Support Opinions (4): Joint construction of text – Working on exercises on p. 7-10, Worksheet 5 (HW – Writing the 1 st draft)
13	25	1.5	19 Feb 2014	Giving Reasons to Support Opinions (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
	26	1.5	21 Feb 2014	Post-Test
14	27	1.5	26 Feb 2014	Quiz (Exposition: Giving details and examples & Giving reasons to support opinions)
	28	1.5	28 Feb 2014	Course Evaluation (Questionnaire 2)
Final Examination				

3.3.2 Instruments

3.3.2.2 Pre- and Post-Tests

Pre- and post-tests (Appendix D) were used to evaluate the students' writing performance both before and after implementing the two methods of instruction: current instructional practice and genre-based instruction. The participants were requested to take a pre-test before taking the course and a post-test at the end of the course. The pre- and post-tests were designed to assess whether and how the participants made significant progress based on the same learning objectives, whereas the validity of the tests was approved by a writing expert. The pre- and post-test was analyzed to explore any significant differences between the test results. The results of the pre-test and post-test would correspond to the investigation as follows:

a) The pre-test scores identified the writing performance of both student groups before being taught with a specific teaching method: current instructional practice and genre-based instruction.

b) The post-test scores identified the writing performance of both student groups after being taught with a specific teaching method: current instructional practice and genre-based instruction.

c) The differences between the pre- and post-test scores of the participants within the same group of instruction identified the writing progress that the group made throughout the study.

d) The comparison of the differences in pre- and post-test scores for each instructional group identified the differences in writing development between the two learning groups.

3.3.2.3 Writing Assignments

The five writing assignments given to both groups of learners during the instructional period corresponded to the five lessons of the course: describing a person, describing a place, narrating a past event, giving details and examples, and giving reasons to support opinions (Appendix E). The students had to apply what they learnt in class to develop their own piece of writing and the writing assignments were given during each of the five lessons. The students were allowed to revise and edit their first draft after obtaining the teacher's feedback; therefore, they had at least two attempts to develop their writing assignments, including the first and final drafts. The results of the five writing assignments from both instructional groups were analyzed to show the students' writing development throughout the study.

3.3.2.4 Quizzes and Final Examination

During the experimental period, the two groups of students were obliged to take two types of formal tests: two quizzes (Appendix F) and a final examination. The quizzes were set in the middle and at the end of the semester, whereas the final examination was given at the end of the semester. The scores for the quizzes and final examination scores from the two groups were analyzed in order to compare the students' writing development.

3.3.2.4 Questionnaire on Learning Attitudes

In order to evaluate the students' perceptions of their teaching method at the end of the instruction, a questionnaire on learning attitudes was designed by the researcher, as it was intended to investigate three major aspects of the two

instructional methods: learning and writing development; instructional method, materials, and instructor; and learning satisfaction. As shown in Appendix G, the questionnaire was written in both Thai and English, so the participants were able to easily understand the questionnaire and fully express their opinions either in Thai or English as preferred. The questionnaire consisted of four rating scale questions in the first section and open-ended questions in the other section.

In the first section, a four-point rating scale (1 = least; 2 = little; 3 = much; and 4 = most) was adopted to reveal the students' positive or negative feeling about the instruction. According to their different attitudes toward the instruction, 26 questions were addressed and divided into three categories: 1) learning and writing development; 2) instructional method, materials and instructor; and 3) learning satisfaction. Cronbach's alpha was applied to evaluate the reliability of the questionnaire and it showed that the total alpha for the 26 items was 0.86 (see Appendix J).

The second section consisted of five open-ended items that were related to learning satisfaction, instructional method, teaching materials, the instructor, and additional comments. In each group of instruction, the results of the two parts of the questionnaire reflected the students' attitudes toward their instruction. At the end, the differences between the attitudes of the students in the two instructional groups were be statistically and qualitatively analyzed in order to show how the teaching methods affected their learning attitudes.

3.3.2.5 Reflective Journals

The students of both groups of instruction were individually assigned to write a reflective journal (Appendix H) twice – in the middle of the semester and at the end of the semester. The guidelines for writing a reflective journal were explained to the students before writing. Additionally, they were allowed to write either in Thai or English so as to allow them to express their ideas more thoroughly. The journal reflected the students' learning experience and attitudes about the course: what the students learnt from the class; what they liked and disliked about the lessons, teaching materials, instructional method, and the teacher; their learning and writing development during and at the end of the course; and their suggestions for the course, the teaching method and materials. These reflective journals were qualitatively analyzed in order to explore the students' learning attitudes towards the instructional approach.

3.4 Data Analysis

As shown in Table 3.4, the data analysis was conducted to deliver the results of the two research questions by two means: quantitative analysis (descriptive statistics) and qualitative analysis (thematic analysis).

The first research questions were investigated using a t-test, which compared the pre-test and post-test scores of the students within the same instructional group in order to explore their writing development after receiving the treatment. In addition, the t-test was applied to compare the differences in the post-test, writing assignment, quiz, and final examination scores between the two instructional groups in order to demonstrate any significant differences in the two

instructional methods. Lastly, the students' writing samples (except for the final examination) were descriptively analyzed in order to demonstrate the writing performance of the students from the two instructional groups. Twelve selected writing examples represented each of the five lessons in this study (i.e. describing a person, describing a place, narrating a past event, giving details and examples, and giving reasons to support opinions).

In order to answer the second research question, a mixed-methods design was used to analyze the results from the questionnaire on learning attitudes and reflective journals of the students. First, the mean scores and standard deviations of the results for three parts of the rating scale questions (the first section) of the questionnaire on learning attitudes were analyzed with a t-test in order to compare significant differences between the students' attitudes about the two instructional methods. Second, a thematic analysis was carried out in order to categorize and explain the results of the reflective journals and the open-ended section (the second section) of the questionnaire. Lastly, the qualitative results from the reflective journals and the questionnaire on learning attitudes were obtained to compare and analyze the students' learning attitudes towards their instruction in order to answer the second research question.

Table 3.4: Data Analysis of the Study

Data	Analysis Tools	Research Questions
Pre-Test / Post-Test Current Practice Group	Paired T-Test	1
Pre-Test / Post-Test Genre-Based Group	Paired T-Test	1
Post-Test Current Practice Group + Genre-Based Group	Independent T-Test	1
Writing Assignment Scores Current Practice Group + Genre-Based Group	Independent T-Test	1
Quiz Scores Current Practice Group + Genre-Based Group	Independent T-Test	1
Final Exam Scores Current Practice Group + Genre-Based Group	Independent T-Test	1
Questionnaire: Section 1 (Rating Scale) Current Practice Group + Genre-Based Group	Independent T-Test	2
Questionnaire: Section 2 (Open-ended) Current Practice Group + Genre-Based Group	Thematic Analysis	2
Reflective Journal Current Practice Group + Genre-Based Group	Thematic Analysis	2

N = 38

CHAPTER 4

FINDINGS

This study investigated the efficacy of genre-based instruction by comparing it with the current practice instruction through a paragraph writing course at the university level. The results of the study illustrated Thai undergraduate students' writing development as well as their learning attitudes toward the instruction after receiving the different teaching methods. This chapter reports and summarizes the findings of the research study, which were divided into two sections according to the two research questions as follows.

1. How did genre-based instruction help students in a paragraph writing course develop their writing skills?
2. How did students in a paragraph writing course perceive genre-based instruction?

4.1 Results for Research Question 1:

How did genre-based instruction help students in a paragraph writing course develop their writing skills?

In order to demonstrate the students' writing development after the instruction, the findings of this research question were provided through comparisons of 1) pre-/post-tests; 2) writing assignments; and 3) quizzes and final examination of the two instructional groups. The results from the pre-/post-tests, writing assignments, quizzes, and final examination are described by two means: the comparison of the

mean scores, and a descriptive analysis of the students' writing samples. The comparison of mean scores indicated statistical differences between the two instructional methods, and the descriptive analysis of the writing samples demonstrated the detailed descriptions of the students' writing development from both groups. The writing samples from the pre-/post-tests, writing assignments, and quizzes covered all five genres of the instruction. Twelve writing examples were selected to represent the five lessons in this study: 1) pre-/post-tests – giving reasons to support opinions; 2) writing assignments – describing a place and narrating a past event; 3) quizzes – describing a person and giving details and examples.

4.1.1 Pre- and Post-Tests

Firstly, the mean scores for the pre-test and post-test of the students in each instructional group were compared to show the students' important learning development and improvement within their own instructional group.

Table 4.1: Pre-Test and Post-Test Scores for Current Practice Instruction

Current Practice Instruction	\bar{X} .	S.D.	t	p
Pre-Test	10.42	4.95	-6.76	0.00*
Post-Test	17.24	6.25		

N = 19

As illustrated in Table 4.1, the mean score for the post-test of the students in the current practice group (17.24) was significantly higher than the mean score for the students' pre-test (10.42) at the 0.001 level ($p < 0.05$).

According to the significant difference between the mean scores for the pre-test and post-test within the group of instruction, it can be assumed that Thai EFL

beginners of writing at the university level are able learn to write a paragraph through the current practice instruction successfully. Moreover, to support the students being able to successfully develop their paragraph writing through current practice instruction, two writing examples of the pre- and post-tests of the current practice group were also analyzed in the following.



Figure 4.1: Pre-Test and Post-Test of Current Practice Student 1

Write a well-organized opinion paragraph with specific details and examples.

Some people think that appearances come first when they want to have a date with somebody, but some people prefer considering attitudes more seriously when they choose a boyfriend/girlfriend. Which factor is more important for you if you really have to choose one? Give reasons and examples to support your selection.

CP Student 1

Pre-Test

I prefer considering attitudes than appearances when I choose a boyfriend. In my opinion, one of the most important factors to find a perfect match is his attitude because if our attitudes are totally different from each other even we try to stay on the same topic we will feel like we are on the different pages all the time anyway. It doesn't mean we have to share the same attitudes on every subjects but at least not 100 percent opposite. I think a good couple should feel that they understand and also can accept another person's attitudes because this will make their relationship last longer than a couple that always argue on almost everything just because they dislike their partner's attitudes. Another reason is appearances might seem to be important at first but if you fight with each other everyday, I don't think the whole good looking things will make you love him anymore.

Post-Test

When I choose a boyfriend, attitudes is more important than appearances. There are many reasons for this. Firstly, his attitudes can reflect his personality and I think personality is one of the factors that I can decide whether he is a good match for me or not. For example, if he has a good attitude about pets, it means that he is a pet lover which I like because I am a pet lover and I can not stand being with a pet hater. Secondly, common attitudes will help us to be able to share our thoughts and do activities together without arguing. We can be ourselves and not faking to each other. Finally and most important, attitudes will not change by timing but the appearances do. Even he might change his attitude to please me, it will not last forever. I prefer someone who I will be happy with in a long term relationship not just for a short period of time. For these reasons, if I have to choose someone to be my boyfriend, I will decide from his attitude from the inside not his appearance from the outside.

As shown in Figure 4.1, the pre-test of CP Student 1 shows that the student was not able to write a well-constructed paragraph by organizing her ideas clearly or effectively with proper linguistic devices. For instance, a run-on sentence in the second line, *“one of the most important factors to find a perfect match is his attitude because if our attitudes are totally different from each other even we try to stay on the same topic we will feel like we are on the different pages all the time anyway,”* suggests that the student failed to separate the whole chunk of ideas into a sentence or to combine her ideas with connecting words. Some words and phrases, such as *even* (instead of even though), *on the different pages* and *anyway*, were misused, so some sentences did not convey a clear or correct meaning. Moreover, the concluding sentence is also missing in the first paragraph.

However, the post-test paragraph included all major paragraph components, such as a topic sentence, three supporting details and a concluding sentence. In addition, it was shown that the student learnt to organize her ideas more thoroughly, and she was also able to sequence her ideas with the transitional signals *firstly, secondly, finally and most important(ly)*, exemplify her supporting points with *for example*, and highlight the concluding sentence with *for these reasons*. In conclusion, the comparison of the pre-test and post-test showed that CP Student 1 learnt to develop her ideas more carefully and to write a better-organized paragraph by using the proper transitional signals after the instruction.

Figure 4.2: Pre-Test and Post-Test of Current Practice Student 2**CP Student 2****Pre-Test**

Considering attitudes is more important for me when I want to have a date with somebody. Since everybody probably want their relationship to be last, so attitudes should be something that mostly is concerned. Two people need to know and understand each other as much as they can. They need to prepare themselves for any changes that can happen. If we just can accept each other and can adjust ourselves for our lover, the good and last relationship definitely will not be too hard to find.

Post-Test

When I want to have a date with somebody, I will prefer considering attitudes to appearances. Here are some reasons why I think like that. First, we will be happier if we know that we have the same attitudes. It is easier to avoid arguing. We can enjoy more with activities, things, and people which both of us truly like. Also, we can learn new experiences if we have different types of attitudes. It brings a good chance to learn new things that we have never been interested before. Even though we are against it, but learning this kind of things from whom we love will make it unbelievably easier. The last and most important reason is that it will make our relationship last longer. Since we are human, we need to interact to get to know and understand each other. We are supposed to share both same and different attitudes. If we can truly understand and adapt ourselves for each other, a long last relationship will not be just a dream anymore. Thus if you expect your relationship to be happy, valuable and last, you should consider attitudes the most from your lover.

According to Figure 4.2, the pre-test of CP Student 2 illustrates that the idea development of this student was quite unsatisfactory, as the content was inadequate and consisted of no essential information. Also, many sentences were irrelevant or unclear; for instance, “*they need to prepare themselves for any changes that can happen*” was not clearly related to the point, and “*...so attitudes should be something that mostly is concerned*” conveys an unclear meaning. The misuse of words (*last* instead of *lasting*) and using two conjunctions to connect the same idea (*since* and *so* in the second line) can also be found in the first paragraph.

The post-test paragraph demonstrated that the student was able not only to express more ideas about the topic, but also to develop much more creative writing content. The writer included a topic sentence, three supporting points and a concluding sentence. Additionally, the way in which she organized her ideas was also clearer because transitional words, such as *first*, *also*, *the last and most important reason*, and *thus*, were used to signal the sequence. Despite the same grammatical mistakes, such as the misuse of two conjunctions for the same idea (*although + but*) and some wrong word choices (*which* instead of *that*; *last* instead of *lasting*), the entire organization of the paragraph was able to present logical ideas, which accordingly reflected that the student learnt to write a better paragraph by developing her thoughts and organizing the ideas systematically after receiving the current practice instruction.

Table 4.2: Pre-Test and Post-Test Scores for Genre-Based Instruction

Genre-Based Instruction	\bar{X}.	S.D.	t	p
Pre-Test	8.61	2.76	-4.39	0.00*
Post-Test	13.79	5.33		

N = 19

According to Table 4.2, the mean score for the post-test of the students in the genre-based group (13.79) was significantly higher than the mean score for the students' pre-test (8.61) at the 0.001 level ($p < 0.05$).

The significant difference between the mean scores for the pre-test and post-test within the group of instruction revealed that Thai EFL beginners of writing at the university level are able learn to write a paragraph through genre-based instruction successfully. In addition to the higher mean for the post-test scores, the two writing examples for the pre- and post-tests of the genre-based instructional group were also selected to discuss and represent the students' writing development through genre-based instruction as follows.

Figure 4.3: Pre-Test and Post-Test of Genre-Based Student 1

Write a well-organized opinion paragraph with specific details and examples.

Some people think that appearances come first when they want to have a date with somebody, but some people prefer considering attitudes more seriously when they choose a boyfriend/girlfriend. Which factor is more important for you if you really have to choose one? Give reasons and examples to support your selection.

GB Student 1

Pre-Test

When I choose a boyfriend, I prefer considering his attitudes to his appearances. The reason that I think attitude is an important factor is because it can be shown in his face and manners. If he has good attitudes, he does the good things. For example, when I am in trouble and I have an open-minded boyfriend beside me, I am sure he can help me find solutions and never let me down. I see my friend who has a very handsome boyfriend and she is not happy when her boyfriend flirts other girls. Sometime, appearances make people infatuated. In this way, this is why I prefer attitudes.

Post-Test

There are three reasons why considering attitudes is more important when you have to choose a boyfriend. To begin with, people are controlled by their own attitudes. If your boyfriend usually shows negative attitudes, you have to deal with his negative behaviors. For example, I used to talk to a negative man. He is very self-centered because he always thinks that no one in this world is better than him. He annoyed me very much. Secondly, people who have nice attitudes usually teach you good things. For instance, my mother is very positive. She always give me good instructions. When I am in trouble, I can tell her everything since I am sure that she would never let me down. Finally, if you and your boyfriend have the same attitudes, you can talk to him in every topics. For example, you can share your ideas about politics situation which is very sensitive for discussing because your boyfriend understands your opinion. In conclusion, considering attitudes is an important factor for couples because of the above reasons.

According to Figure 4.3, the student's pre-test shows that although the writer could write topic and concluding sentences, the paragraph was obviously too short and contained insufficient details and weak explanations. Additionally, it was also found that some parts, such as "*I see my friend who has a very handsome boyfriend and she is not happy when her boyfriend flirts other girls.*" were still unclear or not properly organized.

However, GB Student 1 demonstrated satisfactory and significant writing progress in the post-test. It was clearly indicated that the student could develop more detailed ideas in the writing; furthermore, the organization of the ideas was reasonably effective. At first, the paragraph begins with a clear topic sentence leading to the following three supporting points. Each point was supported by further explanations or detailed examples using transitional words, e.g. *to begin with*, *secondly*, and *finally*, to signal the sequence of ideas, and *for instance* and *for example* to illustrate the explanations. The paragraph finally ends with a concluding sentence using the concluding signal *in conclusion*. In summary, the comparison of the pre-test and post-test of GB Student 1 proved that the student was able to write a better paragraph, generate more complex writing ideas and organize them more effectively with appropriate transitional words.

Figure 4.4: Pre-Test and Post-Test of Genre-Based Student 2**GB Student 2****Pre-Test**

In my opinion, I prefer considering attitudes when I choose a boyfriend. This sounds like the self-defense idea from the person who not good looking but I think this is the logical decision. When you dating someone what you expect? Want to show other that you can have a pretty girl/boy or want to have a good time, good conversation and enjoy it? I am personally believe that people's words shows what they have in their mind so conversation and opinion discussion do matter. Whether that person have the same or difference opinion/idea/standpoint from you, if you can tolerate and live with that it's ok. For example I once had talked to a guy. He was good looking but after he show me that he had no tolerance in my opinion. I don't think I can take this. I would have talk to the other guy that have more tolerance than him. From what I said I prefer considering attitude is more important than appearance but if you met the person who have good attitudes and good looking ... you are very lucky!

Post-Test

From my point of view, the more important factor is attitudes. To make it clear I will explain some of the reason why attitudes are matter. To begin with, people shows their personalities and attitudes through conversations. When I go out with someone I definitely have conversations with them. So this is a good chance to learn more about each other. If his attitudes are mutual to mine, that would be nice for both of us. Secondly, dating with someone who has good and various attitudes makes me feel more comfortable. Sincerely, I feeling a bit awkward when I spend my time with good looking person. It is also makes me do not know how to start conversation. In the other hand, a common guy who share the same interest is more favorable. Lastly, talking and listening are the important things in relationship. Being in a relationship should allow us to be ourselves. The one who should stay by our side should be those who can listen, talk, suggest, argue, tolerance, forgive and respect each other. Indeed, I believe that if I really have to choose a boyfriend, I would have choosen by attitude in the first place.

As shown in Figure 4.4, the pre-test of GB Student 2 demonstrates that the writer could produce many useful and interesting ideas about the topic, but she was unable to organize her own ideas or express them systematically. There were also a number of fragments and literally-translated sentences such as “*When you dating someone what you expect?*”; “*Want to show other that you can have a pretty girl/boy or want to have a good time, good conversation and enjoy it?*”; and “*Whether that person have the same or difference opinion/idea/standpoint from you, if you can tolerate and live with that it’s ok.*” These incomplete sentences thus failed to communicate a clear and correct meaning. Moreover, although the paragraph begins with a good topic sentence, the confusing concluding sentence “*From what I said I prefer considering attitude is more important than appearance but if you met the person who have good attitudes and good looking ... you are very lucky!*” makes the end of the paragraph quite irrelevant.

The post-test of the student showed that even though the student still produced a number of grammatical mistakes, such as subject-verb agreement (...*why attitudes are matter*; *people shows...*; *I feeling...*), spelling (awkward; chosen), wrong word choice and form (*in the other hand* instead of *in addition*; *tolerance* instead of *tolerant*), it is obvious that the student showed significant development in her paragraph writing. Using transitional words such as *to begin with*, *secondly*, *lastly*, and *indeed* to signal the idea sequences in the paragraph, the writer was able to organize her ideas more clearly and in a more orderly fashion when compared to the pre-test. Additionally, the topic sentence was supported by three main points; each point was clarified with reasons or examples, and a concluding sentence was provided at the end. Finally, it was found that the student learnt to construct a grammatical

sentence, as there were no or at least fewer fragments found in the paragraph of her post-test. The differences between the pre-test and the post-test thus confirms that GB Student 2 was able to develop her idea organization and to use transitional words and sentence constructions from the genre-based instruction.

In the next phase of the comparison, the post-test scores of the students from both instructional groups were compared in order to examine the significant differences between the two instructional methods, as shown in Table 4.3.

Table 4.3: Post-Test Scores

Instructional Methods	\bar{X}.	S.D.	t	p
Current Practice Instruction	17.24	6.25	1.83	0.076
Genre-Based Instruction	13.79	5.33		

N = 38

The mean score for the post-test of the students in the current practice group (17.24) was higher than that for the genre-based instruction (13.79) at the 0.05 level. Nevertheless, the statistical difference showed no significant difference between the two instructional groups ($p > 0.05$).

Thus, according to the statistical data and the additional descriptions of the students' writing, it can be concluded that the students following the instructional methods produced satisfactory learning outcomes after being exposed to the genre-based instruction and current practice instruction.

4.1.2 Writing Assignment

The mean scores for the five writing assignments which showed differences of writing performance between the two student groups are described as follows.

Table 4.4: Scores for Assignment 1 (Description: Describing people)

Instructional Methods	\bar{X} .	S.D.	t	p
Current Practice Instruction	8.24	1.60	0.58	0.57
Genre-Based Instruction	7.97	1.16		

N = 38

According to Table 4.4, the mean score for the first descriptive assignment (Assignment 1) of the current practice group (8.24) was higher than that of the genre-based group (7.97). However, the table indicates that the scores between the two groups of instruction were not statistically different ($p > 0.05$).

Table 4.5: Scores for Assignment 2 (Description: Describing places)

Instructional Methods	\bar{X} .	S.D.	t	p
Current Practice Instruction	8.18	1.37	1.91	0.06
Genre-Based Instruction	7.39	1.16		

N = 38

Table 4.5 reveals that although the mean score for the second descriptive assignment (Assignment 2) of the current practice group (8.18) was higher than that of the genre-based group (7.39), the statistical result showed no significant difference between the two groups of instruction ($p > 0.05$).

Table 4.6: Scores for Assignment 3 (Narration: Narrating past events)

Instructional Methods	\bar{X}.	S.D.	t	p
Current Practice Instruction	8.71	1.05	2.35	0.02*
Genre-Based Instruction	7.50	1.99		

N = 38

According to Table 4.6, the mean score for the narrative assignment (Assignment 3) of the students taught with the current practice instruction (8.71) was significantly higher than that for the genre-based instruction (7.50) at the 0.05 level.

Table 4.7: Scores for Assignment 4 (Exposition: Giving details & examples)

Instructional Methods	\bar{X}.	S.D.	t	p
Current Practice Instruction	8.21	1.26	1.64	0.11
Genre-Based Instruction	7.45	1.59		

N = 38

Table 4.7 shows that the mean score for the first expository assignment (Assignment 4) of the current practice group (8.21) was higher than that in the genre-based group (7.45) but there was no statistical difference between the two instructional groups' means ($p > 0.05$).

Table 4.8: Scores for Assignment 5 (Exposition: Giving reasons to support opinions)

Instructional Methods	\bar{X}.	S.D.	t	p
Current Practice Instruction	8.32	1.68	1.88	0.07
Genre-Based Instruction	7.21	1.92		

N = 38

As indicated in Table 4.8, the mean score for the second expository assignment (Assignment 5) given to the students in the current practice group (8.32)

was higher than that of the genre-based group (7.21), whereas the statistical difference was not significantly important ($p > 0.05$).

In addition to the comparison of the mean scores for each writing assignment, the students' writing examples from both instructional groups were selected to further demonstrate their writing development. Each writing assignment consisted of first and final drafts. In general, the differences between the two drafts of each assignment might not be as distinct compared to those of the pre-test and post-test since all writing assignments were given after the instruction, and the students had more time to write and edit their drafts outside the classroom. The description of the writing examples in the following part, therefore, focused on the overall writing development in the two drafts rather than the differences between the first and final drafts.

Figure 4.5: Descriptive Writing Assignment of Current Practice Student 3**CP Student 3 (Describing a Place – My Impressive Place)****First Draft**

The most impressive place to which I have been is the rooftop of VivoCity, Singapore's largest shopping mall. VivoCity is located next to the water across from Sentosa Island. Its rooftop covers the outdoor area of thousands square meters. It is clearly separated into two zones: one with the granite floor and the other with wooden floor. On the granite zone, there is a lively big green lawn around which many people are scattered under the shades of gigantic palm trees. Some lay down to rest their eyes. Some enjoy taking pictures or even some hold picnics here as well. When the wind softly blows, the palm leaves move back and forth looking like they are greeting the majestic Resort World Sentosa buildings on the opposite side. The sound of tiny waves hitting the shore seems to be the background music of the park. Next to the lawn is a 6-inch-deep wading pool. Its crystal clear water is tempting all little children to run through. Aside from the soothing roof park, on the broad wooden area is the massive modern-designed white building, the Sky Park, which contains the world-class amphitheater, luxurious restaurants, designer clothes shops, and art exhibition area at the entrance. Unlike the granite zone, the background music is not the wave but Kenny G's classical tunes. There are lesser people and each of them dress up neatly. This area is completely different from one another. Rarely have I seen such a place where two life-styles are combined. I must say this rooftop has blown me away with its perfect combination.

Final Draft

The most impressive place to which I have been is the rooftop of VivoCity, Singapore's largest shopping mall. VivoCity is located next to the water across Sentosa Island. Its rooftop covers the outdoor area of thousands square meters. It is clearly separated into two zones: one with a granite floor and the other with a wooden floor. On the granite zone, there is a lively big green lawn around which many people are scattered under the shades of gigantic palm trees. Some lay down to rest their eyes. Some enjoy taking pictures or even some hold picnics here as well. When the wind softly blows, the palm leaves move back and forth looking like they are greeting the majestic Resort World Sentosa buildings on the opposite side. The sound of tiny waves hitting the shore seems to be the background music of the park. Next to the lawn is a 6-inch-deep wading pool. Its crystal clear water is tempting all little children to run through. Aside from the soothing roof park, on the broad wooden side is the massive, modernly designed white building, the Sky Park, containing the world-class amphitheater, luxurious restaurants, designers' clothes shops, and art exhibition area at the entrance. Unlike the granite zone, the background music is not the wave but Kenny G's classical tunes. There are less people and each of them dress up neatly. This area is completely different from one another. Rarely have I seen such a place where two lifestyles are combined. I must say this rooftop has blown me away with its perfect combination.

Figure 4.5 illustrates a descriptive writing assignment of a current practice student. The purpose of this assignment was to describe the most impressive place for the student. As shown in the two drafts of the assignment, there were only some small changes in word use and spelling, such as *side* – *area*; *lesser* – *less*; *modern-designed* – *modernly designed*; *life-styles* – *lifestyles*.

Apart from that, the selected example indicates an impressive outcome in the descriptive writing. To begin with, the paragraph begins with a good topic sentence, suggesting the main idea. The organization is in a logical sequence since the ideas were arranged and expressed coherently. Further, even though the paragraph is quite lengthy, it provides clear and very detailed descriptions about the place. In order to provide fine details about the place, the writer was successful at using vivid descriptions and a great number of descriptive words, such as *a lively big green lawn*; *the shades of gigantic palm trees*; *the soothing roof park*; *the massive, modernly designed white building*; *the world-class amphitheater*; *luxurious restaurants*, etc. Additionally, the student learnt to provide the readers with additional sensory details such as a sense of hearing “*The sound of tiny waves hitting the shore seems to be the background music of the park*”; and a sense of sight and touch “*When the wind softly blows, the palm leaves move back and forth looking like they are greeting the majestic Resort World Sentosa buildings on the opposite side.*” In the end, the paragraph was closed with a pleasant, conclusive ending conveying the writer’s impression.

Figure 4.6: Descriptive Writing Assignment of Genre-Based Student 3**GB Student 3 (Describing a Place – My Impressive Place)****First Draft**

The toy store called 'Khong-Len' was the most impressive place when I was young. It was the store where many various toys of different categories were gathered together. This toy store was located on Sukhumvit Road where I grew up. It was the most attractive toy store in those days. The entire shop was built with a colorful painted wood. The shop's large label above the door was written entirely in yellow letters on a navy blue background. The entry door was flanked by two giant robots. As far as I can remember, the smell in the store was very clean. This toy store had two floors. The first thing I saw when I walked into this toy store was a big stuffed teddy bear. It was contained in a huge showcase. I believed that every girl wanted to bring it back home. In addition to stuffed teddy bears, it also had all types of stuffed animals, dolls, action figures, toy trucks, racing car sets, games and puzzles on the ground floor while the upper floor was a stationery section. Though many years have passed, I can still remember every detail of this toy store.

Final Draft

The toy store called Khong-Len was the most impressive place when I was young. It was the store where many various toys of different categories were gathered together. This toy store was located on Sukhumvit Road where I grew up. It was the most attractive toy store in those days. The entire shop was built with the colorful painted wood. The shop's large label above the door was entirely written in yellow letters on a navy blue background. The entrance door was flanked by two giant robots. As far as I can remember, the smell in the store was very clean. This toy store had two floors. The first thing I saw when I walked into this toy store was a big stuffed teddy bear that was contained in a huge showcase. I believed that every girl wanted to bring it back home. In addition to stuffed teddy bears, it also had all types of cute stuffed animals, fancy dolls, super hero action figures, metal toy trucks, high speed remote-controlled racing cars, classic games and puzzles on the ground floor while the upper floor was a stationery section. Though many years have passed, I can still remember every detail of this toy store.

According to Figure 4.6, the descriptive writing assignment of this genre-based student shows that the overall content and organization of the first draft were the same as those of the second draft. However, the writer learnt to make some minor revisions in her assignment in terms of word order (*was written entirely* – *was entirely written*), word use (*entry* – *entrance*), and some sentences were reorganized and rewritten. For example, *it* was substituted by *that*, so the two sentences were combined into one sentence as shown below.

- “*The first thing I saw when I walked into this toy store was a big stuffed teddy bear. It was contained in a huge showcase.*”
 “*The first thing I saw when I walked into this toy store was a big stuffed teddy bear that was contained in a huge showcase.*”

Additionally, the student learnt to add some descriptions into some parts of her paragraph (*cute stuffed animals, fancy dolls, [superhero] action figures, metal toy trucks, [high-speed] remote-controlled racing cars, classic games and puzzles*).

As a whole, this descriptive writing example demonstrates that the paragraph was well-organized and the learner learnt to include the essential components in her descriptive paragraph. At the beginning, the writer learnt to create a good topic sentence to introduce the topic and was able to provide general details about the place. In terms of providing vivid illustrations, the writer used descriptive words such as (*the most attractive toy store; a navy blue background; two giant robots; a big stuffed teddy bear, etc.*) to describe that place. Aside from the visual details, other sensory details such as a sense of smell were also added (“... *the smell in the store was very clean.*”). At the end of the paragraph, the writer could summarize her description with a satisfactory concluding sentence.

Figure 4.7: Narrative Writing Assignment of Current Practice Student 4**CP Student 4 (Narrating a Past Event – My Funniest Childhood Story)****First Draft**

Everyone must have a funny story in some par of their life including me. I have one story to tell you. This story happened when I was 10 years old. It was an English class. Everyone had to do a speaking test. I was the first one. I thought I had done very well. When I finished, I came back to my desk and started talking to my friends. The class became louder. I sway my chair to the back while I was talking to my friends. Suddenly, I lost my control and my chair fell over. That made my head hit on the ground. It was a little bit hurt. But the thing that I shocked was my skirt covered all of my face. The class was quite for a moment. I took a few minutes to compose myself. I tried to stand up but I could not. I turned a somersault instead. I felt so embarrassed. After that, I stood up and put a chair to the same place. I acted like nothing happens and kept a conversation going. Then, everyone laughed loudly include the teacher. My face was becoming red and hot. Actually, I thought they should laugh at me. Now, I always feel funny when I think about this story. I could say that it is a funniest story of me.

Final Draft

Everyone must have a funny story in their life and I have one story to tell you. This story happened in my English class when I was 10 years old. Everyone had to do a speaking test. I was the first one. I thought I had done very well. When I finished, I came back to my desk and started talking to my friends. The class became louder. I swayed my chair to the back while I was talking to my friends. Suddenly, I lost my control and my chair fell over. That made my head hit the ground. It was a little bit hurt. But the thing that made me shocked was my skirt covered all of my face. The class was quiet for a moment. I took a few minutes to compose myself. I tried to stand up but I could not. I turned a somersault instead. I felt so embarrassed. After that, I stood up and put a chair to the same place. I acted like nothing happened and kept the conversation going. Then, everyone laughed loudly including the teacher. My face was becoming red and hot. In fact, I also laughed at myself in my mind. Now, I always feel funny when I think about this story. I could say that it is the funniest story of my life.

Figure 4.7 illustrates a narrative writing assignment of a current practice student. The purpose of this assignment was to narrate the writer's funniest childhood memory. As shown in both drafts, there were some revisions after the first draft of the assignment. For example, some minor spelling and verb tense mistakes such as *quite* – *quiet* and *sway* – *swayed* were corrected. Further, some sentences were reorganized and rewritten.

- “Everyone must have a funny story in some par of their life including me. I have one story to tell you.”
“Everyone must have a funny story in their life and I have one story to tell you.”
- “This story happened when I was 10 years old. It was an English class.”
“This story happened in my English class when I was 10 years old.”
- “But the thing that I shocked was my skirt covered all of my face.”
“But the thing that made me shocked was my skirt covered all of my face.”

In general, the two paragraphs are not very different in terms of content and organization. The details of the two versions are almost exactly the same and the overall idea serves the purpose of expressing the sense of embarrassment and humor, as the paragraph explains how the event was developed and how the writer felt about it. The organization of the two versions is clear as they were narrated in a chronological order and the past tense was appropriately used to describe the past situation. The transitional words or time signals, such as *suddenly*, *after that*, *then* and *now*, were used to sequence the ideas properly. There is also a good concluding sentence at the end of the paragraph.

Figure 4.8: Narrative Writing Assignment of Genre-Based Student 4**GB Student 4 (Narrating a Past Event – My Funniest Childhood Story)****First Draft**

The most funniest moment in my life is when I was in the secondary school in Trang. In that time, every student needed to study Scout. I hate this subject because for me, I got nothing from this class and it was very useless and boring. One day, before the school finished, There was an announcement sound from the school P.R. said that “Tomorrow, student doesn’t need to wear the scout uniform because we won’t have Scout class in the afternoon”. At the moment of announcement, I was in the toilet suffering from diarrhea so I didn’t hear it. The next day, I was the only student in the school who wore the scout uniform. It was very embarrassing but funny in the same time because it made me remarkable wherever I went in the school. Everybody smiled and laughed when they saw what I dressed. My friends teased me all day but I didn’t get angry at all. After that day, I had to make sure with my friends about the uniform. Though many years have passed, all of my friends still remember this story and always make fun of me. It was such a funny moment that I would never forget but I wouldn’t let it happen again.

Final Draft

The funniest moment in my life is when I was in the secondary school in Trang. At that time, every student had to join the Scouts. I hate this subject because I got nothing from this class and it was very useless and boring for me. One day, before the school finished, there was an announcement sound from the school public relations saying “Tomorrow, student don’t need to wear the scout uniform because we won’t have the scouts class in the afternoon.” While a school public relations officer was announcing, I was in the toilet suffering from diarrhea so I didn’t hear it. On the next day, I was the only student in the school who wore the scout uniform. It was very embarrassing but funny at the same time because it made me remarkable wherever I went in the school. Everybody smiled and laughed when they saw what I dressed. My friends teased me all day but I did not get angry at all. After that day, I had to make sure with my friends about the uniform. Though many years have passed, all of my friends still remember this story and always make fun of me. It was such a funny moment that I would never forget, but I would not let it happen again.

Figure 4.8 demonstrates a genre-based student's writing assignment on narrating the writer's funniest childhood story. The two drafts show that the content and organization are simply the same, but the writer learnt to revise and edit her writing. Although some small errors could still be found after the revision (*student doesn't – [all] students don't*), there were many revisions regarding word choice (*Scout – the Scouts; the school P.R. – a school public relations officer*), capitalization (*there – There*) and some grammatical mistakes (*the most funniest moment – the funniest moment; said that – saying; the next day – on the next day*). Furthermore, some sentences were reorganized and rewritten. For example, the phrase “*At the moment of announcement, ...*” was written into the clause “*While a school public relations officer was announcing,*”

As a whole, the writer begins the story with proper introductory sentences providing a good setting for the story and she was able to use the appropriate tenses in her narration. For instance, the past simple was mainly used to narrate past events while other tenses, such as present simple and present perfect tenses, were occasionally used to describe general statements. In addition, the ideas were organized and expressed chronologically throughout the paragraph and the writer was also able to use time signals, i.e. *one day, on the next day, after that day and though many years have passed...*, to identify the chronological sequence of the story. Finally, the paragraph ends with a satisfactory concluding sentence.

To sum up, according to the results of each of the five writing assignments, it was indicated that there was no significant difference between the scores for the two instructional methods, apart from Assignment 3, where the mean score of the current practice group was significantly higher than that of the genre-based students. However, the mean scores between the two instructional groups were not significantly different in general. Moreover, as shown in Figures 4.5 – 4.8, the writing examples for Assignment 3 demonstrated that the students from both instructional groups showed satisfactory development and learning outcomes at the end of the instruction.

4.1.3 Quiz and Final Exam

Table 4.9: Quiz Scores

Instructional Methods	\bar{X}	S.D.	t	p
Current Practice Instruction	5.68	2.58	0.66	0.52
Genre-Based Instruction	5.18	2.10		

N = 38

According to Table 4.9, the mean score for the quiz scores of the current practice group (5.68) was higher than that for the genre-based instruction (5.18); however, there was no statistically significant difference between the two instructional methods ($p > 0.05$).

Table 4.10: Final Exam Scores

Instructional Methods	\bar{X}	S.D.	t	p
Current Practice Instruction	15.47	4.93	0.51	0.61
Genre-Based Instruction	14.66	4.91		

N = 38

Table 4.10 shows that the mean score for final exam scores of the current practice group (15.47) was higher than that of the genre-based group (14.66), whereas the statistical difference was not significantly important ($p > 0.05$).

In addition, four writing examples from both instructional groups were selected to demonstrate the students' writing performance in this section. It should be noted that the final examination could not be publicized; therefore, only the writing examples from their quizzes are discussed here.

Figure 4.9: Quiz of Current Practice Student 5

CP Student 5 (Quiz I)

Describe a person with whom you want to spend a very special vacation at your favorite destination for one week. He or she can be the person you know or somebody you can imagine about.

A person who I want to spend times watching football on a very special vacation in London is my younger brother. He is a handsome, young man with an average of built and heights. He has a sun-tanned complexion and a pointed nose. My brother like wearing a football club T-shirts and black shorts. His friends love him so much because he is a cheerful and optimistic person who likes singing Thai songs. He often gives them a good, useful advice when they faces problems. Moreover, he is a charitable and strongly religious chap who love giving help or money to the poor. He always go to a meditation center on almost every weekends to listen to special sermons, to make a merit and to purify his minds. Besides, my brother is a great sport fan who hardly misses watching live football match on TV on weekends. After he had invited me to join him seeing football, I made a start on watching football. So my brother is my first choice to go holidays with me.

Figure 4.9 is a writing sample of a descriptive paragraph of a current practice student. The paragraph begins with a good topic sentence, followed by a description of her brother's appearance. The writer could use descriptive words, such as *handsome*, *young*, *sun-tanned*, *pointed*, *football club (T-shirt)*, and *black*, to provide descriptive details about his appearance. The latter part of the paragraph is given for describing his character as the writer begins with such key descriptive words as *cheerful*, *optimistic*, *charitable*, *strongly religious*, and *a great sport fan*, which are clearly supported by the specific details and examples. Even though some of the sentences at the end of the paragraph ("*After he had invited me to join him seeing football, I made a start on watching football. So my brother is my first choice to go holidays with me*") are quite unclear and need to be revised, the writer completed the paragraph with a comprehensible concluding sentence.

It can be seen that this descriptive paragraph still contains some grammatical errors, such as article use (*a good, useful advice* – good and useful advice; *make a merit* – make merit), plural forms (*times* – time; *heights* – height; *a football club T-shirts* – a football club T-shirt; *football match* – football matches), word forms (*an average of built* – an average build), spelling mistakes (*medication* – meditation), and subject-verb agreement (*like* – likes; *love* – loves; *go* – goes). However, this current practice learner was able to successfully write and organize a descriptive paragraph consisting of the essential elements of a descriptive paragraph: a topic sentence; general and specific details; and a concluding sentence.

Figure 4.10: Quiz of Genre-Based Student 5**GB Student 5 (Quiz I)**

Describe a person with whom you want to spend a very special vacation at your favorite destination for one week. He or she can be the person you know or somebody you can imagine about.

My mother is an attractive woman. She has average height with plump build. Her hair is shoulder-length, straight, black hair. She has dark brown eyes and brown eyebrows. Her cheek always red and she has beautiful pink lips. She is talkative. For example, when she meet her friends, she always talk with everyone and spend all lunch time with her story. She is very kind too. She always help people who has in trouble and she never punish me or my sister. Moreover, she is funny. She always make people laught with her story. I love my mother very much. So, I want to spend a very special vacation trip with her because I want to see her happy and spend time together. I hope that this trip will give me a great memorial and make my lovely mother happy.

Figure 4.10 is a writing example of a descriptive paragraph, selected from a genre-based student. The paragraph begins with a clear topic sentence identifying the person being described before giving a description about her mother's appearances. It is shown that many descriptive words, such as *average*, *plump*, *shoulder-length*, *black*, *dark brown*, *beautiful*, and *pink*, were used to describe her details at the beginning. The paragraph is followed by a description of the person's character. The general characteristics of the person are illustrated by supporting details. For instance, after it was stated that the mother is *talkative*, *very kind*, and *funny*, the writer gives more specific details about each characteristic one by one. In the end, the paragraph ends with her impression about her mother and the reasons why the writer wanted to take a vacation with her.

As shown in 4.10, this descriptive paragraph still includes a number of minor grammatical errors, such as plural forms (*cheek* – cheeks; *story* – stories), spelling mistakes (*lunch time* – lunchtime; *laught* – laugh), word forms (*memorial* – memory), wrong word use (*people who has in trouble* – people who are in trouble), and subject-verb agreement (*meet* – meets; *talk* – talks; *spend* – spends; *help* – helps; *punish* – punishes; *make* – makes); however, it was demonstrated that the writer could describe a person as well as provide essential details about the person through simple language and a straightforward and well-organized paragraph.

Figure 4.11: Quiz of Current Practice Student 6**CP Student 6 (Quiz II)**

In Thailand, Facebook has become increasingly popular among a variety of people at all ages. Some people have a number of reasons to support using Facebook while some also have several reasons against it. What are the advantages OR disadvantages of using Facebook? Select only ONE aspect to explain and give specific examples to support your selection.

Even though Facebook has become increasingly popular among a variety of people at all ages but there are still many disadvantages of it. First, Facebook users tend to be afraid of a physical interaction. They are used to communicating with other people by typing messages or sharing photos. So when they meet each others in persons, they become awkward and do not know what to say. It seems like they are close to each others when they are online in Facebook only. Besides, Facebook allows people to do bad things easier. You can be whoever and have many accounts as much as you want. Since nobody knows who you are, so you are not afraid of doing bad things, such as blaming others people, using harmful words and even posting something inappropriate. The more you do these kinds of things, the easier you do not care about or even hate each others. Lastly, you become addicted to Facebook. You can do many things that you like on Facebook. It always makes you enjoyable. You keep accessing it every hour or even minute. But as the same time, it gradually causes bad effects to your health and your other activities in daily life. Thus, people should concern more about using Facebook. It is probably ruining your life right now.

Figure 4.11 is an example of an opinion paragraph written by a student from the current practice group. The paragraph begins with a good topic sentence introducing the disadvantages of using Facebook. Three supporting points, which are then clarified with explanations and examples, are provided to support the topic sentence; the three main points are listed using transitional signals such as *first*, *besides*, *lastly*.

Furthermore, no major grammatical errors such as fragments or run-on sentences were found in the paragraph. Although there are some grammatical mistakes such as the misuse of two conjunctions (*even though...but*; *since...so*) and wrong word forms (*each others* – each other; *in persons* – in person; *enjoyable* – enjoy; *concern* – be concerned), it is clear that the student was able to fully express detailed and logical thoughts throughout the paragraph. Furthermore, it is shown that the writer could also organize her ideas systematically and end the paragraph with a satisfactory conclusion.

Figure 4.12: Quiz of Genre-Based Student 6**GB Student 6 (Quiz II)**

In Thailand, Facebook has become increasingly popular among a variety of people at all ages. Some people have a number of reasons to support using Facebook while some also have several reasons against it. What are the advantages OR disadvantages of using Facebook? Select only ONE aspect to explain and give specific examples to support your selection.

As a Facebook daily user, I found various advantages from it. First of all, Facebook can show you the latest news on your news feed. You can check the newest stories easily. These news can be anything such as your highschool friends daily stories, your favorite band's new single or even your summary of the previous club meeting. Secondly, Facebook makes you keep in touch with your family and friends easily when you far away from them. The only thing you need is only a computer or a smartphone that can access internet. Lastly, this social media community gives us a space to express and exchange our opinions. Facebook pages or group communities are the examples of the places where we share and discuss about anything. Moreover, it is a useful way for the customers to give feedbacks to the producers. To sum up, in this modern fast-moving world we can hardly deny the important of social media. Facebook is one way to travel into the information world. Just sing up and start the journey.

According to Figure 4.12, the writing example of this genre-based student shows that the writer could precisely set out plausible reasons throughout the controlled paragraph. First, the paragraph begins with a topic sentence stating the advantages of using Facebook. The three main points are provided to support the main idea and each point is explained with details and examples.

Additionally, transitional words such as *first of all*, *secondly*, and *lastly* are used to organize and list the supporting ideas before the conclusion is provided and marked with *to sum up*. In spite of a number of minor grammatical mistakes, such as wrong word use (*important* – importance), plural forms (*these news*, such news; *single* – singles; *feedbacks* – feedback), and spelling mistakes (*internet* – the internet; *exchang* – exchange; *sing up* – sign up; *highschool* – high school), it can be concluded that the writer was able to communicate clearly, express the ideas succinctly, and organize them logically in a concise paragraph.

As a result, Tables 4.9 and 4.10 reveal that the mean scores for quiz and final exam of the current practice group were not significantly higher than those of the genre-based group ($p > 0.05$). Furthermore, Figures 4.9 - 4.12 also support the fact that in general, although the students of both groups still produced some minor grammatical errors, they demonstrated satisfactory outcomes and development, particularly in terms of content organization and idea expression after receiving the different instructional methods. On the whole, it can be concluded that there was no significant difference in the students' ability to write a paragraph between the genre-based instruction and current practice instruction.

4.2 Results for Research Question 2:

How did students in a paragraph writing course perceive genre-based instruction?

The perceptions of the students taught using the two different teaching method – current practice and genre-based instruction – were revealed through their responses to the questionnaire on learning attitudes and in their reflective journals. The results of this research question were thus discussed using the descriptive statistics from the rating-scaled questions in the questionnaire and the thematic analysis from the open-ended questions in the questionnaire and the reflective journals as follows.

4.2.1 Rating-Scaled Questionnaire

Table 4.11: Attitudes toward Learning and Writing Development

Part 1: Learning & Writing Development	Current Practice Instruction			Genre-Based Instruction		
	\bar{X}	S.D.	Attitudes	\bar{X}	S.D.	Attitudes
1. Understanding of paragraph writing before taking the course	2.06	0.44	Little	1.94	0.93	Little
2. Understanding of paragraph writing after taking the course	3.19	0.40	Much	3.25	0.45	Much
3. Understanding of the components of paragraph writing	3.06	0.44	Much	3.00	0.52	Much
4. Understanding of descriptive paragraphs (description of people)	3.00	0.37	Much	2.94	0.44	Much
5. Ability to write a descriptive paragraph (description of people)	2.94	0.25	Much	2.81	0.54	Much
6. Understanding of descriptive paragraphs	2.75	0.58	Much	2.81	0.66	Much

(description of places)						
7. Ability to write a descriptive paragraph (description of places)	2.44	0.63	Little	2.50	0.73	Little
8. Understanding of narrative paragraphs	3.13	0.62	Much	3.13	0.62	Much
9. Ability to write a narrative paragraph	2.94	0.57	Much	3.06	0.68	Much
10. Understanding of expository paragraphs	3.31	0.70	Much	3.25	0.58	Much
11. Ability to write an expository paragraph	3.06	0.57	Much	3.06	0.68	Much
Total Average	2.90	0.22	Much	2.89	0.43	Much

Table 4.11 indicates that the students in the current practice group had the best understanding of expository paragraphs, as the mean score for item 10 was highest at 3.3. Moreover, their mean score for *Understanding of paragraph writing after taking the course* in item 2 (3.19) and that for *Understanding of narrative paragraphs* in item 8 (3.13) were respectively higher than the other aspects in the same part. In the meanwhile, the highest mean score of the genre-based group at 3.25 was shown in item 2, *Understanding of paragraph writing after taking the course* and item 10, *Understanding of expository paragraphs*. The second highest mean of the genre-based group score was from *Understanding of narrative paragraphs* in item 8 (3.13). The third highest mean scores (3.06) were found in item 9, *Ability to write a narrative* and item 11, *Ability to write an expository paragraph*.

In addition, both groups of students had little understanding of paragraph writing before taking the course instruction (item 1) and the worst attitude toward the ability to write a descriptive paragraph (describing places) (item 7). More importantly, it is obvious that in the other nine aspects of their understanding after receiving the

different instructional method, the students' attitudes in both groups were also at the same level of *Much*. Therefore, the overall learning perceptions in Part 1 of the students from the two groups of instruction were at the same level of *Much*, even though the total mean score of the students in the current practice group (2.90) was a little higher than that of the genre-based group (2.89).

Table 4.12: Attitudes toward the Instructional Method, Materials, and Instructor

Part 2: Instructional Method, Materials and Instructor	Current Practice Instruction			Genre-Based Instruction		
	\bar{X}	S.D.	Attitudes	\bar{X}	S.D.	Attitudes
1. Suitability of the teaching method for learning in this course	3.00	0.52	Much	3.50	0.52	Much
2. Usefulness of the teaching method for learning in the course	3.25	0.58	Much	3.50	0.63	Much
3. Suitability of the textbook	3.25	0.58	Much	3.19	0.54	Much
4. Suitability of the learning materials	3.13	0.72	Much	3.31	0.60	Much
5. Instructor's understanding of paragraph writing	3.69	0.48	Most	3.56	0.51	Most
6. How clearly and systematically the instructor could explain the lessons	3.38	0.50	Much	3.50	0.63	Much
7. Whether the instructor allowed the students to practice writing provided useful suggestions	3.38	0.62	Much	3.63	0.50	Most
Total Average	3.29	0.40	Much	3.46	0.43	Much

According to Table 4.12, the top mean score of the current practice group was shown in item 5, *Instructor's understanding of paragraph writing* (3.69), whereas the second highest mean score of 3.38 was found both in item 6, *How clearly and systematically the instructor could explain the lessons*, and item 7, *Whether the*

instructor allowed the students to practice writing and provided useful suggestions.

The third highest score of the current practice group (3.25) was reflected in item 2, *Usefulness of the teaching method for learning in the course*, and item 3, *Suitability of the textbook*.

At the same time, the mean scores of the genre-based group were highest at 3.63 in item 7, *Whether the instructor allowed the students to practice writing and provided useful suggestions*, and at 3.56 in item 5, *Instructor's understanding of paragraph writing*. The third highest mean score of 3.50 was found for item 1, *Suitability of the teaching method for the course*; item 2, *Usefulness of the teaching method for learning in the course*; and item 6, *How clearly and systematically the instructor could explain about the lessons*.

In summary, the students' attitudes toward the instructional method, materials, and instructor for both groups were at the same level of *Much*, but the total mean score of the students in the genre-based instruction (3.46) was higher than that for the current practice instruction (3.29).

Table 4.13: Attitudes toward Learning Satisfaction

Part 3: Learning Satisfaction	Current Practice Instruction			Genre-Based Instruction		
	\bar{X}	S.D.	Attitudes	\bar{X}	S.D.	Attitudes
1. Satisfaction with the learning in this course	3.06	0.57	Much	3.56	0.51	Most
2. Satisfaction with the instructional method	2.94	0.44	Much	3.56	0.63	Most
3. Satisfaction with the instructor	3.13	0.50	Much	3.56	0.51	Most
4. Satisfaction with the classroom atmosphere	2.75	0.68	Much	3.44	0.63	Much
5. Satisfaction with the learning and teaching	2.94	0.25	Much	3.06	0.68	Much

materials

6. Confidence in one's paragraph writing ability	2.81	0.40	Much	2.81	0.54	Much
7. Student's development of paragraph writing	3.06	0.25	Much	3.19	0.54	Much
8. Usefulness of the course	3.50	0.52	Much	3.44	0.63	Much
Total Average	3.02	0.26	Much	3.33	0.41	Much

As illustrated in Table 4.13, the mean score for item 8, *Usefulness of this course* was highest at 3.50 in the current practice group. The second highest score was indicated at 3.13 in item 3, *Satisfaction with the instructor*. The third mean score of the current practice group (3.06) was shown in item 1, *Satisfaction with the learning in the course*, and item 7, *Student's development of paragraph writing*. In the meanwhile, the top mean score of 3.56 in the genre-based group was found for item 1, *Satisfaction with learning in this course*, item 2, *Satisfaction with the instructional method*, and item 3, *Satisfaction with the instructor*. The second highest score of 3.44 was shown for item 4, *Satisfaction with the classroom atmosphere*, and item 8, *Usefulness of the course*. Moreover, item 7, *Student's development of paragraph writing*, was the third highest at 3.19 in the genre-based group.

To conclude, the students' learning satisfaction in Part 3 from the two instructional groups was at the level of *Much*, but the total mean score of the genre-based students (3.46) was higher than that of the current practice students (3.02).

Table 4.14: Overall Learning Attitudes

	Current Practice Instruction		Genre-Based Instruction		t	p
	\bar{X}	S.D.	\bar{X}	S.D.		
Part 1: Learning and Writing Development	2.90	0.22	2.89	0.43	0.09	0.93
Part 2: Instructional Method, Materials, and Instructor	3.29	0.40	3.46	0.43	-1.10	0.28
Part 3: Learning Satisfaction	3.02	0.26	3.33	0.41	-2.52	0.02*
Total Average	3.04	0.19	3.18	0.36	-1.30	0.20

After each category of the rating-scaled questions was discussed in the previous paragraphs, Table 4.14 compares and concludes the overall results of the three parts of the rating-scaled questions. First, the current practice students' mean score in *Part 1: Learning and Writing Development* (2.90) was a little higher than the mean score of the genre-based students (2.89), so that there was no significant difference between the two instructional methods ($p > 0.05$). Second, even though the mean score of the genre-based group in *Part 2: Instructional Method, Materials, and Instructor* (3.46) was higher than that of the current practice group (3.29), the statistical results reported no significant difference between the two groups of students ($p > 0.05$). Lastly, the mean score of the genre-based group in *Part 3: Learning Satisfaction* (3.33) was significantly higher than that of the current practice group (3.02) at the 0.05 level.

In summary, the total mean score for the rating-scaled results of the genre-based group (3.18) was higher than that of the current practice group (3.04); however, there was no significant difference between the two instructional groups ($p > 0.05$). It can be concluded that the genre-based students' learning attitudes toward their

instruction was better but insignificantly different than that of the current practice students. Additional details about the students' learning attitudes toward their instruction are further reflected on in the following section.

4.2.2 Open-Ended Questionnaire and Reflective Journals

The overall results from the open-ended questionnaire and reflective journals were analyzed and discussed according to four major categories – writing development, teaching materials, instructor, and course and instructional method. Each category was presented and supported by the students' opinions, which were either originally quoted or translated into English from the two groups of instruction as follows.

4.2.2.1 Attitudes toward Writing Development

Current Practice Instruction

The students in the current practice group commented that they improved and developed their writing skills such as word use, grammar, vocabulary expansion, and sentence construction; moreover, they also learnt to use transitional signals and to include important writing components, such as topic sentences and concluding sentences, in their writing.

“The obvious benefit I have gained from this course during the whole semester is my English writing development all in terms of organization, word use and grammar.” (CP Student 5)

“This course helped me a lot about paragraph writing, such as idea organization, sentence transitions, vocabulary expansion and grammatical reviews.” (CP Student 6)

“I understand more about how to write and the other details about writing. I am more conscious of grammar and writing when writing.”

I feel that my writing skills have been developed pretty much more than before.” (CP Student 8)

“I have gained more English knowledge, not particularly only about grammar but also about sentence organization, word use and how to write effectively using writing components such as topic sentence and concluding sentence.” (CP Student 9)

More importantly, the students learnt to write different kinds of paragraphs in their own practice. Many of them learnt to develop their ideas effectively and to organize them appropriately.

“I gained so much from this course.... This course taught me how to write the different types of paragraphs, how to generate the ideas from the given topics, and how to manage the content.” (CP Student 3)

“My writing skill has been developed throughout this semester. I have got to learn many forms of writing, how to write correctly and other techniques for a better writing.” (CP Student 4)

“I think I can write faster [than] last semester.... I know how to write a well paragraph by learning the techniques from the instructor and from the books and writing on my own assignments as a homework.” (CP Student 2)

“What I obviously got from this course is idea organization because I usually had problems about how to organize my ideas properly or how to express my ideas effectively.” (CP Student 9)

In addition, some indicated that they had become more confident and fluent in English writing and some of the students pointed out that they became more conscious of their writing mistakes and more observant when writing.

“...this course helped me to be more observant. It made me question myself every time I have finished my assignment. Should I rewrite that sentence? Is this a good topic sentence? ... that is the reason why I need to think carefully and stay focus.” (CP Student 1)

“I also found that I have made less mistakes than the very first assignments.... I feel that I can write more smoothly and always be

aware of writing mistakes.... I have learnt to write systematically and attractively.” (CP Student 6)

“I have learnt and developed my writing much more even (though) I was not interested in English writing before. I can write more correctly and became more creative when writing an assignment.... I do not feel afraid of writing but feel fun with it instead.” (CP Student 7)

Genre-Based Instruction

The students in the genre-based group had many positive attitudes toward their own learning and development. To begin with, the learners realized that they had successfully developed and improved their writing skills; moreover, they were able to create major writing components, such as topic sentences and concluding sentences, and use transitional signals effectively.

“I have the better writing development. I used to write with direct translation but now I write more correctly using the writing method from the worksheets as well.” (GB Student 3)

“After studying this course, I think I am successful at a certain level because it has developed my writing skills as I expected.” (GB Student 5)

“I learnt how to write a paragraph correctly which includes how to write and use topic sentence, supporting point, concluding sentence, listing signals and transitional signals, etc. (GB Student 15)

More importantly, they also learnt to draft and plan their writing so that they could organize their ideas effectively and express them systematically.

“I understood how to think and write; it is also important to know how to develop thinking and express our thoughts.” (GB Student 4)

“I learnt how to write a paragraph correctly and efficiently. That is how to organize ideas and draft an outline before writing.” (GB Student 5)

“I can organize my ideas systematically. I have gained much development in organizing ideas for writing.” (GB Student 8)

“I learnt to organize my ideas or limit the writing content. I learnt to control what to write and manage paragraphs effectively. Also, I practiced logical sequencing and I can write English accurately and systematically.” (GB Student 13)

“I also learnt how to organize my ideas before writing and how to think more systematically.” (GB Student 15)

The genre-based students added that they learnt to write paragraphs more accurately and systematically after taking the course. They also expressed the idea that they had developed their vocabulary and grammar, such as word use, sentence structure, and tenses.

“I have learnt more about how to develop my writing skills at word and sentence levels. (GB Student 4)

“... I realized that I have improved my grammatical skills such as organization, listing signals, verb consistency, tense, subordinate clauses, etc.” (GB Student 1)

“I learnt to write a paragraph accurately.... I learnt about many types of writing, word use and grammar.” (GB Student 10)

Finally, many of them gained more confidence in writing and some of the learners accepted that they were less obstructed by the writing process but more enthusiastic during the instruction.

“I feel that I have the better writing development than before.... I can produce my own piece of writing, even though it was still not good. But for me, I am proud and more confident to write an English paragraph.” (GB Student 13)

“This course helped me create confidence in English writing as well as developing my writing skills.” (GB Student 10)

“...I have gained the better writing feedback including less error identification from the instructor. I struggled less every time I wrote

compared to the beginning period I started.... I was also alert during the class.” (GB Student 14)

“Apart from having the better writing development from writing practices, I can use English grammar more correctly. I am also more confident about paragraph writing.” (GB Student 5)

4.2.2.2: Attitudes toward Teaching Materials: Textbook (Current Practice Group) and Worksheets (Genre-Based Group)

Current Practice Instruction

Regarding the textbook, the students in the current practice group agreed that the textbook, used as the main teaching material in the current practice instruction, was already appropriate for the course because not only was it well-organized and comprehensive, but it also covered the course content appropriately.

“Systematical, easy to read and very suitable for the course” (CP Student 1)

“The textbook covers the content of the course appropriately and includes exercises which help reflect the understandings in every lesson.” (CP Student 6)

“The book is also interesting and well-organized. It lets us think along and includes good and bad example paragraphs and additional grammar and vocabulary sections.” (CP Student 10)

“For the course books, I personally think it is a nice guide book of paragraph writing. It provides all the detail about how to write a well-organized paragraph.” (CP Student 3)

They stressed that the book also included good writing examples, detailed descriptions, and helpful exercises, all of which helped the learners understand the lessons and develop their writing effectively.

"....the textbook is good and interesting. It attracts us to read and learn as well as providing exercises and writing examples which helped me work through writing assignments more conveniently." (CP Student 7)

"This good textbook can help me develop my writing assignments because it contains writing examples." (CP Student 11)

"For the coursebook, I think it is well-organized, appropriate and comprehensive and includes example paragraphs and exercises which helped me understand easier and faster." (CP Student 5)

"Moreover, example paragraphs and exercises help us understand the lessons better." (CP Student 6)

"In my opinion the course book and other learning method in this course is good because this book can help me to develop my writing skills by giving the good examples and having the exercise to do to check whether I understand the subjects or not." (CP Student 2)

Nevertheless, a number of current practice students emphasized that the coursebook still contained too few writing examples; therefore, according to them, a variety of example texts should be supplemented in the textbook so that they would be able to learn from them more.

"Good but having too little example texts" (CP Student 2)

"The book covers the content but it should include more example texts." (CP Student 9)

"I would like the instructor to add more example paragraphs in each lesson because sometimes the examples in the coursebook do not help me with my writing at all." (CP Student 17)

"For the coursebook, I think it is quite okay. However, it seems to me that it lacks of a good example of writing. It makes me confuse sometimes because in the book we have a few of good examples. I think it is good to have more examples in the book so that students can look them as guidelines, for their assignments." (CP Student 1)

"By the way, it would be nicer if the writer puts more example paragraphs in the book so that the students will be able to learn more from the different styles of writing." (CP Student 3)

Furthermore, some students added that some of the topics and articles in the textbook were incomplete and not up-to-date, and that the coursebook should offer a variety of writing styles, ranging from beginning to more advanced ones.

“Not different and too easy” (CP Student 8)

“...some examples are still not very complete.” (CP Student 9)

“The textbook should include example texts ranging from the beginning to advanced levels.” (CP Student 4)

Genre-Based Instruction

The students in the genre-based group agreed that the worksheets, used as the main teaching material in their class, were useful and appropriate for the learners since they emphasized that the worksheets were comprehensive, clear, and applicable to the instruction.

“Comprehensive and easy to understand” (GB Student 2)

“The worksheets and exercises are totally adequate and easy to understand.” (GB Student 3)

“The worksheets are easy to understand and relevant to the course instruction.” (GB Student 4)

“The worksheets were appropriate for the instruction as they consisted of all easy and difficult content.” (GB Student 9)

In addition, the genre-based students highlighted that the worksheets which included various types of writing examples in each lesson helped them develop a clearer understanding of the writing lessons.

“Firstly, Teacher gave worksheets for practice. This sheet helps us to have good paragraph model or example of wrong paragraph that (we) should avoid.” (GB Student 2)

“...the worksheets made me understand and have a vivid writing illustration.” (GB Student 16)

“The worksheets helped me understand better because there were many examples in them...” (GB Student 7)

“The worksheets given to the class were also useful for us and most of them were easy-to-understand paragraph examples... They consisted of various types of examples which are useful for application.” (GB Student 5)

Nevertheless, a few students expressed the notion that some of the exercises in the worksheets were too confusing and difficult to follow. Moreover, one student proposed that the content could be adjusted to suit students with a variety of different English backgrounds.

“I like the way that the worksheets demonstrate example texts but the scaffolding exercises [analyzing the model texts] were difficult and the questions were hard to understand.” (GB Student 12)

“...however, some exercises in the worksheets were too confusing and difficult for me.” (GB Student 6)

“I have gained more knowledge but it might be too difficult for some students. The content should be improved and adapted for the students from the different background.” (GB Student 5)

4.2.2.3: Attitudes toward the Instructor

Current Practice Instruction

Many of the students in the current practice group commented that the instructor was enthusiastic about his instruction and attentive to his students in terms of giving them suggestions and comments.

“The instructor paid attention to the class and prepared for the lessons every time.” (CP Student 4)

“The instructor paid attention to the teaching and prepared the lessons well every time.” (CP Student 5)

“The instructor is enthusiastic about teaching and it made me more eager to learn.” (CP Student 6)

“The teacher is attentive to his students. He offered suggestions and gave an opportunity to make a question when needed.” (CP Student 7)

Moreover, the students in the current practice group emphasized the instructor’s ability and effort to give clear explanations in class and throughout the students’ work via his writing feedback.

“The instructor explained the content thoroughly so that it has made the learners understand the lessons easily.” (CP Student 11)

“The teacher has a good teaching method and can explain each lesson systematically.” (CP Student 1)

“He would explain the lessons much clearly if we were not clear about them and give us suggestions outside the class.” (CP Student 10)

“He thoroughly reviewed and gave his comments on every assignment he gave His teaching method was appropriate and the instructor did a very good job... He explained the lessons gradually and thoroughly and tried to stimulate the students to stay focused in class.” (CP Student 5)

Lastly, they added that the instructor encouraged them to think, criticize and get involved with the classroom instruction, and he was open about the students’ opinions and questions.

“The instructor stimulated us to think and always gave us the opportunity to ask questions.... He won’t think that the book is always right so this made the classroom had knowledge transfer and interaction between the instructor and the students.” (CP Student 15)

“The teacher is kind and good at teaching. He tried to stimulate the students to think and always take care of his students as well as providing his suggestions.” (CP Student 2)

“The instructor did well as he tried to attract students’ interests and added more information into his lessons.” (CP Student 9)

“The instructor is very nice because he always tries to make every students participate in the class such as reading the text or answering his questions.” (CP Student 12)

“He always let the students have an opportunity to ask questions when needed so this reflects his attentiveness.” (CP Student 5)

Genre-Based Instruction

The students in the genre-based instruction also expressed their favorable attitudes toward their instructor in many aspects. First, they complimented the instructor on his teaching skill and method and how they facilitated their learning.

“... I personally think that the instructor has a very good teaching skill.” (GB Student 9)

“The instructor can transfer his knowledge to the students well.... He provided learning examples from the internet and worksheets.” (GB Student 10)

“The teacher has the great ability to make the students understand the lessons.” (GB Student 14)

“The teacher taught very well and suggested everything to us. He promoted the students’ writing developments successfully.” (GB Student 12)

“The instructor transferred the knowledge very well. It made me happy and concentrated in class and stimulated me to continue studying.” (GB Student 19)

“He usually gave explanations using easy examples and updated teaching materials.” (GB Student 17)

In addition, they stated that the instructor motivated the learners to criticize and learn effectively. They also referred to his open-mindedness and attentiveness to the

students and his instruction. They added that the instructor gave feedback on the students' writing thoroughly and he also welcomed all questions and responded to the variety of opinions from the students constructively.

"... Secondly, [o]ur teacher is great. He always verif[ies] our works with scrutiny, furthermore, he indicates in every error points in our draft. Thus I must check my draft carefully before send[ing] it to him. He can also explain each type of paragraphs clearly." (GB Student 2)

"The instructor responded to the students' questions clearly and thoroughly.... I noticed the instructor's attentiveness in terms of reviewing the students' work, giving us moral support and indicating our possible improvement." (GB Student 8)

"The teacher always took care of his students and paid attention to every detail. He corrected every single detail of mistakes." (GB Student 11)

"The instructor wanted everybody take part in the instruction by asking questions during the class. This made the learners feel that they were involved with it. Moreover, the instructor also gave the students the opportunity to ask and express their opinions at all times. He is also enthusiastic, attentive and punctual. He also welcomed the additional questions and different opinions from every student." (GB Student 5)

"The instructor welcomed all questions and came up with the answers quickly. He offered the students the opportunity to learn efficiently." (GB Student 10)

The genre-based students stated that the instructor considerably influenced their positive learning attitudes and promoted their learning and development.

"The instructor is kind and wonderful. Honestly, I feel lucky to study with him in EG231 because I think that the teacher is a vital factor for learning." (GB Student 5)

"I feel wonderful that the teacher has helped me develop myself.... I feel that it was a very valuable time studying with him." (GB Student 16)

"The instructor's enthusiasm and effort to teach made me also feel eager to learn. He paid a lot of attention to his instruction.... I am

delighted to study with him because he has opened the door to my English learning.... He made me feel very great towards this learning experience.” (GB Student 10)

“In general, I admire his teaching method which made me become more interested in learning English.” (GB Student 17)

However, one student in this learning group commented that the explanations in class were somehow too fast for her.

“The learning was not serious and I did not get stressed. But instead, I was fun with it even though the explanations were sometimes too quick for me.” (GB Student 7)

4.2.2.4 Attitudes toward the Course and Instructional Method

Current Practice Instruction

It has been shown that the students in the current practice group found that the course was successful for them and that they were satisfied with the instructional method for many reasons. First, the students commented that the instruction was well-organized, and they had actual writing practice throughout the course.

“What I like most about this course is the way the students’ works were reviewed by the instructor and this helped us learn from the good points and the mistakes of our writing. We can apply, improve and develop those things in our own writing later.” (CP Student 2)

“I am pretty much satisfied since it has helped develop my paragraph writing skills. It made me enthusiastic about learning and I could have actual practice.” (CP Student 5)

“The teaching method is good, well-organized and systematic so it made me understand better...” (CP Student 7)

In addition, they added that the course enhanced their writing confidence, provided them with appropriate basic background information about writing, and made them more critical and careful about revising and reviewing their writing. This writing course, according to them, was also useful for their everyday and future life and developed their writing skills.

“I found this course successful. It helps me develop in my writing skills and gain more confidence whenever I have to write. The advantages of this writing course are quite obvious. I gained more confidence in writing than before and learned several writing patterns. I think it will be benefit for my future career. ... To be honest, EG231 course and instructor’s teaching method are magnificent....” (CP Student 1)

“This course gave me a very good background about paragraph writing in terms of grammar, sentence organization and word use.... Overall, I like this course very much because I have developed my writing skills and the teaching was not too serious.... I think that this is a very useful basic writing course.” (CP Student 2)

“Explaining the students’ errors to the whole classroom made the individual learner realize their mistakes and allowed them to give comments about writing.... Moreover, it also promotes our learning even better than doing the exercises in the coursebook....” (CP Student 13)

“This course provides me with more knowledge and techniques about writing. It helps me write an English paragraph more quickly and systematically. The teaching method is good and has helped me develop my writing skills well.” (CP Student 16)

Some of them pointed out that the teaching method helped them with their thinking process. Furthermore, some student mentioned that the teaching method made him/her understand the writing process and components systematically.

“This course is very useful because it helps learners develop their writing skills. The teaching method would stimulate the learners to think by themselves” (CP Student 8)

“I am very satisfied with the course and it has made me understand the writing process and writing components systematically.”
(CP Student 6)

Some of the learners also emphasized that working in groups helped develop their writing as they felt more engaged in the class and had more fun than when working alone, and it also allowed them to learn from their classmates.

“I like the ideas that separate us in to a small [group].... I think working and discussing together is more fun than working or thinking alone.... I think this course is successful because this course [helps] developing my writing skills as I expected before studying in this course....” (CP Student 4)

“I would love to have more group work. Doing the exercises together in class was very helpful since the students were able to correct their mistakes right away.” (CP Student 1)

“I was happy with working in group because not only did I make a good connection with new friends, but the group work also allowed me to learn from the others’ viewpoints and helped check my mistakes about working.” (CP Student 5)

However, some of the students suggested that the teaching method was still too slow, simple, and boring; therefore, they recommended that some additional classroom activities and group work should be supplemented in order to attract more students’ attention and promote their learning.

“It was too slow and boring sometimes.” (CP Student 3)

“The instruction was conducted in a slow pace and the teacher explained every word of the lessons. Sometimes, it helped me understand better, but it could be boring sometimes.”
(CP Student 13)

Last, many of the students in this group raised the same issues concerning silence or inactive classroom interaction, which was the major problem in their classroom, and

the researcher considered that it could adversely influence the students' learning attitudes.

"Only [disadvantage] of this class is silence. I think I and the other classmates did not have much interaction with the lecturer, so this is the thing that should be fixed." (CP Student 9)

"In general, I feel that this class is a quite quiet classroom. The students in the class do not talk to each other much while we are studying. I, as one of them, do not talk too much as well because I did not know anyone in the class before.... the quiet class sometimes makes me feel bored while I was studying." (CP Student 7)

"Even though there was no much response from the class, the instructor tried to engage the students' interaction." (CP Student 13)

"I feel that the class was still too quiet and I do not know the reason. Maybe, they were afraid of the instructor.... talking to each other could have made the class more lively because it was too quiet and I know that the instructor has tried his best." (CP Student 14)

Genre-Based Instruction

The students in the genre-based group were very satisfied with the course and the instructional method. According to them, the instruction was not totally based on the coursebook, but more importantly, the instruction provided the students with more various types of writing examples in the worksheets which benefited their learning.

"The instruction was mostly based on reading through writing examples and working on the exercises in worksheets. The good thing is they consisted of many examples which were not boring." (GB Student 3)

"The teaching method is fun, not boring. It includes a lot of sample texts which are easy to understand." (GB Student 1)

Many of them stated that the teaching method was systematic, thorough, student-oriented, and enjoyable.

“I have learnt more about English skills. The teaching method made the learners understand the lessons easier.” (GB Student 8)

“The content was organized systematically and it is easy to understand.” (GB Student 7)

“I am very happy with the class and the teaching method helped us understand easier.” (GB Student 4)

“... the classroom atmosphere truly accommodated our learning. For example, the instructor is friendly and the class was open for making an enquiry. The instruction was thorough and student-centered.” (GB Student 5)

More importantly, they stated that the number of example texts in this method and working in groups helped them learn more effectively. They noted that the way in which each lesson was conducted was well-organized and consistently repeated as an enjoyable learning cycle.

“I have gained much more knowledge than before. The teaching was fun and contained enjoyable group work. The lessons were repeated and reviewed for many times.” (GB Student 6)

The teaching method offers the opportunity to revise and rewrite the drafts.” (GB Student 9)

The students also had an opportunity to revise their works with the proper timing given for each assignment.” (GB Student 2)

Furthermore, some of them expressed their feeling that this systematic and thought-provoking teaching method helped create a positive classroom atmosphere and generate their learning enthusiasm. Therefore, this demonstrated that the genre-based instruction can stimulate the learners’ interest effectively.

“The teaching method stimulates the students to think and find out the answers.... I think this course is very useful and applicable because it helped us with writing and thinking process.”
(GB Student 8)

“The teaching method has helped the students arouse the students’ enthusiasm for practicing and following the instruction.”
(GB Student 3)

In addition, the students commented that the course helped with their learning and writing development. They also preferred receiving the teacher’s feedback on their writing, as they learnt to develop their writing from their errors/mistakes.

“The teaching method of the instructor made this difficult course easier and thus not too stressful. It made me learn about writing skills, vocabulary and techniques for paragraph writing.... I want the other universities to apply this instructional method with their students too.” (GB Student 1)

“I am quite satisfied with this course because we have learnt something new and realized common mistakes in our writing.”
(GB Student 2)

“I like the way that the teacher gave comments and feedback on our writing because it helped identify the students’ errors clearly.”
(GB Student 10)

Last, they emphasized that the teaching method allowed them to have their own room for their thoughts so that they learnt to express their creative ideas independently and receive constructive feedback from the instructor.

“The teaching method is already suitable for the course because it might be too difficult for the instructor to pay attention to every detail of the students in such a short period of time and I realize that our class is quite poor at English.... Some of my friends in the other classes told me that their instructors were so strict that the students did not have much space to think and write. They sometimes did not even get the feedback from the instructor.... In my opinion, nowadays the students need to have some space to think freely, express their ideas and receive comments and feedback from the instructor appropriately.” (GB Student 3)

In conclusion, the qualitative results from the analysis of the open-ended questionnaire and the reflective journal revealed more detailed and engaging viewpoints about the learners receiving the current practice and genre-based instruction. Based on the four aspects of learning attitudes – writing development, teaching materials, the instructor, and course and instructional method, a variety of students' attitudes toward both instructional methods was demonstrated, most of which reflected their positive feedback and pleasant learning experience. As a result, it can be concluded that most of the students that were exposed to the genre-based and current practice instruction were likely to be satisfied with their development, learning aids, instructor, and instructional method; however, a very small amount of negative feedback from the students concerning the teaching materials and the course and instructional method was also obtained from both instructional groups. An in-depth discussion of the overall results of the students' learning attitudes will be made in the next chapter.

CHAPTER 5

DISCUSSION AND CONCLUSION

This last chapter discusses the overall results of the research study in terms of the writing development and learning attitudes of the learners, offers major implications for pedagogy, reveals the limitations of the study, suggests possibilities for future research, and finally leads to the conclusion of the study.

5.1 Discussion of the Results

According to the two research questions, this study has investigated the impact of genre-based writing instruction on the writing development and learning attitudes of novice writing learners at the university level. The discussion of the results will be focused on the two major issues accordingly.

5.1.1 Genre-Based Instruction and Writing Development of Learners

The results of the present study applying genre-based instruction to teaching a basic writing course at the university level confirmed the efficacy of genre-based writing instruction, which has been indicated by the significantly higher post-test scores of the genre-based students compared to their pre-test scores (Table 4.2). The significant difference in the statistical data has shown the distinct improvement of the learners after receiving the genre-based instruction. As exemplified in the discussion of related studies in the second chapter, there has been a great number of the previous studies which support the idea that the writing development of EFL university students can be greatly enhanced by the genre-based approach in various classroom contexts, e.g. Chaisiri, 2011; Chanpueng, 2009, 2013; Kongpetch, 2006;

Krisnachinda, 2006; Payaprom, 2012; Srinon, 2011; Udomyamokkul, 2004; Yasuda, 2012, etc. Furthermore, it was indicated that the current practice instruction also demonstrated effectiveness in developing learners' writing ability since the post-test scores of the current practice students were also significantly higher than their pre-test scores (Table 4.1). Interestingly, the comparisons between the pre-test and post-test scores within each instructional group revealed that not only the genre-based instruction but also the current practice instruction are effective in terms of developing basic writing skills of learners.

In order to further explore the effectiveness of genre-based instruction, the results of the writing development of the genre-based group were then compared to the writing development of the current practice group. It is even more surprising to point out that when all of the students' writing results, i.e. the scores for the post-test, writing assignments, quizzes and final examination, from the two instructional groups were statistically compared one by one (Tables 4.3 – 4.10), the results showed no significant difference between the students receiving the different instructional methods – the genre-based and current practice instruction. Accordingly, the results of the insignificant difference between the two instructional methods basically indicate the learning benefits that can be gained from both instructional approaches in terms of fostering beginning learners' ability to write paragraphs of different genres – narration, description, and exposition.

Nevertheless, the insignificant difference in the two instructional methods encouraged me to explore why the impact of the genre-based instruction was less reflected when compared to that of the current practice instruction. In retrospect, it is

worth considering the relationship between the focus of the main instructional approach, i.e. genre-based instruction, and the assessment criteria employed to evaluate the students' writing in this study. As mentioned earlier, the researcher as the instructor of the two classes was required to follow the scoring rubrics of the EG231 course, which was regulated by the Department of English (see Appendix A) and it was important that the same scoring criteria were equally applied within the two student groups throughout the entire course of study. Thus, 40 per cent of the writing evaluation was given to language, including language use, vocabulary, and mechanics, while the other 60 per-cent of the evaluation was assigned to content development and organization. Obviously, the grammatical accuracy and vocabulary complexity, which represented almost half of the total weight of the writing evaluation, occupied a major role in the evaluation.

Regarding this issue, Glass (2008) has criticized the English writing curriculum in Thai universities that place the main emphasis on product-oriented instruction as well as grammatical accuracy, and where most of the L2 writing instruction focuses on language form rather than creativity. In particular, Glass (2008) also referred to particular writing courses of Thammasat University, such as Paragraph Writing and Essay Writing, as typical “product-based courses ... emphasizing mastery of form” (p. 55). It seems, however, not too difficult to grasp such critical remarks because as one of the instructors, I recognized that the course evaluation was rather based on testing and writing outcomes rather than providing learners with an opportunity to acquire writing competence. For instance, aside from the quizzes and final exam scores weighing approximately half of the percentage of the entire course, each writing assignment was graded from the scores divided from

the first and final drafts instead of the final score of the final draft. This proved that the focus of the evaluation gave less attention to the developmental process and writing improvement of learners. The development of L2 writing instruction has long moved beyond the narrow focus of mere writing products and grammatical correction. Therefore, L2 writing instruction should no longer be considered or treated as a product-oriented and error-free activity, but instead it should provide students with the opportunity to learn to choose from a variety of language choices and construct a clear meaningful text in the specific context of a meaning-making system (Krisnachinda, 2006). It is true that individual university instructors are free to design and employ their own instructional methods; nevertheless, the appropriate assessment criteria of the course still crucially influence teaching practices and students' learning expectations. Therefore, it is recommended that the EG231 Paragraph Writing course develop or adjust its course evaluation so that the course can provide writing learners with more opportunities to learn to write and enhance their writing development rather than being mostly focused on grammatical correctness and testing.

The results of this study are also precisely in line with Chen and Su's (2012) study exploring the use of a genre-based approach to teaching summary writing (see Chapter 2). The results of their study indicated that the genre-based instruction was successful at promoting the overall writing development of the learners, i.e. content, organization, vocabulary, and language use; however, the students' improvements were more greatly achieved in the areas of content and organization rather than those of vocabulary and language use. In addition, the error analysis in their study revealed that the post-test writing results still contained similar percentages and types of grammatical errors, as compared to their pre-test.

Krisnachinda (2006) contended that genre-based instruction might not be the most viable alternative for eliminating grammatical errors; however, her finding of the detailed writing analysis, using the SFL framework, showed that the students could construct meaningful texts in spite of occurrences of common local errors. More importantly, Krisnachinda (2006) emphasized that even though learners are able to construct their texts purposefully and meaningfully, it is rather common that “they are not free from surface grammatical and lexical errors” (p. 275) because those errors result from a number of language learning difficulties.

As supported by Ortega’s (2003) study, Chen and Su (2012) clearly pointed out that effective instruction normally requires at least up to one year to significantly increase college students’ linguistic proficiency, e.g. vocabulary complexity and grammatical accuracy. Although ESL teachers commonly expect that the quality of their students’ writing can be close to native writers’, some writing errors can still be tolerable unless they do not disrupt or break down the communication (Krisnachinda, 2006).

Consequently, the expected results or effectiveness of genre-based instruction in this study could be limited to the course evaluation, which was not particularly designed to measure the desired outcomes of genre-based instruction. Further, this study only lasted for three months, so it could be rather difficult to develop and improve the students’ grammatical competence within a short period of time. It is thus recommended that the assessment criteria, used to evaluate students’ writing performance, correspond to the central features of the instructional approach being implemented.

However, despite the contrast between the common features of genre-based instruction and the assessment criteria in this study, it is still fascinating to have discovered a considerable number of desirable and successful outcomes of the genre-based instruction that were arrived at throughout this study. Aside from the significantly higher post-test scores, the satisfactory results of the students' writing development were also revealed through the qualitative analysis of the students' writing samples and learning attitudes toward their writing development. It was clearly demonstrated that the genre-based students were able to: 1) communicate their thoughts through creating a meaningful and purposeful text; 2) develop their essential writing skills and the organization of writing content; 3) conform with the rhetorical organization of target genres; and 4) apply appropriate linguistic features (lexico-grammatical choices) in their writing.

First, genre-based instruction could help the learners express their writing ideas clearly and develop them effectively because they learnt to understand the communicative and rhetorical purposes of each genre and realized what kind of ideas they need to present to expected readers. These notions allow them to provide elaborate ideas and specific information about the content in their writing. Frequently, many writing learners seem to be obstructed with their own ideas when they are starting to write. Boonpattanaporn's (2008) survey showed that getting started with writing was claimed to be the most difficult writing problem in a group of writing learners, whereas Kansopon (2012) indicated that some learners struggle to clarify their own statements. Kongpetch (2006), Krisanachinda (2006) and Udomyamokkul (2004) also confirmed that writing students can benefit from genre-based instruction in terms of idea expression and development. Accordingly, the explicit instruction of

genre-based approach helps learners to have a clear focus on what they are expected to write about and thus express their thoughts cogently. The genre-based students in the present study also confirmed that they realized the significant relationship between developing their thinking process and communicating their ideas in writing.

“I understood how to think and write; it is also important to know how to develop thinking and express our thoughts.” (GB Student 4)

Additionally, the evidence was also shown in the writing example in Figure 4.3. The genre-based student was unable to develop her writing ideas or include essential details about the topic in the pre-test, but apparently, at the end of the instruction, the student could formulate her writing ideas about the assigned topic, and she was able to provide more supporting details in her post-test writing.

Secondly, the genre-based learners were able to improve their basic writing skills and organize their ideas and the content of their writing systematically (see also Kongpetch, 2006). It is obvious that the learners were informed about how to organize their writing information from the writing models in the genre-based instruction; consequently, they learnt to organize their own writing ideas in order to fulfill the communicative and social purposes of the written genres. The organization of texts is still one of the major writing difficulties among a number of Thai EFL learners (Kobkuerkul, 2009; Sattayatham & Ratanapinyowong, 2008). As evidenced by the writing of the genre-based students in the study, the learners learnt to represent and organize their own writing ideas in a logical and particularly genre-oriented way. The results were also shown through the students' learning attitudes, as some of them specified what is stated in the following:

“I learnt to organize my ideas or limit the writing content. I learnt to control what to write and manage my paragraphs effectively. Also, I practiced logical sequencing and I can write English accurately and systematically.” (GB Student 13)

The genre-based instruction can thus be applied to guide writing learners in how to acquire the necessary skills of basic writing and to construct their ideas more effectively.

Furthermore, the explicit instruction in the genre-based approach makes the generic structure of target texts clear to writing learners so that they could comprehend the rhetorical organization of the learning genres and thus be able to follow the organizational patterns. Kongpetch (2006), Krisnachinda (2006), and Payaprom (2012) have agreed that the values of the explicit instruction in the genre-based pedagogy can enrich learners’ understanding about rhetorical patterns. Aside from the problems of idea organization, Pawapatcharaudom (2007) commented that the particular difficulties of writing learners also include the inability to organize appropriate structures for the writing content, while, Hyland (1990, cited in Changpueng, 2009) and Udomyamokkul (2004) claimed that EFL writing students often struggle to understand the organization and communicative purposes of texts and are commonly challenged by the production of writing because of the inadequate understanding. Consequently, the explicit instruction in the genre-based approach provides learners, particularly the beginning and intermediate writing learners, with clear linguistic choices and the rhetorical organization of a genre when producing their own writing. During the course of paragraph writing, the students were expected to recognize and apply the essential components of different paragraph types to their own writing, and it was clearly demonstrated that the learners were able to efficiently

organize their texts based on the different characteristics of the genres and include the major elements of paragraphs in their writing after the genre-based instruction.

“I learnt how to write a paragraph correctly which includes how to write and use topic sentence, supporting point, concluding sentence, listing signals and transitional signals, etc.” (GB Student 15)

They could begin a paragraph with a proper topic or introductory sentence and end the paragraph with a clear concluding sentence. Additionally, the genre-based students could develop their ideas in chronological order in a narrative paragraph; provide general details, followed by specific information about the person or place being described in a descriptive paragraph; and develop content supporting the main idea or topic sentence with supporting details or reasons in an expository paragraph.

Lastly, genre-based instruction offers learners the opportunity to be exposed to the lexico-grammatical features of genres, which can be explicitly presented by means of classroom activities, analysis of texts, or formal instruction. A number of studies have affirmed that vocabulary, word use, and grammar are the topmost problems among EFL writing learners (Chen, 2002; Ka-kan-dee & Kaur, 2014; Khaourai, 2002; Mojica, 2010). In addition, Sattayatham and Ratanapinyowong (2008) pointed out in their study that not only was a lack of transitional words referred to as the biggest problem among the writing learners, but most of them failed to use transitional words to connect their writing ideas. Kongpetch (2006), Krisnachinda (2006), and Payaprom (2012) also highlighted the importance of genre-based instruction which gives learners the greater exposure to the lexico-grammatical features of genres. Thus, providing essential linguistic features in the genre-based

approach can equip writing learners with lexico-grammatical choices, which are useful the learners, particularly those that lack linguistic and lexical knowledge of the target genre.

“... I realized that I have improved my grammatical skills such as organization, listing signals, verb consistency, tense, subordinate clauses, etc.” (GB Student 1)

These substantial benefits could be supported by the results of the present study since the writing outcomes of the genre-based students implied that they learnt and were able to apply necessary linguistic features in each genre category. As exemplified in the writing samples, a variety of transitional words, e.g. listing signals, concluding signals, and time signals, were used in different types of paragraphs. They also learnt to apply the related vocabulary of each genre to their writing, for example using adjectives, descriptive words, and sensory details to describe their ideas in the description. Further, they were able to use correct verb tenses in various situations; for instance, they used past tense to narrate past events in the narrative writing, present or past simple tenses to describe places in the descriptive writing, and present simple tense to explain reasons in the expository writing.

Watcharapunyawong and Usaha (2013) discovered that the number and types of writing errors can differ across genres, such as narration, description, and comparison/contrast. It can be assumed that the variations in writing errors depend on the linguistic features of different genres. Accordingly, the emphasis on using the typical and appropriate lexico-grammatical features of a specific genre can help learners build their genre awareness and familiarize themselves with the genre.

It was suggested that the use of authentic texts in writing models is crucial to genre-based instruction (Krisnachinda, 2006) as it demonstrates how the rhetorical structure and essential language features of genres are constructed in the original contexts. Nevertheless, Payaprom (2012) expressed concern over using authentic texts with low English proficiency learners since it was shown that many students in her study experienced difficulty in reading the authentic texts. Thus, it is recommended that reading texts be modified, not always simplified, whereas essential language features and “the richness of the language resources” (p. 231) should be maintained (Payaprom, 2012). Furthermore, as evidenced by the genre-based students’ voices in this study, they requested that the instructors equip them with vocabulary supplements and additional grammatical practices. Instructors should provide their students with a wide range of genre examples along with adequate supplementary resources of lexical choices and grammatical exercises so as to encourage them to make use of the lexico-grammatical items that are most suitable for their writing context and purpose (Changpueng, 2009, 2013; Udomyamokkul, 2004).

In conclusion, based on the teaching and learning cycle of genre-based instruction, the four steps of the genre-based approach were developed to 1) provide writing learners with background knowledge of the target genre during the initial stage of learning; 2) demonstrate the lexico-grammatical knowledge and rhetorical organization of the genre to learners through explicit instruction; 3) allow writing learners to construct their genre knowledge collaboratively in groups; 4) and offer them an opportunity to learn from creating their individual writing. All in all, throughout all of the learning stages, the genre-based pedagogy provides learners with direct assistance and scaffolding from the teacher, collaborative learning from group

work and peers, and individual learning from practice of writing process. Therefore, this study has successfully proven that genre-based learners can obtain substantial benefits from genre instruction both in terms of developing their basic writing skills effectively.

5.1.2 Learning Attitudes toward Genre-Based Instruction

According to the findings, it is clear that the genre-based instruction can elicit favorable responses from Thai EFL university learners of writing because the statistical and qualitative results regarding the students' learning attitudes in this study mostly revealed the great value of genre-based instruction. This study has indicated that the genre-based learners had positive and satisfactory attitudes toward the genre-based approach in all three categories of learning attitudes at a high level (i.e. attitudes toward learning and writing development = 2.89 out of 4; attitudes toward the learning materials, instructor and instructional method = 3.46 out of 4; and attitudes toward learning satisfaction = 3.33 out of 4). The positive attitudes of the genre-based learners in this study also are in line with many previous studies, such as those of Changpeung (2009, 2013) and Krisnachinda (2006).

Meanwhile, the results from the current practice students in this study also demonstrated favorable learning attitudes toward the instruction at a high level in all of the three categories (i.e. attitudes toward learning and writing development = 2.9 out of 4; attitudes toward the learning materials, instructor and instructional method = 3.29 out of 4; and attitudes toward learning satisfaction = 3.02 out of 4). Surprisingly, when the overall results of the learning attitudes of the two instructional groups were statistically compared, it was demonstrated that the genre-based students showed an

insignificantly higher mean score for learning attitudes than that of the current practice students (see Table 4.14). This implies that the students from both genre-based and current practice groups were satisfied with their overall instruction and learning experience at a high level.

More specifically, in order to further specify the significant features of the genre-based students' learning attitudes, the statistical results of the three major categories of learning attitudes between the two instructional groups were compared one by one (Tables 4.11 – 4.14). In addition, the results were also elaborated and justified by the qualitative analysis of the attitude questionnaire and reflective journals, which was categorized based on the three major aspects of the learning attitudes: 1) attitudes toward learning and writing development; 2) attitudes toward the learning materials, instructor, and instructional method; and 3) attitudes toward learning satisfaction.

5.1.2.1 Attitudes toward Learning and Writing Development

The comparisons of the two instructional methods reported no significant difference in the students' attitudes toward their own learning and writing development. Accordingly, the genre-based students favorably responded to their own development to the same extent as the current practice students did. More interestingly, it is remarkable that the result of the students' attitudes toward their own learning and writing development precisely corresponded to the results concerning their writing development evaluated after being treated with the different instructional methods; there was no significant difference between the effects of the genre-based and current practice instruction on either their writing development or learning

perceptions in this study. Therefore, the overall results validated that the students' writing development and learning perceptions between the two instructional groups were correlated to the same extent.

Furthermore, the qualitative results regarding the genre-based students' comments on their learning development demonstrated their positive, satisfactory learning attitudes toward the genre-based instruction. The genre-based students realized that they learnt to develop their writing ability in an effective way, as the instruction helped them improve their writing skills, and they became more aware of their common writing errors and were less concerned about their writing difficulties. The students also commented that they could include major writing components in their writing, organize their ideas effectively, as well as develop their use of English grammar as follows.

"I have the better writing development. I used to write with direct translation but now I write more correctly using the writing method from the worksheets as well." (GB Student 3)

I struggled less every time I wrote compared to the beginning period I started" (GB Student 14)

"I learnt how to write a paragraph correctly and efficiently. That is how to organize ideas and draft an outline before writing... Apart from having the better writing development from writing practices, I can use English grammar more correctly." (GB Student 5)

More importantly, the genre-based students emphasized that they gained increased confidence in their writing from the instruction. In addition to the explicit instruction, the genre-based approach provided the learners with the opportunity to be exposed to models of the target texts, and thus building their genre awareness and writing confidence and relieving their anxiety about their writing outcomes and language

difficulties (Changpeung, 2009; Kay & Dudley-Evans, 1998; Krisanachinda, 2006; Natiladdanon, 2011; Udomyamokkul, 2004), as stated in the following.

“I feel that I have the better writing development than before.... I can produce my own piece of writing, even though it was still not good. But for me, I am proud and more confident to write an English paragraph.” (GB Student 13)

5.1.2.2 Attitudes toward the Genre-based Learning Materials, Instructor, and Instructional Approach

The two groups of writing learners informed no significantly different attitudes toward their instructional method and instructor; in the meantime, both instructional groups also gave positive responses to the instructional method and instructor at a high level. In particular, it is interesting to point out that the genre-based students' attitude scores for Suitability of the teaching method for this paragraph writing course was significantly higher than that of the current practice group ($3.50 > 3.00$). It is reasonable to infer that the genre-based learners considered that their genre-based instruction was especially suitable to this basic writing course while the current practice students expressed less interest in response to their instruction. Besides, the qualitative data of the genre-based group revealed a considerable number of pleasant experiences from the genre-based instruction as discussed in the following.

(1) Attitudes toward the Learning Materials

The genre-based students agreed that their learning materials (genre-based worksheets) were easily comprehensible, reasonably comprehensive, and practically

useful. However, when this point is compared to some negative feedback from the current practice group, it shows that many of the current practice students criticized a lack of adequate or varied writing examples in the coursebook. They maintained that more writing models could help facilitate their learning and allow them to develop their writing skills efficiently.

“By the way, it would be nicer if the writer puts more example paragraphs in the book so that the students will be able to learn more from the different styles of writing.” (CP Student 3)

Consequently, it was clearly apparent that the genre-based learners were impressed with the variety of genre models, which offered different sorts of writing examples and a vivid illustration of writing, and helped them gain a better understanding of genre.

“The worksheets given to the class were also useful for us and most of them were easy-to-understand paragraph examples... They consisted of various types of examples which are useful for application.” (GB Student 5)

Nevertheless, some learners commented that some of the exercises in the worksheets were too difficult; therefore, it is suggested that genre-based instructors develop, adjust, and apply their teaching materials, including practice exercises and classroom activities, which would be appropriate for learners of different backgrounds in the future.

(2) Attitudes toward the Instructor

It was confirmed that the role of the genre-based instructor can greatly influence favorable and enthusiastic responses from learners. First, the students

complimented the instructor on the teaching strategies and detailed explanations, which promoted their clear understanding of the lessons. It was stated that the genre-based instructor's roles reflected throughout the instruction could spark the students' learning interest and encourage their learning development and improvement. Furthermore, it is essential that the instructor make the learners aware of their learning opportunities, allow them to express themselves, and get engaged in the instruction so that they can enjoy discovering their learning identity in the classroom.

"The instructor wanted everybody take part in the instruction by asking questions during the class. This made the learners feel that they were involved with it. Moreover, the instructor also gave the students the opportunity to ask and express their opinions at all times....He also welcomed the additional questions and different opinions from every student." (GB Student 5)

The genre-based students were impressed with the instructor as they indicated that they greatly enjoyed the invaluable learning experience. Therefore, this showed that the affective factors of learners can be directly attributed to the impact of the instructor.

"Honestly, I feel lucky to study with him in EG231 because I think that the teacher is a vital factor for learning." (GB Student 5)

"The instructor's enthusiasm and effort to teach made me also feel eager to learn. He paid a lot of attention to his instruction.... I am delighted to study with him because he has opened the door to my English learning.... He made me feel very great towards this learning experience." (GB Student 10)

(3) Attitudes toward the Genre-based Instruction

The idea that the continuous sequence of the genre-based approach help students develop a thorough understanding about the writing lessons was confirmed

as many of them explained that the instructional method was thought-provoking, systematically-designed, and student-oriented. They enjoyed learning not only from the writing models but also the teaching and learning cycle of the genre-based instruction.

“The content was organized systematically and it is easy to understand.” (GB Student 7)

“The instruction was mostly based on reading through writing examples and working on the exercises in worksheets. The good thing is they consisted of many examples which were not boring.” (GB Student 3)

It is worth mentioning that the genre-based instruction effectively stimulates the students' interest in learning because the genre-based students in this study responded positively and enthusiastically to the instruction, and it was noticeable that they became actively engaged in learning and in the instruction. The studies of Krisanachinda (2006) and Payaprom (2012) also discussed the benefits of genre-based instruction in terms of encouraging active classroom participation. Krisnachinda (2006) and Natiladdanon (2011) explained that even though Thai students are usually perceived to be passive and perceptive learners, it was highlighted that the genre-based instruction can help develop their learning identity and grant them autonomy as a writer. In addition, I propose that the appropriate and creative classroom activities be designed and employed to motivate writing learners (see Kay & Dudley-Evans, 1998).

“In general, I admire his teaching method which made me become more interested in learning English.” (GB Student 17)

“The teaching method has helped the students arouse the students’ enthusiasm for practicing and following the instruction.”
(GB Student 3)

In addition, the learners also benefited from the collaborative learning of group work. According to my observation and students’ feedback, the results revealed that the genre-based students greatly appreciated learning and working with their groups. Even though the current practice instruction allowed the students to do some group work in class, it was also discovered that the current practice students still required more group work. They claimed that it could help promote effective learning, as the group work allowed them to learn collaboratively and to help each other with their writing development. Furthermore, Changpueng (2009) and Krisanachinda (2006) also confirmed the efficacy of collaborative learning and writing. That is, working in groups, as shown in Changpueng’s study, helped develop the students’ writing ability, and Storch (2005, cited in Changpueng, 2009, p. 242) agreed that “collaborative writing or writing in pairs produced shorter but better texts in terms of task fulfillment, grammatical accuracy, and complexity when compared to the quality of individual writing work.”

Nevertheless, in contrast to my findings, the result of Kongpetch (2006) indicated that most of her students were not satisfied with the group work while the stage of joint-negotiation was ranked the least favorable stage in her study. Some of the students stated that their peers did not volunteer to express their ideas, and most of them pointed out that the writing ideas and collaborative activities were overwhelmingly dominated by the instructor. Kongpetch also admitted that because of a lack of confidence in her own English writing, she tended to edit the students’

texts and content based on the model texts which she had prepared with her native speaker colleague. I believe that her attempt to imitate the model texts and to control the students' ideas affected their negative feelings and bad attitudes toward this stage of the instruction. Kay and Dudley-Evans (1998) and Udomyamokkul (2004) also voiced concern over the rigidity, prescriptivism, and unimaginativeness of the genre-based instruction, which can obstruct the students' ideological and cultural expression and cause restrictions on language variation. Paltridge (2006) suggested that instructors be required to avoid applying only prescriptive teaching and bear in mind that students' ability could be limited under the pedagogical fallacy that focuses on restricted typical patterns of texts and audience's expectations, thus leading to narrow perspectives and limited patterns of genres. It can be concluded that genre-based instruction should allow learners to have considerable room for their thoughts and collaborative learning before they are able to perform writing tasks individually; consequently, under the careful guidance of the instructor, the learners can effectively practice developing their ideas and writing skills while working in groups and individually.

5.1.2.3 Attitudes toward Learning Satisfaction

Although the students from both instructional groups expressed their learning satisfaction at a high level, the mean score of the genre-based students' attitudes toward learning satisfaction was significantly higher than that of the current practice students. Consequently, it implies that the genre-based learners were more impressed with their learning and instruction compared to those students receiving the current practice instruction. Furthermore, it was demonstrated that the genre-based

students' scores in many subcategories of the learning satisfaction were higher than those of the current practice students. The genre-based students' scores which showed striking differences between the two learning groups included satisfaction with the classroom atmosphere; satisfaction with the instructor; satisfaction with the instructional method; and satisfaction with learning in this course.

First, it was apparent that the genre-based instruction successfully created a pleasant and welcoming classroom atmosphere among the learners since the genre-based students mentioned that the nature of the instructor and classroom activities allowed them to express their own thoughts, to ask for the instructor's assistance when needed, and to communicate with their peers and instructor effectively.

"... the classroom atmosphere truly accommodated our learning. For example, the instructor is friendly and the class was open for making an enquiry. The instruction was thorough and student-centered." (GB Student 5)

Additionally, when the genre-based students' attitudes toward the classroom atmosphere were compared with those of the current practice students, the results were totally different. Many of the current practice students stressed that in spite of the instructor's encouragement, a lack of classroom interaction became the major problem regarding the classroom atmosphere, which inevitably influenced their learning attitudes. Regarding this issue, it can be explained that the negative effects of the current practice classroom resulted from the students' learning nature and the small number of interactive activities offered during the instruction; consequently, the collaborative tasks and group work of the genre-based instruction could provide an effective solution to such a problem.

Second, it can be concluded that the genre-based group truly enjoyed their pleasant learning experience with their instructor, who provided them with helpful guidance and helped them develop their writing proficiency.

“I feel wonderful that the teacher has helped me develop myself.... I feel that it was a very valuable time studying with him.” (GB Student 16)

Furthermore, the genre-based learners were satisfied with the instructional method, which allowed them to revise and improve their writing. However, the current practice students in this study also benefited from the same opportunity to revise their writing as part of the process-based instruction.

Last, the genre-based students contended that the genre-based instruction was entirely appropriate for this basic writing course, as they realized that no instructional method can significantly improve the overall writing proficiency of learners from various English backgrounds within a limited period of instruction. It was highlighted that the genre-based instruction offered them a wonderful opportunity to think critically, to express their thoughts, and to receive useful feedback from the instructor.

“The teaching method is already suitable for the course because it might be too difficult for the instructor to pay attention to every detail of the students in such a short period of time and I realize that our class is quite poor at English.... Some of my friends in the other classes told me that their instructors were so strict that the students did not have much space to think and write. They sometimes did not even get the feedback from the instructor.... In my opinion, nowadays the students need to have some space to think freely, express their ideas and receive comments and feedback from the instructor appropriately.” (GB Student 3)

In summary, although the statistical results indicated no significant difference between the overall learning attitudes of the genre-based and current practice groups, it is worth pointing out that both instructional methods could elicit the positive and favorable responses from the writing students at a high level. However, the genre-based students' learning attitudes toward their learning satisfaction were significantly higher than those of the current practice students. Furthermore, a number of favorable attitudes toward the genre-based pedagogy were confirmed in this study. The explicit instruction and exposure to a variety of writing models built up the students' writing confidence and alleviated their anxiety about their language difficulties and writing expectations. The genre-based learners enjoyed valuable experience regarding their collaborative learning in groups and the practical guidance from the instructor, who facilitated their learning development and provided them with direct assistance. It was evidenced that the genre-based approach not only sparked their learning interest, but also encouraged them to develop their learning identity and writing competency.

5.2 Pedagogical Implications

First of all, it is essential to acknowledge that L2 writing instruction cannot be perceived as the traditional, product-oriented practice of grammar correction and completion of formal structures but instead the L2 writing instruction should emphasize the students' writing process, production, and learning, as well as the development of ideas and discourse organization. Further, instead of merely focusing on the writing outcomes of learners, the L2 writing instruction should encourage learners to fully develop their writing proficiency, to discover their own

voices, and to acquire critical thinking skills. It is recommended that the development of L2 writing instruction also concentrate on the evaluation criteria which directly reflect the effectiveness and key features of a specific instructional approach. The traditional orientation of most Thai writing curricula evaluates the learners' ability from their writing products. This can make it difficult to adopt other new teaching approaches toward the ESL writing classroom because instructors tend to concentrate on the final product, rather than scaffolding learners in order to gain practical writing experience and to develop their critical and writing skills.

Secondly, the explicit instruction in the genre-based approach should provide learners with an opportunity to have direct exposure to the lexicogrammatical features and rhetorical structure of the target genre; in addition, it should help them learn about its various socio-cultural contexts and communicative purposes. It is necessary that a variety of writing models that are appropriate for the level of learners and that are carefully selected from the authentic texts in the original contexts of a particular discourse community (Changpueng, 2013; Kay & Dudley-Evans, 1998; Krisnachinda, 2006) be presented to learners, along with supplementary resources of necessary lexical choices and grammatical exercises so that the learners can have a thorough understanding of the genre and apply this knowledge to their writing, as well as synthesize their ideas effectively (Changpueng, 2009; Kay & Dudley-Evans, 1998; Udomyamokkul, 2004).

Nevertheless, the benefits of genre-based instruction should not be restricted to the rigidity and prescriptivism of unimaginative explicit instruction because a language should be taught and learnt as a system of choices in conveying

meaning through texts (Krisnachinda, 2006; Paltridge, 2006), and it is important for L2 writing instructors and learners to apprehend that the use of language and genres is dynamic and varies according to the sociocultural and ideological contexts (Kay & Dudley-Evans, 1998). L2 writing instructors also need to understand that one of the main pedagogical purposes of genre, regarded as “socially situated writing,” is to help learners become accommodated to the “privileged forms of discourse” (Tardy, 2011, p. 2).

Lastly, it is highly recommended that genre-based instruction be further developed and widely implemented in the broader contexts of English writing instruction in Thailand (see also Changpueng, 2009; Kongpetch, 2006). The adaptation of the teaching and learning cycle of the genre-based approach can be made possible based on the different contexts of classrooms, learning conditions, and learners’ proficiency. Most importantly, it should be noted that the genre-based instructor plays a vital role in scaffolding the explicit knowledge of genres, in designing creative and interactive classroom activities, and in facilitating the learning and writing development of learners.

To begin with, during the initial phase of building knowledge of the field prior to the explicit instruction of the target genre, the instructors should supply learners that have little knowledge about what to write about with background information concerning the target genre through pre-learning activities, and the learners should be encouraged to form their ideas in writing through pre-writing activities, such as free-writing, drawing mind maps, and group discussion. After the explicit instruction of the target genre, classroom activities can be designed to

promote the collaborative learning and thinking or the writing collaboration of learners, thus allowing them to have room for idea development and to be actively engaged in the classroom activities under the practical guidance of the instructor (Kay & Dudley-Evans, 1998). Furthermore, the instructor should encourage them to communicate their thoughts with their peers and the instructor in order to stimulate the learners' interest in learning and to raise their writing confidence. By this means, the instructor can help them increase their learning autonomy as well as develop their critical thinking and creativity.

5.3 Limitations of the Study

5.3.1 The researcher was the only course instructor of the two student groups during the entire period of instruction; therefore, he was the one who was in charge of designing the instruction, teaching the students, monitoring the research environments, and evaluating all of the study results. Moreover, it was possible that some of the students might have avoided expressing their negative thoughts or honest opinions about the instruction as they knew that the feedback would be given to the instructor.

5.3.2 The product-oriented assessment criteria adopted to evaluate the students' writing in this study were based upon the traditional scoring criteria for EG231 Paragraph Writing regulated by the writing curriculum of the Department of English, Thammasat University. The assessment policy for product-based learning could have directly affected the impact of genre-based instruction and thus the outcomes of the study. Other effective measuring tools of writing should have been employed to reflect the main purposes of the instruction.

5.3.3 Since the research participants of this study were administered and randomly assigned to the instructor by the department, it was impossible to control the variables of the research participants because the researcher was unable to choose his own research participants or to rearrange the learners in each learning group based on their English proficiency and pre-learning background. However, apart from the fact that all of the participants in the study had to pass pre-requisite courses before taking the Paragraph Writing course, the pre-test results from both student groups were compared so as to confirm the validity of the participants.

5.3.4 The instructional period of one semester or 14 weeks is too limited to investigate and identify the long-term effects on the students' writing development after the implementation of the genre-based approach in this particular context. Furthermore, the evaluation of students' writing performance, especially in terms of linguistic development, within such a limited period of time was not sufficiently effective.

5.4 Recommendations for Further Study

First, as mentioned earlier, the participants of this study were randomly assigned by the department, so it is recommended that the participants in future study be considered according to their scores in pre-requisite or fundamental English courses. Moreover, in order to further demonstrate the effectiveness of genre-based instruction from a more focused perspective, the participants in the classroom can be classified into different learning groups based on their English writing backgrounds; such a classification of learners can reveal how the genre-based instruction significantly affects learning groups with different English proficiency.

In addition, the future research could be pursued on a larger scale of study with more different types of learners over an extended period of time because the results of this study were constrained by having only of 38 students from two basic writing classes during a semester of three and a half months. Future study could also be conducted at higher levels of writing courses, such as EG232 Essay Writing, and with a greater variety of genres, such as argumentation, exposition or discussion. Nevertheless, it should be noted that appropriate assessment criteria for writing should be applied to reflect the efficacy of genre-based instruction or the nature of a target genre.

Finally, a comparison between the genre-based approach and other approaches to writing instruction would be useful and worth exploring since it was shown that most related studies in contexts similar to that of this study only included one sample group of genre-based learners. Further investigation can help determine the strengths and limitations of the genre-based approach when compared to alternative instructional approaches, thus leading to the adaptation of genre-based approaches that is most suitable for Thai EFL writing learners. For instance, when the genre-based instruction was compared with the current practice instruction in this study, it was confirmed that the genre-based instruction outweighed the other approach in that the explicit illustration of various writing models helped develop the learners' understanding of genres and facilitate their learning to write.

5.5 Conclusion

Despite using product-oriented assessment criteria for the course, it was undoubtedly impressive that the genre-based instruction in this preliminary study has achieved the successful outcome in terms of enhancing the novice writing learners' development, and helping them gain highly favorable learning perceptions. It is thus evident that the genre pedagogy not only equip writing students with the knowledge of genre, such as its rhetorical organization, lexico-grammatical features, communicative purposes, and sociocultural contexts of writing, but also encourages the learners to communicate their ideas effectively as well as to develop their basic writing skills and learning identity. Furthermore, the equivalent results for the two instructional approaches in this study remind us to reconsider the evaluation of the course, which should directly reflect the effectiveness of the instructional method implemented in the study (i.e. the genre-based instruction).

Consequently, it is recommended that genre-based instruction be applied with appropriate assessment criteria for the course. More importantly, it should be highlighted that due to the complex nature of L2 writing, neither any single writing instructional approach nor this preliminary study alone can offer an immediate or absolute solution to the various writing problems of Thai EFL learners. Nonetheless, the present study has revealed that the outstanding importance of genre-based instruction lies in the principle that the explicit representation of language features and structures, regarded as a learning tool and not as a restrictive form of writing, be used for developing and expressing one's ideas. On the other hand, the instructors' scaffolding and the students' collaborative learning with their peers can provide

individual writing learners with valuable assistance. Therefore, all of these factors assist individual learners in constructing a meaningful and purposeful text in the various contexts of a discourse community. Another great value of this research study is the substantial amount of valuable and favorable feedback that was received from the students about genre-based instruction. Although English writing is perceived to be one of the most difficult skills to develop, it is worth considering why the learners in this study were impressed by the genre-based instruction.

“The teaching method made this difficult course easier and thus not too stressful. It made me learn about writing skills, vocabulary and techniques for paragraph writing. I want the other universities to apply this instructional method with their students too.”
(GB Student 1)

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The seal of Thammasat University is a circular emblem. It features a central five-tiered umbrella (parasol) with a lotus flower at its base. Radiating from the center are eight stylized arms or rays. The outer ring of the seal contains the university's name in Thai script at the top and "THAMMASAT UNIVERSITY" in English at the bottom, separated by small floral motifs.

APPENDICES

General Grading Criteria:

A	=	85 and above	C	=	60-69.99
B+	=	80-84.99	D+	=	55-59.99
B	=	75-79.99	D	=	50-54.99
C+	=	70-74.99	F	=	49.99 and below

Course Material:

1. *Paragraph Writing: A Process Approach (2nd Edition)*
by Assoc. Prof. Chuencheewee Chalermpatarakul
2. Supplement by instructors

Tentative Teaching Schedule:

Chapter	Types of Writing	Date
1	Narrating Past Events	November 4 – 22
2	Describing a Person	November 25 – December 13
3	Describing a Place	December 16 – January 10
5	Giving Details and Examples	January 13 – 31
6	Giving Reasons to Support Opinions	February 3 – 21

Midterm Exam Period: December 22 – 27, 2013 (no classes at Rangsit)

Final Exam: Thursday, March 6, 2014 (1 - 4 pm.)

Add-drop periods:

Add-drop period (without “W”): November 13 – 18, 2013

Withdrawal period (with “W”): January 20 – 27, 2014

Holidays:

Thursday, December 5, 2013	King’s Birthday
Tuesday, December 10, 2013	Constitution Day
Monday, December 30, 2013	Extra New Year’s holiday
Tuesday, December 31, 2013	New Year’s Eve
Wednesday, January 1, 2014	New Year’s Day
Friday, February 14, 2014	Makabucha Day

Suggested Grading Criteria (Total 20 points)

	very good	good	fair	poor
Language	8	6-7	5	1-4
Organization	7	6	4-5	1-3
Ideas	5	4	3	1-2

Language 40%

a. Language Use	<ul style="list-style-type: none"> - sentence construction (simple, complex) - agreement, tense, number, article, preposition - run-on, fragment
b. Vocabulary	<ul style="list-style-type: none"> - range of vocabulary (simple, sophisticated) - word/ idiom choice and usage - appropriate register
c. Mechanics	<ul style="list-style-type: none"> - spelling - punctuation - capitalization

Organization 35%

- ideas clearly stated and clearly supported
- topic sentence (introductory sentence) and conclusion
- clear and adequate supporting details
- logical sequencing (order of ideas)
- appropriate cohesive devices (transitional words or phrases)
- ideas logically connected

Ideas 25%

- knowledgeable
- substantive (real, solid)
- relevant to the topic
- interesting

APPENDIX B

WORKSHEETS

Worksheet 1: Describing a Person

Text 1: Mary

Mary is as beautiful as a Hollywood star. Her thick, wavy, long black hair gracefully falls down to her shoulders and encircles her diamond-shaped face. A golden suntan usually brings out her smooth, clear complexion and high cheekbones. Her slightly arched chestnut brown eyebrows highlight her emotions by moving up and down as she reacts to her world around her. Her large deep blue eyes, remind me of a lake on a stormy day. Her curved nose gives her a little girl's look that makes me want to smile when she talks. And her mouth is a small mouth outlined by puffy lips that she often accentuates with glossy pink lipstick. When she smiles, her well-formed, even, white teeth brighten up her whole face. I guess you can tell that I am head over heels in love with Mary.

Text 2: My Mother

My mother is an attractive woman. She is of average height and build. Although she is twenty years older than I am, she looks much younger. Many people think she looks more like a sister than a mother. The only sign of her age is her hair. When she was younger, her hair was rich, and dark-brown. Now her hair is a mixture of gray and brown. She does not have many wrinkles, just a few laugh lines around her eyes and in the corners of her mouth, She stays out of the sun, so she is always pale and her skin is so fair. My mother has bright blue eyes that are the same color as a new pair of jeans. Her eyes are the first things you notice. They sparkle brightly and you can see her smile in them. She has a round red mouth and even, straight, white teeth. She smiles a lot so her face always looks happy. My mother likes to dress neatly. She never forgets to put on earrings and a brooch to match her outfit. Everyone thinks my mother is a good-looking woman.

Text 3: My Best Friend

My best friend, Ben is the same age as I am. We went to the same school and for a while we worked at the same job. We spend a lot of time together. Ben is friendly and outgoing. He is happiest when he is around people. He likes to go to parties. He likes to talk with people and makes friends easily. He laughs a lot and people always respond to his laughter by laughing with him. He appreciates good jokes and remembers to tell them to everyone. Ben is the type of person you can rely on to help you. If you need help fixing or moving something, you can call him because he is very reliable. Ben hardly ever gets mad. If there is a bad or tense situation, he stays calm and never yells. On the whole, Ben is a calm person who seldom loses his temper and is the person you want around you when you need cheering up.

Text 4: Pitiful Uncle Jack

Uncle Jack, who was normally a handsome, athletic man, looks pitiful. About three weeks ago, as he was driving along the freeway on his Harley Davidson, he was sideswiped by the truck. Down he went on the pavement, shattering his right foot into 16 pieces. Now he uses a walker, and you hear him before you even see him. Click, click, click goes his walker, accomplishing his winded “huh...huh...huh.” Every move he makes is painful. His hair is uncombed, and his face is pale. His eyes have no gleam in them. His jogging suit hangs on his thin frame – a frame that used to be hefty, muscular. In the past Uncle Jack always smelled like Allspice, his favorite aftershave lotion, but now he smells like someone who hasn’t taken a shower for a week. It is hard to reconcile this frail, rumpled little man with the dapper uncle I had admired all of my life. He seems so much smaller.

Text 5: My Son Wanchalerm

My eight-year-old son, Wanchalerm, is different from other children because of his distinctive appearance and personality. The first thing I notice when I look at him is his size. He stands at the height of my shoulder; indeed, he is taller than other children of his age, and is definitely stronger. Also his dark black hair is remarkable; it is thick, and stylish. Also, Wanchalerm has freckles on his face. His eyes are bright brown, and his eyebrows are just black. His lips are slim and somewhat feminine, and he has gaps in his teeth. His shoulders are broad and his belly is plump. When we hold hands, you can see that his hands are almost as large as my hands. His legs are strong, and his knees are covered with purple bruises, because he always falls down while he is biking. Despite his appearance, Wanchalerm is sensitive and caring; in fact, he still likes to sit on my lap. He likes to open doors for me, look after his little brother, and help my grocery shop. To sum up, although he is only eight years old, he is big and strong, but at the same time he is loving and gentle.

Text 6: My British Boss

Agatha is my British boss at the office. She had a narrow, oblong face with angular cheekbones and a pointed chin. Her slit-like eyes were a clouded hazel, and her thinly plucked eyebrows were shaped into a deceptively perfect arch that followed the slight curve of her eye. A long nose hooked over continually pursed lips, which were painted a bright red in an unsuccessful effort to mask their natural thinness. Bleached blonde hair, made thin from too many years of hair dye, hung straight down into an angular cut at her jaw. The sharp features of Agatha's face were merely a reflection of her entire body structure, and everything—from her skeletal arms to her paper-thin waist—screamed of unnatural skinniness. She likes walking in long strides with her shoulders back and face held forward, and wearing tall stiletto heels and a bold leopard-print mini-dress. Some of my colleagues think that her dressing and personality looks unique, stylish, and smart.

NOTE

Read the model paragraph(s) and try to answer the following questions.

1. What are the purposes of the model paragraph(s)?

2. What are the common language features (i.e. organization, vocabulary, etc.) you can notice from the example paragraphs?

3. What does the writer of each text describe the person in their paragraph?

- | | |
|--|-------------------|
| A) Appearances | Text _____ |
| B) Character and personality | Text _____ |
| C) Both appearances and character/personality | Text _____ |

4. Are descriptive words/phrases (i.e. adjective and adverbs) and sensory details (i.e. sight, sound, smell, touch, and taste) important in each model paragraph? Describe and give some examples in the model texts.

Descriptive words/phrases _____

Touch _____

Sight _____

Smell _____

Taste _____

Hearing _____

Organizing Information in a Descriptive Paragraph

Paragraph 1

Jack is a good friend of mine. He is a tall boy in his late teens. All his friends like him because he is helpful. He always wears casual clothes—T-shirts and blue jeans. He is very athletic person. He enjoys all kinds of sports. He is well-built. He has a dark complexion and big brown eyes. He also plays on the university football team. His friends think of him as an easy-going man. He also plays on the university team. His friends think of him as an easy-going man. He plays football every weekend. He does not like to follow rules and does not care what others say about him. He never refuses to give help to his friends when they need it.

Paragraph 2

Jack is a good friend of mine. He is a tall boy in his late teens. He is well-built and has a dark complexion and big brown eyes. He always wears casual clothes—T-shirts and blue jeans. Jack is a very athletic person. He enjoys all kinds of sports. He plays football every weekend and also plays on the university football team. His friends think of him as an easy-going person because he does not like to follow rules and does not care what others say about him. Nevertheless, all of his friends like him because he is helpful. He never refuses to give help to them when they need it.

1) Compare the two paragraphs below. Both paragraphs contain the same ideas about Jack. Which paragraph is better organized and why?

2) Analyze the organization of Paragraph 2. Do you think the paragraph is well-formed and logical? How does the writer describe Jack in the paragraph 2?

Worksheet 2: Describing a Place

Text 1: The Laundry Room

The laundry room of my dormitory was sometimes my common place I spent at weekends during my college years. The windows at either end of the laundry room were open, but no breeze washed through to carry off the stale odors of fabric softener, detergent, and bleach. In the small ponds of soapy water that stained the concrete floor were stray balls of multicolored lint and fuzz. Along the left wall of the room stood ten rasping dryers, their round windows offering glimpses of jumping socks, underwear, and fatigues. Down the center of the room were a dozen washing machines, set back to back in two rows. Some were chugging like steamboats; others were whining and whistling and dribbling suds. Two stood forlorn and empty, their lids flung open, with crudely drawn signs that said "Broke!" A long shelf partially covered in blue paper ran the length of the wall, interrupted only by a locked door. Alone, at the far end of the shelf, sat one empty laundry basket and an open box of Tide. Above the shelf at the other end was a small bulletin board decorated with yellowed business cards and torn slips of paper: scrawled requests for rides, reward offers for lost dogs, and phone numbers without names or explanations. On and on the machines hummed and wheezed, gurgled and gushed, washed, rinsed, and spun. That's how I can think about my dormitory's laundry room which was also part of my student life and helped soothe my anxiety every time I got too lonely.

NOTE

Text 2: Subway Station

Standing in the subway station, I began to appreciate the place. First of all, I looked at the lighting: a row of meager light bulbs, unscreened, yellow, and coated with filth, stretched toward the black mouth of the tunnel, as though it were a bolt hole in an abandoned coal mine. Then I lingered, with zest, on the walls and ceilings: lavatory tiles which had been white about fifty years ago, and were now encrusted with soot, coated with the remains of a dirty liquid which might be either atmospheric humidity mingled with smog or the result of a perfunctory attempt to clean them with cold water; and, above them, gloomy vaulting from which dingy paint was peeling off like scabs from an old wound, sick black paint leaving a leprous white undersurface. Beneath my feet, the floor a nauseating dark brown with black stains upon it which might be stale oil or dry chewing gum or some worse defilement: it looked like the hallway of a condemned slum building. Then my eye traveled to the tracks, where two lines of glittering steel--the only positively clean objects in the whole place--ran out of darkness into darkness above an unspeakable mass of congealed oil, puddles of dubious liquid, and a mishmash of old cigarette packets, mutilated and filthy newspapers, and the debris that filtered down from the street above through a barred grating in the roof. Coming here almost every week during the last ten years made me realize how the subway has gone old just like the city today.

NOTE

Text 3: Cabbagetown

Cabbagetown is a hellish part of town where life is in a process of decay. Its streets and dingy alleys are blanketed with smelly humidity. Glancing at the wall to my left, I notice an ancient advertisement, rotting under years of dirt and dust. It reads, “Taylor’s drugs—Coca-Cola 5 cents.” An ugly, huge iron door dangles partly off its hinges under the Coca-Cola sign. Streams of water leak down the wall from the rusted roof gutters, like long fingers trying to claw the cement floor. Not far from where I stand is a soggy pile of wrappers, milk cartons, toilet paper, and rotting chunks of food. Next to my foot lies a faded, yellowish wrapper of a Mallow Cup. I jump instinctively when I hear a strange rustling noise, and see a grinning rat carrying a rotten apple core across the cracked concrete. A sudden mental slap reminds me of where I am. I turn and hurry away from this black hole of decay.

Text 4: My Favorite Reading Place

A year ago, I didn’t have a favorite place to read on campus, but when our library was renovated, it soon became my most relaxing place to read. The Educational Resource Center was refurbished from top to bottom. The falling ceiling tiles were replaced by bright white ones, and the peeling white walls were repainted in soft beige and pale green. Even the cold tile floors were redone with multicolored carpet tiles arranged in patterns. The best improvement to the library, however, was the seating. The old, torn cloth chairs and beaten-up wooden tables were discarded. Now there are modern stuffed chairs covered in earth-colored woolen fabrics and reddish wood tables that gleam with polish. Instead of the industrial lamps that used to hang over the tables, there are long, black metal fluorescent lamps with bulbs just bright enough to read by, but not overpowering. Under one of these lamps, seated in a comfortable stuffed chair at a quiet back table, you will often find me reading a novel or a magazine.

Text 5: The New Forest

Ten minutes from my house is the most beautiful area in the south of England. It is called “The New Forest” and people from different parts of England and different countries often come here on holiday. The New Forest is a very large area of natural forest and there are a lot of animals that live there. Tame horses and donkeys walk everywhere and sometimes you can even see chubby wild pigs, slow-moving cows and lovely ducks crossing the road. What I like about the New Forest is that the colors of the forest change during the year. In autumn the leaves are brightly red and gold and in the spring everything turns to rich purple and different shades of green. The trees are always colorful and different. Tourists often prefer to go to the small villages in the New Forest with pretty houses and traditional restaurants. I love to walk along the rivers and through the trees in this place because there you can see the true heart of the forest.

NOTE

Text 6: The Kitchen

The kitchen held our lives together. My mother worked in it all day long. We ate in it almost all meals except the Passover Seder. I did my homework and first writing at the kitchen table, and in winter I often had a bed made up for me on three kitchen chairs near the stove. On the wall just over the table hung a long horizontal mirror that sloped to a ship's prow at each end and was lined in cherry wood. It took up the whole wall, and drew every object in the kitchen to itself. The walls were a fiercely stippled whitewash, so often rewhitened by my father in slack seasons that the paint looked as if it had been squeezed and cracked into the walls. A large electric bulb hung down the center of the kitchen at the end of a chain that had been hooked into the ceiling. The old gas ring and key still jutted out of the wall like antlers. In the corner next to the toilet was the sink at which we washed, and the square tub in which my mother did our clothes. Above it, tacked to the shelf on which were pleasantly ranged square, blue-bordered white sugar and spice jars, there were two little boxes engraved with Hebrew letters. One of these was for the poor and the other to buy back the Land of Israel. Each spring a bearded little man would suddenly appear in our kitchen, salute us with a hurried Hebrew blessing, empty the boxes (sometimes with a sidelong look of disdain if they were not full), hurriedly bless us again for remembering our less fortunate Jewish brothers and sisters, and so take his departure until the next spring, after vainly trying to persuade my mother to take still another box. We did occasionally remember to drop coins in the boxes, but this was usually only on the dreaded morning of "midterms" and final examinations, because my mother thought it would bring me luck. My kitchen holds so many memories of our family indeed.

NOTE

Read the model paragraph(s) and try to answer the following questions.

1. What are the purposes of the model paragraph(s)?

2. What are the common language features (i.e. organization, vocabulary, etc.) you can notice from the model paragraphs?

3. How does the writer of each text describe the place in their paragraph?

A) Using spatial order Text _____

B) Giving details or various aspects of the place Text _____

4. Are descriptive words/phrases (i.e. adjective and adverbs) and sensory details (i.e. sight, sound, smell, touch, and taste) important in each model paragraph? Describe and give some examples from the model texts.

Descriptive words/phrases _____

Touch _____

Sight _____

Smell _____

Taste _____

Hearing _____

A Dental Disneyland

Visiting my children's dentist is like visiting Disneyland. When you enter the office, Mickey and Minnie Mouse greet you at the door. The waiting room is full of activities for children. On the left, there is a round table that looks like a giant tooth. There are a lot of children's books on this table. On another table are Lego building blocks. In the middle, there is an area where young children can play with stuffed animals on the floor. On the right, there is a small room where older children can play video games. My children don't mind going to the dentist now because it is so much fun.

My Old House

I really like my old house in house in Surat Thani. There I enjoyed my infancy and adolescence. Although it is a small house, for me it always seems that it was bigger, mainly the patio where we played football with my cousins. On the patio there was a small pool where we played with small boats of paper. I remember each corner of my old house, mainly my favorite place which was the window of the living room. From this window, I could see the rain in the summertime and I could feel the tranquility and freshness of the streets. Moreover, from this window, I could admire the stars in the sky.

Paragraph I: A Dental Disneyland

Paragraph II: My Old House

Read the following paragraphs. Which of the five sensory details are used in the paragraph? Give the detail example to support your answers.

My Favorite Place

The best place for me to forget all my worries is under a palm tree at dusk. When I am worried about a problem or just want to be alone, I will go to the beach at around six in the afternoon and sit in the shade of a palm tree. The sand is a little hard to sit on, but this does not bother me. As the wind blows like a whistle, and the waves become softer as they reach the shore, the air will have a slight smell of the sea. The pelicans pass by in groups of seven before they disappear behind the horizon. Others float on the water, hoping to catch a fish before leaving. As time passes, there is an immense silence; the sun begins to descend, and the sky changes from tones of dark blue to canary yellow and finally to deep orange. As the sun slips below the horizon, I leave behind my worries.

Worksheet 3: Narrating Past Events

Text1: Grandma's Jacket

Many years ago, when I was a freshman in high school, I wanted a windbreaker or a jacket designed to protect the wind. It had a red and white nylon shell with a sort of soft cotton interior. It had metal snaps on the outside and the school's logo on the upper left chest. The jacket cost \$13 back in 1978. Today, that same item might be \$30 or so. It wasn't a lot of money, but it was money I did not have. I was broke and my parents, with 4 brothers and sisters after me, didn't have much money to spare themselves. My mother told her mother of this want of mine during one of their weekly Arizona to Illinois telephone conversations. One afternoon a short time later, I was handed the lump sum of \$13 by my mother, who said to me, "Go buy your windbreaker tomorrow. Grandma sent you the money. I got it in the mail this morning." I know Mom said something to me about not spending it on anything else, but there was no chance at all as I could think of buying nothing but that jacket. The next morning, without even going to my locker first, I ran to the school store and bought this prize of mine. I wore it proudly for a long time to almost any event I went to, school related or not. I know that it was only a jacket. But this jacket was an encouragement for me, and it is hard to put into words what having that simple thing meant to me. My early high school career was not easy on me and the encouragement and love of my family, which included this simple \$13 sent from a thousand miles away, was part of what kept me on track. It's amazing how the little things make such a difference. Thanks, Grandma. I love you and I will miss you.

Note

Text 2: Reunion

A family here in Birmingham had a reunion, with about twenty people – cousins, in-laws, scattered brothers and sisters – gathered at one of the family members’ homes. The mother of the family invited me to come tell a story after dinner. She thought that after a whole day together, the relatives might like some diversion from each other. Maybe she was even a little worried that they might not have much to talk about by the end of the day. After the meal, people were instructed to head into the den for a surprise. They gathered in the big, open room with dessert and coffee, lounging on the floor, perched on the arms of chairs and sofas. I was introduced, and when people learned that I was there to tell stories, someone said, “Do you remember the story Aunt Bet used to tell about the time?” As you might expect, one memory led to another. They hadn’t told those stories earlier in the day, because everybody in the family already knew them, and had heard them a hundred times. But with me there as an eager, new audience to entertain, everyone had an excuse to trot out his or her favorite family tale: “Burying Grandpa Jack,” “The Day Bicky’s Face Exploded,” “It’s A Southern Thing,” “Saying Goodbye to Bud,” and the unforgettable “Ordering Pie in Des Moines.” By the time we all finished laughing and crying, it was nearly 1 a.m., and time to call it a night. They thanked me for a great evening of storytelling, and sent me home with a nice check and a big plate of homemade brownies – and all I had to do was to keep my mouth shut and let the stories happen.

Note

Text 3: Fire Flies

Fireworks are legal in Pennsylvania. Ever since we bought our weekend house in Pennsylvania several years ago, our daughter Karen waits impatiently for the Fourth of July so she can buy fireworks and set them off. On July 3, she bought a bag full of the legal ones, sparklers and air-borne rockets. When it was finally dark enough, we all went outside to set them off and make a show. Most of the group went into the side yard to set off the sparklers but I sat on the deck above them - a ring side seat. That's when I noticed them - the fire flies. Fire flies were darting all around the yard. They were blinking on and off as they flew across the deck where I was sitting. The air was alive with their lights. I looked out over the yard to the meadows beyond - tiny blinking points of light flitting across the fields. It was a splendid magical show - nature's fireworks. I remembered other summer evenings at my grandmother's in North Carolina when I raced around the yard catching fireflies and holding the captives in a mason jar until I had enough that the jar seemed alive. Granny made me let them go "so they will come back tomorrow night." And here they were.

Note

Text 4: Christmas Morning

Christmas was my favorite holiday when I was a child, and Christmas morning was my favorite part of that special day. My brother and I usually woke up before dawn. We always tried to stay in bed until daylight, but it was hard. We usually got up while it was still dark and ran into the living room to see what Santa Claus had brought us. Then we raced into our parents' room and woke them up. Our father always grumbled about the early hour, but he wasn't really angry. After our parents got up, we all went into the living room to open our presents. After that, we ate breakfast. We always had the same special breakfast on Christmas morning: blueberry pancakes, bacon, and hot chocolate. After breakfast, we played with our new toys. The gifts, the special breakfast, but mostly the family togetherness made Christmas morning a special time that I will always remember.

Text 5: My First Airplane Ride

I will never forget how excited I was when I took my first airplane ride. All my life I had wished I could fly in an airplane. Then one day my wish came true. I had a chance to take a trip to Hong Kong. I was so excited the moment I stepped into the plane. I sat in the window seat and fastened my seat belt. Ten minutes later, the plane was ready to take off. I can remember the exact moment when the plane started to take off. As the plane started racing down the runway, I could feel my heart pounding in my chest. When the plane lifted into the air, my stomach tickled and my ears popped. As the plane went higher and higher, I could see the buildings, cars, houses, and people on the ground grow tinier and tinier. Though many years have passed, I can still remember every small detail from my first flight. It was a really thrilling experience for me.

Read the model paragraph(s) and try to answer the following questions.

1. What are the purposes of the model paragraph(s)?

2. Give some examples of a topic sentence from the model texts?

3. Give some examples of a concluding sentence from the model texts?

4. What are the common language features (i.e. organization, vocabulary, etc.) you can notice from the model paragraphs?

5. What tense is commonly used in narrative paragraphs?

6. What is the common way that the writers use to organize their ideas and write their narrative paragraph(s)?

7. What transitional signals do you find from the model paragraphs?

Transitional Signals of Time

Read the following paragraphs and highlight the transitional signals.

Paragraph I

My most memorable experience from elementary school happened in Ms. Higgins' geography class. She gave us a pop quiz that I hadn't studied for. When I saw the ten questions, I knew I was dead. I didn't know a single answer. I decided to guess. So I sat there at my desk, pencil in hand, and took a stab at giving my answers: A, or B, or C, or D. The next day Ms. Higgins returned our papers with a big orange smiley face drawn on me. That meant only one thing – I'd gotten the highest mark in the class. And I had. I'd guessed nine of the ten correctly. Later, Ms. Higgins said to me that this just went to prove what I could do if I would only study.

Paragraph II

My dog Pinto and I went through some great times and some awful times together. I got her for my tenth birthday, and from that time on, Pinto never left my side. She was like a part of my family. One day, however, Pinto almost lost her life. While we were playing in the front yard, she saw a cat on the other side of the street. She did what any normal dog would do. She started to run across the street. I screamed for her to come back, but she didn't listen. Out of nowhere a car appeared and hit her. The driver of the car was very nice and immediately took Pinto to the neighborhood veterinarian. The vet had to operate on Pinto's leg and put her leg in a cast. When my dog finally returned home, she was almost as good as new. From that day on, she never left our front yard again.

Past Tense & Direct Quatations

Highlight the use of past tense and direct quotations in the narrative paragraph below.

Last Wednesday I cleaned out my mother's garage, which made me feel proud of myself. It was spring vacation and I was home for the week. Each time I drove into the garage, I thought to myself, "I really should help clean out this mess," but I let the first two days go by without acting on these better instincts. Mom did not say a word; in fact, she just washed all of my clothes, baked me my favorite peanut butter cookies, and let me use her car to go to visit my friends. When I arrived home past midnight, she did not scold me or complain. She probably thought that I am a college student and therefore mature enough to keep whatever hours I choose. But midweek, my conscience just would not let me continue to take and not give. I announced, "Mom, today I am going to clean out the garage because it is too hard a job for you." My mother was so grateful and almost had tears in her eyes. To tell you the truth, once I finished, I couldn't remember any job that had given me more satisfaction.

Eliminating Irrelevant Details

Cross out the irrelevant details in the following paragraph.

The only experience I have ever had with a crowd occurred at the rock concert where I was nearly crushed. As I waited for the concert to start, I was worried about how I would get home. My friend and I were wondering if we should take the bus or the train. My friend, whose name is Hazel, was saying that the bus might be slower but since everyone would probably want to take the train, we might be better off on the bus. We were deep into this discussion. When a loud G-flat rang throughout the arena, the concert got underway. About six songs into the concert, the mass hysteria began. The crowd began surging toward the stage, carrying me along like a riptide, and shoving me against the apron of the stage. The

sweaty, pressing bodies of the audience crushed against me. I couldn't breathe. Somehow, I managed to escape, and the next thing I knew, I was being swept to the side of the theater. There I saw Hazel, terror in her eyes. We wriggled along the wall until we reached an exit door. Frightened and bruised, we decided to leave, even though we could hear the concert in full, blaring swing. We did not take the bus as we had decided we would. Instead, we took the train because it wasn't at all crowded.

Arranging Ideas in Chronological Order

Rewrite the following paragraph by considering the appropriate chronological order. Some transitional signals might need to be added to complete the paragraph.

One Friday evening, my friend and I spent an enjoyable hour playing badminton. On the way home, we stopped for ice-cream. We went into the sauna for ten minutes before taking a shower. We changed our clothing in the locker room and played an exciting but exhausting hour badminton. My friend picked me up in his Toyota Corona and we zoomed over the badminton court. When I got home, I was ready for a good night's sleep.

Worksheet 4: Giving Details and Examples

Text 1: Home Gardening

I love home gardening because I have discovered that this activity contributes many health benefits. The most obvious benefit is that gardening is good exercise for me. Caring for the garden involves physical activities such as bending, lifting, stretching and squatting, all of which help maintain flexibility. Turning over soil before planting is a major use of calories. Also, the food I grow is healthier than any produce in the supermarket. I know exactly what chemicals I use to grow my produce and I can consume fresh vegetables which are not contaminated with dangerous substances such as insecticides. Another benefit is that gardening is good for my spirit. While tending the garden, I feel relaxed, forgetting the hustle and bustle of everyday life. My mind is free to enjoy the colors, textures, and fragrances of my garden. All my day's tensions are released. It is obvious that gardening benefits me both physically and psychologically.

Text 2: Teenagers

Teenagers find many ways to drive their parents crazy. First, they may dye their hair purple, or they may shave their heads bald. They may also shred their new sixty-dollar-designer jeans, tattoo their skin or wear rings in their noses. In addition, they spend hours at the shopping mall and on the phone. They have time to watch TV, but they do not have time to do their homework. Also, they're always too busy to clean their rooms, but they are never too busy to clean the refrigerator by eating everything in it. Finally, they are old enough to drive but too young to pay for gas. They are usually broke, so they always return the family car with an empty gas tank. It is hard to be teenagers, but it is even harder to be the parent of one.

Text 3: Yoga

Yoga has varied and immense benefits. The benefits of yoga can be enjoyed by any age group from children to the elderly. At the physical level this activity is extremely effective in increasing flexibility. Your body which may have been quite rigid starts experiencing flexibility as you move from one pose to another. What's more, it is the only form of activity that massages all the internal glands and organs of your body in a thorough manner. This ensures the optimum blood supply to various parts of the body, which results in the delay of aging. Also, this kind of practice stretches muscles lengthwise, causing fat to be eliminated around the cells, thus reducing cellulite. Apart from the physical benefits, yoga helps you relax and handle stressful situations more easily. It teaches you to focus on your breathing. This attention to breathing relieves stress and anxiety. These are some of the benefits that can be achieved through practicing yoga.

Text 4: Bird Watching

Bird watching is growing in popularity around the world. It is one of the most relaxing and peaceful hobbies that anyone can do. Bird watchers have an opportunity to feel close to nature and observe the natural world around them. They forget about their hectic day-to-day pace while bird watching. Bird watching is also an entertaining activity. It is fun watching birds frolic around with other birds, dig for seeds and then fly away, only to return a minute later and start all over again. Additionally, bird watchers can practice observational skills. They can learn to identify species of birds, their unique traits, their songs and their movements. It is also thrilling to discover a species they have never seen before. Lastly, this pastime is inexpensive. The only equipment needed is a good pair of binoculars. They can watch bird anywhere—in parks, in forests, or even in their own backyards. Indeed, the theatre of nature is opened up to them through this fascinating hobby.

Text 5: Collecting Stamps

There are many advantages to collecting stamps. First, you can get various kinds of knowledge from these little pieces of paper. For example, you can learn about foreign countries and be able to identify their native plants, animals, festivals, holidays, and famous people. You can also learn about countries' monetary systems and currencies. Another advantage is that collecting stamps is a way to increase your social skills. You can meet people who share your interests by joining a stamp club. Or you may get involved in community events such as local stamp shows and have a chance to make new friends. Finally, this pastime can help reduce stress. The quiet slow sorting through stamps, identifying them, and mounting them in albums is a wonderful way of relaxing. Each time you leaf through your albums, you will get the feeling of enjoyment and accomplishment. Therefore, if you are looking for a recreational activity which gives both knowledge and pleasure, why don't you try collecting stamps?

Text 6: A Troublesome College

My school, a community college of 13,000 students, is always being sued and this year alone, three students filed formal grievances against teachers for what I consider silly reasons. The first was a 25-year-old veteran of the Gulf War, who had been caught red-handed cheating on an exam. He screamed and yelled that he was innocent and filed a formal grievance, accusing the teacher of abusive treatment. Another student decided that her accounting teacher should be fired because she thought he lacked patience. That particular teacher had consistently received outstanding student reviews, yet this angry student blamed him for her own poor performance. A third student decided that his dance teacher was deliberately humiliating him in front of the class because he could not get the movements as quickly as the other students and was holding up the class. All three cases were either dismissed by the Judiciary Board or settled between student and teacher.

Text 7: My Recreation

My recreation consists of three types of activities: sports I play with a team, sports I do by myself, and sports that I love to watch on television. Firstly, my favorite team sport is softball. I play on my company's team, usually as a pitcher, and enjoy the fellowship that comes from the competition. The company also has a ping-pong team that I'm on, and sometimes I also practice with the company tag-football team. Secondly, the sport I do by myself and really love, when I can afford it, is golf. I like to go the driving range alone and hit practice balls. I like to play by myself so if I do badly, I won't feel embarrassed. I also like to run alone and try to get out at least three times a week. Lastly, on weekends, especially if the weather is bad, I like to watch college basketball games and NFL football games on television. I'm also an Atlanta Braves fan and watch all their televised games. Without sports, I think I would be bored, and my life would be dull.

Text 8: Boyfriends

I have three kinds of boyfriends: those who are willing to pay my way on dates, those who are willing to pay only their own way, and those who expect me to pay everything. Jack is the first kind of boyfriend. He never takes me anywhere without paying for both of us. If he does not have the money, he does not ask me out, but waits until he has earned it. Jack is very old-fashioned in that way. Peter is the second type. When he asks me out, he always makes it clear that we are going Dutch. If I tell him I can't afford it, we do not go out. He is very modern in that way. The third type of boyfriend can be summed up in Tony. He's what you could call a moocher. He wants me to pay for everything. And sometimes, if I can afford to, I will do and like it because paying makes me feel in charge. Of the three types, I prefer Jack if I'm broke, but don't mind either Peter or Tony when I can afford them.

Text 9: Boring Michelle

Everything bores my friend Michelle and nothing seems to interest or excite her. For instance, she does not enjoy any outdoor activities because it sounds pointless to her. Last week, a group of us decided to rent a conversion van and go camping in Yosemite over the spring break. But when we asked Michelle to join us, she just shrugged her shoulders and refused to go. For another reason, it is never easy to attract her particular attention. I wanted Michelle to teach me how to make a decorative wreath out of twigs and dried flowers because she is very talented in arts and crafts. At first she agreed, but before I could even collect the materials, she decided that making wreaths sounded like a lot of work for nothing. Besides, any dramatic scenes always fail to excite her passionate interest. When I was completely heartbroken after watching one of my favorite soap operas, Michelle looked at me with scorn and commented, "That was so dull; I fell asleep watching it." Sometimes, I wonder what would happen if an earthquake hit. Would that raise Michelle's blood pressure or would she just yawn and say, "So what?"

[illegible]

Read the model paragraph(s) and try to answer the following questions.

1. What are the purposes of the model paragraph(s)?

2. What are the common language features (i.e. organization, vocabulary, etc.) you can notice from the example paragraphs?

3. What is the position of topic sentence in the paragraph(s)? Show some examples of a topic sentence.

4. What is the position of concluding sentences in the paragraph(s)? Show some examples.

5. What are transitional signals which are commonly used in the model paragraph(s)? Give some examples.

Model of Expository Paragraphs

Read 'Home Gardening' in Text 1 and complete the blanks below.

Home Gardening

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Read 'Yoga' in Text 3 and complete the blanks below.

Yoga

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Read 'Collecting Stamps' in Text 5 and complete the blanks below.

Collecting Stamps

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Read 'Boyfriends' in Text 8 and complete the blanks below.

Boyfriends

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Read 'Boring Michelle' in Text 9 and complete the blanks below.

Boring Michelle

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Create your own outline of an expository paragraph giving details and examples about your favorite leisure activities.

Topic _____
Topic Sentence _____
Supporting Point 1 _____
Details _____

Supporting Point 2 _____
Details _____

Supporting Point 3 _____
Details _____

Concluding Sentence _____

Worksheet 5: Giving Reasons to Support Opinions

Text 1: Becoming an Academic Writer

To achieve writing an academic essay, I focused on three points: the content of an essay, correct grammar, and advanced level vocabulary. The most important thing for me was to understand the assigned topic before attempting my first draft. In some cases, I would have to read and do research to build a foundation. I wanted to include examples, statistics, and direct quotations whenever possible to support my opinions. By giving specific examples, I realized that my essays became more detailed, easier to read, and much more interesting. Second, I made grammar my second priority. I reviewed the basic grammatical structures such as subjects and verbs and checked all my work for verb tense consistency and punctuation. As a result, my sentences became more complex because I included transitional words, gerunds, and embedded clauses. Last but not least, improving my vocabulary became my third and final goal. Thus, I bought a new dictionary and thesaurus to help expand my knowledge. I became more aware of how often I repeated the same words and phrases through my essay. I often searched for synonyms to replace words that I thought were too simple for a college essay. Academic writing requires critical thinking skills, an understanding of the topic, high level vocabulary, and correct grammar. Having these skills is empowering since it has made me a better communicator and student. I have come a long way since I started college, and I am now proud of writing that I produce.

Text 2: Home Schooling

From my point of view, individuals should have the right to educate their children at home. There are many reasons for this. The first reason is that children schooled at home learn one-on-one or in small groups. If they need some additional explanation, the home tutor can easily supply it. Children, therefore, can get the kind of individual attention they require. Another reason is that home schooling allows children to learn in an environment that is comforting and familiar. Any parent who has ever delivered a weeping child to the door of the classroom knows all too well how terrifying some children find the classroom atmosphere. The last reason is that children who learn at home are not distracted by their surroundings. They are not inhibited by the presence of other children who might unthinkingly laugh at their mistakes. Because of these reasons, I am in favor of educating children at home.

Text3: Marrying Young

Some people today marry between the ages of nineteen and twenty-one, and in my opinion marrying so young is a disadvantage. For one thing, both people should have a good education, and it is difficult to accomplish this before the age of twenty-four. Also, the longer you wait before you get married, the more you are able to understand yourself and know the things that are important to you. If you have strong set of personal values, you are less likely to marry someone from whom you will grow apart. The third reason is that after the age of twenty-four, it is more likely that a person will have a good career and some financial stability. The last and most important reason is that you will have had enough time to meet and date people and understand what type of person is best for you. The reasons presented here are crucial to a lasting and fulfilling marriage and should be considered by young people. Delaying marriage until the late twenties allows time for all these concerns to be addressed.

Text 4: Costa Rica

Costa Rica is a great place to spend a vacation for two reasons. First of all, Costa Rica has an excellent system of national parks where visitors can observe nature. For example, in Tortuguero National Park, visitors can watch sea turtles come ashore to lay their eggs in the sand. Then they can come back several months later to see the new babies crawl down to the sea. In Santa Rosa National Park, visitors can see unusual birds such as toucans and quetzals and exotic animals such as spider monkeys. Second, Costa Rica has many beautiful beaches. For instance, the beaches at Manuel Antonio National Park are among the most beautiful beaches in the world, and the beaches on Canoa and Cocos Islands offer perfect conditions for snorkeling and scuba diving. Indeed, Costa Rica is a wonderful place to go if you love the outdoors.

Text 5: Capital Punishment

In my opinion, capital punishment is wrong. First of all, I believe that it is wrong to kill. Only God has the right to take away life. Human beings should not kill human beings. Even if a criminal has committed horrible crimes, the government does not have the right to execute him or her. Second, the threat of going to the electric chair or to the gas chamber does not stop criminals. When people commit a violent crime such as murder, they are not thinking about their punishment. In fact, many murders happen when people are angry. They are not thinking about the consequences of their actions. According to a report in the New York Times, the State of Louisiana executed eight men in nine weeks in fall of 1987. During that same time period, the murder rate in New Orleans rose 16.4 percent. This shows that the threat of capital punishment does not stop crime. The third and most important reason for abolishing the death penalty is that the government sometimes makes mistakes and executes innocent people. In fact, this has happened. According to an article in Time magazine, there were twenty-three executions of innocent people in the United States between 1900 and 1991. In my view, this makes the government itself guilty of murder. For these three reasons, I believe that the United States should get rid of capital punishment, which is really just “legal murder.”

Text 6: Why Lotteries Should Be Banned

I strongly agree that lotteries should be banned. To begin with, I strongly believe that lotteries are a waste of money. Every time we buy the lottery we have less money to buy things we need such as medicines or food. Another reason is playing the lottery is addictive. When we buy a lottery ticket and we don't win, we may buy more and more tickets. Finally, I consider that playing the lottery is not a really good chance to make money because we can't develop our abilities or skills to win the lottery. Winning the lottery depends only on luck. To conclude, I believe that it is not a good idea to buy the lottery because it is a waste of money; it is addictive; and it is not really a good chance to make money.

Text 7: Wearing Uniforms

A policy that requires public school students to wear uniforms would be a bad idea for several reasons. First of all, no style of clothing looks good on everyone. In their pre-teen and teen years, students are especially sensitive about their appearances, and having to wear clothing that doesn't fit them well will do little to help their fragile self-esteem. In addition, uniforms are expensive. Students would need to have at least two complete sets of uniforms to allow for laundering, which could be very costly for parents. Of course, since most students aren't likely to wear their uniforms after school, parents also have to purchase everyday clothes such as jeans, shirts, and skirts, adding significantly to the amount they must spend on clothes. Furthermore, during the school year, students may outgrow their uniforms or other clothing, increasing the cost for some families. Finally, a uniform policy ignores families' rights and freedom to make clothing decisions that are best for them. Certainly schools should be able to restrict clothing that features obscene or objectionable slogans or that exposes too much skin. However, making all students dress the same says that individuality is less important than conformity. To conclude, the world already has too many followers, so public schools should allow students the freedom to express their unique personalities through their clothing.

Text 8: A Right to Die

Although many people feel that doctors must do everything possible to keep their patient alive, I believe that euthanasia should be legal for three reasons. The first and most important reason to support euthanasia is that some patients who have no chance to recover do not wish to be kept alive on machines. These patients are kept alive by life-support machines such as respirators to help them breathe and feeding tubes to provide them with nutrition. A second reason to support euthanasia is that medical costs in the United States are very high. Keeping a person alive for years and years requires round-the-clock care in a hospital or nursing home. According to an administrator at a local hospital, daily hospital room charges average \$5,000 there. Nursing home care is also expensive. A nursing home in our area charges \$4500 per month. The final reason to support legalizing euthanasia is that the family suffers. Hospital or nursing home staff gives terminally ill patients only minimal care. Thus, the family must spend time caring for the special needs of their loved one. The care for patients who are either terminally ill or who are in an irreversible coma is a financial, physical, and emotional burden for their families; therefore, families should have the right to ask doctors to turn off life-support machines or to remove feeding tubes.

Text 9: Goldfish

Goldfish make the best pets for three reasons. First of all, golden fish are very quiet. They don't bark, howl, meow, chirp, squawk, screech, or race around the house at night while you and your neighbors are trying to sleep. Second, they are economical. You can buy a goldfish at your local pet store for about 50 cents, and a small bowl for it costs less than \$3.00. Water is practically free. Also, they eat only a pinch of dried fish food daily, so their food bill is quite low. Third, goldfish are very well-behaved. They don't have teeth, so they can't chew your furniture or bite your guests. They don't ever go outside, so they can't dig holes in your garden. In addition, you don't have to spend hours teaching them commands such as "Sit!" or "Heel!" If you want a quiet and economical pet that doesn't cause any trouble, visit your nearest goldfish store.

Read the model paragraph(s) and try to answer the following questions.

1. What are the purposes of the model paragraph(s)?

2. What is the topic sentence of each paragraph? Show some examples.

3. What is the concluding sentence of each paragraph? Show some examples.

4. What are transitional signals which are commonly used in the model paragraph(s)? Give some examples.

5. What is the common pattern of organization of each example paragraph? Give some examples and explanations.

Read the following texts below and identify how the writer organizes and presents ideas in these two paragraphs.

Paragraph I:

There are many reasons why parents who want to home school their children should think twice before making a decision. For one thing, home schooled children miss many opportunities to interact with peers. They are limited to only one teacher and, at best, their siblings. They are isolated from the outside world and have problems learning social interaction skills. Also, they will be limited in their extracurricular activities. A home school cannot provide the numerous and diverse activities such as band, orchestra, choral activities and many sports without some cooperation from some established institutions. Finally and most importantly, children schooled at home are too protected. They are not exposed to the real world, which is not always sweet and nurturing. When faced with difficult situations in the real world, they do not know how to react properly. Therefore, parents should give serious consideration before home schooling their children.

Paragraph II:

There are many reasons why parents who want to home school their children should think twice before making a decision. First and most important, children schooled at home are too protected. They are not exposed to the real world, which is not always sweet and nurturing. When faced with difficult situations in the real world, they do not know how to react properly. Also, they will be limited in their extracurricular activities. A home school cannot provide the numerous and diverse activities such as band, orchestra, choral activities and many sports without some cooperation from some established institutions. Also worth mentioning is that home schooled children miss many opportunities to interact with peers. They are limited to only one teacher and, at best, their siblings. They are isolated from the outside world and have problems learning social interaction skills. Therefore, parents should give serious consideration before home schooling their children.

Read 'Becoming an Academic Writer' in Text 1 and complete the following outline of the opinion paragraph.

Becoming an Academic Writer

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Read 'Wearing Uniforms' in Text 7 and complete the following outline of the opinion paragraph.

Wearing Uniform

Topic Sentence _____

Supporting Point 1 _____

Details _____

Supporting Point 2 _____

Details _____

Supporting Point 3 _____

Details _____

Concluding Sentence _____

Create your own outline of an opinion paragraph about an educational issue.

Topic _____
Topic Sentence _____ _____
Supporting Point 1 _____
Details _____ _____ _____
Supporting Point 2 _____
Details _____ _____ _____
Supporting Point 3 _____
Details _____ _____ _____
Concluding Sentence _____ _____

The seal of Thammasat University is a large, faint, circular watermark in the background. It features a central emblem with a crown and a sword, surrounded by Thai script and the words "THAMMASAT UNIVERSITY".

APPENDIX C
LESSON PLANS

Current Practice Instruction: Teaching Outline

Weeks	Periods	Hours	Dates	Content
1	1	1.5	6 Nov 2013	Course Introduction
	2	1.5	8 Nov 2013	Pre-test
2	3	1.5	13 Nov 2013	Describing a Person (1): Identifying a person, Brainstorming, Topic Sentence
	4	1.5	15 Nov 2013	Describing a Person (2): Giving details to support a general idea, Organizing information in a descriptive paragraph, Concluding Sentence
3	5	1.5	20 Nov 2013	Describing a Person (3): Adding details to a noun, Using transitional words and phrases, Rearranging ideas, Verb to be & Verb to have (HW – Writing the 1 st draft)
	6	1.5	22 Nov 2013	Describing a Person (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
4	7	1.5	27 Nov 2013	Describing a Place (1): Tree diagram, Sense details and feelings, Using descriptive words, Topic sentence, Concluding sentence
	8	1.5	29 Nov 2013	Describing a Place (2): Using spatial order, Prepositions and prepositional phrases, Using Passive to state location, Varying sentence structure
5	9	1.5	6 Dec 2013	Describing a Place (3): Restrictive adjective clauses, That/Which vs. Where, Using parallel in reduced adjective clauses, Checking for Unity, Run-on Sentences (HW – Writing the 1 st draft)
	10	1.5	11 Dec 2013	Describing a Place (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
6	11	1.5	13 Dec 2013	Narrating Past Events (1): Freewriting, Asking questions, Topic sentence
	12	1.5	18 Dec 2013	Narrating Past Events (2): Arranging ideas in chronological order, Concluding sentence, Transitional signals (Clause & sentence connectors)
7	13	1.5	20 Dec 2013	Narrating Past Events (3): Participle adverbial clause, Adding supporting details, Using consistent verb tenses (HW – Writing the 1 st draft)
	14	1.5	25 Dec 2013	Narrating Past Events (4): Giving feedback on the 1 st draft (HW – Writing the final draft)

Weeks	Periods	Hours	Dates	Content
8	15	1.5	15 Jan 2014	Quiz (Narration & Description)
	16	1.5	17 Jan 2014	Giving Details and Examples (1): Discussing leisure time and activities, Clustering, Topic sentence
9	17	1.5	22 Jan 2014	Giving Details and Examples (2): Providing supporting points and details, Concluding sentence
	18	1.5	24 Jan 2014	Giving Details and Examples (3): Using Transitional signals (Listing signals), Repeating the key nouns and using pronouns and synonyms
10	19	1.5	29 Jan 2014	Giving Details and Examples (4): Using consistent pronouns, Adding details to a supporting point, Using the correct word forms (HW – Writing the 1 st draft)
	20	1.5	31 Jan 2014	Giving Details and Examples (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
11	21	1.5	5 Feb 2014	Giving Reasons to Support Opinions (1): Expressing opinions on educational issues, Brainstorming, Writing a topic sentence
	22	1.5	7 Feb 2014	Giving Reasons to Support Opinions (2): Writing a concluding sentence, Giving reasons to support the opinions
12	23	1.5	12 Feb 2014	Giving Reasons to Support Opinions (3): Avoiding errors in reasoning, Using transitional signals for order of importance
	24	1.5	14 Feb 2014	Giving Reasons to Support Opinions (4): Using parallel structure, Eliminating irrelevant details and errors in reasoning (HW – Writing the 1 st draft)
13	25	1.5	19 Feb 2014	Giving Reasons to Support Opinions (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
	26	1.5	21 Feb 2014	Post-test
14	27	1.5	26 Feb 2014	Quiz (Exposition: Giving details and examples & Giving reasons to support opinions)
	28	1.5	28 Feb 2014	Course Evaluation (Questionnaires)
Final Examination				

EG 231 Paragraph Writing

Lesson Plan 1

Week 1	Period 1 (1.5 hrs.)	Wed 6 Nov 2013
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Objectives:

- 1) To provide students with the overview of the course;
- 2) To receive the information about students' prior English writing experience and attitudes before attending the course.

Materials & Equipment: Course syllabus, Questionnaires

Contents: Course Introduction

Procedures:

- 1) Hand out the course syllabus and give a brief explanation about the course descriptions, instructional methods, research participation, teaching schedule, grading criteria, etc.
- 2) Give students some guidelines about how to use supplementary materials and resources, such as online dictionaries, grammatical exercises, to help them practice and develop their own writing skills.
- 3) Ask students to fill out a self-evaluating questionnaire.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 2

Week 1	Period 2 (1.5 hrs.)	Wed 8 Nov 2013
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Objectives:

1) To evaluate students' writing abilities based on the course objectives before taking the course.

Materials & Equipment: Pre-test

Contents: Pre-test

Procedures:

1) Ask students to take the pre-test before beginning the class next time.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 3

Week 2	Period 3 (1.5 hrs.)	Wed 13 Nov 2013
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Objectives:

- 1) To use brainstorming to generate ideas of writing;
- 2) To write a topic sentence for descriptive paragraphs describing a person;

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Person (1)

Identifying a person, Brainstorming, Topic Sentence,

Procedures:

- 1) Students learn how to identify a person from exercise 1 on page 23.
- 2) Explain how to generate ideas by brainstorming on page 24 and ask students to practice on exercise 5 on page 25
- 3) Explain how to write a topic sentence for descriptive paragraphs and let the students practice with exercise 6 on page 26.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 4

Week 2	Period 4 (1.5 hrs.)	Fri 15 Nov 2013
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Objectives:

- 1) To give details to support a general idea about a person;
- 2) To learn to organize information in a descriptive paragraph;
- 3) To be able to write a concluding sentence for a paragraph describing a person;

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Person (2)
 Giving details to support a general idea,
 Organizing information in a descriptive paragraph, Concluding Sentence

Procedures:

- 1) Introduce how to give details, such as appearances, character and personality, to support a general idea about a person and let them practice on exercises 7 and 9 on pages 27-29.
- 2) Explain how to organize information in a paragraph on page 32 and ask students to have some practice on exercise 12 on page 33.
- 3) Introduce how to write a concluding sentence for a paragraph describing a person on page 34.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 5

Week 3	Period 5 (1.5 hrs.)	Wed 20 Nov 2013
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Objectives:

- 1) To be able to use adjectives and adjective clauses to add details to a noun;
- 2) To be able to use transitions to add information, show contrast and give examples.
- 3) To write the first draft of a descriptive paragraph describing a person;
- 4) To be able to rearrange ideas from the criteria provided;
- 5) To be able to use Verb to be and Verb to have accurately and appropriately.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Person (3)

Adding details to a noun, Using transitional words and phrases,

Rearranging ideas, Verb to be & Verb to have (+ Writing the 1st draft)

Procedures:

- 1) Explain how to add detail to a noun with adjectives/adjective clauses on page 35. The students can work on exercise 13 if there is enough time.
- 2) Introduce using transitional words or phrases for adding information, showing contrast and giving examples and let the students do exercise 14 on page 38.
- 3) Explain how to rearrange the ideas by working through exercise A on page 39.
- 4) Explain how to use Verb to be and Verb to have on page 40.

Assignment(s): The 1st draft of a descriptive paragraph describing a person

- Ask the students to write their first draft of a descriptive paragraph describing a person they know.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 6

Week 3	Period 6 (1.5 hrs.)	Fri 22 Nov 2013
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of a descriptive paragraph describing a person.

Materials & Equipment: Coursebook, Computer slides

Contents: Describing a Person (4)

Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of a descriptive paragraph describing a person,
Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of a descriptive paragraph describing a person.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 7

Week 4	Period 7 (1.5 hrs.)	Wed 27 Nov 2013
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Objectives:

- 1) To be able to use tree diagram to narrow down the writing topic;
- 2) To be able describe a place by including sense details and feelings and using descriptive words;
- 3) To be able to write a topic sentence and a concluding sentence of descriptive paragraphs describing a place.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Place (1)

Tree diagram, Sense details and feelings, Using descriptive words,

Topic sentence, Concluding sentence

Procedures:

- 1) Introduce how to use tree diagram to narrow down the topic for writing and ask students to have some practice on page 49.
- 2) Describe how to include sense details and feelings on page 50 and let the students practice on exercise 2 on the same page.
- 3) Introduce how to use descriptive words in descriptive paragraphs and ask the students to practice on exercise 5 on page 54.
- 4) Explain how to write a topic sentence of a descriptive paragraph and the students practice on exercise 6 on page 55.
- 5) Explain how to write a concluding sentence of a descriptive paragraph and the students practice on exercise 9 on page 58.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 8

Week 4	Period 8 (1.5 hrs.)	Fri 29 Nov 2013
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Objectives:

- 1) To learn to describe a place by using spatial order;
- 2) To be able to use prepositions and prepositional phrases to describe a place;
- 3) To be able to use passive to state location;
- 4) To be able to use different types of sentence structures to describe a place.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Place (2)

Using spatial order, Prepositions and prepositional phrases,

Using Passive to state location, Varying sentence structure

Procedures:

- 1) Explain how to describe a place by using spatial order and giving details of the place on pages 56-57.
- 2) Introduce a list of prepositions and prepositional phrases on page 59 and let students work on exercise 10.
- 3) Explain how to use passives to state location and ask the students to practice on exercise 61 on page 61.
- 4) Describe how the students can use different types of sentence structures to describe a place on pages 61-62.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 9

Week 5	Period 9 (1.5 hrs.)	Wed 6 Dec 2013
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Objectives:

- 1) To be able to use adjective clauses with relative pronouns (who, which, where and that) and relative adverbs (where) appropriately.
- 2) To be able to eliminate out-of-topic sentences and correct run-on sentences;
- 3) To write the first draft of a descriptive paragraph describing a place.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Place (3)

Restrictive adjective clauses, That/Which vs. Where, Using parallel in reduced adjective clauses, Checking for Unity, Run-on Sentences
(+Writing the 1st draft)

Procedures:

- 1) Explain how to use adjective clauses with relative pronouns and relative adverbs from pages 62-65. Select the appropriate exercises (12-14) for the class as the time would allow.
- 2) Explain how to check for the unity by searching for irrelevant sentences in exercise A on page 68.
- 3) Introduce what a run-on sentence is and how to correct them on pages 69, 143-144.

Assignment(s): The 1st draft of a descriptive paragraph describing a place

- Ask the students to write their first draft of descriptive paragraphs describing a place according to their preference.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 10

Week 5	Period 10 (1.5 hrs.)	Fri 11 Dec 2013
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of a descriptive paragraph describing a place.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Place (4)

Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of a descriptive paragraph describing a place,
Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of a descriptive paragraph describing a place.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 11

Week 6	Period 11 (1.5 hrs.)	Wed 13 Dec 2013
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Objectives:

- 1) To be able to generate ideas by freewriting and asking questions;
- 2) To get to know and learn to write a topic sentence for a paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Narration: Narrating Past Events (1)

Freewriting, Asking questions, Topic sentence

Procedures:

- 1) Read out and explain the description of freewriting on page 3.
- 2) Ask students to practice freewriting in exercise 1 on the same page.
- 3) After finishing freewriting, the students share the story with their partner or the class.
- 4) Go to page 4-5 and explain how to generate ideas by asking questions (who, what, when, where, why and how?) and practice on exercise 2 on page 5.
- 5) Introduce what a topic sentence is and how to write it, and work with the exercises on pages 6-8.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 12

Week 6	Period 12 (1.5 hrs.)	Fri 18 Dec 2013
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Objectives:

- 1) To be able to organize ideas in chronological order;
- 2) To get to know and be able to write a concluding sentence of narrative paragraphs;
- 3) To be able to use transitional signals of time in writing a paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Narration: Narrating Past Events (2)
 Arranging ideas, Concluding sentence, Transitional signals
 (Clause & sentence connectors)

Procedures:

- 1) Explain how to arrange ideas in chronological order and practice on exercise 5 on pages 8-9.
- 2) Introduce a concluding sentence on page 10 and the students practice on exercises 7-8 on the same page.
- 3) Introduce cohesion and transitional signals of time, such as clause connectors (when, while, as, after, before and as soon as) and sentence connectors (first, second, then, at the moment, in the meantime, etc.), to the class and let the students work on exercises 9-10.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 13

Week 7	Period 13 (1.5 hrs.)	Wed 20 Dec 2013
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Objectives:

- 1) To be able to use participle phrases in reduced adverb clauses;
- 2) To be able to add supporting details in a paragraph;
- 3) To be able to use consistent verb tense;
- 4) To write the first draft of a narrative paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Narration: Narrating Past Events (3)

Participle adverbial clause, Adding supporting details,

Using consistent verb tenses (+Writing the 1st draft)

Procedures:

- 1) Explain how to use participle phrases in reduced adverb clauses on page 14 and let the students practice on exercises 11-12.
- 2) Explain how students can revise their draft by adding, cutting, replacing and rearranging their draft, such as adding supporting details into paragraphs on page 17.
- 3) Explain the importance of verb tense consistence for editing writing on page 18.
- 4) Work on some grammatical exercises in the appendices as the remaining time allows.

Assignment(s): The 1st draft of a narrative paragraph

- Ask the students to write their first draft narrating one of their past events and they are free to have their own choice of story.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 14

Week 7	Period 14 (1.5 hrs.)	Fri 25 Dec 2013
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of a narrative paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Narration: Narrating Past Events (4)

Giving feedback on the 1st draft (+ Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft of a narrative paragraph with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of a narrative paragraph, Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of a narrative paragraph.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 15

Week 8	Period 15 (1.5 hrs.)	Wed 15 Jan 2014
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Objectives:

- 1) To evaluate the students' ability to write narrative and descriptive paragraphs.

Materials & Equipment:

Contents: Quiz (Narration & Description)

Procedures:

- 1) Ask students to take a quiz on narrative and descriptive paragraphs for the whole period.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 16

Week 8	Period 16 (1.5 hrs.)	Fri 17 Jan 2014
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Objectives:

- 1) To discuss leisure-time activities;
- 2) To be able to generate the writing ideas by clustering;
- 3) To be able to write a topic sentence for expository paragraphs.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Details and Examples (1)

Discussing leisure time and activities, Clustering, Topic sentence

Procedures:

- 1) Introduce students to the leisure-time activities by start talking about different sorts of activities they like or want to do in their free time, and then ask the students to do exercise 1 on page 97.
- 2) Explain how the students can use clustering to develop the ideas of writing on pages 99-100.
- 3) Let the students practice clustering by asking them to discuss their own leisure-time activities and keep the ideas for writing their first draft.
- 4) Explain how to write a topic sentence of expository paragraphs including controlling ideas and practice on exercises 3-4 on pages 101.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 17

Week 9	Period 17 (1.5 hrs.)	Wed 22 Jan 2014
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Objectives:

- 1) To be able to provide supporting points and details for a topic sentence in expository paragraphs;
- 2) To be able to write a concluding sentence for expository paragraphs.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Details and Examples (2)

Providing supporting points and details, Concluding sentence

Procedures:

- 1) Introduce how to add supporting points and details in expository paragraphs and practice on exercises 5-6 on pages 102-103 and 105.
- 2) Explain how to write a concluding sentence in an expository paragraph and introduce some concluding signals on page 107 to students and ask them to work on exercise 10 on the same page.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 18

Week 9	Period 18 (1.5 hrs.)	Fri 24 Jan 2014
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Objectives:

- 1) To be able to use listing signals in expository paragraphs;
- 2) To learn to repeat the key nouns and use pronouns and synonyms in expository paragraphs.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Details and Examples (3)

Using Transitional signals (Listing signals), Repeating the key nouns and using pronouns and synonyms

Procedures:

- 1) Introduce how to use the listing signals, such as first, to begin with, in addition, moreover, last, and finally, with the supporting points in an expository paragraph and ask students to practice on exercise 11 on page 109.
- 2) On pages 110 and 112, describe how to repeat the key nouns in the paragraph in order to maintain the focus of the paragraph. The technique of using synonyms and consistent pronouns is also introduced to refer to the key nouns.
- 3) The students practice on exercise 12 on page 111.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 19

Week 10	Period 19 (1.5 hrs.)	Wed 29 Jan 2014
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Objectives:

- 1) To be able to use consistent pronouns;
- 2) To be able to add details to a supporting point;
- 3) To write the first draft of an expository paragraph giving details and examples.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Details and Examples (4)

Using consistent pronouns, Adding details to a supporting point,

Using the correct word forms (+Writing the 1st draft)

Procedures:

- 1) Explain how to use consistent pronouns and ask students to work on exercise 13 on page 112.
- 2) Ask the students to practice adding detail to a supporting point by doing exercise A on page 113.
- 3) Ask the students to practice using the correct word form by editing the mistakes in the paragraph in exercise A on page 114.

Assignment(s): The 1st draft of an expository paragraph giving details and examples

- Ask the students to write their first draft of expository paragraphs giving details and examples about their favorite leisure-time activity.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 20

Week 10	Period 20 (1.5 hrs.)	Fri 31 Jan 2014
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of an expository paragraph giving details and opinions.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Details and Examples (5)
 Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of an expository paragraph giving details and examples, Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of an expository paragraph giving details and examples about their favorite leisure-time activity.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 21

Week 11	Period 21 (1.5 hrs.)	Wed 5 Feb 2014
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Objectives:

- 1) To express opinions on educational issues;
- 2) To practice brainstorming to outline the reasons to support viewpoints;
- 3) To write a topic sentence for an expository (opinion) paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Reasons to Support Opinions (1)
 Expressing opinions on educational issues, Brainstorming,
 Writing a topic sentence

Procedures:

- 1) Introduce students to the topic of educational issues by discussing exercise 1 on page 120.
- 2) Explain how to use brainstorming to outline the reasons to support the viewpoints on pages 120-121.
- 3) Ask the students to select one of the controversial educational issues that they want to discuss and find out the reasons to support their viewpoints by using brainstorming.
- 4) Explain how to write a topic sentence for an expository (opinion) paragraph and work on exercise 2 on page 122.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 22

Week 11	Period 22 (1.5 hrs.)	Fri 7 Feb 2014
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Objectives:

- 1) To write a concluding sentence for an expository (opinion) paragraph;
- 2) To give reasons to support the opinions in an expository paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Reasons to Support Opinions (2)

Writing a concluding sentence, Giving reasons to support the opinions

Procedures:

- 1) Ask students to practice forming a concluding sentence of an expository paragraph in exercises 3-4 on pages 123-124.
- 2) Explain how to give logical reasons with supporting details in an expository paragraph on pages 124-125 and let the students practice on exercise 5 on pages 126-127.
- 3) Explain how to avoid errors in reasoning on page 128 and ask students to work on exercise 7 on page 129.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 23

Week 12	Period 23 (1.5 hrs.)	Wed 12 Feb 2014
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Objectives:

- 1) To be able to use transitional signals for order of importance in expository (opinion) paragraphs;
- 2) To be able to use parallel structure in writing paragraphs.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Reasons to Support Opinions (3)

Using transitional signals for order of importance, Using parallel structure

Procedures:

- 1) Explain how to use the transitional signals on pages 130-131 to create the order of importance in an opinion paragraph and let students work on exercise 8 on page 131.
- 2) Explain how to use parallel structure in writing on page 132 and ask the student to practice on exercise 9 on pages 133-134.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 24

Week 12	Period 24 (1.5 hrs.)	<i>Fri 14 Feb 2014</i>
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Objectives:

- 1) To be able to use parallel structure in writing a paragraph;
- 2) To be able to eliminate details and errors in reasoning;
- 3) To write the first draft of an expository paragraph giving reasons to support opinions.

Materials & Equipment: Coursebook, Computer slides

Contents: Giving Reasons to Support Opinions (4)

Using parallel structure, Eliminating irrelevant details and errors in reasoning,
(+Writing the 1st draft)

Procedures:

- 1) Explain how to maintain parallel structure in writing a paragraph and let students work on exercise 9 on page 133 and exercise A on page 135.
- 2) Ask the students to practice eliminate irrelevant details and errors in reasoning in exercise A on page 134.

Assignment(s): The 1st draft of an expository paragraph giving reasons to support opinions about an educational issue

- Ask the students to write their first draft of expository paragraphs giving details and examples about an educational issue.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 25

Week 13	Period 25 (1.5 hrs.)	Wed 19 Feb 2014
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of an expository paragraph giving reasons to support opinions.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Reasons to Support Opinions (5)
 Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of an expository paragraph giving reasons to support opinions about an educational issue, Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of an expository paragraph giving reasons to support opinions about an educational issue.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 26

Week 13	Period 26 (1.5 hrs.)	Fri 21 Feb 2014
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Objectives:

1) To evaluate students' writing abilities based on the course objectives after taking the course.

Materials & Equipment: Post-test

Contents: Post-test

Procedures:

1) Ask students take the post-test for the whole period.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 27

Week 14	Period 27 (1.5 hrs.)	Wed 26 Feb 2014
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Objectives:

- 1) To evaluate the students' ability to write narrative and descriptive paragraphs.

Materials & Equipment:

Contents: Quiz (Exposition: Giving details and examples & Giving reasons to support opinions)

Procedures:

- 1) Ask students to take a quiz on expository paragraphs for the whole period.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 28

Week 14	Period 28 (1.5 hrs.)	Fri 28 Feb 2014
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Objectives:

- 1) To assess the students' learning attitudes towards the course and the instruction.

Materials & Equipment: Questionnaires

Contents: Questionnaires + Individual Interview

Procedures:

- 1) Distribute the questionnaires to the students and ask them to complete them thoroughly.
- 2) Some of the students are selected to give an individual interview about their learning experience and attitudes towards the course and the instruction.

Assignment(s):

Comments/ Evaluation:

Genre-based Instruction: Teaching Outline

Weeks	Periods	Hours	Dates	Content
1	1	1.5	6 Nov 2013	Course Introduction
	2	1.5	8 Nov 2013	Pre-test
2	3	1.5	13 Nov 2013	Describing a Person (1): Building knowledge of field – Identifying the purposes of descriptive paragraphs (describing a person) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	4	1.5	15 Nov 2013	Describing a Person (2): Modeling of text – Analyzing the model texts in Worksheet 1
3	5	1.5	20 Nov 2013	Describing a Person (3): Joint construction of text – Workgroup on p. 6-7, Worksheet 1 (HW – Writing the 1 st draft)
	6	1.5	22 Nov 2013	Describing a Person (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
4	7	1.5	27 Nov 2013	Describing a Place (1): Building knowledge of field – Identifying the purposes of descriptive paragraphs (describing a place) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	8	1.5	29 Nov 2013	Describing a Place (2): Modeling of text – Analyzing the model texts in Worksheet 2
5	9	1.5	6 Dec 2013	Describing a Place (3): Joint construction of text – Workgroup on p. 8-7, Worksheet 2 (HW – Writing the 1 st draft)
	10	1.5	11 Dec 2013	Describing a Place (4): Giving feedback on the 1 st draft (HW – Writing the final draft)
6	11	1.5	13 Dec 2013	Narrating Past Events (1): Building knowledge of field – Identifying the purposes of narrative paragraphs and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	12	1.5	18 Dec 2013	Narrating Past Events (2): Modeling of text – Analyzing the model texts in Worksheet 3
7	13	1.5	20 Dec 2013	Narrating Past Events (3): Joint construction of text – Workgroup on p. 6-8, Worksheet 3 (HW – Writing the 1 st draft)
	14	1.5	25 Dec 2013	Narrating Past Events (4): Giving feedback on the 1 st draft (HW – Writing the final draft)

Weeks	Periods	Hours	Dates	Content
8	15	1.5	15 Jan 2014	Quiz (Narration & Description)
	16	1.5	17 Jan 2014	Giving Details and Examples (1): Building knowledge of field – Identifying the purposes of expository paragraphs (giving details and examples) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
9	17	1.5	22 Jan 2014	Giving Details and Examples (2): Modeling of text – Analyzing the model texts in Worksheet 4
	18	1.5	24 Jan 2014	Giving Details and Examples (3): Modeling of text – Analyzing the model texts in Worksheet 4
10	19	1.5	29 Jan 2014	Giving Details and Examples (4): Joint construction of text – Working on exercises on p. 7-12, Worksheet 4 (HW – Writing the 1 st draft)
	20	1.5	31 Jan 2014	Giving Details and Examples (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
11	21	1.5	5 Feb 2014	Giving Reasons to Support Opinions (1): Building knowledge of field – Identifying the purposes of expository paragraphs (giving reasons to support opinions) and the common features of the genre, i.e. generic organization, descriptive words and sensory details
	22	1.5	7 Feb 2014	Giving Reasons to Support Opinions (2): Modeling of text – Analyzing the model texts in Worksheet 5
12	23	1.5	12 Feb 2014	Giving Reasons to Support Opinions (3): Modeling of text – Analyzing the model texts in Worksheet 5
	24	1.5	14 Feb 2014	Giving Reasons to Support Opinions (4): Joint construction of text – Working on exercises on p. 7-10, Worksheet 5 (HW – Writing the 1 st draft)
13	25	1.5	19 Feb 2014	Giving Reasons to Support Opinions (5): Giving feedback on the 1 st draft (HW – Writing the final draft)
	26	1.5	21 Feb 2014	Post-test
14	27	1.5	26 Feb 2014	Quiz (Exposition: Giving details and examples & Giving reasons to support opinions)
	28	1.5	28 Feb 2014	Course Evaluation (Questionnaire 2)
Final Examination				

EG 231 Paragraph Writing

Lesson Plan 1

Week 1	Period 1 (1.5 hrs.)	Wed 6 Nov 2013
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Objectives:

- 1) To provide students with the overview of the course;
- 2) To receive the information about students' prior English writing experience and attitudes before attending the course.

Materials & Equipment: Course syllabus, Questionnaires

Contents: Course Introduction

Procedures:

- 1) Hand out the course syllabus and give a brief explanation about the course descriptions, instructional methods, research participation, teaching schedule, grading criteria, etc.
- 2) Give students some guidelines about how to use supplementary materials and resources, such as online dictionaries, grammatical exercises, to help them practice and develop their own writing skills.
- 3) Ask students to fill out a self-evaluating questionnaire.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 2

Week 1	Period 2 (1.5 hrs.)	Wed 8 Nov 2013
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Objectives:

1) To evaluate students' writing abilities based on the course objectives before taking the course.

Materials & Equipment: Pre-test

Contents: Pre-test

Procedures:

1) Ask students to take the pre-test before beginning the class next time.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 3

Week 2	Period 3 (1.5 hrs.)	Wed 13 Nov 2013
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Objectives:

- 1) To be able to identify descriptive paragraphs (describing a person);
- 2) To understand the basic concept of a descriptive paragraph (describing a person), such as relevant vocabulary, grammatical patterns and schematic structure.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Description: Describing a Person (1)

Building knowledge of field

Procedures:

- 1) Distribute Worksheet 1 and ask students to carefully read the model texts in order to answer a set of questions given in the handout on page 5. The students are allowed to work in pair and discuss the ideas with their friends.
- 2) Read out the model texts and give the explanations for the questions. (Note that the comprehensive analysis of the texts will be carried out in the next period so the objective of this lesson is to introduce the general ideas about descriptive paragraphs to the students.)
- 3) Explain about the descriptive paragraphs and its basic elements, such as a topic sentence, a concluding sentence, transitional words and phrases, adjectives and adjective clauses, to the students as well as illustrating the elements with some examples from the model paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 4

Week 2	Period 4 (1.5 hrs.)	Fri 15 Nov 2013
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of descriptive paragraphs (describing a person);
- 2) To be able to use the linguistic features and schematic structure of descriptive paragraphs (describing a person) in their own writing.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Description: Describing a Person (2)

Modeling of text

Procedures:

1) Analyze the model texts of descriptive paragraphs in Worksheet 1 thoroughly by focusing on the following contents.

- Topic sentence
- Concluding Sentence
- Giving details to support a general idea
- Organizing Information in a descriptive paragraph
- Adjectives & adjective clauses & prepositional phrases as details of a noun
- Transitional signals (adding information, giving contrast, giving examples)
- Present Tense

2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the descriptive paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 5

Week 3	Period 5 (1.5 hrs.)	Wed 20 Nov 2013
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Objectives:

- 1) To be able to organize the ideas in descriptive paragraphs;
- 2) To be able to write the first draft of a descriptive paragraph describing a person.

Materials & Equipment: Handout, Portraits, Coursebook, Computer Slides

Contents: Description: Describing a Person (3)
 Joint construction of text (+Writing the 1st draft)

Procedures:

- 1) Ask students to form a group of 3-4 people and work on pages 6-7 in Worksheet 1.
- 2) Distribute a portrait of a person to each group of students and ask them to work together in order to practice writing a descriptive paragraph describing the person.

Assignment(s): The 1st draft of a descriptive paragraph describing a person

- Ask the students to write their first draft of a descriptive paragraph describing a person they know.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 6

Week 3	Period 6 (1.5 hrs.)	Fri 22 Nov 2013
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of a descriptive paragraph describing a person.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Person (4)

Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of a descriptive paragraph describing a person,
Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of a descriptive paragraph describing a person.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 7

Week 4	Period 7 (1.5 hrs.)	Wed 27 Nov 2013
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Objectives:

- 1) To be able to identify descriptive paragraphs (describing a place);
- 2) To understand the basic concept of a descriptive paragraph (describing a place), such as relevant vocabulary, grammatical patterns and schematic structure.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Description: Describing a Place (1)

Building knowledge of field

Procedures:

- 1) Distribute Worksheet 2 and ask students to carefully read the model texts in order to answer a set of questions given in the handout on page 6. The students are allowed to work in pair and discuss the ideas with their friends.
- 2) Read out the model texts and give the explanations for the questions. (Note that the comprehensive analysis of the texts will be carried out in the next period so the objective of this lesson is to introduce the general ideas about descriptive paragraphs to the students.)
- 3) Explain about the descriptive paragraphs and its basic elements, such as a topic sentence, a concluding sentence, transitional words and phrases, adjectives and adjective clauses, to the students as well as illustrating the elements with some examples from the model paragraphs.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 8

Week 4	Period 8 (1.5 hrs.)	Fri 29 Nov 2013
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of descriptive paragraphs (describing a place);
- 2) To be able to use the linguistic features and schematic structure of descriptive paragraphs (describing a place) in their own writing.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Description: Describing a Place (2)

Modeling of text

Procedures:

1) Analyze the model texts of descriptive paragraphs in Worksheet 2 thoroughly by focusing on the following contents.

- Topic sentence
- Concluding Sentence
- Organizing Information in a descriptive paragraph: Spatial order; giving details and various aspects of the place
- Using sensory details and feelings
- Adjective clauses (who, which, that, where)
- Prepositions & Prepositional Phrases

2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the descriptive paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 9

Week 5	Period 9 (1.5 hrs.)	Wed 6 Dec 2013
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Objectives:

- 1) To be able to use sensory details in descriptive paragraphs;
- 2) To be able to identify the use of spatial order or giving details in various aspects to describe a place;
- 3) To be able to write the first draft of a descriptive paragraph describing a person.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Description: Describing a Place (3)

Joint construction of text (+Writing the 1st draft)

Procedures:

- 1) Ask students to work on the exercises on pages 7-8 in Worksheet 1.
- 2) Ask the students to form a group of 3-4 people, distribute a picture of a place to each group and let them practice on describing a place together.

Assignment(s): The 1st draft of a descriptive paragraph describing a place

- Ask the students to write their first draft of descriptive paragraphs describing a place according to their preference.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 10

Week 5	Period 10 (1.5 hrs.)	Fri 11 Dec 2013
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of a descriptive paragraph describing a place.

Materials & Equipment: Coursebook, Computer slides

Contents: Description: Describing a Place (4)
 Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of a descriptive paragraph describing a place,
 Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of a descriptive paragraph describing a place.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 11

Week 6	Period 12 (1.5 hrs.)	Fri 13 Dec 2013
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Objectives:

- 1) To be able to identify narrative paragraphs;
- 2) To understand the basic concept of a narrative paragraph, such as relevant vocabulary, grammatical patterns and schematic structure.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Narration: Narrating Past Events (1)

Building knowledge of field

Procedures:

- 1) Distribute Worksheet 3 and ask students to carefully read the model texts in order to answer a set of questions given in the handout on page 6. The students are allowed to work in pair and discuss the ideas with their friends.
- 2) Read out the model texts and give the explanations for the questions. (Note that the comprehensive analysis of the texts will be carried out in the next period so the objective of this lesson is to introduce the general ideas about descriptive paragraphs to the students.)
- 3) Explain about the descriptive paragraphs and its basic elements, such as a topic sentence, a concluding sentence, transitional words and phrases, adjectives and adjective clauses, to the students as well as illustrating the elements with some examples from the model paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 12

Week 6	Period 12 (1.5 hrs.)	Fri 18 Dec 2013
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of narrative paragraphs;
- 2) To be able to use the linguistic features and schematic structure of narrative paragraphs in their own writing.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Narration: Narrating Past Events (2)

Modeling of text

Procedures:

1) Analyze the model texts of narrative paragraphs in Worksheet 3 thoroughly by focusing on the following contents.

- Topic sentence / Concluding Sentence
- Adding supporting details
- Organizing information in a chronological order
- Past Tense (Verb tense consistency)
- Transitional signals of time
- Participle phrased in reducing adverb clauses

2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the narrative paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 13

Week 7	Period 13 (1.5 hrs.)	Wed 20 Dec 2013
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Objectives:

- 1) To be able to arrange idea in a chronological order;
- 2) To be able to identify and use transitional signals of time, past tense and direct quotations in narrative paragraphs;
- 3) To be able to eliminate irrelevant details in paragraphs;
- 4) To be able to write the first draft of a narrative paragraph.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Narration: Narrating Past Events (3)

Joint construction of text (+Writing the 1st draft)

Procedures:

- 1) Ask students to work in group of 2-3 people on the exercises on pages 6-8 in Worksheet 3.
- 2) Assign a topic of to each group of students and ask them to practice narrating the events using the story they discuss together.

Assignment(s): The 1st draft of a narrative paragraph

- Ask the students to write their first draft narrating one of their past events and they are free to have their own choice of story.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 14

Week 7	Period 14 (1.5 hrs.)	Fri 25 Dec 2013
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of a narrative paragraph.

Materials & Equipment: Coursebook, Computer slides

Contents: Narration: Narrating Past Events (4)

Giving feedback on the 1st draft (+ Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft of a narrative paragraph with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of a narrative paragraph, Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of a narrative paragraph.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 15

Week 8	Period 15 (1.5 hrs.)	Wed 15 Jan 2014
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Objectives:

- 1) To evaluate the students' ability to write narrative and descriptive paragraphs.

Materials & Equipment:

Contents: Quiz (Narration & Description)

Procedures:

- 1) Ask students to take a quiz on narrative and descriptive paragraphs for the whole period.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 16

Week 8	Period 16 (1.5 hrs.)	Fri 17 Jan 2014
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Objectives:

- 1) To be able to identify expository paragraphs giving details and examples;
- 2) To understand the basic concept of an expository paragraph, such as relevant vocabulary, grammatical patterns and schematic structure.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Details and Examples (1)

Building knowledge of field

Procedures:

- 1) Distribute Worksheet 4 and ask students to carefully read the model texts in order to answer a set of questions given in the handout on page 5. The students are allowed to work in pair and discuss the ideas with their friends.
- 2) Read out the model texts and give the explanations for the questions. (Note that the comprehensive analysis of the texts will be carried out in the next period so the objective of this lesson is to introduce the general ideas about descriptive paragraphs to the students.)
- 3) Explain about the descriptive paragraphs and its basic elements, such as a topic sentence, a concluding sentence, transitional words and phrases, adjectives and adjective clauses, to the students as well as illustrating the elements with some examples from the model paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 17

Week 9	Period 17 (1.5 hrs.)	Wed 22 Jan 2014
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of expository paragraphs giving details and examples;
- 2) To be able to use the linguistic features and schematic structure of expository paragraphs giving details and examples in their own writing.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Details and Examples (2)

Modeling of text

Procedures:

- 1) Analyze the model texts of expository paragraphs giving details and examples in Worksheet 4 thoroughly by focusing on the following contents.
 - Topic sentence
 - Concluding Sentence
 - Providing supporting points and details
 - Transitional signals: Listing signals
 - Repeating the key nouns and using consistent pronouns and synonyms to achieve the coherence
- 2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the expository paragraphs giving details and examples.

Assignment(s):
Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 18

Week 9	Period 18 (1.5 hrs.)	Fri 24 Jan 2014
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of expository paragraphs giving details and examples;
- 2) To be able to use the linguistic features and schematic structure of expository paragraphs giving details and examples in their own writing.

Materials & Equipment: Hand-out, Coursebook, Computer Slides

Contents: Exposition: Giving Details and Examples (3)

Modeling of text

Procedures:

- 1) Analyze the model texts of expository paragraphs giving details and examples in Worksheet 4 thoroughly by focusing on the following contents.
 - Topic sentence
 - Concluding Sentence
 - Providing supporting points and details
 - Transitional signals: Listing signals
 - Repeating the key nouns and using consistent pronouns and synonyms to achieve the coherence
- 2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the expository paragraphs giving details and examples.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 19

Week 10	Period 19 (1.5 hrs.)	Wed 29 Jan 2014
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Objectives:

- 1) To understand the organization of expository paragraphs describing details and examples;
- 2) To be able to make an outline of an expository paragraph giving details and examples;
- 3) To be able to write the first draft of an expository paragraph giving details and examples.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Details and Examples (4)

Joint construction of text (+Writing the 1st draft)

Procedures:

- 1) Ask students to practice outlining an expository paragraph by completing the exercises on pages 7-11 in Worksheet 4.
- 2) Let the student start making their own outline of an expository paragraph giving details and examples about their favorite leisure activity on page 12 in the worksheet and then write the 1st draft as homework.
- 3) Assist the students in arranging the ideas and following the reasoning.

Assignment(s): The 1st draft of an expository paragraph giving details and examples

- Ask the students to write their first draft of expository paragraphs giving details and examples about their favorite leisure activity.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 20

Week 10	Period 20 (1.5 hrs.)	Fri 31 Jan 2014
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of an expository paragraph giving details and opinions.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Giving Details and Examples (5)
 Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of an expository paragraph giving details and examples, Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of an expository paragraph giving details and examples about their favorite leisure activity.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 21

Week 11	Period 21 (1.5 hrs.)	Wed 5 Feb 2014
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Objectives:

- 1) To be able to identify expository (opinion) paragraphs;
- 2) To understand the basic concept of an expository paragraph, such as relevant vocabulary, grammatical patterns and schematic structure.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Reasons to Support Opinions (1)

Building knowledge of field

Procedures:

- 1) Distribute Worksheet 5 and ask students to carefully read the model texts in order to answer a set of questions given in the handout on page 6. The students are allowed to work in pair and discuss the ideas with their friends.
- 2) Read out the model texts and give the explanations for the questions. (Note that the comprehensive analysis of the texts will be carried out in the next period so the objective of this lesson is to introduce the general ideas about descriptive paragraphs to the students.)
- 3) Explain about the descriptive paragraphs and its basic elements, such as a topic sentence, a concluding sentence, transitional words and phrases, adjectives and adjective clauses, to the students as well as illustrating the elements with some examples from the model paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 22

Week 11	Period 22 (1.5 hrs.)	Fri 7 Feb 2014
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of expository paragraphs (opinion paragraphs);
- 2) To be able to use the linguistic features and schematic structure of expository paragraphs (opinion paragraphs) giving details and examples in their own writing.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Reasons to Support Opinions (2)

Modeling of text

Procedures:

1) Analyze the model texts of expository (opinion) paragraphs in Worksheet 5 thoroughly by focusing on the following contents.

- Topic sentence
- Concluding sentence
- Transitional signals for the order of importance
- Parallelism (Parallel structure)
- Avoiding errors in reasoning (Irrelevant reasons & Circular structure)

2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the expository (opinion) paragraphs.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 23

Week 12	Period 23 (1.5 hrs.)	Wed 12 Feb 2014
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Objectives:

- 1) To be able to analyze and understand the linguistic features and schematic structure of expository paragraphs (opinion paragraphs);
- 2) To be able to use the linguistic features and schematic structure of expository paragraphs (opinion paragraphs) giving details and examples in their own writing;
- 3) To be able to organize reasons for the order of importance.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Reasons to Support Opinions (3)

Modeling of text

Procedures:

- 1) Analyze the model texts of expository (opinion) paragraphs in Worksheet 5 thoroughly by focusing on the following contents.
 - Topic sentence
 - Concluding sentence
 - Transitional signals for the order of importance
 - Parallelism (Parallel structure)
 - Avoiding errors in reasoning (Irrelevant reasons & Circular structure)
- 2) Emphasize the use of such linguistic features and schematic structure by illustrating how the writers accomplish the purposes of the expository (opinion) paragraphs.
- 3) Let student work on the exercise on page 7 in Worksheet 5.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 24

Week 12	Period 24 (1.5 hrs.)	<i>Fri 14 Feb 2014</i>
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Objectives:

- 1) To understand the organization of expository (opinion) paragraphs;
- 2) To be able to make an outline of an expository (opinion) paragraph;
- 3) To be able to write the first draft of a descriptive paragraph describing a person.

Materials & Equipment: Handout, Coursebook, Computer Slides

Contents: Exposition: Giving Reasons to Support Opinions (4)

Joint construction of text (+Writing the 1st draft)

Procedures:

- 1) Ask students to practice outlining an expository paragraph by completing the exercises on pages 7-9 in Worksheet 5.
- 2) Let the student start making their own outline of an expository paragraph expressing opinions about an educational issue on page 10 in the worksheet and then write the 1st draft as homework.
- 3) Assist the students in arranging the ideas and following the reasoning.

Assignment(s): The 1st draft of an expository paragraph giving reasons to support opinions about an educational issue

- Ask the students to write their first draft of expository paragraphs giving details and examples about an educational issue.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 25

Week 13	Period 25 (1.5 hrs.)	Wed 19 Feb 2014
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Objectives:

- 1) To learn to obtain feedback on writing;
- 2) To be able to revise and edit their own draft;
- 3) To write the final draft of an expository paragraph giving reasons to support opinions.

Materials & Equipment: Coursebook, Computer slides

Contents: Exposition: Reasons to Support Opinions (5)
 Giving feedback on the 1st draft (+Writing the final draft)

Procedures:

- 1) Give the general comments on the students' first draft, such as common mistakes about language and organization, to the whole class. Select some of the writing examples from the students' drafts to explain to the class.
- 2) Return the first draft with the teacher's feedback and comments to the students.
- 3) The students can have a one-on-one meeting with the teacher in case that they still have any questions before completing their final draft.

Assignment(s): The final draft of an expository paragraph giving reasons to support opinions about an educational issue, Reflective Journal

- Assign the students to revise and edit their draft in order to write the final draft of an expository paragraph giving reasons to support opinions about an educational issue.
- Ask the students to write a journal at the end of each chapter to reflect their own thoughts and opinions about their learning and attitudes towards the class and the instruction.

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 26

Week 13	Period 26 (1.5 hrs.)	Fri 21 Feb 2014
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Objectives:

1) To evaluate students' writing abilities based on the course objectives after taking the course.

Materials & Equipment: Post-test

Contents: Post-test

Procedures:

1) Ask students take the post-test for the whole period.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 27

Week 14	Period 27 (1.5 hrs.)	Wed 26 Feb 2014
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Objectives:

- 1) To evaluate the students' ability to write narrative and descriptive paragraphs.

Materials & Equipment:

Contents: Quiz (Exposition: Giving details and examples & Giving reasons to support opinions)

Procedures:

- 1) Ask students to take a quiz on expository paragraphs for the whole period.

Assignment(s):

Comments/ Evaluation:

EG 231 Paragraph Writing

Lesson Plan 28

Week 14	Period 28 (1.5 hrs.)	Fri 28 Feb 2014
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Objectives:

- 1) To assess the students' learning attitudes towards the course and the instruction.

Materials & Equipment: Questionnaires

Contents: Questionnaires + Individual Interview

Procedures:

- 1) Distribute the questionnaires to the students and ask them to complete them thoroughly.
- 2) Some of the students are selected to give an individual interview about their learning experience and attitudes towards the course and the instruction.

Assignment(s):

Comments/ Evaluation:

APPENDIX D

PRE-TEST / POST-TEST

Pre-test (30 points) / Post-test (30 points)

SECTION 1: Choose only ONE of the following topics to write a well-organized narrative or descriptive paragraph. (15 points)

Topic 1:

In our lifetime, we all have grown up from being a kid. Because of being young, we might not be able to remember some stories in the past, but some stories can be so memorable and truly impress you until now. Narrate one of your past experiences when you were young and that have inspired your life or attitudes in some way.

Topic 2:

People have their own specifications of boyfriends/girlfriends. Describe how you would expect your boyfriend/girlfriend to be like and also include their appearances and personality.

Topic 3:

You are getting married in three months. You and your boyfriend/girlfriend are very excited about it. You are preparing everything for the wedding; however, you haven't found a place for your ceremony yet. Describe the expected place that you are really looking for your marriage.

SECTION 2: Write a well-organized opinion paragraph with specific details and examples. (15 points)

Some people think that appearances come first when they want to have a date with somebody, but some people prefer considering attitudes more seriously when they choose a boyfriend/girlfriend. Which factor is more important for you if you really have to choose one? Give reasons and examples to support your selection.

APPENDIX E

WRITING ASSIGNMENTS

Assignment 1: Describing a Person (10 points)

- Write a well-organized descriptive paragraph describing your favorite person and including their appearances and their character/ personality.

Assignment 2: Describing a Place (10 points)

- Write a well-developed paragraph describing the most impressive place you have visited or the most desirable place you would like to visit. Also, include sensory and descriptive details in your paragraph.

Assignment 3: Narrating a Past Event (10 points)

- Write a well-developed paragraph narrating one of your funniest stories in your childhood. Use chronological order to organize your ideas and include appropriate transitional signals in the paragraph.

Assignment 4: Giving Details & Examples (10 points)

- Write a well-developed expository paragraph about one of your favorite leisure activities. Give details and examples to support your opinions.

Assignment 5: Giving Reasons to Support Opinions (10 points)

- Write a well-developed opinion paragraph about your university life or one of the up-to-date educational issues. Provide logical reasons to support your opinions.

APPENDIX F

QUIZZES

Quiz I (5 points)

Choose only ONE of the following topics to write a well-developed paragraph consisting of all necessary components of the paragraph writing.

Narration

Topic 1: Teachers play an important role in the educational system. More or less, they have been part of the students' growth and development. Throughout a student's life, everyone should have their own favorite teachers in their mind. Narrate an impressive story that you had about one of your favorite teachers.

Description

You sent an SMS to a competition of a TV commercial campaign and it has been announced today that you have been awarded a voucher of one million Baht to travel to a place of your preference for one week. Moreover, you can choose a person that you want to accompany you on the trip.

Topic 2: Describe a place where you wish to spend a very special vacation for one week. The place can be anywhere in the world or in your imagination.

Topic 3: Describe a person with whom you want to spend a very special vacation at your favorite destination for one week. He or she can be the person you know or somebody you can imagine about.

Quiz II (5 points)

Choose only ONE of the following topics to write a well-developed paragraph consisting of all necessary components of the paragraph writing.

Topic 1: Exposition (Details & Examples)

In Thailand, Facebook has become increasingly popular among a variety of people at all ages. Some people have a number of reasons to support using Facebook while some also have several reasons against it. What are the advantages OR disadvantages of using Facebook? Select only ONE aspect to explain and give specific examples to support your selection.

Topic 2: Exposition (Opinions)

In this fast-moving world, our society has been dramatically changed and people are all competing for being well-educated, well-paid, and well-living. As you are having a family, and raising your own children in the future, what you would pay more attention to between being able to earn a lot of money and being able to live with other people happily. Select only ONE aspect to explain and give specific reasons to support your opinions.

APPENDIX G

QUESTIONNAIRE ON LEARNING ATTITUDES

จงใส่เครื่องหมาย ✓ ในช่องที่ตรงกับความคิดของนักศึกษามากที่สุด

Please check ✓ in the most appropriate choice of your opinions.

Section ☐ 080004 (11.00-12.30) ☐ 090001 (13.30-15.00)

	1 น้อย ที่สุด Least	2 น้อย Little	3 มาก Much	4 มาก ที่สุด Most
ความรู้ความเข้าใจในการเรียนและการเขียน Learning and Writing Development				
1. นักศึกษามีความรู้ความเข้าใจเกี่ยวกับการเขียนในระดับย่อหน้าก่อนเรียนมากเท่าไร 1. How much did you understand paragraph writing before taking this course?				
2. นักศึกษามีความรู้ความเข้าใจเกี่ยวกับการเขียนในระดับย่อหน้าหลังเรียนมากเท่าไร 2. How much do you understand paragraph writing after taking this course?				
3. นักศึกษาสามารถอธิบายองค์ประกอบสำคัญของการเขียนระดับย่อหน้าในระดับใด 3. To what extent can you explain about the components of paragraph writing?				
4. นักศึกษามีความรู้ความเข้าใจในการเขียนบรรยายลักษณะบุคคล (Description of People) ในระดับใด 4. To what extent do you understand descriptive paragraphs (description of people)?				
5. นักศึกษาสามารถเขียนบรรยายลักษณะบุคคล (Description of People) ในระดับย่อหน้าได้ในระดับใด 5. To what extent can you write a descriptive paragraph (description of people)?				
6. นักศึกษามีความรู้ความเข้าใจในการเขียนบรรยายลักษณะสถานที่ (Place Description) ในระดับใด 6. To what extent do you understand descriptive paragraphs (description of places)?				
7. นักศึกษาสามารถเขียนบรรยายลักษณะสถานที่ (Place Description) ในระดับย่อหน้าได้ในระดับใด 7. To what extent can you write a descriptive paragraph (description of places)?				
8. นักศึกษามีความรู้ความเข้าใจในการเขียนเล่าเรื่อง (Narration) ในระดับใด 8. To what extent do you understand narrative paragraphs?				
9. นักศึกษาสามารถเขียนเล่าเรื่อง (Narration) ในระดับย่อหน้าได้ในระดับใด 9. To what extent can you write a narrative paragraph?				
10. นักศึกษามีความรู้ความเข้าใจในการเขียนให้เหตุผล (Exposition) ในระดับใด 10. To what extent do you understand expository paragraphs?				
11. นักศึกษาสามารถเขียนให้เหตุผล (Exposition) ในระดับย่อหน้าได้ในระดับใด 11. To what extent can you write an expository paragraph?				

วิธีการสอนและผู้สอน				
Instructional Method, Materials and Instructor				
1. วิธีการสอนมีความเหมาะสมกับการเรียนรู้วิชานี้มากเท่าไร				
1. To what extent is the teaching method suitable for learning this course?				
2. วิธีการสอนช่วยให้คุณศึกษาเรียนรู้วิชานี้มากเท่าไร				
2. To what extent has the teaching method helped you with learning this course?				
3. หนังสือแบบเรียนมีความเหมาะสมกับการเรียนรู้วิชานี้มากเท่าไร				
3. To what extent is the textbook suitable for learning this course?				
4. เอกสารประกอบการเรียนเหมาะสมกับการเรียนรู้วิชานี้มากเท่าไร				
4. To what extent are the learning materials suitable for learning this course?				
5. ผู้สอนมีความเข้าใจการเขียนระดับย่อหน้ามากเท่าไร				
5. To what extent does the instructor understand paragraph writing?				
6. ผู้สอนสามารถถ่ายทอดอธิบายรายละเอียดต่างๆได้ชัดเจนเป็นระบบในระดับใด				
6. To what extent can the instructor explain clearly and systematically?				
7. ผู้สอนให้นักศึกษาฝึกปฏิบัติรวมทั้งให้คำแนะนำที่เป็นประโยชน์ในระดับใด				
7. To what extent does the instructor allow you to practice as well as providing useful suggestions?				
ความพึงพอใจที่ได้รับจากการเรียน				
Learning Satisfaction and Overall Attitudes				
1. นักศึกษามีความพึงพอใจในการเรียนรู้วิชานี้ในระดับใด				
1. To what extent are you satisfied with your learning in this course?				
2. นักศึกษามีความพึงพอใจต่อวิธีการสอนในระดับใด				
2. To what extent are you satisfied with the instructional method?				
3. นักศึกษามีความพึงพอใจต่อผู้สอนในระดับใด				
3. To what extent are you satisfied with the instructor?				
4. นักศึกษามีความพึงพอใจต่อบรรยากาศในชั้นเรียนในระดับใด				
4. To what extent are you satisfied with the classroom atmosphere?				
5. นักศึกษามีความพึงพอใจต่อหนังสือและเอกสารประกอบการสอนในระดับใด				
5. To what extent are you satisfied with the learning and teaching materials?				
6. นักศึกษามีความมั่นใจในการเขียนระดับย่อหน้าในระดับใด				
6. To what extent are you confident in your paragraph writing ability?				
7. นักศึกษามีพัฒนาการในการเขียนระดับย่อหน้าในระดับใด				
7. To what extent have you developed your ability of paragraph writing?				
8. วิชานี้เป็นประโยชน์ต่อนักศึกษาในระดับใด				
8. To what extent is this course useful for you?				

Additional Comments

ความคิดเห็นเพิ่มเติม

นักศึกษาประเมินความพึงพอใจของตนต่อการเรียนการสอนวิชา EG 231

Evaluate your satisfaction with EG 231 Paragraph Writing

ความคิดเห็นต่อวิธีการสอน

Comments on instructional method

ความคิดเห็นต่อหนังสือแบบเรียน เอกสารประกอบการสอน

Comments on the textbook and other teaching materials

ความคิดเห็นต่อผู้สอน

Comments on the instructor

ความคิดเห็นอื่นๆ

Other comments

APPENDIX H

REFLECTIVE JOURNAL

Write a reflective journal at a minimum of one A4 page to describe your experience in and explain your attitudes about EG231 Paragraph Writing throughout the semester. You may use the following guidelines to generate your ideas and to summarize the points in your journal.

- What have you learnt from the course? Describe your learning development if possible.
- What do you think about the course? How is this course important for your development of paragraph writing?
- How do you think about the teaching method? What do you think about the instructor? How are they important for your learning and writing development?
- What do you think about the coursebook or the other learning materials?
- Have you found the course successful? Does it help you develop the writing skills as you expected?
- What are the advantages of the course? What are the disadvantages of the course?
- What are your suggestions for the course, the teaching method and materials, and the instructor?

APPENDIX I

CO-RATING SCORES

Current Practice Group

No	Items	N	Raters				t	p
			Researcher		Co-rater			
			\bar{X} .	S.D.	\bar{X} .	S.D.		
1.	Pre-test	19	10.421	4.953	10.763	4.741	1.185	0.252
2.	Post-test	19	17.237	6.248	17.553	6.059	0.727	0.477
3.	Writing Assignment 1	5	9.1	1.474	8.9	1.193	0.667	0.541
4.	Writing Assignment 2	5	8.1	1.781	8.4	1.557	-1.5	0.208
5.	Writing Assignment 3	5	9.3	0.273	8.9	0.741	1.372	0.242
6.	Writing Assignment 4	5	9.2	0.447	8.9	0.547	0.802	0.468
7.	Writing Assignment 5	5	9.3	1.036	9.1	0.741	0.667	0.541
8.	Quiz 1	5	2.1	1.14	2.3	0.974	-0.492	0.648
9.	Quiz 2	5	3.5	1	3.3	0.57	0.667	0.541
10.	Final Exam	5	18.7	3.1145	19.1	3.38	-0.512	0.636

Genre-based Group

No	Items	N	Raters				t	p
			Researcher		Co-rater			
			\bar{X} .	S.D.	\bar{X} .	S.D.		
1.	Pre-test	19	8.605	2.756	9	3.484	1.256	0.225
2.	Post-test	19	13.789	5.328	14.263	5.086	1.189	0.25
3.	Writing Assignment 1	5	7.8	1.036	8.4	1.084	-1.309	0.261
4.	Writing Assignment 2	5	8.1	1.140	8.4	1.084	-0.885	0.426
5.	Writing Assignment 3	5	8.6	1.294	8.2	1.151	0.93	0.405
6.	Writing Assignment 4	5	8.4	1.387	8.3	0.570	0.206	0.847
7.	Writing Assignment 5	5	8.6	0.741	8.4	0.821	0.431	0.688
8.	Quiz 1	5	2.3	1.036	2.6	0.821	-1.5	0.208
9.	Quiz 2	5	3.2	0.908	3	0.353	0.492	0.648
10.	Final Exam	5	20	3.482	20.6	3.895	-1.078	0.342

APPENDIX J

CRONBACH'S ALPHA

QUESTIONNAIRE ON LEARNING ATTITUDES

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
.820	26

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A1	77.40	55.628	.310	.817
A2	77.70	58.907	.099	.824
A3	77.40	54.386	.466	.809
A4	77.57	53.220	.596	.803
A5	77.07	57.926	.293	.817
A6	77.00	61.034	-.113	.828
A7	77.10	59.403	.099	.822
A8	77.13	58.878	.175	.820
A9	77.40	55.628	.310	.817
A10	77.70	58.907	.099	.824
A11	77.40	54.386	.466	.809
B1	77.57	53.220	.596	.803
B2	77.07	57.926	.293	.817
B3	77.00	61.034	-.113	.828
B4	77.40	54.386	.466	.809
B5	77.57	53.220	.596	.803
B6	77.40	55.628	.310	.817
B7	77.70	58.907	.099	.824
C1	77.40	54.386	.466	.809

C2	77.57	53.220	.596	.803
C3	77.07	57.926	.293	.817
C4	77.40	54.386	.466	.809
C5	77.57	53.220	.596	.803
C6	77.13	58.878	.175	.820
C7	77.40	54.386	.466	.809
C8	77.57	53.220	.596	.803



BIOGRAPHY

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