



**Employing a Genre-Based Approach to Teaching
Recount and Exposition Writings**

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for the Degree of Master of Arts in Applied Linguistics**

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ชื่อวิทยานิพนธ์	การใช้กระบวนการสอนแบบ Genre-Based Approach ในการสอนเขียน เชิงเล่าเรื่อง และ เชิงอธิบาย
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บทคัดย่อ

วัตถุประสงค์ของวิทยานิพนธ์นี้คือเพื่อศึกษาว่านักเรียนที่ได้รับการสอนโดยใช้กระบวนการสอนแบบ Genre-Based Approach สามารถนำความรู้ที่ได้ไปประยุกต์ใช้ในการเขียนเชิงเล่าเรื่อง (recount) และอธิบาย (exposition) ได้หรือไม่ รวมถึงศึกษาว่าองค์ประกอบใดของกระบวนการสอนนี้ ที่มีส่วนช่วยให้นักเรียนพัฒนาทักษะการเขียนทั้งสองประเภท นอกจากนี้การวิจัยนี้ยังได้ศึกษาถึงข้อดีของการใช้กระบวนการสอนแบบ Genre-Based Approach ในการสอนเขียนเชิงเล่าเรื่องและอธิบาย กลุ่มตัวอย่างในการวิจัยครั้งนี้คือนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 โรงเรียนแสงทองวิทยาที่กำลังเรียนอยู่ในภาคการศึกษาที่ 2 ปีการศึกษา 2550 จำนวน 46 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย บทเรียน แบบสอบถามเชิงสำรวจ การสัมภาษณ์ก่อนและหลังการวิจัย บันทึกของครู และ แบบทดสอบก่อนและหลังการทดลอง ผลการเปรียบเทียบคะแนนแบบทดสอบก่อนและหลังการทดลองของการเขียนเชิงเล่าเรื่องและเชิงอธิบาย พบว่า นักเรียนสามารถพัฒนาทักษะการเขียนทั้งสองประเภทอย่างมีนัยสำคัญในระดับที่แตกต่างกัน โดยสามารถพัฒนาการเขียนเชิงเล่าเรื่องได้ดีกว่าการเขียนเชิงอธิบาย ข้อสังเกตจากคะแนนสอบหลังการทดลองของการเขียนเชิงเล่าเรื่องเพิ่มขึ้น 27 % เมื่อเปรียบเทียบกับคะแนนสอบก่อนการทดลอง และคะแนนของการเขียนเชิงอธิบายเพิ่มขึ้น 15 % และเมื่อวิเคราะห์งานเขียนของนักเรียนเพิ่มเติมในส่วนขององค์ประกอบที่สำคัญของการเขียนแต่ละประเภท พบว่า นักเรียนสามารถพัฒนาการเขียนองค์ประกอบแต่ละส่วนอย่างเห็นได้ชัด กล่าวคือนักเรียนได้คะแนนเพิ่มสูงสุดตามลำดับคือ เรื่องของการใช้ไวยากรณ์ได้อย่างเหมาะสม การใช้โครงสร้างที่เหมาะสมได้อย่างถูกต้อง และการเขียนเนื้อหาได้เหมาะสม นอกจากนี้ผลการวิเคราะห์ข้อมูลที่ได้จากการสัมภาษณ์หลังการทดลองและบันทึกของครูพบว่า วิธีการสอนของครูและบทเรียนที่ใช้ในการศึกษาค้นคว้าครั้งนี้ช่วยให้นักเรียนมีความกระตือรือร้นที่จะมีส่วนร่วมในการเรียนการสอน และพบว่า นักเรียนสามารถพัฒนาการเขียนเชิงเล่าเรื่องและเชิงอธิบายได้อย่างมีประสิทธิภาพจากการประยุกต์ใช้เทคนิคการสอนแบบต่อโครงสร้าง (scaffolding) และการดึงองค์ประกอบแต่ละส่วนของ Genre มาสอนอย่างชัดเจน

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ABSTRACT

The study investigated whether students taught using a genre-based approach were able to write recount and exposition, as well as how the approach were helpful in assisting the students develop their writing ability. The study also attempts to find advantages of a genre-based approach when adapting to teach the two genres. Participants in this study were forty-six students studying in Matthayomsuksa 5 at Saengthong Vitthaya school in the second semester of 2007 academic year. The research instruments used in this study included teaching materials, a survey questionnaire, pre and post interviews, a teacher's diary, and pre and post tests. Comparisons of scores from pre- and post-test on recount and exposition written by the students showed that their writings improved significantly with different degree of quality. Students performed better in their recount writing than exposition writing. The difference between the pre and post-test scores on recount was 27 %, and 15% on exposition. When the specific features of each genre were further examined, it can be seen that students' master of each feature improved substantially during the course of treatment. For both recount and exposition genres, the students obtained the highest score on grammatical patterns, followed by schematic structure and the content. Furthermore, data elicited from the post-interview and the teacher's diary suggested that the ways the teacher taught and the teaching materials enabled the students to participate in the class actively. Besides, the study also revealed that the students could learn recount and exposition genre effectively through scaffolding instruction and explicit teaching of genres.

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CONTENTS

	Page
บทคัดย่อ	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	v
CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER	
1. INTRODUCTION	1
1.1 Rationale of the study.....	1
1.2 Purpose of the study	4
1.3 Definition of terms.....	4
1.4 Scope and Limitation of the study.....	5
1.5 Significance of the study.....	5
2. LITERATURE REVIEW	6
2.1 Problems in writing class.....	6
2.2 Writing approaches	7
2.2.1 Bottom-up approach	7
2.2.2 Top-down approach	8
2.2.3 A genre-based approach.....	8
2.2.3.1 The notion of genre.....	9
2.3 Scaffolding, input hypothesis and a genre-based approach.....	11
2.3.1 Scaffolding instruction	11
2.3.2 Input hypothesis.....	12
2.3.3 The teaching unit of a genre-based approach.....	14
2.3.4 Adapted teaching-learning cycle	16
2.4 Related studies.....	17
3. METHODOLOGY	21
3.1 Subjects	21
3.2 Research instruments.....	22
3.2.1 A survey questionnaire.....	22
3.2.2 The teaching materials	22

CONTENTS (Continued)

	Page
3.2.3 The interviews	46
3.2.4 Teacher's diary.....	46
3.2.5 Pre-test and post-test	47
3.3 Data collection procedure.....	48
3.3.1 The preliminary study	48
3.3.1.1 Needs analysis.....	48
3.3.2 The main study.....	49
3.3.2.1 Pre-interview.....	49
3.3.2.2 Recount and exposition pre-test.....	49
3.3.2.3 Treatment.....	49
3.3.3 Teacher's diary.....	51
3.3.4 Post-Interview.....	51
3.4 Data analysis procedure.....	51
3.4.1 Quantitative analysis.....	51
3.4.2 Qualitative analysis.....	53
4. FINDINGS AND DISCUSSION.....	54
4.1 Students' progress in writing recount and exposition	55
4.1.1 Scores obtained from pre and post-tests.....	55
4.1.2 Pre and post-test scores of each feature of recount and exposition.....	56
4.1.3 Comments obtained from teacher's diary and pre and post-interviews.....	59
4.1.4 Discussion on research question 1.....	66
4.2 Advantages of a genre-based approach in the students' points of view	77
4.2.1 Students' perception of their understanding of recount and exposition genres	77
4.2.2 Students' opinion towards each feature of the two genres	78
4.2.3 Students' opinion towards the teacher's performance and teaching materials	80

CONTENTS (Continued)

Page

4.2.4 Students' opinion towards each stage of the teaching-learning cycle..... 82

4.2.5 Discussion on research question 2..... 86

5. SUMMARY, IMPLICATION, AND RECOMMENDATIONS 92

5.1 A summary of research findings 92

5.2 Implications..... 94

5.3 Recommendations for further research..... 96

RERERENCES..... 98

Appendices

1 Need analysis..... 103

2 Unit 1 :Getting to know genres in Thai 106

3 Unit 2 :Recount 115

4 Recount checklist 128

5 Unit 3 :Exposition 129

6 Exposition checklist..... 145

7 Pre-interview questions..... 146

8 Post-interview questions..... 148

9 Pre and post-tests on recount and exposition..... 152

10 Recount scoring criteria..... 153

11 Expostion scoring criteria..... 154

LIST OF TABLES

	Page
3.1 M.5 English Reading and Writing subject latest marks.....	21
3.2 Data collection procedure.....	48
4.1 The comparison of pre and post-test scores on recount and exposition genres.....	55
4.2 Students' perception of their writing ability after the treatment.....	56
4.3 The comparison of pre and post-test scores on recount features.....	57
4.4 The comparison of pre and post-test scores on exposition features.....	58
4.5 Summary of comments related to recount genre.....	60
4.6 Summary of comments related to exposition genre.....	63
4.7 Students' perception of their understanding of recount and exposition genres.....	78
4.8 Students' opinion concerning advantages of the features of the two genres	79
4.9 Students' opinion concerning the teacher's performance	81
4.10 Students' opinion concerning the teaching materials.....	82
4.11 Students' perception towards each stage of the teaching-learning cycle	83
4.12 Students' opinions towards each stage of the teaching-learning cycle...	84

LIST OF FIGURES

	Page
1.1 Average National Test Score by Subject of Grade 12 Students Academic Year 1999)	2
2.1 The Teaching-Learning Cycle (Hammond et al., 1992)	14
2.2 The Adapted Teaching-Learning Cycle.....	16
3.1 Matching the text to the correct genre.....	23
3.2 Reading and answering the questions concerning social purpose and structure of the text.....	24
3.3 Matching words with definitions.....	25
3.4 Brainstorming.....	25
3.5 Reading and sharing experience about music	26
3.6 Significant grammatical patterns of recount 1	27
3.7 Significant grammatical patterns of recount 2	28
3.8 Structure of a recount " My Career in Music"	29
3.9 Identifying grammatical patterns and organizing ideas.....	30
3.10 Completing the text with the simple past or past perfect from the verbs in brackets.....	31
3.11 Completing the sentences with the temporal connectives	31
3.12 Questions dealing with contextual meaning of the text "Robbie-We love you".....	32
3.13 Comparing schematic structures and grammatical patterns of the texts "My career in music" and "Robbie-We love you".....	32
3.14 Writing a recount note	33
3.15 Writing the recount according to the note.....	33
3.16 Building up vocabulary	34
3.17 Reading and note-taking	36
3.18 Social function and purpose of the text.....	37
3.19 Knowing specific grammatical patterns of exposition.....	38
3.20 Grammar focus exercise	39
3.21 Stages of exposition.....	40
3.22 Summarizing major points of exposition.....	41
3.23 Listening for missing words.....	41

LIST OF FIGURES (Continued)

	Page
3.24 Reading for meaning.....	42
3.25 Organizing text.....	43
3.26 Finding key words.....	44
3.27 Preparing and exposition outline.....	45
3.28 Writing the exposition according to the note	45
3.29 Teacher's diary.....	46
3.30 Recount scoring criteria	52
3.31 Exposition scoring criteria.....	53

CHAPTER I

INTRODUCTION

This study investigates problems in teaching writing in English at senior high-school level, including the effectiveness of employing a genre-based approach to teaching recount and expository writings. It consists of rationale, purposes of the study, definition of terms, scope, limitations, and significance of the study.

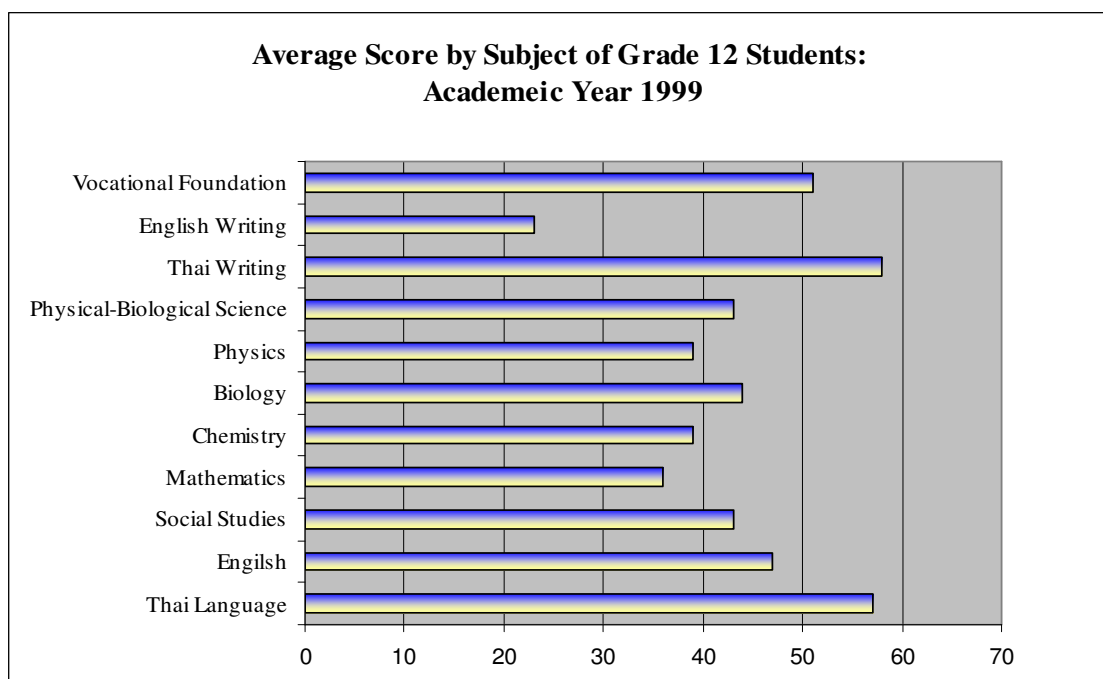
1. 1. Rationale of the study

It has been widely accepted that writing in English is one major problem of Thai students at all education levels. One reason might be that they are not adequately and properly taught how to write (Kongpetch, 2006). From my four-year experiences in teaching writing at a senior high school level, I have found that the teaching approach I used did not enable students to write even a simple paragraph. At this school, although the course is entitled “English Reading and Writing”, reading is emphasized for a number of reasons. Firstly reading is easier to teach. Reading exercises are easier to check and the most important reason is that students need reading skills and vocabulary for their university entrance examination (Wongwiwattana and Chanhom, 2004). When I taught writing, I followed the exercises provided in the commercial textbooks I selected. The exercises mostly required students to provide short answers, to find grammatical errors in sentences or to fill in the blanks. However, the most demanding exercise seemed to be the one that requested the students to describe a picture; it required students’ writing skills more than other activities. Sometimes, though rarely, the students had an opportunity to write a longer text such as a short essay without any help from the teacher. They were given only a topic to write about without going through the stage of building up field knowledge, or giving clear instructions on how to organize the ideas and how to use appropriate language. Moreover, most of the writing tests were given in the form of multiple-choice questions which are similar to other schools (Wongsothorn 1994; Wongwiwattana and Chanhom 2004). What I taught them was only what was required

for them to answer the exam questions i.e. to answer multiple-choice questions which dealt mainly with grammatical points and vocabulary. That might explain why students themselves may not be motivated to learn or to put more effort into writing classes which have nothing to do with their tests (Office of the National Education Commission, 2001).

According to the most recently updated results of the National Test in English in the academic year 1999, grade 12 students produced very low scores in English writing. (see Figure 1.1 below)

**Figure 1.1: Average National Test Score by Subject of Grade 12 Students
(Academic Year 1999)**



The graph shows that the English writing' average score is approximately 23 %, which is the lowest compared to all the other school subjects (Office of the National Education Commission, 2001). Therefore, it can be said that the scores are far below a satisfactory level. The results of the test indicated that English writing competence of senior high school students certainly requires significant improvement in order to meet the requirement of the Office of the Basic Education Commission, which requires students to graduate from high school with sufficient ability to use English as a means of communication.

At the higher educational level, writing in English is considered very important. The number of Thai universities that have established international courses has noticeably increased. There are 89 universities offering 175 international programs at undergraduate level (Office of the National Education Commission, 2004). Moreover, the National Statistical Office of Thailand (2006) reported that the number of Thai students going abroad for academic purposes between 2000 and 2006 has steadily increased. Twenty percent of these students are students who graduated at senior-high school level, wishing to continue undergraduate study abroad. In order to achieve the goal of attending international courses or studying abroad, English writing proficiency is a crucial requirement. In addition, at higher educational level students are required to write many English argumentative essays which students at both high school and undergraduate levels are not well taught (Samabuddhi, 1991).

Hansa and Clark (2001) reported that a lack of writing proficiency occurs even in many undergraduate students who are considered having high English proficiency such as medical students from well-known school whose National Entrance English Examination scores are in the range of 85 and above. When these students were assigned to write a paragraph without being given any training in writing, their paragraphs were disorganized, lacked a main idea and good supporting ideas, had unclear backgrounds, reasons and explanations, and had no conclusion. It can be implied from this that there are a large number of students who graduate from senior high schools with poor English writing abilities.

Thus, if students continue to be taught by the traditional approach where grammatical rules and grammatical exercises such as sentence completion and multiple choice items are the main focus (Wongwiwattana and Chanhom, 2004), they may not be able to gain sufficient English writing competence in order to use English writing for communicative and/ or academic purposes. Therefore it is essential for high-school students to be equipped with sufficient knowledge to write in English before entering university.

Recently a genre-based approach, the approach to teach writing focusing on social purpose, schematic structure and significant grammatical pattern of the text has become an alternative approach and has been used to teach writing (Hyon, 1996) in many Asian countries such as Singapore, Indonesia, and Vietnam (Kongpetch, 2006).

In Korea, many teachers have found that a genre-based approach is beneficial for less proficient students to develop their language ability in the real world; it helps them detect the differences in describing, informing, instructing, and explaining (Lassche, 2006). In Thailand, there is a study conducted using a genre-based approach to teach writing to Thai university students. The results show that the students could write an exposition effectively. Besides, they had positive attitudes towards this approach (Kongpetch, 2006).

It is interesting to investigate whether a genre-based approach could be employed to teach senior high school students to write more effectively as they prepare for their university entrance examination and for their studies at a university level. The two genres that I chose to teach senior high school students are recount and discussion genres. I chose the recount because it is common to all cultures and all students are familiar with its structure and use. Once the students can confidently use this genre as scaffolding, learning how to write using the exposition genre should follow more easily. I believe that the exposition genre is one of the most useful genres for them to learn regarding their future academic paths. Equipped with such knowledge, the students would be able to write an appropriate expository text.

1.2 Purposes of the study

This study was designed to explore the following research questions:

1. Can a genre-based approach be employed to improve students' writing of the two genres? If so, in what way?
2. What are the advantages of the genre-based approach in teaching writing?

1.3 Definition of terms

Two key terms used in this study are defined below:

1. **Recount:** a text written about what happened in the past focusing on one person's life.
2. **Exposition:** a text written to justify or advance an argument or put forward a particular point of view.

1.4 Scope and limitation of the study

1. The study focused on the improvement of students' ability to construct recount and expository texts.
2. The subjects of the study is one group of students, mostly with good English background. Therefore the results of the study may not be generalizable.
3. The study is limited to Matthayom Suksa 5 students at Saengthong Vitthaya School, Hat Yai, where the problems and situation may differ from those in other schools.
4. The teacher in this study also acts as the researcher. This might affect the study in certain ways.

1.5 Significance of the study

1. Students might be able to produce acceptable recount and expository texts after the genre-based treatment.
2. There are the advantages of the genre-based approach for senior-high school students.

CHAPTER II

LITERATURE REVIEW

This chapter presents a brief review of literature and related studies in the following areas: problems in writing class, writing approaches, and scaffolding instruction, input hypothesis and a genre-based approach.

2. Theoretical background

2.1 Problems in writing class

EFL students including Thai who attempt to write in English often face difficulties in applying text structures and rhetorical styles properly. A lack of knowledge of these two features causes students to write unstructured, chaotic paragraphs or longer texts lacking in focus and cohesiveness. Samabuddhi (1991) posits that rhetorical styles which foreign students apply are sometimes a barrier to cross-cultural communication and unacceptable for English native-speakers. These problems can be explained by the fact that students are taught writing through traditional writing methods established in their own countries. Similar problems also occur among Thai writers when writing academic paper in English. Jogthong (2001) found in her study that academic writers used different linguistic features and different sentence construction from those of English.

Generally, school teachers teach writing by focusing on grammatical accuracy and sentence structure rather than on the concern of subject matter, style or purpose (Clayton and Klainin, 1994). Therefore, when teachers teach students to write, they usually require the students to do “ multiple-choice” or “selection” type items which deal mainly with grammatical accuracy and sentence structure which cause a decline in students’ ability to express their knowledge, ideas and attitudes in writing (Wongsothorn, 1994). This perception of writing inhibits students’ development as writers (Clayton and Klainin, 1994). Moreover, although there are some classes where teachers have attempted to teach students various types of discourse such as expository, persuasive and narrative, the focus is still on form rather than the notion of

how writer writes; students still do not know where to gather ideas, how those ideas are generated and developed (Laohawiriyanon, 1990). Consequently, students become unmotivated and discouraged in a writing class because they still do not know what to write, how writers write and what the process of writing is (Laohawiriyanon 1990; Wongwiwattana and Chanhom 2004).

In addition, Raimes (1991) noted that if many writing classes still continue to employ the traditional approach, students will concern only grammatical accuracy and sentence structure when constructing their writings. Then they would perceive writing as a way to produce grammatical sentences rather than the way to produce a message. As a result, the themes of writing classes, students should know how to use the process of writing to their advantage as language learners and writers, and also how to construct an acceptable product upon demand, cannot be met.

According to Clayton and Klainin (1994), if teachers would like to improve students' competence in writing, they should teach students good organizational skills. This will result both in enhancing students' ability to write and helping students apply grammatical knowledge which they have already learned. Clayton and Klainin (1994) believed that attending to this schema can activate grammatical knowledge; hence, if the teachers want their students make full use of grammatical knowledge when writing, they should teach them effective organization on rhetorical and meaning levels in their written texts. Also, if the teachers want the students to write as a writer, they must view writing as a means of communication not only a series of exercises (Laohawiriyanon, 1990).

Based on the results of her study on Thai academic writers, Jogthong (2001) suggested Thai second language teachers design tasks and materials that focus on rhetorical structures and various genres of writing in order to assist students improve their writing performance. If teachers teach students with the rhetorical structure of genre-specific texts, it may help students build adequate schemata that may enhance their reading and aid the development of their writing skills. She further confirms that students may apply the knowledge gained from the consciousness of rhetorical structure in a particular genre to the other genres.

2.2 Writing approaches

In spite of the fact that there are several writing approaches, this study focuses on the approaches that are relevant to a genre-based approach. They are bottom-up approach, top-down approach and genre-based approach.

2.2.1 Bottom-up approach

Bottom-up approach focuses learners on micro-features or individual components of written messages. They include the phonemes, graphemes, individual words and grammatical elements which need to be comprehended in order to understand and then be able to construct these messages (Nunan, 1998). In bottom up processing, the writer concentrates on single words and phrases, and achieves comprehension by putting these detailed elements together to construct a whole (Harmer, 2004). In practice, a purely bottom-up approach would fail since lexico-grammar cannot be successfully used to create authentic discourse without attempting to communicate meaning, so some ideational and organizational framework would have to exist within which the accuracy-oriented writing could take place (Davies, 1988).

2.2.2 Top-down approach

Top-down approach, on the other hand, emphasizes macro-features of written texts such as the writer's purpose, the topic of the message, and the overall structure of the text (Nunan, 1998). In top-down processing, the writer tries to plan a general view of the passage without concentrating about all the individual features (Harmer, 2004). Similar to bottom-up approach, a purely top-down approach to writing would be impossible since to enable the meaning to be successfully expressed, the successful ideas in an organized, coherent form, some attention to lexico-grammatical accuracy and cohesiveness of the discourse would be necessary (Davies, 1988).

2.2.3 A genre-based approach

The notion of genre has gained more attention in recent years. It has been increasingly applied in many areas of language teaching such as academic writing, adult second language literacy development, and language development in schools.

2.2.3.1. The notion of a genre

A genre is “a staged, goal oriented purposeful activity in which speakers engage as members of our culture...it is communicative purpose which brings any genre into being, shaping the ‘schematic’ structure of the discourse, and influencing choice of content and style”(Martin 1984 cited in Kay and Dudley-Evans 1998: 308-309). For Swales (1990), a genre comprises a class of communicative events, the members of which share some set of communicative purposes.

According to Martin (1985), children in all cultures need to be taught about genres. One reason is because children are members of a community and they learn language through interaction with people in their communities. The language people used actually provides them with highly structured models. Another reason is that children have already learned to read and write, yet they are not creative in dealing with language as perfectly as potential writers. Thus, they need models to follow in order to be able to read and write more effectively.

A genre-based approach draws on a language theory of systemic functional linguistics which was proposed by Halliday and Hasan (1985). The systemic theory holds the belief that language is functional. That means language is used to make meaning; it provides resources, grammar and vocabulary, which can be used in specific ways to construct specific meaning. Also, the theory suggests that language and the context in which it is used affects each other. It means the language can be understood when it is used in relation to an appropriate context. Therefore, different purposes of communication influence different language use. Moreover, this theory offers language learners both analysis of language within the sentence level and analysis of structure, organization and development of coherence within oral discourse and written text (Hammond et al., 1992).

As for reading, knowing genre helps readers to read better. It can activate the readers’ background knowledge, the knowledge that helps the readers predict the content of a reading text they are about to read when the text employs familiar genre (Nunan, 1998). Besides, they can expect to see a certain kind of text organization and rhetorical styles as well as predict what kind of information will be at the beginning, the middle and the end of the text. In other words, the genre knowledge assists the reader to know where to look for particular information. For example, scientists will

read a report by looking at the results before reading through other parts of the text because the result part provides them with the most important information (Freedman and Medway, 1994). This reading strategy of the scientists is similar to the way people read the front page of the newspaper (Swales, 1990). If the learners master a model of one particular genre from their reading, later they can apply this model as a basis for conducting their own model (Nunan, 1998).

For writing, Freedman and Medway (1994:158) believe that “much of genre knowledge lives in the social unconscious of discourse community”. When experts write, they use their knowledge of genre without explicit knowledge or control of it, they intuitively employ genre knowledge to write. The writer needs to plan what kind of text s/he is going to write, why s/he needs to write, what should be an effective structure of his or her text and what styles of language is appropriate. Therefore, in writing classes it is necessary to teach genre to learners as it helps them see the global picture of the writing process. Further, the genre should be taught explicitly because the explicit genre instruction helps master genre more quickly and can facilitate their learning of how to write as writers.

A genre-based approach to teaching writing employs several elements used in a process-oriented approach. The stages of the process approach include generating, focusing, structuring, drafting, evaluating and re-viewing (White and Arndt, 1991). In the generating stage, learners try to gather ideas regarding to the writing topic by discussing with their peers, brainstorming and asking questions. It is similar to the first stage of a genre-based approach: *building up knowledge of field* in which learners share their experiences with their friends and learn vocabulary relevant to the topic. For the focusing stage, learners discover main ideas of the writing, think about purpose of their writing and target readers. In the structuring stage, learners learn to order their ideas, what should come first, next and last. These two stages of the process-oriented approach are the same as the second stage of a genre-based approach: *modeling of texts* in which learners learn contextual meanings of the text, including the schematic structure of the genre. For the drafting stage, the teacher displays her first draft to the learners and explains how to gather ideas and how the text is structured. The learners then are required to write their first drafts which will be evaluated at the evaluating stage. At this stage, peer or group evaluation is employed.

These two stages are similar to the third stage of a genre-based approach: *joint construction* in which the teacher guides the students to write from the first stage to the last. Then the students evaluate their own work using the checklist. For re-viewing which is the final stage of the process-oriented approach, the learners construct their second drafts and self evaluation is employed before completing their final drafts. This is different from the final stage of a genre-based approach: *independent construction* because the students are required to write individually and not required to produce second drafts (Hammond et al., 1992).

In a genre-based approach to teach writing, the focus is on the genre which learners are going to write about. The learners need to study texts in that genre before they construct their own writing (Harmer, 2004). The teacher should provide explicit models of how texts are organized and what rhetorical styles should be applied when writing texts. The learner should also have an opportunity to explore schematic structure and significant language features which are common in that genre.

This approach requires students' attention to both top-down and bottom-up strategies in parallel. While top-down strategy enables students to master schematic structure and the creation of coherent discourse of a particular genre, the bottom-up strategy will equip the students with understanding of form, at sentence level, which concerns grammatical features of the genre (Davies, 1988).

2.3 Scaffolding, input hypothesis and a genre based approach

2.3.1 Scaffolding instruction

Vygotsky believed that pedagogy should be oriented toward tomorrow in child development. This means that the learning tasks should be directed toward what the students cannot complete without expert help, rather than what they can do by themselves. Then, the negotiation of meaning through language that consists of such guidance will take place (Cullip, 1999).

Based on such believe, a scaffolding instruction was developed. Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Stuyf, 2002: 2). In scaffolding instruction, a more capable person who can be either a peer or a teacher provides scaffolds or guides to facilitate the student's

development. The scaffolds will assist a student to build on prior knowledge and internalize new information. It means that the learning activities employing in scaffolding instruction are beyond the level of what the student can do alone (Olson and Pratt, 2000 cited in Stuyf 2002:4).

McKenZie (1999) summarized eight characteristics of scaffolding instruction as follows:

1. Scaffolding provides clear direction.
2. Scaffolding clarifies purpose.
3. Scaffolding keeps students on task.
4. Scaffolding offers assessment to clarify expectations.
5. Scaffolding points students to worthy sources.
6. Scaffolding reduces uncertainty, surprise and disappointment.
7. Scaffolding delivers efficiency.
8. Scaffolding helps students develop their thought, insight and understanding.

The scaffolding instruction which assists learners in transferring classroom learning to their independent learning should concentrate on the purposes of tasks, problems experienced while completing the tasks, possible strategies for solving those problems, and plentiful opportunities to practice and discuss the new strategies. Finally, learners should receive immediate feedback on their performance such as grammar, writing style and content (Cotterall and Cohen, 2003). It can be said that scaffolding instruction is considered useful ideas about the nature of learning, the role of teaching and the kind of interaction involved.

It is noted that in scaffolding instruction, the scaffolding is not permanent. When the student's abilities increase, the scaffolding supported by the more capable or knowledgeable person is slowly withdrawn. Finally, the student is able to complete the task or master the concepts himself (Chang, Sung and Chon, 2002 cited in Stuyf 2002:2). Therefore, it can be said that the goal of employing scaffolding instruction into the class context is to enable the students to become independent and self-regulating learners and potential problem solvers (Hartman, 2002 cited in Stuyf 2002:2).

2.3.2 Input hypothesis

Krashen (1982) used the term “comprehensible input” to refer to the fact that when second language learners are exposed to the target language, they can fully understand only some of it. Krashen believes that when second language learners are exposed to target language data which are understandable but slightly higher than their current level of competence, learning is promoted by the learners effort to understand what is currently beyond his knowledge. Thus, according to Kreschen, the availability of comprehensible input plays a major role in language acquisition.

The input hypothesis claims that the learner can acquire the language if they can understand the message contained in language that is a “little beyond” their level of competence. When learners are exposed to such language, they actually employ not only their linguistic competence to help them understand, but also context, their knowledge of the world and their extra-linguistic information like background knowledge (Krashen, 1982). The kind of language useful to learners is called “i+1” input in which “i” represents the learner’s current level of interlanguage development and the “+1” refers to the input that is challenging but not too difficult for them. Only language containing “i+1” input helps learners to understand the language (Allwright and Bailey, 1994). According to Krashen’s belief, learners who attend to the meaning first will automatically acquire the structures in the process of mastering the “i+1” input.

It can be seen from the review above that both “scaffolding instruction” and “the input hypothesis” share the same belief that learners can learn best when they encounter inputs or activities that are a little beyond their abilities; then with teacher’s help, they are able to master the content of the input or activities. Likewise, a genre-based approach is constructed based on this belief.

Theoretically, a genre-based curriculum is based upon the work of Vygotsky and Bruner, and a systemic functional model of language learning developed by Michael Halliday and the Australian genre theorists (Cullip, 1999). For a genre-based curriculum, scaffolding is central to the teaching-learning cycle and is again concentrated on both macro and micro levels (Halliday and Hasan, 1985). The teacher guides the students along each stage of the four stages of the teaching-learning cycle (see p.14). After the students have built up linguistic knowledge of the genre,

the field and the written mode, the students will be more confident in applying this knowledge (Cullip, 1999). This knowledge should be helpful for the students to learn a new cycle of the same genre and later of a different genre where the same teaching-learning cycle is employed. This is a similar way to the way a child learns a language. Painter (1991 cited in Cullip 1999) notes that the role of an adult is to help a child expand and extend his utterances and enable the child to extend and expand his own meaning. An adult uses modified language called “caretaker speech”, the principle supporting the input hypothesis, to aid comprehension. Caretakers talk simpler in order to help the child understand them (Krashen, 1982). After that, the adult assists the child to move from simple speech, or the ‘here and now’, a characteristic of caretaker speech, into generalization and the reconstruction of experience and to fulfill new purpose through language.

2.3.3 The teaching units of a genre-based approach

Hammond et al. (1992) have suggested a teaching unit consisting of four stages as follows:

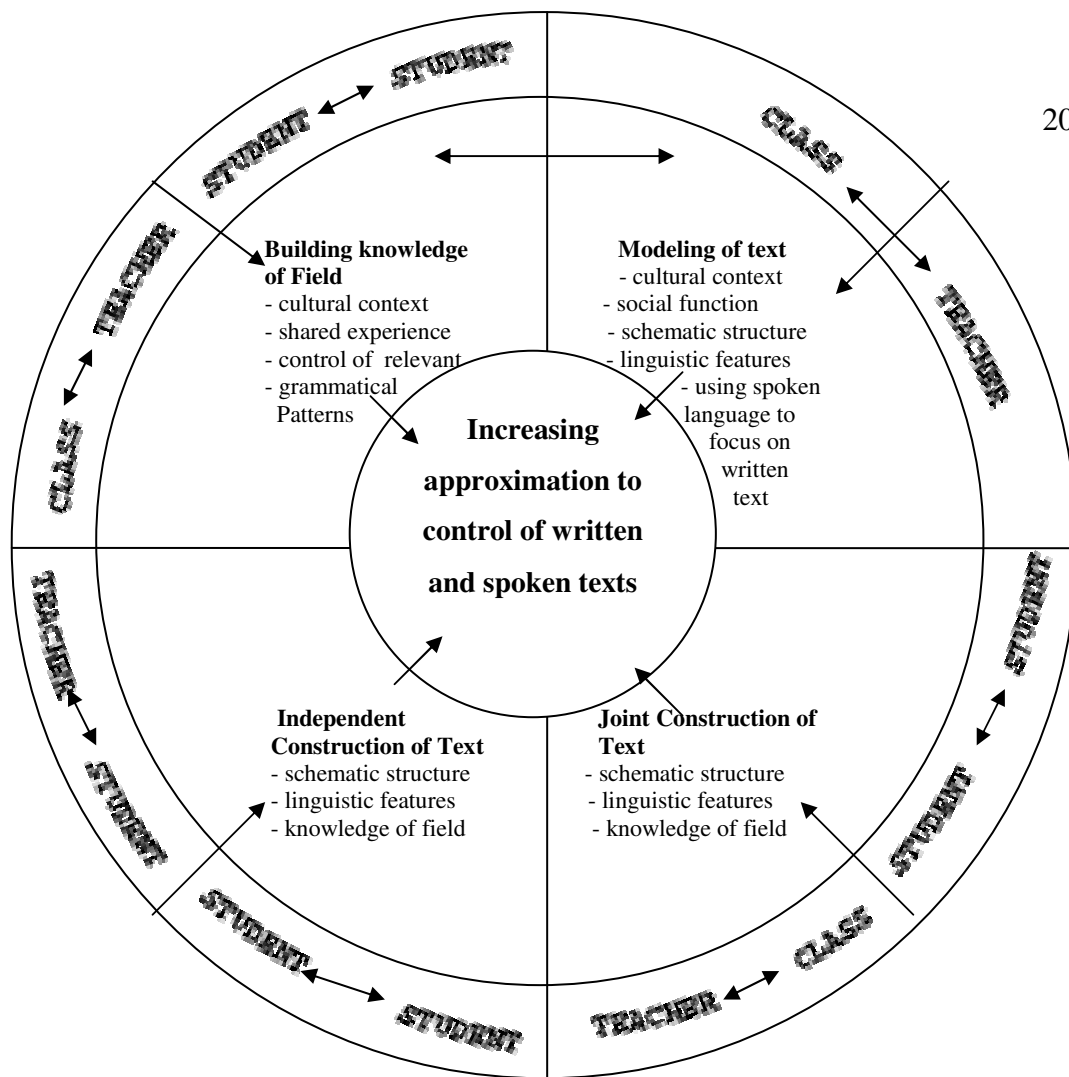


Figure 2.1: The Teaching-Learning Cycle (Hammond et al., 1992)

Stage I: Building knowledge of field

This is the stage where overall knowledge of the cultural and social contexts of the topic is built and developed. Also, students will be provided with knowledge of the topic before attempting to write about it. Thus, at this stage the students will explore cultural similarities and differences related to the topic; do exercises concerning grammatical patterns relevant to the topic or text type; build up and extend vocabulary relevant to the topic or text type.

Stage II: Modeling of the text

At this stage, a model of the genre that the students will be writing about is introduced. The students are prepared for writing by focusing on the genre as a written or 'crafted' object; discussing the social function of the genre and the purpose intended by the writer and analyzing characteristic schematic structure and grammatical patterns.

Stage III: Joint construction

At this stage, the students work in pairs to construct a similar text. The teacher provides the students with guidance and support through questions and elicitations and models the writing process with the students in order to convert language from the spoken to the written mode. Thus, this stage will enable the students to do four important things. Firstly, the students will explore further the purpose of the genre and its relation to the topic of field. Secondly, the students will contribute knowledge of the field in the shared construction of a text. Thirdly, the students will negotiate with the teacher and other students regarding the most appropriate organization of knowledge about the topic into a written text. Lastly, the students will draw on knowledge of schematic structure and significant grammatical patterns of the genre in negotiation about appropriate organization of the genre.

Stage IV: Independent construction

After pair or group construction has shown that the students have gained control of the content of the topic and cohesive ties operating in written texts, the teacher will allow them to construct a text independently. At this stage, the students will learn to incorporate knowledge of schematic structure and grammatical patterns into their own writing in order to produce the written that approximate to the genre.

2.3.4 The adapted teaching-learning cycle

Although, it has been proved that the teaching-learning cycle of the genre-based approach can enhance students' writing ability, it may not be easy for Thai teachers to strictly follow the teaching-learning unit proposed by Hammond et al. (1990). This might be because Thai students are rarely taught the concept of genre even in Thai reading and writing classes in an explicit and organized manner. To help students better understand the notion of genre in English such concept should be firstly introduced in Thai. Hence, in this study, a further stage will be added, *Getting to know genres in Thai*, as a preliminary stage to Hammond et al.'s (1992) four stages of the teaching cycle. At this stage, the teacher presents many Thai texts employing different genres to students. The teacher then helps the students analyze the social purpose and schematic structure of each text. This, it is hoped will help the students to recognize each type of genre through the differences of schematic structures and language styles of each type of genre. This can then become the scaffolding for the students to learn genres in English. The adapted teaching-learning cycle is shown below.

2.4 Related studies

There are several studies concerning the application of a genre-based approach to teaching writing, all of which produced favorable results from using a genre-based approach in writing classes. Among these, two studies were carried out with teachers, while the other six studies were conducted among young and adult learners.

Kay and Dudley-Evans (1998) organized a workshop to investigate if a genre-based approach could be applied successfully in the classroom. The Participants in the workshop were 48 teachers working with primary, secondary, tertiary, and adult students from many countries: Singapore, Vietnam, Indonesia, Hong Kong, Japan, Malaysia and the Philippines. Many teachers found that the approach assisted pre-intermediate students to be aware of the text style of different genres and helped students to feel more confident in writing as the approach provides them with a useful framework to work with. Moreover, they stated that it enables students to enter a particular discourse community and discover how writers organize texts. It also promotes flexible thinking and, in the long run, informed creativity.

There is a study conducted by a Korean teacher trainer in a TESOL Certificate program in Korea (Lassche, 2002). The subjects were current ESL Korean school teachers and private institute instructors. The purpose of the study was to investigate the participants' opinions on the usefulness of a genre-based approach in their teaching context. The findings revealed that many Korean teachers who had attempted to employ a genre-based approach in their writing classes found that this approach helps low-proficient students to write better.

In 1999, Kamberelis studied genre development and learning in children's writing concerning stories, science reports and poems. The subjects included 54 first-grade and second-grade students in Australian schools. The research design was a cross-sectional quasi experimental design. The duration of the study was one semester of the school year. The data were collected from the students writing tasks which were based on the curriculum genres. It was found that the students' narrative writings were significantly improved, while the knowledge of other kinds of genres had started to be developed. The findings of the study suggested that the children had working knowledge of the cultural convention of narrative genre but a novice sense of the cultural convention of other kinds of genres. Therefore, they seemed to overgeneralize narrative features but not feature of other genres.

Wollman-Bonilla (2000) conducted a qualitative study in order to explore whether the first graders who had been taught science writing using a genre-based approach could construct texts characterized as science writing when analyzed for conventional schematic and grammatical features. The duration to the study was one school year. The subjects were 82 first-graders, in a suburban Boston elementary school from two classes. The students included about 88 % Anglo Americans, 7% African Americans, 3% Asian Americans, and 2% Hispanic Americans. The data were collected from field notes from one-hour periods of weekly participant-observation, interviews with the two teachers, interviews with four case study students and four set of parents, and the children's journal message which were the key pieces of data. The results of the study demonstrated that when analyzed for elements of conventional text structure, all 82 science writing texts clearly fell into the four genre categories: 1) Report, 2) Experiment, 3) Procedure, or 4) Explanation. Besides, the findings

suggested that the first graders not only appropriated most of the basis features of four science genres, they could also rework these genres flexibly.

Donovan (2001) conducted a study concerning children's development and control of written story and informational genres. The study represented the cross-sectional view across the elementary grades of children's developing control of macro-level organizational features of written story and informational genres. All data were collected during the first five weeks of the school year. He collected 222 informational and story compositions of the grades 1-5, the students had European American cultural backgrounds. Their texts were analyzed for macro level organization. The findings indicated that most participants were able to differentiate between story and informative texts. Furthermore, they were able to produce these kinds of text with appropriate genres by the beginning of their second grade.

In 2004, Carter, Ferzli and Wiebe studied the use of genre to teach English first-language adults. In this paper, the researchers reported research on teaching the genre of the laboratory report to first-language university students in biology labs. The subjects were 80 North Carolina State University students registered for Biology 183. The study was quasi-experimental with a posttest-only control-group design. The study was conducted over a period of two semesters. The treatment of the study was the use of Labwrite, online instructional materials for teaching the lab report. These online materials acted as a guide to the lab report writing genre. It was designed to address the recurring social situation of the science laboratory classroom by guiding the students in the various typified responses to that situation. The results of holistic scoring of lab reports revealed that the students using Labwrite were more effective in learning the scientific concept of the laboratories and learning to apply scientific reasoning compared to those who did not. Besides, the students using Labwrite developed a significantly more positive attitude toward writing lab reports.

In Thailand, Kongpetch (2006) conducted her study on the use of a genre-based approach with a group of 42 university students with English major or minor. The study lasted for one semester. She selected the exposition genre to teach and employed the teaching-learning cycle developed by Hammond et al. (1992). At the first stage of the teaching-learning cycle: *Building up the field knowledge*; she provided the students with a variety of activities that could help the students gather

information for writing. The activities included brainstorming, watching a video tape and note taking, and group oral presentation. At the second stage, *Modeling of the text*, she provided the students with activities that enabled the students to gain deeper understanding of the schematic structure and grammatical patterns of the exposition. At the third stage, *Joint construction*, she and the students jointly constructed the first exposition as “first-hand” experience in an exposition writing. At the last stage, *Independent construction*, she asked the students to write an exposition independently in order to allow them to practice their writing skills and demonstrate their understanding of the exposition genre.

By analyzing the students’ final drafts according to the control of the schematic structure and grammatical patterns of the exposition, the researcher discovered many positive effects on Thai students’ writing. She also found two advantages of this approach: it provides the students with the knowledge of how to organize their ideas and how to employ appropriate rhetorical styles of different kinds of writing adequately; it encourages students to think, plan and work at the whole text level which is considered an important element of writing.

It can be concluded from the above literature research review that the knowledge of genre helps both young and adult learners enhance their writing performances. The studies also demonstrated that not only non-native speakers need the knowledge of genre to improve their writing abilities, but also do English native speakers as genres exist in all cultures but the degree to which the knowledge or the understanding of genres may differ. In Thailand, only one study (Kongpetch, 2006) applied a genre-based approach to teach writing to Thai university students and it reported positive results. Therefore, more genre studies need to be carried out especially at different educational levels to investigate whether the genre-based approach can be successfully applied to teaching students other than tertiary level students to write effectively.

CHAPTER III

METHODOLOGY

This chapter describes the research procedure used in this study. It is divided into four parts: subjects, research instruments, research procedures and data analysis procedures.

3.1 Subjects

The population of students studying in Matthayomsuksa 5 at Saengthong Witthaya School, a male school, in the 2007 academic year was 137. There were three Matthayomsuksa 5 classes: M.5/1, M.5/2 and M.5/3. Judging from the marks received in their M.4, it can be said that the English proficiency levels of the students in M.5/1 centered around fair and good whereas the majority of the other two groups clustered around fair and poor. Their latest marks in English Reading and Writing are shown in the table below.

Table 3.1: M.5 English Reading and Writing subject latest marks

Marks received	Proficient level	Number of students		
		M. 5/1	M. 5/2	M. 5/3
80-100	very good	7	1	2
70-79	good	13	5	4
60-69	fair	20	27	16
50-59	poor	6	12	19
0-49	fail	0	2	2

Learning how to write at a discorsal level, students should be able to construct English sentences even though they are not all grammatically correct. If students' English abilities are too low, they would face many difficulties when writing. Thus, the 46 students in M.5/1 were chosen as the subjects in this study because the majority of the group obtained quite high marks in "English Reading and Writing". They were approximately the same age, had been learning English for 10 years, and had no previous background in learning genres in English before.

3.2 Research instruments

The research instruments used in this study included a survey questionnaire, teaching materials, pre and post interviews, a teacher's diary and pre and post tests.

3.2.1 The survey questionnaire

The survey questionnaire was constructed to investigate the students' learning needs. There were two parts of the questionnaire. The first part contained questions about the problems the subjects had had in their English writing; the second part was a list of eleven topics which were of potential interest to the students. The subjects were required to choose two preferred topics from the list (see appendix 1). The information obtained from the survey was used as the basis for designing teaching materials appropriate to the students' learning needs.

3.2.2 The teaching materials

The results of the survey showed that the students' problems in English writing classes were related to vocabulary, grammar and rhetorical styles, and the topics they were most interested in were 'Music' and 'Technology: Computer'. Therefore the teaching materials were designed based on the survey results under the supervision and approval of the supervisory committee. In designing the teaching materials, the teaching cycle of a genre-based approach proposed by Hammond and others (1992) was adapted. The teaching materials were divided into three units: 1) Genres in Thai written texts, 2) Recount genre and, 3) Exposition genre. The sequencing of the three units and the time allocated to each unit were decided based on the purposes and content of the unit. Unit 1 lasted only 2 periods and was intended to be an introductory unit familiarizing the students with the concept of genre, an abstract notion that was new to them. The second unit was the recount genre because it is close to spoken language (Butt et al., 2000) with which students are familiar as they often tell a story to someone and because the recount is common to all cultures and all students are likely to be familiar with its structure and use (Feez and Joyce, 2000). This unit covered 11 periods. Once the students could confidently use this genre, they were able to use it as scaffolding to learn the exposition genre in Unit 3. Seventeen periods were

assigned to the last unit, Exposition genre, as this genre is comparatively more complicated than the recount genre.

The class met for two periods a week; each period lasted 60 minutes. The three units can be described as follows:

Unit 1: Getting to know genres in Thai (Appendix 2)

This 2-period unit aimed at helping students to understand different genres through Thai texts which later could become scaffolding for the students to learn about genre in English. There were seven Thai texts employing different genres: recount, review, report, procedure, exposition, news and persuasion. These seven texts were chosen because each one had its obvious social purposes and ways of organizing content, so that it might be easier for the students to recognize each type of genre through the differences that distinguish them. There were two activities in this unit. The first activity was the reading of seven Thai texts and then matching each text to its genre. The activity is shown in Figure 3.1.

Figure 3.1: Matching the text to the correct genre

1. ให้นักเรียนอ่านบทความและจับคู่บทความและประเภทของบทความ		
_____ 1. อาลัยนักร้องระเซ่ “ สตีฟ เออร์วิน”	ก. เรียงความ	
_____ 2. Charlotte’s Web	ข. บทความเชิงวิจารณ์	
_____ 3. การรีเมคแม่มดเจ้าเสน่ห์	ค. ปรัชรศน์	
_____ 4. เลี้ยงสุนัขทำให้สุขภาพดี	ง. ข่าว	
_____ 5. สปาเก็ตตี้ ซอสครีมเนยแข็ง	จ. รายงาน	
_____ 6. Health trip	ฉ. การอธิบาย	
_____ 7. เปิดโลว์คอสต์มาเลฯ ปลุกท่องเที่ยวสมุย	ช. บทความ	

The second activity was analyzing social purposes and schematic structures of these genres. The activity is shown in Figure 3.2.

Figure 3. 2: Reading and answering the questions concerning social purpose and structure of the text

2. ให้นักเรียนอ่านบทความอย่างละเอียด และตอบคำถามต่อไปนี้	
1. อาลัยนักร้องระเซ่ “ สตีฟ เออร์วิน”	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____
2. Charlotte’s Web	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____
3. การรีเมคแม่มดจ้ำแสนห่า	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____
4. เลี้ยงสุนัขทำให้สุขภาพดี	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____
5. สปากัดดี ขอสมัครเมเนเจอร์	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____
6. Health trip	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____
7. เปิดโลว์คอสต์มาเลฯ ปลุกท่องเที่ยวสมุย	
วัตถุประสงค์ของเรื่อง	_____
โครงสร้างของเรื่อง	_____

Unit 2: Recount (Appendix 3)

The second unit was designed to teach students a recount genre in 11 periods. The topic of this unit was “Music”. It aimed at building up the students’ knowledge of the contextual meanings, significant grammatical patterns and schematic structure of the recount. It consisted of four stages which can be described as follows:

The first stage, *building knowledge of the field*, included activities 1- 5. First, the students were asked to match vocabulary relevant to music and its definition. This activity helped the students to predict the content they were going to read and write. The activity is shown in Figure 3.3.

Figure 3.3: Matching words with definitions

Activity 1 : Match these words with the definitions.

1. ____musical instrument	a. a special natural ability or skill
2. ____strum	b. a large public building where concerts are performed
3. ____stage	c. an additional or repeated part of a performance, especially a musical one
4. ____chord	d. to do an activity regularly in order to improve your skill
5. ____talent	e. a group of musicians
6. ____fan	f. a raised floor in a theater on which plays are performed
7. ____practice	g. something that you use for playing music
8. ____band	h. someone who admires a famous person very much
9. ____music hall	i. a combination of two or more musical notes played at the same time
10. ____Encore	j. to play an instrument such as a guitar by moving your fingers up and down across its strings

The activities 2 and 3 were related to students' background knowledge of the topic. They worked in small groups to share their musical experiences so that they had more ideas to compose their own recount writing in later stage. The activities are shown in Figure 3.4 and Figure 3.5.

Figure 3.4: Brainstorming

Activity 2: Work in a group of 3 students and brainstorm: From these 10 key words, what do you think you are going to learn?

Figure 3.5: Reading and sharing experience about music

Activity 3: Work in a group of 3 students and read a text " My Career in Music".

My Career in Music 🎵 🎵

I was sent to guitar lesson when I was 11 years old because my mother had decided that someone in our family should learn to play a musical instrument. No one in our family had ever played a musical instrument before.

♪ For about 6 months I attended weekly lesson at our town's small music shop and from the first few lessons I realized I had no talent at all. However, my teacher, a young man who played guitar in a band, didn't seem to worry about my lack of talent and interest and neither did my mother. I began to hate Wednesday afternoons and looking at the guitar that I had been given for my 11th birthday made me feel bad.

My mother asked me nearly every day if I had done my guitar practice. And I spent a lot of time either pretending to practice or thinking of reasons to tell her why I couldn't practice.

On three occasions, I left my guitar at my friend's house for nearly a week, saying that the wet weather had prevented me from carrying it home. They were wonderful weeks of freedom and I realized then that I could never be a guitar player. ♪

Then, something happened that made me very happy. My teacher's band moved to Bangkok and our town had no teacher, guitar lessons were now impossible.

♪ Over the years, I have picked up my guitar and strummed the only three chords that I learned at my lessons and I am always glad that another guitar teacher hadn't come to town.

Then share with your groups your first experience when trying to learn a musical instrument. Do you have the same feeling as the writer in this story? You may tell your group about:

- Do you have any experience in learning to play a musical instrument?
- What is the musical instrument that you have learned?
- Why did you choose to learn that instrument?
- Can you play it well? Or
- If you do not have your own experience, you can talk about someone who impresses you about his musical talent.

Activities 4 and 5 as shown in Figures 3.6 and 3.7, concerned the significant grammatical patterns of a recount genre. For the Activity 4, the students learned and analyzed the grammatical patterns. For Activity 5, the students listened to the story "Two British Groups" and filled in the gaps with the words you hear. The missing words included action words in past tense and temporal connectives. The purpose of the activities aimed at helping the students to be more familiar with these grammars so that later they were able to use them correctly when they wrote a recount.

Figure 3.6: Significant grammatical patterns of recount 1

Activity 4: Significant grammatical patterns of a recount

My career in music 🎸

*I was **sent** to guitar lesson **when** I was 11 years old because my mother had decided that someone in our family should **learn** to **play** a musical instrument. No one in our family had ever **played** a musical instrument before.*

***For about 6 months** I **attended** weekly lesson at our town's small music shop and from the first few lessons I realized I had no talent at all. However, my teacher, a young man who **played** guitar in a band, didn't seem to worry about my lack of talent and interest and neither did my mother. I began to hate Wednesday afternoons and **looking** at the guitar that I had been **given** for my 11th birthday made me feel bad.*

*My mother **asked** me nearly every day if I had **done** my guitar practice. And I spent a lot of time either pretending to practice or thinking of reasons to tell her why I couldn't **practice**.*

*On three occasions, I left my guitar at my friend's house for nearly a week, **saying** that the wet weather had prevented me from carrying it home. They were wonderful weeks of freedom and I realized **then** that I could never be a guitar player.*

***Then**, something **happened** that made me very happy. My teacher's band **moved** to Bangkok and our town had no teacher, guitar lessons were now impossible.*

*Over the years, I have **picked up** my guitar and **strummed** the only three chords that I **learned** at my lessons and I am always glad that another guitar teacher hadn't **come** to town.*

Specific participants : *I, my mother, my teacher*
 Temporal connective : **when, then, for about 6 months**
 Time and place : *when I was 11 years old, our town's small music shop*
 Verb of action : **played, asked, picked up, strummed, moved, etc.**
 Past tense :

Past simple tense

Subject	verb 2	
I	was sent	to guitar lesson
When I	was	11 years old
I	attended	weekly lesson
My teacher	did not worry	

Past perfect tense

Subject	had + verb3	
My mother	had decided	to send me to a guitar lesson
No one in our family	had ever played	a musical instrument
I	had been given	a guitar.
The wet weather	had prevented	me from carrying it home

Figure 3.7: Significant grammatical patterns of recount 2

🔊 Listening

Activity 5: Listen to the story "Two British Groups" and fill in the gaps with the words you hear. 🎧

Two British groups

In (1)_____, Brian Epstein was helping in his father's record shop in Liverpool when a teenager came in and (2)_____ for a record by a local band. Epstein didn't have it but the teenager seemed so excited that he (3)_____ to look for the group. They were called the Beatles and (4)_____ in a Liverpool club called the Cavern when he found them. He was so impressed with their music that he (5)_____ their manager.

The Beatles developed their sound by playing for years. John Lennon started his own band in (6)_____. Paul joined the group a few days later and brought George Harrison who was in the same school. The last member, Ringo Starr, joined in (7)_____.

Over thirty year later the Spice girls (8)_____ the first really popular all-female group. They started in a very different way from the Beatles. Early in (9)_____, a pop manager called Chirs Herbert decided to create a new band. He (10)_____ an advert in a magazine and interviewed 400 girls in London. He (11)_____ Emma, Mel C, Mel B, Geri and Victoria. The girls (12)_____ two year together in a house learning to sing and dance.

After weeks of hype their first single *Wannabe*, (13)_____ to number one in 1996. Their success was the result of clever marketing and a sound(14) _____ in the studio.

The second stage was based on *the modeling of texts stage* which covers Activities 6 – 13. The content of this stage included schematic structure, contextual meaning and linguistic features of the recount. Activities 6 and 7 concerned the schematic structure and contextual meaning. The students analyzed these elements from an example of a recount text. This would assist the students to form the concept of how a recount text is structured. The activities are shown in Figure 3.8.

Figure 3.8: Structure of a recount “ My Career in Music”

III Structure of a recount “ My Career in Music”	
Structural elements	Text
orientation * information about who	I was sent to guitar lesson when I was 11 years old because my mother had decided that someone in our family should learn to play a musical instrument. No one in our family had ever played a musical instrument before.
Record of events * in the order in which they occurred	<p>For about 6 months I attended weekly lesson at our town's small music shop and from the first few lessons I realized I had no talent at all. However, my teacher, a young man who played guitar in a band, didn't seem to worry about my lack of talent and interest neither did my mother. I began to hate Wednesday afternoons and looking at the guitar that I had been given for my 11th birthday made me feel bad.</p> <p>My mother asked me nearly every day if I had done my guitar practice. And I spend a lot of time either pretending to practice or thinking of reasons to tell her why I couldn't practice.</p> <p>On three occasions, I left my guitar at my friend's house for nearly a week, saying spent a lot that the wet weather had prevented me from carrying it home. They were wonderful weeks of freedom and I realized then that I could never be a guitar p</p>
Reorientation * rounding off the sequence of events	Then, something happened that made me very happy. My teacher's band moved to Bangkok and our town had no teacher, guitar lessons were now impossible.
Coda * personal evaluation	Over the years, I have picked up my guitar and strummed the only three chords that I learned at my lessons and I am always glad that another guitar teacher hadn't come to town.

Activity 6: Work in pairs and read the story and answer the following questions:

1. Look at the phrases : “guitar lesson” and “when I was 11 years old” in the orientation part, what information are you given?
2. Look at the record of event part:
 - How did the writer feel about his guitar lesson? What are the phrases that indicate the writer's feeling towards his guitar lesson?
3. Look at the reorientation part:
 - What is the conclusion of this story?
 - What phrases from the record of events can lead to the conclusion?
4. Look at the coda:
 - How did the writer feel about his guitar lesson story?

Activity 7 : Look at the word that comes before an action word of each sentence.

1. Why did the writer use lots of pronoun “ I”?

Activities 8, 10 and 11 dealt with linguistic features of the recount. They enabled the students to be more familiar with the use of all significant grammatical

patterns of the recount, whereas activity 9 concerned its schematic structure. The activities are shown in Figure 3.9 – 3.11.

Figure 3.9 : Identifying grammatical patterns and organizing ideas

Robbie – We love you

D. At 8 o'clock it began to rain and we were both thinking about starting the long journey home. A car drew up and the man inside asked them what they were doing. Vicki rather nervously told

B. Meanwhile the news had spread that Robbie had arrived a few hours before. Some very disappointed teenagers went home. Vicki and I decided to wait outside. Everyone else went inside; Vicki and I wished we had tickets.

C. "Here, have these" said the driver "I can't use them so you're in luck" And he thrust two tickets for the concert into Vicki's hand, before driving off shouting "Enjoy the concert!" as he left. Vicki and I couldn't believe our luck. We hurried inside and took our seats.

G. This was the first time we had seen Robbie live and it had been better than even we had expected.

F. When they arrived at 6:00 p.m., two hours before the doors of the concert hall officially opened, there were hundreds of young people outside. Their faces showed their emotions - happiness nervousness and some love. Some of the fans were close to tears. Many of them were younger than Vicky and I, some were older. Some of the older girls had worked out which gate he would come through and were trying to persuade the security guards to let them get closer than anyone else.

E. When Vicky and I heard that Robbie Williams would be playing in Bangkok, we just had to see him even though we had no tickets to his show.

A. the driver, that we had been hoping to see Robbie but had missed him and didn't have tickets for the concert.

Activity 8 Work in pairs

- Underline all the past verbs, then decide which of them are action verbs.
- Write down all temporal connectives of this story.
- Write down the specific participants of the story.
- Write down place markers.

Activity 9 : Read these extracts (A-H) from the story below and put them in the correct order.

Figure 3.10: Completing the text with the simple past or past perfect from the verbs in brackets

Activity 10 : Complete the text with the simple past or past perfect from the verbs in brackets.

Robbie(1)_____ (come) on stage at nine. Most of the audience (2)_____ (arrive) hours earlier. Many of them (3)_____ (have) no tickets but(4)_____ (come) anyway. Two of them (5)_____ (hitch-hike) almost 100 kilometers! Most of the audience (6)_____ (be) girls but there (7)_____ (be) a few boys like Martin. Martin (8)_____ (receive) his ticket as a birthday present and he was very excited to be at the concert. He was lucky. Many fans could not get in and (9)_____ (go) home full of disappointment.

Figure 3.11: Completing the sentences with the temporal connectives

Activity 11 : Complete the sentences with the temporal connectives listed in the box below. (you can use each of them more than one)

when while before after then as soon as suddenly

(1)_____ I and my friend heard that Robbie would come to Bangkok, we tried hard to get a ticket. (2)_____ we were in a queue for the ticket, (3)_____ there was an announcement that the ticket had run out. We went home sadly. (4)_____ I had an idea. We would go to the concert without the ticket hoping for luck.

We arrived at the concert hall at 6 pm. We had been waiting for 2 hours (5)_____ we decided to go home. (6)_____ there was a car stopping in front of us, (7)_____ we were thinking about a journey back home. The man in a car gave us two tickets and drove away. (8)_____ the concert, we thought hard "who was that guy? ...he had to be an angel.

Activities 12 and 13 provided shown in Figures 3.12 – 3.13, the students with more practice to analyze the contextual meaning of the recount.

Figure 3.12: Questions dealing with contextual meaning of the text “ Robbie – We love you”

Activity 12 : Work in pairs: Read the text “ Robbie- We love you” carefully and answer the questions

1. What is the text about? And how do you know?
2. Who wrote it?
3. Why was this story written?
4. Who did the writer write this story for? What is the relationship among them? And how do you know?
5. Are there any feeling words in this text?
6. What kind of information do you see at the beginning of the text? In the middle? At the end?

Figure 3.13: Comparing schematic structures and grammatical patterns of the texts “My career in music” and “ Robbie : We love you”

Activity 13: Compare “ My Career in Music” and “ Robbie-We love you” texts regarding to their schematic structures and grammatical patterns. = Yes = No

	My career in music	Robbie: We love you
Schematic structure of a recount		
- Oreintation
- Record of events
- Reoreintation
- Coda
Significant grammatical patterns of a recount		
- Specific participant
- Temporal connective
- Verb of action
- Past tense
- Circumstances of time and place

The third stage of the unit was called *joint construction stage* which included Activities 14 and 15. In this stage the teacher worked with the entire class to write a recount on the title, “The Latest Concert in Our School”. After that the students were assigned to work in pairs to make notes and write a recount text according to their notes. Before handing in their recount texts, the students used the given checklist (See Appendix 4) to check whether their texts included all important elements of a recount

text. The checklist was composed of 2 categories: macro and micro levels. The activities are shown in Figures 3.14 and 3.15.

Figure 3.14: Writing a recount note

<p>Activity 14 : <u>Work in pair and write a recount note : " My first experience in music".</u></p> <p>Reorientation (information about who, where and when)</p> <hr/> <hr/> <p>Record of events (in the order in which they occurred)</p> <hr/> <hr/> <p>Reorientation(the conclusion of the story)</p> <hr/> <hr/> <p>Coda (your feeling or comment about the story)</p> <hr/> <hr/>

Figure 3.15 : Writing the recount according to the note

<p>Activity 15: <u>Write the recount according to your note</u></p> <p style="text-align: center;">♪ ♪ My First Experience in Music ♪</p> <p>✍ _____</p> <hr/> <hr/> <hr/> <hr/>

The last stage was *the independent construction stage* which functioned as the post test of the students' recount writing. The students had 50 minutes to write "My First Favorite Music Band" in approximately 150 words in length.

Unit 3: Exposition (Appendix 5)

The third unit was designed to teach students exposition genre within 17 periods. The topic of this unit was “Technology: Computer”. The unit aimed at teaching the students the contextual meanings, significant grammatical patterns and schematic structure of the exposition. It also consisted of four main stages.

The first stage *the building knowledge of the field* covered activities 1 - 5. It began with the activity that activated vocabulary and students’ background knowledge relevant to the topic (Figure 3.16); the students were asked to give an equivalent meaning of English words and phrases in Thai and give more words about computers they knew. These words and phrases would be helpful for them when reading the sample exposition texts so that later they could use them in their own exposition writings.

Figure 3.16 : Building up vocabulary

Activity 1: Vocabulary		
<u>Write the meaning of the words below in Thai.</u> (pair work)		
modern technology	_____	Information Technology _____
communication	_____	supplementary learning materials_____
software product	_____	available _____
access	_____	violent and aggressive games_____
special network	_____	category _____
social skills	_____	real life _____
convenient	_____	resource _____
learning process	_____	identification number _____
computer addicts	_____	educational area _____
advantages of computers	_____	homework assignments _____
updated information	_____	keep in touch _____
<u>Think of more words you know about computers. List them in the spaces below.</u>		
_____	_____	_____
_____	_____	_____

The second activity (Figure 3.17) offered how two types of important information - the main idea and topic sentence - are organized in an expository text. In this activity, the students were provided with an example of an exposition entitled 'Impacts of Computers on Education'. Then they were required to take notes on the important information. This activity would assist the students to have clear understanding of what the main idea, topic sentences and supporting ideas were and how these aspects were structured in the text. Also, from this example, the students would learn the social purpose of the text.

Figure 3.17 : Reading and note-taking

Activity 2: Reading and note-taking

Read the text " Impacts of computers on Education". Then take notes on important information. (pair work)

Impacts of Computers on Education

The use of computers has had great impact on the world of education. In my opinion, modern education is becoming more and more dependent on computers. There have been a number of different effects of computers on education.

Modern technology has made life easier for students and professors. If students want to contact professors, it is simple. The students can send the professors an email rather than going to their office. Professors as well can use computers in preparing their teaching materials. Besides they can use the Internet as a resource for teaching materials.

Moreover, many universities have created special networks for students in order to make the process of studying easy for them. Students may enter such networks by using their passwords and identification numbers. There are many categories students can choose to enter, such as "student tools" or "assignment box" which contains homework assignments. Also, there may be some supplementary learning materials available on the university's network which the students can access conveniently.

In conclusion, there are several advantages of computers in the educational area. Computers can be used to facilitate both students' and professors' work. Computer networks can help universities manage the learning process more easily too.

Impacts of Computers on Education

A. Introduction

Main idea: There have been a number of different effects of computers on education.

B. Supporting arguments

Major support 1: _____

Minor support 1.1 : students can contact a professor by sending e-mail

Minor support 1.2 : _____

Minor support 1.3 : _____

Major support 2: Many universities have created special networks for students in order to make the process of studying easy for them.

Minor support 1.1 : _____

Minor support 1.2 : _____

C. Summing up: _____

Figure 3.18: Social function and purpose of the text

<p>Activity 3 : Social function and purpose of the text <u>Discuss the questions concerning the social function and purpose of the text.</u> (pair work)</p> <p>1. What is the text about? And how do you know? _____</p> <p>2. Who wrote it? _____</p> <p>4. Why was this text written? _____</p> <p>5. Who did the writer write this text for? What is the relationship among them? And how do you know? _____</p> <p>6. What kind of information do you see at the beginning of the text? In the middle? At the end? _____</p>
--

Activities 4 and 5 in this stage concerned the significant grammatical patterns of an exposition genre. The students would learn and analyze these grammatical patterns in order to be able to use them correctly when they wrote an exposition. The activities are shown in Figures 3.19 and 3.20 .

Figure 3.19: Knowing specific grammatical patterns of exposition

Activity 4: Knowing specific grammatical patterns of an exposition

Impacts of Computers on Education

The use of computers has had **great** impact on the world of education. In my **opinion**, modern education **is** becoming more and more dependent on computers. There have been a number of different effects of computers on education.

Modern technology has made life **easier** for students and professors. If students want to contact professors, it is simple. The student **can** send the professors an email rather than going to their office. Professors **as well can** use computers in preparing their teaching materials. **Besides** they **can** use the Internet as a resource for teaching materials.

Moreover, many universities **have** created special networks for students in order to make the process of studying **easy** for them. Students **may** enter such networks by using their passwords and identification numbers. There **are** many categories students **can** choose to enter, such as "student tools" or "assignment box" which contains homework assignments. **Also**, there **may** be some supplementary learning materials available on the university's network which the students **can** access **conveniently**.

In conclusion, there **are** several advantages of computers in the educational area. Computers **can** be used to facilitate both students' and professors' work. Computer networks **can** help universities manage the learning process more **easily too**.

Words that indicate writer's attitude:	great, easier, easy, conveniently, very helpful,
Additive connectives:	as well, besides, moreover, also, too
Vocabulary showing thinking and feeling:	opinion
Modalities:	may, will, can
Verbs of having and being:	is, are, have

Activity 5 : Grammar focus exercise

Find more examples of the following tenses in the text and put them into the tables.

Write a few more sentences of your own. (individual work)

Figure 3.20: Grammar focus exercise

Present Tenses

Present Simple Tense

1. We use the present simple for repeated action.
2. We use the present simple for a routine or situation that we see as permanent.
3. We normally use the present simple with verbs of thinking and feeling.
4. We also use it to talk about states and permanent facts.

Subject	V1(s, es)		
1. The computer	plays		important roles in education
2			
3			
Object	is, am, are/ modal verb+be	V3	
1. The computer	can be	used	to facilitate a professor's work
2			
3			

Present Continuous Tense

1. We use the present continuous for something happening now.
2. We also use it for a routine and situation that we see as temporary, for a short period.

Subject	is, am, are	Ving	
1. Modern education	is	becoming	more and more important
2			
3			

Present Perfect Tense

1. We use the present perfect for a state which has gone on up to the present.
2. We also use it to talk about the past and the present.

Subject	have, has	V3	
1. Many universities	have	created	special networks
2			
3			
Object	have, has	been	V3
1. Special networks	have	been	created
2			
3			

The second stage of the unit was designed based on *the modeling of texts stage*. The activities in this stage concerned the schematic structure, linguistics features of exposition and comprehension of the texts (Activities 6- 11). For Activity 6, the students analyzed the schematic structure of the text entitled “Impacts of Computers on Education” (Figure 3.21). This would help them to have a better understanding of how each stage of exposition is formed.

Figure 3.21: Stages of exposition

Activity 6: Stages of Exposition

Study the main stages in writing exposition as outlined below.

Stages	Text
Introduction to the topic	The use of computers has had great impact on the world of education. In my opinion, modern education is becoming more and more dependent on computers. There have been a number of different effects of computers education.
Arguments supporting writer's position	<p>Modern technology has made life easier for students and professors. If students want to contact a professor, it is simple. The students can send the professor an email rather than going to their office. Professors as well can use computers in preparing their teaching materials. Besides they can use the Internet as a resource for teaching materials.</p> <p>Moreover, many universities have created special networks for students in order to make the process of studying easy for them. Students may enter such networks by using their passwords and identification number. There are many categories students can choose to enter, such as "student tools" or "assignment box" which contains homework assignments. It is also possible to access the university library to do research. Also, there may be some supplementary learning materials available on the university's network which the students can access conveniently.</p> <p>Computers also give students the opportunity to gather information from various sources. By using the Internet, students can gain access to several university libraries. They do not need to go to each library one by one which will cost them much time. This is very helpful for students when they are required to do research.</p>
Summing Up	In conclusion, there are several advantages of computers in the educational area. Computers can be used to facilitate both students' and professors' work. Computer networks can help universities manage the learning process more easily too.

After analyzing of the schematic structure of an exposition, students were provided with a summary of major points of exposition to allow for a clear picture; this made the students see the whole picture of potential features of an exposition. The summary is shown in Figure 3.22.

Figure 3.22: Summarizing major points of exposition

Summarizing major points of exposition

Social Function: To persuade the reader or listener that something is the case.

Stages

- * **Introduction to the topic**
 - Information indicating writer's position in regard to the topic
- * **Arguments**
 - Arguments presented in support of writer's position
- * **Summing up**
 - A restatement of writer's position

Specific Grammatical Patterns

- use of casual connectives to construct the argument
- use of additive connectives to construct the argument
- verbs of being and having
- vocabulary showing thinking and feeling
- use of vocabulary items to indicate the writer's attitude
- use of modality to indicate writer's attitude.

Activity 7 dealt with linguistic features of exposition (Figure 3.23). This enabled the students to be more familiar with the use of these grammatical patterns which would be useful when they had to construct their own exposition text.

Figure 3.23: Listening for missing words

🎧 Activity 7 : Listening

A : Read the text " Benefits of the Internet" and guess what the missing words are. Then, listen to the text and fill in the gaps. 🎧

Benefits of the Internet

Nowadays, with the development of computer and information technology, the Internet (1.)_____ more and more important in peoples' everyday lives. People (2.)_____ it to do their shopping, do their taxes, research any number of topics, (3.)_____ keep in touch with people. People (4.)_____ emails to one another; receive online help with many kinds of problems, and (5.)_____ real time conversations by using chat rooms.

In fact, the Internet (6.)_____ the world smaller. People from different countries and cultures (7.)_____ easily contact each other. (8.)_____, people of different fields and languages (9.)_____ conveniently by the Internet to share online tutorials, (10.)_____ to electronic resources of updated information on various topics such as education, science, medicine, politics, arts, and so on.

.....

In sum, in the years ahead, the Internet (16.)_____ an even more profound effect on the way we work, live and learn. If we make a good use of it, it (17.)_____ us have an easier and happy life.

After the students read the text “Benefits of the Internet”, they were required to do Activity 8 which aimed at checking the students’ comprehension of the text. There were 6 comprehension questions as shown in Figure 3.24.

Figure 3.24: Reading for meaning

<p>Activity 8: Reading for meaning <u>Read questions 1-6 and find answers from the text. (individual work)</u></p> <ol style="list-style-type: none">1. What are "computer addicts"?2. What factors can cause computer addiction?3. What are the dangers of computer addiction?4. How can we describe people who are antisocial?5. What can happen to those who love playing violent and aggressive games?6. Why are lots of young people addicted to computer games?

As shown in Figure 3.25, there were two parts in Activity 9. The first part asked the students to organize the text based on the important information of an exposition, namely, main idea and topic sentence. The second part required the students to answer comprehension questions about “Computer Addicts”.

Figure 3.25: Organizing text

Activity 9: Organizing Text

A: Read the text " Computer Addicts" and complete it with the information provided. (individual work)

- a. computer addiction can stop young people from doing other appropriate activities
- b. some experts say that addictive to computer game can make young people violent and aggressive
- c. the main problem with computer games is that they are too much fun
- d. there are many dangers that computer addiction can lead to
- e. spending too much time on computer games can make people antisocial

Computer Addicts

People spend a lot of their time in front of the screen, playing computer games and may never realize that they have become computer addicts. It is very dangerous for teenagers to be addicted to computer. (1)

First, (2).....
like playing sports, spending time with their friends and doing homework. Some of them spend all their free time playing computer games. Therefore, they have no time for exercising and going out with friends. Some even ignore all school work.

Besides, (3).....
Young people who always spend time alone with a computer can find it difficult to talk to people. As a result, they also lack social skills. They do not know how to make and develop friendships. Also they do not know how to participate actively with others when working as a team.

In addition, (4)..... ,
especially for those who love playing violent and aggressive games. They imitate unconsciously what they have played in the game in their real lives.

In conclusion, (5)..... Lots of
young people play them and if they are not careful, the computer games can take over their lives.

B. Comprehension questions

1. What are the benefits of the Internet?

2. How is the Internet important on communication?

3. Why is it said that " the Internet makes the world smaller" ?

4. What is the most convenient and cheap way for families to keep in touch with relatives who they do not actually see?

5. What is the writer's belief about the effect of the Internet in the next few years?

The last activity of this stage is activity 10 which aimed at providing the students with more practice in analyzing the schematic structure of an exposition so that they have more understanding before constructing their own expository text. The activity is shown in Figure 3.26.

Figure 3.26: Finding key words

Activity 10: Finding key words			
<u>Find the key words which show different parts of expository writing in the texts</u>			
<u>"Impacts of Computers on Education", "Computer Addicts" and "Benefits of the Internet". (pair work)</u>			
Text	Impact of Computers on Education	Computer Addicts	Benefits of The Internet
stages			
Introduction of the topic
Arguments presented in support of writer's position

Summing up

Significant grammatical patterns			
* Casual connectives
* Additive connectives
* Modality indicating writer's attitude
* Vocabulary showing thinking and feeling
* Verbs of being and having
* Vocabulary indicating writer's attitude

The third stage of this unit was *the joint construction stage* (Activities 11 – 12). In this stage the teacher first worked with the class to write an exposition on the board entitled “ Advantages of Saengthong Vitthaya Homepage” in order to help students gain better understanding before they started writing their own. Then, the students were assigned to work in pairs to make notes and write an expository text according to their notes. Before handing in their expository texts, the students referred

to the given checklist (See Appendix 6) to check whether their texts included all important elements of an expository text. The checklist consisted of 2 categories: macro and micro levels. The two activities are shown in Figures 3.27 and 3.28.

Figure 3.27: Preparing an exposition outline

Activity 11 : Preparing an exposition outline
Work with your partner to write an exposition note : " The Free Use of the Internet".

Introduction to the topic

Arguments supporting of writer's position

1. _____ (Major support)
 1.1 _____ (Minor support)
 1.2 _____

2. _____ (Major support)
 2.1 _____ (Minor support)
 2.2 _____


3. _____ (Major support)
 3.1 _____ (Minor support)
 3.2 _____

Summing up

Figure 3.28: Write the exposition according to the note

Activity 12: Writing and exposition
Write the exposition according to your note (150 words)

The Free Use of the Internet ☺

 _____

The last part of the unit was *the independent construction stage* functioning as the post-test of the students' expository writing. The students had 50 minutes to write an expository text on "The Control of the Internet" in approximately 150 words in length.

3.2.3 The interviews

Two semi-structured interviews were employed before and after the experiment. The questions used in both interviews had been approved by the supervisory committee. The pre-interview, conducted in Thai with the use of simple language, took place before the genre-based class began. Its purpose was to elicit information concerning the students' experiences in their English writing class. The interview consisted of three parts. The first part covered three questions on the students' personal information. The second part contained six questions eliciting the students' experience in learning genres both in Thai and English. The third part contained three questions concerning the students' experiences in learning English writing (see Appendix 7).

The post-interview, also conducted in Thai, took place after the students had handed in the final writing test to the teacher. Its purpose was to seek students' opinions concerning the advantages of a genre-based approach on their writing and their perceptions of their writing abilities after learning through the teaching-learning cycle. The interview consisted of two parts. The first part consisted of four questions concerning the students' opinions towards the advantages of a genre-based approach on their writing. The second part contained two questions asking the students' perceptions of their writing abilities in writing after learning through the teaching-learning cycle (see Appendix 8).

3.2.4 Teacher's diary

The teacher kept notes after each class in a form of diary to reflect on what had happened while teaching. The diary was recorded in the form of fieldnotes, a record to reflect on all aspects of the research process in an appropriate form (Richards, 2003). The purpose of diary writing was to gather data on the students' learning behaviors, time used at each stage, questions asked in class, students' responses of each activity and problems that might arise. Her notes were kept through 30 hours of teaching. The sample of teacher's diary is shown below.

Figure 3.29: Teacher's diary

Activity /Time	Students' learning behavior	Students' questions	Students' response	Time	Note
Unit 1: Act. 1/ 30 mins	Students paid good attention to the reading texts.	none	most of them answered questions correctly	30 mins	Ss understand that each type of texts contains different structures and use different language style
Unit 1: Act.2 40 mins	Ss spent too much time doing activities Ss complained that the activity was very hard.	Ss asked many questions about the structure. They did not know what the structure was, what the structure consisted of and how to specify the structure of the text.	first, Ss 've got different answers for the same activity after T gives an example and give the answers to their questions, they can do the activity better	60 mins	Seeing from the Ss questions it can be assumed that SS do not have enough background knowledge about the structure of the text. And the idea of schematic structure is very abstract. So, Ss spent long time doing this activity

3.2.5 Pre-test and post-test

The pre-test acted as a proficiency test being the first task before students learn the principles of genres writing aiming at evaluating students' ability to write before the study. The students were required to take two pre-tests: one on recount and the other on exposition. For the pre-test on recount, the students were given 50 minutes to construct a 150-word recount on "The Worst Music Band I Have ever Seen". For the pre-test on exposition, the students were also given 50 minutes to construct a 150-word exposition on 'Computers in Our Daily Life' (See Appendix 9). Both topics had been approved by the supervisory committee.

The post-test functioned as an achievement test being a final task aiming at demonstrating the student's ability to apply the principles of the genres and at evaluating their writing. Like the pre-tests, the students were required to take two post-tests: one on recount and the other one on exposition. The post-test on recount was given at the end of the unit 2, and the post-test on exposition, at the end of unit 3. For the post-test on recount, the students were given 50 minutes to construct a 150-word recount 'My First Favorite Music Band'. For the post-test on exposition, the students were also given 50 minutes to construct a 150-word exposition entitled 'The Control of the Internet'. Both topics had been approved by the supervisory committee.

3.3 Data collection procedure

The data collection procedure of this study can be summarized in Table 3.2

Table 3.2: Data collection procedure

	Procedure	Time	Instruments
Preliminary Study	Need analysis	4 months before pre-interview	A survey questionnaire
Main Study	Pre-interview	1 week before	Pre-interview questions
	Recount pre-test	recount pre-test period 1	Recount pre-test
	Exposition pre-test	period 2	Exposition pre-test
	Treatment Unit 1 Genres in Thai written texts Unit 2 Recount genre	periods 3-4	Teaching material: Unit 1
	Stage 1: Building up knowledge of the field Stage 2: Modeling of the texts Stage 3: Joint construction Stage 4: Independent construction (Recount post-test)	} periods 5-15	Recount post-test
Unit 3 Exposition genre Stage 1: Building up knowledge of the field Stage 2: Modeling of the texts Stage 3: Joint construction Stage 4: Independent construction (Exposition post-test)	} periods 16-32	Teaching material: Unit 2 Exposition post-test	
Teacher's reflection		periods 3-32	Teacher's diary
Post-interview		1 week after teaching	Post-interview questions

3.3.1 The preliminary study

3.3.1.1 Need analysis

Prior to designing the teaching materials, the problems students had on their writings and the topics for writing a recount and an exposition were surveyed. In a survey questionnaire, the subjects were asked to identify existing problems in English writing class and to state the two most preferred writing topics. The obtained data were tallied for frequency. The results from the need analysis indicated that in English writing class the students faced problems about vocabulary, grammar and rhetorical styles the most; and the two most preferred topics were 'Music' and 'Technology: Computer'. Then, "Music" was selected to be the topic for recount

teaching. The reason was because recount is a writing about personal experience, thus the topic “Music” should be more appropriate. “Technology: Computer” was the topic for exposition teaching because exposition is a kind of academic writing, so “Technology: Computer” was suitable. Then, the content of the materials were designed based on these two topics.

3.3.2 The main study

3.3.2.1 Pre-interview

Prior to the experiment, the subjects were interviewed in a small group of two students in order to discover their previous experience of learning how to write, their attitudes towards, and perceptions of their ability in writing. The interview was in Thai. This was done to provide background information for the researcher and to methodologically provide the comparative base against which any change in attitudes after treatment could be gauged. It took approximately 15-20 minutes to interview each group.

3.3.2.2 Recount and Exposition pretest

This was carried out during the first two consecutive periods. In the first period, the students were asked to sit for the recount pre-test, followed by the exposition pre-test in the second period. The criteria for scoring the pre-tests consisted of three parts: content, schematic structure of the text and significant grammatical patterns of the text (see Appendix 10 for recount scoring criteria and Appendix 11 for exposition scoring criteria). There were two raters; one was the researcher and the other was an English native speaker who has good understanding of a recount and exposition genre.

3.3.2.3 Treatment

The class met two periods a week and each period took 60 minutes. There were three teaching units in the teaching. The unit 1 was *getting to know genre in Thai*. It took 2 periods to complete this unit. The unit 2 was teaching a recount genre, including the post-test on recount; the teaching covered 11 periods. The unit 3 was teaching an exposition genre, including the post-test on exposition; the teaching lasted 17 periods.

Unit 1: Getting to know genres in Thai

The students were taught genres in Thai following the teaching materials in unit 1: Getting to know genres in Thai. Class spent two periods, 2nd and 3rd periods, to complete this unit.

Unit 2: Recount genre

The teaching materials intended to teach recount genre was unit 2: Recount genre. This unit was taught from 5th period to 15th period. There were four stages of recount teaching. The teacher spent four periods on the first stage, *building the knowledge of the field*. After the teacher was certain that students could understand all the important points in this stage, she then moved to the second stage, *modeling of the texts*, which took four periods. After that, the teacher moved to the third stage, *joint construction*, which took two periods to complete.

Post-test on recount

The fourth stage of the teaching-learning cycle: *independent construction* functioned as the post-test on recount. The last period of this unit, which was after the students had completed the joint construction stage, was allocated for the post-test on recount. To ascertain the reliability and consistency of the marking procedure, the same sets of raters and rating scale were applied in the recount pre-test were applied again in the post-test.

Unit 3: Exposition genre

The exposition genre was taught following the teaching materials in unit 3: Exposition genre. This unit took 17 periods. There are also four stages of exposition teaching. The teacher spent 6 periods on the first stage, *building the knowledge of the field*. After the students could understand all the major points in this stage, the teachers then moved to the second stage, *modeling of the texts*, which took 8 periods. After that, the teacher moved to the third stage, *joint construction*, which was completed within 2 periods.

Post-test on exposition

The fourth stage of the teaching-learning cycle: *independent construction* functioned as the post-test on exposition. The test was given during the last period of this unit, after the students had completed the joint construction stage. To ascertain the reliability and consistency of marking procedure, the same sets of raters and rating scale applied in the exposition pre-test were applied again in the post-test.

3.3.3 Teacher's diary

During the progression of the teaching process (from 3rd period – 32nd period), the teacher observed students' behaviors and responses in the aspects of their attention and participation, questions frequently asked and time spent on each activity and recorded this information in the teacher's diary.

3.3.4 Post-interview

One week after the teaching was completed; the students were interviewed in a small group of two students. The interview aimed at finding out students' attitudes towards the genre-based approach; the aspect of the approach that the students perceived advantageous or disadvantageous including their reasons of those opinions; and what they thought about their writing abilities after learning through the teaching-learning cycle of the genre-based approach. The interview was also conducted in Thai. It took 15-20 minutes for each interview.

3.4 Data analysis procedure

The data in this study were from the subjects' pre- and post-test scores on a recount and exposition genres, their responses to the interviews and the teacher's diary. The analysis procedure is described as follows:

3.4.1 The data obtained from the pre- and post-tests were quantitatively analyzed by means of an SPSS/PC (Statistical Package for Social Science / Personal Computer) program. The means scores of the pre- and post-tests of each genre were calculated and compared by t-test so as to determine whether scores from pre and

post-test of each genre were significantly different or not. The criteria for marking the tests were designed based on the specific features of recount and exposition genres suggested by Hammond et al. (1999). The scoring approach used to score each feature of the two genres was the holistic rating (Grabe and Kaplan, 1996). The scale of each feature was numerical ranging from 0-4 and 0-1. Recount and exposition scoring criteria were shown in Figure 3.30 and 3.31 respectively.

Figure 3.30: Recount scoring criteria

Recount Scoring Criteria				
Content (8 marks)				
Unity : Do all the sentences support the topic				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Coherence: Do the sentence flow smoothly? Are there any inconsistent pronoun?				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Schematic structure (12 marks)				
Orientation				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Record of events				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Reorientation				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Grammatical patterns (17 marks)				
Use of specific participants				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Use of past tense				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Use of verbs of action				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Use of temporal connectives				
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
*Use of place markers				
<input type="checkbox"/> 1	<input type="checkbox"/> 0			
Interpretation of 0-4 scale				
4 : Students could apply all of the specified language feature accurately.				
3 : Students made a few mistakes in applying the specified language feature.				
2 : The amount of accurate application of the specified language feature is approximately equal to the amount of mistake.				
1 : Students made more mistakes in applying the specified language feature than accurate application.				
0 : Students did not use the specified language feature.				
*Interpretation of 0-1 scale				
1 : A student's text includes the specified language feature.				
0 : A student's text did not include the specified language feature.				

Figure 3.31: Exposition scoring criteria

Exposition Scoring Criteria					
Content (10 marks)					
*Topic sentence: Does the paragraph begin with a topic sentence?					
<input type="checkbox"/> 1	<input type="checkbox"/> 0				
Unity: Do all the sentences support the topic sentence?					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Concluding sentence: Does the paragraph end with a concluding sentence?					
<input type="checkbox"/> 1	<input type="checkbox"/> 0				
Coherence: Do the sentences flow smoothly? Are there any inconsistent pronouns?					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Schematic structure (12 marks)					
Introduction of the topic					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Arguments supporting writer's position					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Restatement of writer's position					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Grammatical patterns (16 marks)					
Use of Additive connectives					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Use of verbs of being, thinking and feeling					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Use of modality to express writer's attitude					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Use of vocabulary indicating writer's attitude					
<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	
Interpretation of 0-4 scale					
4 : Students could apply all of the specified language feature accurately.					
3 : Students made a few mistakes in applying the specified language feature.					
2 : The amount of accurate application of the specified language feature is approximately equal to the amount of mistake.					
1 : Students made more mistakes in applying the specified language feature than accurate application.					
0 : Students did not use the specified language feature.					
*Interpretation of 0-1 scale					
1 : A student's text includes the specified language feature.					
0 : A student's text did not include the specified language feature.					

3.4.2 The data obtained from the interviews and the teacher's diary were analyzed by categorizing and quantifying using frequency and percentages to provide a further support in answering the research questions related to the advantages of the genre-based approach when applied to teaching writing to senior high school students.

CHAPTER IV

FINDINGS AND DISCUSSION

This study, a quasi-experiment, was intended to find out whether a genre-based approach could be employed to improve students' writing of recount and exposition. It also sought the students' opinions regarding the advantages of using a genre-based approach to teaching writing. The three units of teaching were designed and implemented in class for 18 weeks. During the experimental period, data were collected by means of pre and post-interviews, pre and post-tests, and a teacher's diary. The results obtained were analyzed, presented, and discussed in the following parts.

Research question 1

Can a genre-based approach be employed to improve students' writing of the two genres? If so, in what way?

The answer to Research question one was based on the findings derived from the following research instruments: pre and post-tests, a teacher's diary, and pre and post-interviews. The data obtained from the pre- and post-tests were quantitatively analyzed. The pre- and post-tests mean scores of each genre were calculated and compared by using t-test. Also, the pre and post-tests were analyzed to investigate the degree to which schematic structures and significant grammatical patterns of each genre had been applied correctly. The teachers' diary was kept throughout the study. The pre-interview with the students was conducted one week before the treatment and the post-interview was conducted one week after the completion of the treatment. The results related to the way a genre-based approach affected the students' writing obtained from the teacher's diary and the interviews were used to provide a further support in answering the research question.

4.1 Students' progress in writing recount and exposition

4.1.1 Scores obtained from pre and post-tests

The comparison of test scores from recount and exposition is shown in table 4.1.

Table 4.1 : The comparison of pre and post-test scores on recount and exposition genres

Genre	Pre-test scores			Post-test scores			Differences		t	Sig. (2-tailed)
	%	\bar{X}	SD	%	\bar{X}	SD	%	\bar{X}		
Recount (N=46)	42	15.57	22.07	69	25.65	21.50	27	10.27	14.37	.000**
Exposition (N=46)	40	15.2	22.33	55	20.89	20.15	15	5.69	8.22	.000**

** Significant at 0.01 level

As shown in Table 4.1, percentages, mean scores and the comparison of these scores from pre and post-tests on recount and exposition genres are presented. To start with the recount genre, the score obtained from the recount pre-test is 42 % (\bar{X} = 15.57) which suggests that the students could not do the test well as the score indicates that they failed the test. However, the post-test score is 69 % (\bar{X} = 25.65) which shows that the students' ability to write recount was noticeably improved after the treatment. The score increased by 27 %. The results from t-test demonstrate that there was a statistically significant difference between pre and post-tests scores on recount ($t = 14.37$, $P < 0.01$). This means students' ability in writing recount genre had been significantly improved.

Likewise, for exposition, the score obtained from the exposition pre-test is 40 % (\bar{X} = 15.2) which also indicates that the students failed the test. However, the post-test score increased to 55 % which means that the students could construct exposition more effectively after the treatment. The score increased by 15 %. The results from t-test confirms that there was a statistically significant difference between pre and post tests scores on exposition ($t = 8.22$ respectively, $p < 0.01$) which also indicates a noticeable improvement in students' expository writing.

Based on the significantly higher scores of both genres obtained at the end of the treatment, it is evident that the use of genre-based approach enhanced students'

writing capacity. It should also be noted that students performed better in their recount writing than expository writing.

All these findings are in agreement with the results from the interview (Table 4.2) in that the students believed this approach helped them improve their writing ability.

Table 4.2: Students' perception of their writing ability after the treatment

Improved		Not improved		Not sure	
N	%	N	%	N	%
44	96	0	0	2	4

Table 4.2 shows that ninety-six percent of the students reported that their writing ability had progressed to a satisfactory degree. This is mainly because they could write more fluently, having the awareness of the conventional structure of the two genres and of how the ideas were logically organized. They also mentioned a change of their attitude towards English writing in that writing in English was no longer impossible.

There were only four percents of the students who reported they were not sure whether their writing ability had improved at a satisfactory level. These students indicated that there were many points of the genre instruction that they still did not understand. However, they liked this class and perceived that all they had learnt would be useful for developing their writing skills.

4.1.2 Pre and post-test scores of each feature of recount and exposition

As far as the students' achievement is concerned, it would be reasonable to conclude that a genre-based approach is a promising tool which can strongly enhance students' writing ability. When the specific features of each genre were further examined, it can be seen that students' master of each feature improved markedly during the course of treatment. The findings are shown in Tables 4.3 and 4.4 below.

Table 4.3: The comparison of pre and post-test scores on recount features

Features	Total		Pre-test scores		Post-test scores		Differences		t	Sig. (2-tailed)
	raw score	%	%	\bar{X}	%	\bar{X}	%	\bar{X}		
Content										
Unity	4	100	49	1.94	72	2.86	23	0.92	6.09	.000**
Coherence	4	100	58	2.33	69	2.76	11	0.43	4.18	.000**
Total	8	100	53	4.27	70	5.62	17	1.35	6.05	.000**
Schematic structure										
Orientation	4	100	51	2.03	74	2.94	23	0.91	5.44	.000**
Record of events	4	100	46	1.82	68	2.7	24	0.88	3.44	.001**
Reorientation	4	100	31	1.25	75	2.99	44	1.74	5.91	.000**
Total	12	100	43	5.1	72	8.63	29	3.53	6.85	.000**
Grammatical patterns										
Use of specific participants	4	100	63	2.51	82	3.26	19	0.75	6.83	.000**
Use of past tense	4	100	22	0.88	67	2.69	45	1.81	9.84	.000**
Use of verbs of action	4	100	40	1.59	72	2.87	32	1.28	6.72	.000**
Use of temporal connectives	4	100	18	0.73	62	2.48	44	1.75	8.11	.000**
Use of Place markers	1	100	49	0.49	88	0.88	39	0.39	4.71	.000**
Total	17	100	36	6.2	75	12.18	39	5.98	12.61	.000**
Total	37	100	42	15.57	69	25.65	27	10.08	14.38	.000**

** Significant at 0.01 level

As shown in Table 4.3, the average score of the content increased by 17 %, the schematic structure by 29% and the grammatical patterns by 39%. With reference to t values, there are statistically significant differences between scores from the content, schematic structure and grammatical patterns of the pre and post tests ($t = 6.05, 6.85$ and 12.61 respectively, $p < 0.01$). These differences indicate that the students' writing performance of each feature of the recount increased significantly after the treatment. Among the three major areas, the most improved ability was in grammatical patterns.

For the content, the students' understanding of the unity increased by 23% which was higher than their understanding of coherence (by 11%). For the schematic structure, the students' knowledge about orientation, record of events and reorientation also improved. Of all these three features, the students' ability to write a reorientation increased the most (by 44%), while the score of the orientation and record of events increased only by 23 % and 22% respectively. In addition, the students' average score of all features of the grammatical patterns was higher than those of content and schematic structure. To be specific, students' ability to use past tense and temporal connectives increased at the highest degree (by 45 % and 44 % respectively).

Turning now to exposition, it can also be said that students' ability to acquire specific features was considerably enhanced. Table 4.4 shows students' average mean scores and percentages of each feature: content, schematic structure and specific grammatical patterns from pre and post-tests of expository writing.

Table 4.4: The comparison of pre and post-test scores on exposition features

Features	Total		Pre-test scores		Post-test scores		Differences		t	Sig. (2-tailed)
	raw score	%	%	\bar{X}	%	\bar{X}	%	\bar{X}		
Content										
Main idea	1	100	66	0.66	85	0.85	19	0.19	2.34	.000**
Topic sentences	1	100	54	0.54	94	0.94	40	0.40	6.75	.000**
Unity-ideas supporting topic sentences	4	100	41	1.64	58	2.33	17	0.79	4.27	.000**
Coherence, sentences flowing	4	100	51	2.03	56	2.22	5	0.19	2.83	.000**
Total	10	100	49	4.87	63	6.34	14	1.47	6.12	.000**
Schematic structure										
Introduction of topic	4	100	40	1.60	53	2.11	13	0.51	4.38	.000**
Supporting arguments	4	100	44	1.77	56	2.24	12	0.47	3.45	.001**
Restatement of writer's position	4	100	33	1.33	56	2.22	23	0.89	6.27	.000**
Total	12	100	39	4.7	55	6.57	16	1.87	6.21	.000**
Grammatical patterns										
Additive connectives	4	100	16	0.62	50	2.00	38	1.38	8.60	.000**
Verbs of being, thinking, feeling and having	4	100	43	1.71	50	4.99	7	0.18	3.08	.000**
Use of modality to expres attitude	4	100	35	4.39	52	2.07	17	0.46	3.60	.000**
Use of vocabulary indicating attitude	4	100	47	1.88	56	2.22	9	0.34	2.66	.001**
Total	16	100	35	5.6	52	8.28	17	2.68	4.21	.000**
Total	38	100	40	15.20	55	20.89	15	5.69	8.22	.000**

** Significant at 0.01 level

Overall, the average score of the content increased by 14 %, the schematic structure by 16 %, and the grammatical patterns by 17 %. When the scores from pre and post-tests were compared, it can be seen that scores of each feature of exposition were statistically significant different ($t = 6.12, 6.21$ and 4.21 respectively, $p < 0.01$). These differences show that the students' understanding of each feature of the exposition had significantly improved after the genre-based class.

The table illustrates that the students' average score of all features of the content significantly increased. Specifically, the students' ability to construct the topic sentence improved the most (by 40 %) compared with the other elements. The students' comprehension of all features of the schematic structure also increased

among which the restatement of writer's position increased the highest (by 23%). In the application of the grammatical patterns, students improved significantly on the use of all features. In particular, their ability to apply additive connectives in their writing increased at the highest level (by 38%).

Based on the scores presented in Tables 4.3 and 4.4, it can be concluded that the students' abilities to write recount and exposition increased in all writing aspects: content, schematic structure and grammatical patterns. In addition to the findings above, further results derived from the pre and post-interviews and the teacher's diary which are in agreement with these specific features are presented in Tables 4.5 and 4.6 in the section which follows.

4.1.3 Comments obtained from teacher's diary and pre and post-interviews

To help explain the improvement of students' recount and expository writings, comments on content, schematic structure and grammatical patterns of each genre obtained from teacher's diary and pre and post-interviews are examined. Table 4.5 illustrates the summary of comments related to recount genre and Table 4.6 displays summary of comments related to exposition genre as shown below. (see Excel File named Comments on recount and exposition genre)

According to Table 4.5, sixty-three percents of the students reported before the treatment that they had a few experiences in writing texts concerning their personal stories, and they had never been taught how to write. They were provided only the topics to write.

For schematic structure, all students said in the pre-interview that they did not really understand what schematic structure was even though the majority of them (76%) were taught the schematic structure either in Thai and in English classes. After the treatment, 100% of the students stated that it was the first time they were taught schematic structure in full details. Seventy-eight percents of them commented that the schematic structure was difficult to understand and 76% agreed that this knowledge, once learnt, was very useful for writing. The students' opinions towards recount instruction can be supported by the teacher's opinion. The record from the teacher's diary indicated that during the recount instruction, the students asked many questions

concerning schematic structure of the text. They spent longer time than expected to complete the activities about schematic structure. Among the three elements of schematic structure, the teacher emphasized the orientation the most since this part seemed to be a problem as revealed by the students' low scores from the pre-test on recount. It was also noted that during the joint construction stage, the students frequently asked the teacher to recheck whether they wrote appropriate reorientation.

For grammatical pattern part, the pre-interview revealed that all students had learned a lot of grammatical points. Therefore, all of them thought they could master grammatical exercises faster than other types of activities. However, the teacher reflected that even though the students were able to complete grammatical activities very fast, they could not construct meaningful English sentences. Besides, the students emphasized and asked many questions on the grammatical patterns that they had never learnt or used before such as connective words and passive structure. During the joint construction stage, the students frequently asked the teacher to check whether they could apply grammatical patterns in their writing appropriately.

Table 4.6 displays a summary of comments related to exposition genre as follows: (see Excel File named Comments on recount and exposition genre)

As shown in Table 4.6, all students stated in the post-interview that it was their first time learning how to construct main idea, major details and minor details of exposition. Seventy-eight percents of the students commented that the main idea was difficult to write. This finding was in agreement with the teacher's observation that the students spent the whole hour only to practice writing the main idea.

For the schematic structure of exposition, the majority of the students (87 %) agreed that they were able to learn the concept of the schematic structure of exposition faster than that of recount because the earlier concept (recount) worked as background for the later concept (exposition). Seventy-six percent of the students felt that the schematic structure of exposition was more complicated than that of recount. This is supported by the data from the teacher's diary showing that the students could do the activities on schematic structure faster than when they did in the recount unit and had very few questions. During the joint construction stage, most of their questions were about argument and supporting arguments. Unlike when learning how to write a recount, they did not have questions about the restatement of writer's position.

For grammatical patterns of exposition, the finding from the post interview shows that 87 % of the students could construct more meaningful sentences in the exposition unit as they tried to avoid making the same mistakes they did in the recount unit. The data from the teacher's diary also demonstrated that the students asked questions concerning additive connectives the most. Furthermore, during the joint construction stage, the students had many questions concerning the main idea, major and minor details, sentence construction, grammatical patterns and vocabulary.

To conclude, the major findings of this study are as follows:

1. A genre-based approach could help students significantly improve their recount and expository writings.

2. The students' ability to construct recount increased greater than the ability to construct exposition.

3. For the content part, their scores in this part, both in recount and exposition pre-and post tests were noticeably higher than other parts. They also obtained high scores in the content parts of recount and exposition post-tests.

4. For the schematic structure of recount, the students could improve their abilities to write reorientation the most. Similarly, the students could also improve restatement of writer' position the most for schematic structure of exposition.

5. For grammatical patterns part of both recount and exposition, the accurate use of connectives increased with very high degree.

6. For both recount and exposition genres, the students obtained the highest score on grammatical patterns, followed by schematic structure and the content.

Findings presented above will be discussed in the next section.

4.1.4 Discussion

According to the results of the study, it was evident that the genre-based approach had profound effects on students' outcomes. The analyses of students' post-tests on recount and exposition illustrate that their control of schematic structures of their writings were typical of recount (orientation, record of events and reorientation) and exposition (introduction to the topic, supporting arguments and restatement of writer's position). Besides, most students were able to employ grammatical patterns appropriate to a written recount and exposition.

Even though students' writing abilities to construct both recount and exposition significantly increased, they increased at different degrees. The students' average score of post-test on recount increased 28 %, whereas the score of post-test on exposition increased only 17 %. There are two reasons for this. Firstly, it might be because they wrote a few English texts related to their personal experiences during their study in the past. Having experiences of the same kind could be a contributing factor of their recount writing. Secondly, the fact that the students found the language and the textual structure of exposition much more complicated than those of recount. This could be because recount is common to all cultures and all students are familiar with its structure and use (Hammond et al, 1992). This finding can be supported by Mlynarczyk' study (1991) which found that for most students, it was more comfortable and easier to write personal stories than to write a formal essay such as exposition. Also, this finding is consistent with the previous research by Kamberelis (1991) who studied genre development and learning in children's writing concerning stories, science reports and poems. The results of her study also showed that the students' ability to construct narrative writing is obviously improved while their comprehension of the other kinds of genres had just started to develop. The findings of the study suggested that the children were familiar to write the cultural convention of narrative genre but a sense of the convention of other kinds of genres had just been started to develop. Therefore, they were able to adapt narrative features into their writing more effectively than features of other genres.

Regarding the content part of recount, the students coped with the content in the pre and post-tests rather well. In addition, the students never had problems concerning the content during the treatment and they could obtain good score of the content on the post-test. Thus, it can be said that the students did not have any problems of how to construct appropriate recount contents. The reason might be that because prior to designing the teaching materials, the topics for writing were surveyed. The students chose "Music" as their most preferred topic for recount writing. Thus, it can be said that they could construct good content of their recount writing because they liked music and had direct experiences concerning the music.

For schematic structure of recount, students had problems learning the schematic structure the most. To them the schematic structure was very complicated

to learn and it was difficult to understand. This may be because it was their first time to learn how to analyze the schematic structure of the texts. However, after the treatment, the students' knowledge of the schematic structures had improved and they could follow the conventional style of recount writing. The results of this study are in agreement with the study carried out by Kamberelis (1991) who found in her study that small children's ability to construct recount with appropriate structure also improved after the genre-based class. It means that the schematic structure which is considered very abstract, difficult and very new for the students could be effectively taught and learnt through the explicit teaching of genre.

Of all the three features of schematic structure of recount, the students could improve their writing of reorientation the most. As most students did not include this element in their pre-test on recount and it showed that they never realized that English recount consists of orientation, records of events and reorientation (Hammond et al, 1992). Therefore, during the treatment, the teacher emphasized the teaching on reorientation more than the other parts of schematic structure. Also, most questions the students asked during the joint construction stage concerned the reorientation. This can result in obvious improvement of the students' ability to write the reorientation.

For grammatical patterns of recount, the students obtained the lowest scores on grammatical patterns on their pre-test on recount although they reported that they had been taught many grammatical structures and had done many kinds of grammatical exercises such as sentence completion and error detection. It means that the way they had been taught grammar could not assist them to use grammar effectively. Raimes (1991) and Wongsothorn (1994) discovered that in writing classes where grammatical structure was the main concern, students would never be able to construct appropriate message. As evident in the student's sentences in activities requiring them to construct English sentences, many of their sentences were grammatically correct but unacceptable. This could be the result of students doing grammatical exercises by mechanically filling in the gaps with correct words.

However, after the treatment the students' improvement of the use of grammatical patterns improved the most. Most of them were able to use language features; namely, specific participants (e.g. I, my parents, Potato band), past tenses, verbs of action (e.g. turned on, listened to, watched), temporal connectives (e.g. in the

first time, then, later) and place markers (e.g. my house, Bangkok, a concert hall) appropriate to a written recount. The examples of students' pre and post tests on recount are illustrated below.

It can be seen from the recount written by a student that the writing did not contain language features appropriate to a recount genre. It was unstructured, contained wrong use of past tense, and lacked some significant grammatical patterns of recount such as temporal connectives and place markers. Besides, the content of the text was not relevant to the question.

By analyzing the same student's recount writing after the treatment, it was found that he could employ correct schematic structure of recount. The text included orientation, record of events and reorientation. Moreover, he was able to correctly use significant grammatical patterns of recount as shown below.

Specific participant: Westlife, I, my mom

Verbs of action in past tense: turned on, asked, watched, sang, practiced

Temporal connective: In the first time, after that, then, when

Place markers: my home

The overall findings from the post-test on recount establish that the students improved their grammatical knowledge the most, followed by the schematic structure and the content. The reason why the students could learn the grammatical patterns better than the other features of recount might be because they were more familiar with learning grammatical structures. Besides, it is easier for them to detect grammatical accuracy while schematic structures depend on style. Also, they thought that learning grammatical patterns was easier and less complicated than learning schematic structures. Importantly, the students' great improvement on the grammatical knowledge might be the result of the teacher's feedback on their grammatical uses.

For exposition genre, the grammatical pattern was also the area the students did best, followed by schematic structure and content. For the content, it was the most problematic part for the students during the exposition treatment. The students had difficulties in learning main ideas, major details and minor details. One explanation for this could be that it was their first time learning these features of exposition; they

spent the whole hour in order to learn how to construct main ideas; they asked the teacher many questions while analyzing the main idea, major details and minor details of the expository text. However, after the treatment, most of them could apply the knowledge to write better main ideas, major details and minor details.

For the schematic structure of exposition, although the structure of exposition is more complicated than that of the recount, the students spent less time in learning the structure of exposition. They also had fewer questions while doing the activities concerning this part. It is because they had learnt the schematic structure of recount before and it could help them access the new schematic structure better. Hence, it can be concluded that the knowledge the students gained from learning the recount structure can be scaffolding for the students to learn the expository structure. The results of the present study is congruent with Kongpetch (2006) who found in her study that the genre-based approach could help students gain the control of generic structure of exposition.

Of all the three features of schematic structure of exposition, the students could improve their writing of restatement of writer's position the most. This is the same as the findings on recount genre. However, unlike while teaching recount, the teacher did not need to emphasize this part as there were only few students asking questions concerning restatement of writer's position in the joint construction stage of exposition. Clearly, most students were able to construct a good statement to sum up all their argument appropriate to the exposition. This may be because restatement of writer's position of exposition is similar to reorientation of recount; therefore it is likely that the students could apply the knowledge of reorientation to write restatement of writer's position.

For the grammatical patterns of exposition, after the treatment, the students' ability to use of grammatical patterns improved the most. Most of them were able to use appropriate language features specifically additive connectives (e.g. also, moreover, in addition), verbs of "being" (e.g. is, are), "thinking" (e.g. think, in my opinion), "feeling" (e.g. feel) and "having" (e.g. has, have), modality to express attitudes (e.g. can, may, must) and vocabulary indicating attitude (e.g. interesting, good, inconvenient). Furthermore, during the exposition treatment the students could construct more meaningful sentences compared to those in the recount treatment.

This improvement can be explained by the fact that the students had learnt from the mistakes they did when constructing English sentences in the previous genre. Hence they tried to avoid repeating the same mistakes in the second genre. This indicates that the knowledge of the recount grammatical patterns can be scaffolding for the students to learn the expository grammatical patterns. A study of using a genre-based approach with university students reports a similar finding that the genre-based approach could assist students employ suitable grammatical patterns to write exposition (Kongpetch, 2006).

It can be seen from the student's writing that he could not write an acceptable exposition. The structure of the text was similar to that of a recount. Also, he employed some language features of recount to construct an exposition such as past tense, specific participants (e.g. I, my brother), and temporal connectives (e.g. when I was a child, when I grew up)

By comparing the two expositions written by the same student, the analysis demonstrated the improvement in the student's exposition written after the treatment. In that he could write an exposition containing schematic structure found in an expository writing. The text included introduction of the topic, ideas supporting arguments and restatement of writer's position. He was also able to correctly use significant grammatical patterns of exposition as shown below.

Additive connectives: moreover, in addition, besides

Verb of being: there will be

Verb of having: have, has

Modality to express attitude: will, may, can, must

Vocabulary indicating attitude: bad, good, inconvenient

In addition to the improvement of the grammatical patterns of exposition, the use of additive connectives increased the most compared to the other grammatical patterns. Based on the teacher's observation, the students asked many questions concerning the use of additive connectives. This can be the reason why the students' ability to employ additive connectives in their post-test improved remarkably.

In addition, the students' overall improvement of their exposition writing was the same as that of recount. They could improve their grammatical knowledge the most, followed by the schematic structure and the content. It can be seen from the discussion above that the students attempted to apply knowledge gained from learning recount to learn exposition. In other words, the students were provided appropriate scaffolding throughout the teaching learning cycle of recount, so that they could achieve each learning stage of exposition faster. Consequently, their improvement on expository writing is similar to the improvement on recount writing. This advantage is considered one of the major strengths of the scaffolding instruction (Cotterall and Cohen, 2003).

To sum up, the findings of this study suggested that a genre-based approach can be considered a potential alternative to teach the students how to write recount and exposition genres which a traditional approach could not offer. It can help the students improve grammatical patterns the most, followed by schematic structure and content. Besides, it was the approach that created active learning atmosphere; the students asked the teacher whenever they had problems; students worked with their peers to complete learning activities; and the teacher worked with the students to help them write acceptable recount and expository texts. As a result, the students' writing performance of these two genres improved at a satisfactory level.

The findings in Research question one revealed significant differences of students' recount and expository writings between the pre and post-studies, including the explanation regarding the improvement of the students' writing ability of the two genres. Next is the findings regarding Research question two which revealed the advantages of employing a genre-based approach to teaching writing in the teacher's and students' point of view.

Research question 2

What are the advantages of the genre-based approach in teaching writing?

4.2 Advantages of the genre-based approach in students' points of view

The answer to research question two was determined by the findings derived mainly from the post-interview. The findings will be presented in the following sections:

4.2.1 Students' perception of their understanding of recount and exposition genres

4.2.2 Students' opinions towards each feature of recount and exposition genres

4.2.3 Students' opinions towards the teacher's performance and teaching materials

4.2.4 Student's opinion towards each stage of the teaching-learning cycle

4.2.1 Students' perception of their understanding of recount and exposition genres

In the post-interview, the students were required to rate the level of their understanding they had towards the two genres. The results of the analysis of students' perception of the two genres are demonstrated in Table 4.7.

Table 4.7: Students' perception of their understanding of recount and exposition genres

Level of understanding	1 Not at all	2 Little	3 Fair	4 Good	5 Very good
Number of students	0	0	10 22%	32 70%	4 8%

According to the Table 4.7, the majority of the students (70 %) perceived that they had good understanding of recount and exposition genres after the treatment and only 4 % was confident that their comprehension of the two genres was very good. Ten percent had a fair understanding towards the two genres.

The students, then, reported their opinions concerning the advantages of explicit instruction of each feature of the two genres they had gained from the treatment. Results from the analysis of the students' opinions are shown in the following section.

4.2.2 Students' opinions towards each feature of the two genres

Table 4.8 shows the students' opinions towards learning the features of the two genres: purpose of the text, contextual meaning, schematic structure and significant grammatical patterns.

Table 4.8: Students' opinion concerning advantages of the features of the two genres

Features	Advantages of knowing the features of the two genres	%
Purpose of the text	1. Students had a clear writing purpose.	67
	2. It helped them to be more focused and to be on track while writing	23
	3. Knowing why they had to write made their writing more creative.	13
Contextual meaning	1. Students understood that different types of texts are written for different target readers; they could use this knowledge to improve their writing.	70
	2. They could see the whole picture of what they were going to write.	20
	3. They could write better when considering contextual meaning.	11
	4. It made writing more challenging.	2
Schematic structure	1. Students had better understanding of how to write introduction, body and conclusion.	100
	2. They could improve their writing.	47
	3. They understood what the schematic structure is.	17
	4. It made writing more interesting.	7
	5. It enabled them to improve their reading.	4
Grammatical patterns	1. Students used grammar more accurately in their writing.	93
	2. It helped them know what grammatical patterns should be applied in each type of texts.	72

Note: One student provided more than one answer

The table demonstrates that more than half of the students (67%) accepted that knowing purpose of the text gave them a clear writing purpose, and 23 % felt that it enabled them to write directly to the point.

For contextual meaning of the text, the table shows that the majority of the students (70%) said that knowing contextual meaning of the text enabled them to think about text types and the target readers of each text type before starting to write, which made their writings more meaningful. Twenty percent of the students informed

that they were able to see the whole picture of the text they were going to write. They would need to take contextual meaning into consideration when writing along with grammar and content.

For schematic structure of the text, all students (100%) agreed that knowing schematic structure of text helped them understand how to construct each part of the text more effectively. Forty-seven percent of them agreed that it enabled them to improve their writing. Interestingly, 4 % of the students reported that knowing schematic structure of the texts helped them read more effectively. These findings can be supported by Swales (1990) who posits that the knowledge of genre could help students improve their reading skills- intensive and extensive reading, reading for gist and detailed, and reading for action and for content.

For significant grammatical patterns, almost all of the students (93 %) felt that knowing significant grammatical patterns of the text enabled them to use grammatical structure in their writings more accurately, while more than half of them (57 %) stated that these helped them select appropriate grammatical structures for their writing.

In addition to these contributing factors, students reported their opinions towards the teacher's performance and the teaching materials.

4.2.3 Students' opinions towards the teacher's performance and teaching materials.

Table 4.9 displays the students' opinions concerning the teacher's performance during the treatment.

Table 4.9: Students' opinions concerning the teacher's performance

Students' opinions concerning the teacher's performance	%
Likes	
1. The teacher guided students to write.	54
2. The teacher spared time to explain to students outside class time.	43
3. The explanation of each lesson was very clear.	33
4. The teacher helped correct some mistakes in class.	22
5. The teacher prepared the lessons well.	15
6. The teacher made a conclusion of each lesson.	11
Dislikes	
1. Sometimes the teacher taught quite fast.	17
2. Sometimes the teacher used difficult English terms.	11

According to the table, the teacher's performance was divided into two parts: likes and dislikes. For the favorable part, more than half of the students (54%) stated that they enjoyed writing because the teacher provided them guidance on how to write, while almost half of the students (43%) said that they liked it when the teacher spent time with individual student outside class time to explain what they did not understand, and about one-third of them (33 %) said that the teacher's explanations of each lesson were clear, so they could easily comprehend the lessons.

For the unfavorable part, not many students (17 %) said that they did not like it when the teaching pace was quite fast; this made it difficult to follow the explanation. Some (11%) found that sometimes the teacher used English terms which were difficult to understand.

Turning now to the students' opinions towards the teaching materials, Table 4.10 illustrates the findings.

Table 4.10: Students' opinions concerning the teaching materials

Students' opinions concerning the teaching materials	%
Good points	
1. The materials helped them gain understanding of recount and exposition.	33
2. The sequence of the activities was well sequenced; easy to follow.	26
3. All sample texts were very interesting and useful.	24
4. All sample texts were clearly written; they could analyze the components of each genre easily.	11
5. The activities about grammar helped them use grammar better.	11
6. The materials helped them learn more useful vocabulary so they could use them in their own writings.	9
7. It helped them understand how to apply grammar in writing, not only in grammar exercises.	7
Weak points	
1. Some activities were very difficult (containing difficult vocabulary)	15

The table illustrates the students' opinions towards the teaching materials. It is divided into two parts: good points and weak points. For the good points, about one-third of the students (33%) said that the content of the materials enabled them to understand the characteristics of recount and exposition, while one-fourth of them (26%) stated that the materials were well-organized, and this made the materials easy to follow. Almost one-fourth of them (24%) agreed that all the sample texts were very interesting and helpful. By learning how to analyze those texts, they could understand recount and exposition better.

For the weak points, only 15 % of the students stated that some activities in the materials were difficult to complete, especially the activities containing several difficult words.

4.2.4 Students' opinions towards each stage of the teaching-learning cycle

The data obtained from this part were categorized according to the means derived from the student's rating scales towards the teaching of each stage. The measures were interpreted as follows.

0.00-0.99 = very poor

1.00-1.99 = poor

2.00-2.99 = fair

3.00-3.99 = good

4.00-5.00 = very good

Table 4.11: Students' perception towards each stage of the teaching-learning cycle

Stages of the teaching-learning cycle	N	\bar{X}	SD
Getting to know genre in Thai	46	3.09	0.44
Building up knowledge of the field	46	3.09	0.30
Modeling of texts	46	3.07	0.33
Joint construction	46	3.11	0.45
Independent construction	46	2.93	0.55

According to the data from table 4.11, the students perceived the first four stages of teaching-learning cycle as good ($\bar{X} = 3.09, 3.09, 3.07,$ and 3.11 respectively) and the final stage, *independent construction*, at a fairly satisfied level ($\bar{X} = 2.93$). The overall results show that the students perceived the five stages of a genre-based approach as essential for them in developing their writing skill, with the first four stages more enabling than the final one.

To help explain the students' perception towards each stage of the teaching-learning cycle, comments on each stage obtained from the post-interview were examined. Table 4.12 displays the summary of the comments.

Table 4.12 : Students' opinions towards each stage of the teaching-learning cycle

Stages of teaching-learning cycle	Students' opinion towards each stage of the teaching-learning cycle	%
Getting to know genre	1. Students had a picture of what genre is.	67
	2. They realised that a written text had its purpose and certain structure.	42
Building up knowledge of the field	1. Vocabulary and content of the sample texts were useful.	64
	2. They understood how to apply grammatical patterns to write a text.	47
	3. It helped them have more ideas to write.	17
Modeling of texts	1. The knowledge of schematic structure was important for writing.	57
	2. Having analysed the schematic structure of the sample texts helped them understand how to construct a text with appropriate structure.	54
	3. They were aware of contextual meaning of the text when they started to write.	15
Joint construction	Good points	
	1. While writing, students could ask the teacher to check their sentences if they were grammatically correct, including checking the content of each part of the structure.	69
	2. They felt more confident and working with friends helped them write faster because they could share their knowledge.	57
	Weak points	
	1. Their partners never tried to help.	15
	2. It made writing very slow when they had different ideas.	11
3. They lost their confidence when their partners performed much better in writing and never took their opinions.	4	
Independent construction	Good points	
	1. They learnt to apply the knowledge they had learnt by themselves.	50
	2. It was challenging because it was their first time to write as a writer.	33
	Weak points	
1. It was very difficult to write without any help.	33	

According to Table 4.12, a large number of the students (67%) reported that the first stage, *getting to know genre*, helped them understand what genre was. Slightly less than half (42%) said that this stage provided them the knowledge of

purpose of the text, including the structure of the text. It made them realized that the purpose and structure of the text were essential elements of a text.

For the second stage, *building up knowledge of the field*, about two-thirds of the students (64%) agreed that all sample texts and vocabulary learnt at this stage were useful. Having read the sample texts, they had ideas of how to construct their own texts. Also they could use some vocabulary from the sample texts in their own writings. Almost half of the students (47%) stated that by analyzing grammatical patterns of the sample texts, they were equipped with the tool to enable them to understand how to apply significant grammatical patterns in their writing. Some students (17 %) said that they could use some ideas from the sample texts to write their own texts, especially from the expository sample texts.

For *modeling of texts*, the third stage, more than half of the students (57%) believed that the knowledge of schematic structure learnt at this stage was very important for developing their writing ability. About half of the students (54 %) reported that analyzing schematic structure of the sample texts enabled them to understand how ideas were developed. This understanding assisted them to write a text with appropriate structure. Some students (15 %) stated that it was necessary to understand contextual meaning of the text, and they needed to be aware of the contextual meaning before starting to write.

For *joint construction*, the fourth stage, students' comments on this stage were divided into two parts: good points and weak points. For the favorable part, the majority of students (69 %) stated that they liked this stage because they could ask the teacher to check their writing if it was grammatically correct or the content was appropriate. More than half (57%) reported that they preferred writing with friends to writing alone as they could share their ideas and knowledge with them. For the unfavorable part, some students (15 %) said that they did not like this stage because their partners never contributed in writing task. Some (11%) also said that working together made writing process very slow because of having different ideas.

For the final stage, *independent construction*, students' comments on this stage also reflected different opinions. For the good points, half of the students (50 %) felt that this stage was very important as it allowed them to use the knowledge they had gained from the treatment to write by themselves. One-third of the students (33 %)

commented that they liked this stage because it was their first time to write; it was challenging because they had full picture of what to write. For the weak point, one-third of the students (33 %) felt that it was still very difficult for them to write alone.

The findings about students' perception of their understanding of recount and exposition genres, students' opinions towards each feature of the two genres, students' opinions towards the teacher's performance and teaching materials, including students' opinion towards each stage of the teaching-learning cycle will be discussed in the next section.

4.2.5 Discussion

The findings of the study reveal that after the treatment the majority of students had felt that all stages of the teaching-learning cycle were important in assisting them to learn the whole concept of writing. The fact that the materials were designed based on the concepts of scaffolding instruction and explicit teaching of genres were the two possible advantages to the students.

4.2.5.1 Scaffolding instruction

For a genre-based curriculum, scaffolding is central to the teaching-learning cycle (Halliday and Hasan, 1985). Each unit of the materials used in this study aimed at allowing the teacher to help students build and develop knowledge which would be scaffolding of the subsequent sections.

By showing students sample texts with different genres in Thai and in English, the students were exposed to extensive modeling and guided to adopt new strategies. These are helpful aspects of scaffolding instruction as mentioned by Cotterall (1990 cited in Cotterall and Cohen 2003). The students had sufficient opportunities to practice and discuss the new strategies, and finally received instant feedback on their performance both in and outside class. The teacher provided them with guidance and support until they finished their writing tasks. This is also one of the essential aspects of scaffolding instruction in that the more capable people provide support in order to facilitate the learners' progress to higher level of language development (De Guerrero and Villamil, 2000). In the *independent construction* which is the last stage, the teacher transferred control to the students so that each student had more opportunities

to construct his own text without any help because it is believed that as the learner's competence grows, the scaffolding should be gradually reduced until the learners are able to work autonomously (Cullip, 1999). As a result of scaffolding instruction, the students' recount writing ability was noticeably improved.

Based on the knowledge of recount genre the students had gained, the students, then, could be taught a more complicated genre, exposition. This time, the students were able to learn schematic structure and significant grammatical patterns of exposition better and faster than when they learnt those of recount

The post-interview with the students also revealed similar opinion that the knowledge of recount genre can be scaffolding to learn exposition genre as shown next.

I could write English sentences in Exposition better because
I had learnt from the mistakes I did in the recount unit.

(student C)

I could learn schematic structure of exposition better
because I had learnt the schematic structure of recount before.

(student D)

In addition, some students commented that they enjoyed the writing class because the teacher provided them guidance about how to write. Unlike their past writing experience, the teachers only provided them the topics to write. Below is an example of students' opinion towards the advantage of receiving guidance from the teacher.

It is important for me to have the teacher guide me to write
because writing in English was too difficult for me to learn
by myself.

(Student E)

The fact that the teacher spent time with them outside class to give further explanation about the lesson they still not understand made the students have positive attitude toward the teaching. This is considered one of the major strengths of the scaffolding instruction i.e. the teacher takes an authoritative role to “scaffold” or support learners as they move towards their potential level of performance (Hyland, 2003).

In this study, each unit and each stage of the teaching-learning cycle were taught according to the concept of scaffolding instruction, and each feature of the two genres was taught explicitly. The next section is the discussion on the advantages of explicit teaching of genre.

4.2.5.2 Explicit teaching of genre

Genre exists in discourse communities; learners who live in those communities would be able to produce acceptable message easily. This might be one reason why it is difficult for non-native students who have insufficient exposure to L2 discourse communities to construct a message appropriate to the L2 community. Thus, it is crucial that non-native teachers should provide a genre-sensitive instruction in order to transfer the knowledge of genre to students in order to improve the students’ writing performance (Ramanathan and Kaplan, 2000). In this study, the teaching of genre was decontextualised in which each feature of genre was taught explicitly. As a result of concrete teaching of each genre, the students’ ability to construct each feature of recount and expository writings markedly improved. This finding is in agreement with the study of Carter, Ferzli, and Wiebe (2004) who discovered that the explicit teaching of genre could assist their students to write scientific genre better. The advantages that students gained from explicit teaching of genre found in this study are discussed as follows.

For schematic structure of the texts, for both recount and exposition genres, the teacher explained each component of the schematic structure explicitly and in detail so that the students could fully understand what the schematic structure was. Together, the teacher and the students, then, analyzed the schematic structures of sample recount and expository texts. Learning genres this way enabled the students to understand how to compose the texts with L2 writing convention, the style they had never learnt

before. This finding can be supported by Wollman-Bonilla (2000) who found that the explicit teaching of textual structure enabled first-grader students to write a text with appropriate structure. Wollman-Bonilla's study showed that genre can be taught and should be taught to children at earlier stage in order to be part of a discourse community, the knowledge that non-native learners always lack and get disadvantaged because genres are not explicitly taught (Cope and Kalantzis 1993; Delpit 1988 cited in Ramanathan and Kaplan 2000: 185). The students' opinions towards the lack of writing knowledge and the benefits of learning schematic structures are shown below.

The knowledge of schematic structure was very important.
If we don't know the schematic structure, we can't organize
our text properly.

(Student F)

Before this class, I knew that a good text should have
introduction, body and conclusion but I didn't know how
to write these 3 parts. After the class, I'm more confident
in my writing because I know how to write appropriate
orientation, record of events and reorientation of recount.
And I also know that when I write an exposition, I should
begin with introduction to the topic, followed by arguments
and summing up.

(Student G)

For significant grammatical patterns of the text, as can be seen before the treatment that the students' writing contained the wrong use of grammar specific to each genre, but after having extensive practices of those grammatical patterns through different stages of learning, they were able to use the grammatical patterns in their writing more accurately. Also, they knew how to choose grammatical patterns appropriate to different styles of writing. This finding can be supported by Butt et al. (2000) who maintained that it is easier to write a certain type of text when one knows the grammatical pattern to use. An example of a student's opinion towards explicit learning of grammatical patterns is shown below.

Because we have learnt so many grammatical points, so sometimes it's very confusing of what grammar should be used and when. It is helpful if we know what grammatical points should be used in our writing.

(Student H)

For contextual meaning of the text, having concrete instruction on contextual meaning, including opportunity to analyze contextual meaning of Thai texts (in unit 1: Getting to know genre in Thai) and English texts (in unit 2: Recount and 3: Exposition), the students agreed that they understood and realized the importance of contextual meaning of the text. This knowledge helped them make their writings more meaningful and appropriate to their readers. This confirms earlier finding by Lassche (2002) that the knowledge of contextual features of the text enabled language learners to produce a more authentic text. In fact, although contextual meaning is one of essential features of a written text, most students in the present study never realized about it. One of the students' comments on contextual meaning of the text is shown below.

Before studying, I had no idea about contextual meaning, but after studying I could write better when I considered contextual meaning before I started to write.

(Student I)

Finally, for purpose of the text, the teacher pointed out the purpose of the text straight away when the students were given sample texts to read; and the students found it beneficial to learn and know purpose of the text. For their own writing, they found it was important to set purpose of the text before starting to write because the purpose reminded them the aim of writing. A student's opinion towards the purpose of the text is displayed below.

Knowing purpose of the text helped me write direct to the point and know what to write. Before, every time I began to write, I never thought of anything, just wrote straight away and I always got stuck because I didn't know what to write next.

(Student M)

In conclusion, the results of this study are in agreement with the many previous studies (Kay and Dudley-Evans 1998; Carter, Ferzli, and Wiebe 2004) which found that explicit teaching of genre helps students feel more confident in writing as the teaching approach provides them with a useful framework to rely on. In addition, it is important for students of writing to recognize that their production should be realized in actual discourse communities because most of L2 students lack opportunities to be extensively exposed to L2 discourse communities in order to implicitly acquire their actual knowledge of genres. Hence, it is important that explicit teaching of genre should be introduced to L2 learners as early as possible; otherwise they would have difficulties in acquiring such knowledge.

In conclusion, from the teacher's and students' point of view, there are several advantages of the genre-based approach. Having learnt through scaffolding instruction in an explicit manner, the students were able to write acceptable recount and exposition texts.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This study investigated whether a genre-based approach could be employed to teach a group of high school students to write a recount and an exposition, and in what way it assisted the students to write the two genres. It also sought the students' opinions towards the advantages of using such approach to teaching writing. This study was quasi-experimental research conducted with 46 Matthayom Suksa 5 students at Saengthong Vitthaya school, Hat Yai. Quantitative and qualitative data were collected along the course of the four-month experiment. The data, then, were examined in an attempt to identify the influential factors contributing to the success of the study.

5.1 A summary of research findings

The main research findings can be summarized as follows:

5.1.1 Students' ability in writing recount and exposition genres was significantly improved. The differences between the scores the students obtained from the pre and post-tests on recount is 27 %, and from the pre and post-tests on exposition is 15 %. It is noted that the students' ability to construct recount increased greater than that of exposition. Moreover, almost all of the students (96%) reported that their writing ability had progressed to a satisfactory level. This is mainly because they could write more fluently, having the awareness of the conventional structure of the two genres and of how the ideas were logically organized. When the specific features of each genre were further examined, it can be seen that students' understanding of each feature significantly improved. The students' ability to construct recount and expository texts with appropriate content, schematic structure and significant grammatical patterns markedly increased. Additionally, for both recount and exposition genres, the students' ability to apply significant grammatical patterns increased the most, followed by schematic structure and the content.

5.1.2 The majority of the students (70 %) perceived that they had good understanding of recount and exposition genres after the treatment and only 4 % was

confident that their comprehension of the two genres was very good. Ten percents of them had a fair understanding towards the two genres. Besides, most students agreed that all features of the two genres: purpose of the text, contextual meaning, schematic structure and significant grammatical patterns are crucial elements for writing.

5.1.3 Almost all of the students liked the teacher's performance and teaching materials. What the students liked most was when the teacher guided them to write and spared time to explain to them outside class time. However, a few students felt that sometimes the teacher taught quite fast and used difficult English terms. For the teaching materials, the students agreed that the materials helped them gain understanding of the two genres easily because they were well sequenced. However, a few students comment that some activities included difficult vocabulary.

5.1.4 The findings in this study show that a genre-based approach was the approach that enabled the learners to take a more active and collaborative role in their learning. In this class, the students worked with their peers and the teacher to get through all activities until they could write acceptable recount and expository texts on their own.

5.1.5 The advantages of using a genre-based instruction to teaching writing are summarized as follows:

5.1.5.1 Getting to know genre in Thai

The findings revealed that this stage helped the students understand the concept of genre through Thai texts. With the teacher's help, they could analyze the purpose and schematic structure of each sample of the Thai texts.

5.1.5.2 Scaffolding instruction

It was obvious that the students applied the knowledge they had gained from the first unit: *getting to know genre in Thai*, through to the third unit, *exposition*. The step by step teaching enabled the students to effectively learn both recount and exposition genre. Scaffolding in this study was employed in 2 levels: between units and within units, all of which were based on the idea that the students started from the simplest one and then moved to a more complicated one; each stage functioned as scaffolding of its sub-sequent stage.

5.1.5.3 Explicit teaching of genre

The findings indicated that although Thai students had learned English for many years, they did not recognize characteristics of English genre. Thus, in this study, the teacher taught the students each feature of both recount and exposition genres explicitly and in detail until they could fully understand all features of the two genres. Learning with the genre-sensitive instruction, they had gained several advantages of linguistic knowledge of genre. The students agreed that knowing each feature of genre enabled them to learn writing in English better and they were more confident in their writing because they had a full picture of what and how to write.

5.2 Implications

As this study was carried out with a group of only 46 high-school students, it is difficult to generalize from this study or to draw the implication that a genre-based approach to writing instruction in Thai senior high-schools should be introduced more generally. However, the results of this study suggest that the genre-based approach can be a potential alternative method of teaching writing to Thai students, to those currently employed. However, if it is to be used effectively and successfully in writing classes, the following factors need to be taken into account:

5.2.1 Students' language proficiency level

The subjects' English proficiency level in this study was quite good. Because the concept of English genre is new to Thai students and rather complicated to understand, it is important that students should have sufficient English knowledge and ability. However, if students' English proficiency level is quite low, the teacher may need to spend a longer time in stage 1, *getting to know genre*, in order to provide them with good understanding of genre before moving them along further. Also, in stages 2 and 3, the teacher may need to give the students more time to complete each learning activity and modify some activities employing many difficult English words by replacing those words with simpler ones.

5.2.2 Selections of genres and writing topics

It is also important that the teacher teaches genres that are appropriate to the target learners, and chooses topics based on the students' interests. It seems highly

probable that one of the important contributing factors in the success of this study were the topics of the teaching materials. The teaching materials were designed based on the subjects' preferred topics: *music* and *technology: computer* which were derived from the survey conducted before the stage of designing the teaching materials. Therefore, to make writing class more successful, the teacher should design materials based on the students' preferred topic in order to raise their interests in writing.

5.2.3 Scaffolding instruction

Apart from the necessity of the choice of writing topics, the sequence of the materials also needs to be designed carefully. The materials should be sequenced based on the concept of scaffolding instruction, from the simplest one to the most complicated one. Also, each unit should function as scaffolding of subsequent sections, and each learning activity should also function as scaffolding of the following activity.

As a consequence, through the well-sequenced teaching materials, the students' understanding of genre will be gradually developed.

5.2.4 Perception of English writing class

In fact, one of the goals of English writing class is for all learners to be able to fully develop their academic literacy and to use their writing as a means of communication not only to complete a series of grammatical exercises. However, for most of writing classes in Thai schools, both teachers and students are familiar with teaching and learning the rules of language and selection type items of writing exercises and tests. Therefore, it is possible that the students may expect these to happen in every writing class. Thus, if the teachers would like to make a genre-based instruction successfully and effectively, they need to change their own perception as well as students' perception of what constitutes English writing class. Both the teachers and the students need to concentrate on factors that make the students' writing understandable and acceptable to English speakers.

5.2.5 Increase of collaborative learning

In Thai education context, students are not familiar with being active learner. Thus, the teacher should be aware that it may not always be easy for the students to change their old ways of learning. In order to make a successful genre-based instruction, the teacher should be able to encourage and motivate the students to take a more active and collaborative role in their learning since these are the major keys to success as proved in this current study.

5.2.6 The teacher's role

McKenzie (1999) suggested that students progress most effectively when they have been well equipped, well prepared and well guided along the path. Therefore, the role of the teacher in a genre-based class should be as the student's guide and supporter in order to facilitate their effective learning. Also, the teacher should spare their time, even outside class time to helping students if they need.

The research findings and limitations of this current study lend themselves to a number of prospects for further research. The next section presents recommendations for further studies.

5.3 Recommendations

Further research related to a genre-based approach involves the following aspects:

5.3.1 Additional studies on the impact of genre-based teaching on Thai senior-high school students are needed. In fact, there has actually been little work investigated the impact of genre-based pedagogy in ESL classrooms (Hyon, 1996), especially for Thai students (Kongpetch, 2006). This study investigated the potential of a genre-based approach when employed to teaching the recount and exposition genres to a group of students having good English ability and it revealed positive results. Therefore, it would be interesting to explore further whether such an approach can be effectively adapted to teaching a group of students having low English proficiency.

5.3.2 Due to the limitation of time, only two genres, recount and exposition, were taught in this study. It is suggested that school students should also know overall grammatical patterns and structures of other styles of genre such as **procedure, description** and **explanation** (Feez and Joyce, 1998). Therefore, it is suggested that the effectiveness in teaching these genres to senior high school students can be further investigated.

5.3.3 In this study, there were some problems found in *the joint construction stage*. Although, the teacher encouraged all students to take an active role in helping their partners to construct recount and expository texts, some students did not contribute anything to help their partners. Hence, it is recommended that a further study include peer correction technique in the teaching-learning cycle and explore if this yields any benefits in students' writing development.

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Appendix 1

Need Analysis

I will organize an English writing class. In order to provide you with best lessons, I find it is beneficial to know some of your language learning background and your interests in writing topics. You are required to answer questions by marking (✓) in the most appropriate boxes or giving short written answers.

ให้นักเรียนตอบคำถามต่อไปนี้ โดยกาเครื่องหมาย (✓) ในช่องสี่เหลี่ยม หรือ ตอบแบบสั้นๆ ในช่องว่างที่

กำหนดให้

1. Please indicate your English reading and writing performances.

(ให้นักเรียนระบุ ทักษะการใช้ภาษาอังกฤษ ในการอ่านและการเขียน)

Reading poor (ควรปรับปรุง) fair (ปานกลาง) good (ดี) very good

(ดีมาก)

Writing poor (ควรปรับปรุง) fair (ปานกลาง) good (ดี) very good

(ดีมาก)

2. Please provide your English writing & reading subject grade from the last semester

(ให้นักเรียนระบุเกรดวิชาภาษาอังกฤษ อ่าน-เขียน ของภาคการศึกษาที่ผ่านมา) _____

3. Based on your experience in writing what areas are difficult for you. (you can tick more than one answer)

(จากประสบการณ์ การเขียนบทความภาษาอังกฤษ นักเรียนคิดว่า ตนเองมีปัญหาด้านใดมากที่สุด)

นักเรียนสามารถเลือกตอบได้มากกว่า 1 ข้อ)

Vocabulary (คำศัพท์)

Grammar (ไวยากรณ์)

Rhetorical styles (ภาษาที่เหมาะสมกับเรื่องที่เขียน)

Ideas to write (เนื้อหาสำหรับเรื่องที่จะเขียน)

How to organize the ideas (การเรียงลำดับเนื้อหา)

Which are your three most difficult areas; order from the most difficult one?

(จากหัวข้อที่ระบุข้างบน ให้นักเรียนเลือก หัวข้อที่มีปัญหามากที่สุด 3 หัวข้อ โดยเรียงลำดับจากมากที่สุด)

4. What factors do make English reading and writing instruction interesting for you?
(You can provide more than one answer).

(อะไรเป็นปัจจัยที่ทำให้การเรียนการสอนภาษาอังกฤษอ่าน-เขียน น่าสนใจสำหรับนักเรียน)

5. Please choose five topics that are interesting for you. Write number 1-3 in the boxes from the most interesting one.

(ให้นักเรียนเลือกหัวข้อจากรายการข้างล่างนี้ 3 หัวข้อ โดยเขียนเลข 1-3 ลงในช่องสี่เหลี่ยมที่

กำหนด โดย เรียงลำดับจากหัวข้อที่ชอบมากที่สุด)

Adventure Holidays

Sports

Famous people

Technology: Computer

Studying Abroad

Extreme Sports

Films

Music

Newspaper Stories

World News

Scientific stories

Others _____.

5. Personally, do you think how you can improve your writing?

(โดยส่วนตัวแล้ว นักเรียนคิดว่า นักเรียนจะสามารถพัฒนาการเขียนของตนเองได้อย่างไร?)

Appendix 2

Unit 1: Getting to know genre in Thai

ให้นักเรียนอ่านบทความและจับคู่บทความและประเภทของบทความ

_____ 1. อาลัยนักร้องระเซ่ “ สตีฟ เออร์วิน”	ก. เรียงความ
_____ 2. Charlotte’s Web	ข. บทความเชิงวิจารณ์
_____ 3. การรีเมคแม่บคเจ้าเสน่ห์	ค. ปรัชรสน์
_____ 4. เลี้ยงสุนัขทำให้สุขภาพดี	ง. ข่าว
_____ 5. สปาเก้คดี ซอสครีมเนยแข็ง	จ. รายงาน
_____ 6. Health trip	ฉ. การเขียนลำดับขั้นตอน
_____ 7. เปิดโลว์คอสด์มาเลฯ ปลุกท่องเที่ยวสมุย	ช. บทความ

2. ให้นักเรียนอ่านบทความอย่างละเอียด และตอบคำถามต่อไปนี้

1. อาลัยนักร้องระเซ่ “ สตีฟ เออร์วิน”

วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง

2. Charlotte’s Web

วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง

3. การรีเมคแม่มดเจ้าเสน่ห์

วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง

4. เลี้ยงสุนัขทำให้สุขภาพดี

วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง

5. สปาแก้ตื้อ ขอสมัครมเนยแข็ง

วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง

6. Health trip

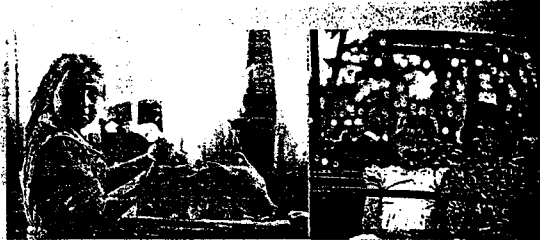
วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง

7. เปิดโลว์คอสต์มาเดาๆ ปดุกท่องเที่ยวสมุย

วัตถุประสงค์ของเรื่อง

โครงสร้างของเรื่อง



นักแสดง : วุฒิชัย วิเบิร์ต (ให้เสียงทอม ชาร์ลอตต์) , โอบิรัน (ให้เสียงพายุ กัสซี่) , โดมินิค สก็อตต์ (ให้เสียงชาร์ลอตต์) , โรเบิร์ต เสดฟอร์ด (ให้เสียงพายุ โอลี) , ลอเรนซ์ ออกลีย์ (ให้เสียงแมงมุม) , ภาพยนตร์จากการ์ตูน

Charlotte's Web

ปี 1952 กำเนิดหนังสือเรื่อง Charlotte's Web โดยนักเขียนเจ้าของรางวัล ฮิวโก และวาดภาพประกอบโดย การ์ธ วิลเลียมส์ ซึ่งต่อมามียอดขายทั่วโลกถึง 45 ล้านฉบับ และมีการแปลถึง 23 ภาษา ความประทับใจระหว่างมิตรภาพที่ถ่ายทอดเรื่องราวของความซื่อสัตย์และความเสียสละผ่านหมู่น้อยวิลเบอร์และแมงมุมชาร์ลอตต์ รวมถึงบรรดามองเพื่อนสัตว์น้อยใหญ่ที่จะสร้างความประทับใจให้คุณได้อิ่มเอมใจ

หมู่น้อยพบว่าพลังที่มีอำนาจมากที่สุดในโลกคือพลังมิตรภาพ หลังจากเฟิร์นได้ช่วยเหลือเจ้าหมูวิลเบอร์ ที่เกือบจะต้องสังเวยชีวิตในฐานะลูกหมูตัวเล็กที่สุดของคอร์ก วิลเบอร์กลายเป็นสมาชิกตัวสำคัญของโรงนา วิลเบอร์มีอากัปภิกิริยาตามแบบเด็กที่ทำให้มันไล่ชื่อต่อสัตว์อื่น ๆ ในโรงนา แต่สำหรับชาร์ลอตต์ แมงมุมที่อาศัยอยู่บนชื่อ ทั้งคู่กลายเป็นเพื่อนต่อกัน มิตรภาพที่พัฒนาไปของลูกหมูกับแมงมุมถูกแสดงให้เห็นว่าเป็นมิตรภาพที่ยั่งยืนคงทนขณะสัตว์ตัวอื่น ๆ เปิดผนวชีวิตของหมู่น้อยวิลเบอร์ช่างสั้นนัก ดูเหมือนมีเพียงปาฏิหาริย์เท่านั้นที่จะช่วยชีวิตของวิลเบอร์ได้ แต่ชาร์ลอตต์ผู้มุ่งมั่นพยายามชักใยบอกให้ชาวไร่รู้ว่า วิลเบอร์คือ หมูพิเศษ และคุ้มคำกับภาระช่วยเหลือชีวิตมันไว้

ติดตามเรื่องราวที่เกิดขึ้นที่จะชวนให้คุณได้พบกับความหมายของคำว่ามิตรภาพ ชาร์ลอตต์ผู้กลายเป็นทั้งเพื่อนซี้และผู้ช่วยชีวิตวิลเบอร์ ยังมีสัตว์น้อยใหญ่ที่มาร่วมสร้างสีสันให้ Charlotte's Web นำประทับใจยิ่งขึ้น ไม่ว่าจะเป็น เทมเบลตัน หนูช่างเย็บหยันแห่งโรงนา, กัสซี่ ห่านที่ไร้ความเคารพแต่มีความเป็นแม่อยู่ในตัว, กอลลี สามีของกัสซี่, ซามเวล แกะจอมบงการ, โอลี ม้าที่กลัวแมงมุมเป็นที่สุด, บิทซี-เบ็ทซี วัวช่างประชดประชัน รวมทั้งบรูกล์ และเอลวิน อีกาสมองที่

การรีเมกแบบตาเจ้าเสน่ห์

BEWITCHED

เป็นหนังในปี 2005 ของนอว์ เอ็พทรอน ซึ่งเคยฝากความประทับใจไว้ในหนังโรแมนติกคอมเมดี้เรื่อง Sleepless In Seattle นำแสดงโดยนิโคล คิคแมน และวิลลี่ เฟอร์เรลล์ ภายหลังถือเป็นคาราวตลกแฉกหน้าของฮอลลีวูด สองพี่น้องนอว์และคิเลีย เอ็พทรอน ร่วมกันเขียนบท ซึ่งควรจะทำให้หนังเรื่องนี้ออกมาดี แต่กลับไม่เป็นเช่นนั้น Bewitched เวอร์ชันใหม่ที่ดัดแปลงจากหนังโทรทัศน์ 'แม่ตเจ้าเสน่ห์' ไม่สามารถทำให้คนดูหัวเราะอย่างเต็มอิมและซาบซึ้งใจไปกับเรื่องราวของพระเอกนางเอกได้



เฟอร์เรลล์รับบทแจ็ค ไวแอ็คต์ นักแสดงชื่อดังที่กำลังตกอับจนต้องยอมเล่นหนังโทรทัศน์เรื่อง Bewitched ที่ถูกนำมาสร้างใหม่ เขาเป็นคนประเภทหลงตัวเองแต่หน้าอมน้ำนม แจ็ครับบทอาร์วินซึ่งมีภรรยาเป็นแม่ต เขาเสนอให้ทีมงานว่าควรให้นักแสดงใหม่มาแสดงเป็นมิแรนด้า แม่ตสาวเจ้าเสน่ห์ เหตุผลของแจ็คก็คือไม่อยากให้คาราวคนอื่นเด่นกว่าเขา ขณะที่มีการคัดเลือกนักแสดงเพื่อรับบทแม่ต แจ็คก็ได้พบกับอิชาเบล บิกโลว์ (คิคแมน) ด้วยความบังเอิญและคิดว่าเธอเหมาะกับบทมิแรนด้า เขาไม่รู้เลยว่าอิชาเบลคือแม่ตที่กำลังอยากเลิกเป็นแม่ต เธอต้องการเป็นคนธรรมดา มีคนรักและมีครอบครัว

แจ็คทำให้อิชาเบลหลงรัก แต่เขาไม่ได้รู้สึกกับเธอ เช่นนั้นจริง ๆ แจ็คเพียงแค่อิชาเบลเป็นเครื่องมือในการทำมาหากิน เพราะถึงอย่างไรเขาก็เชื่อว่าเธอไม่มีทางเด่นไปกว่าเขา ทั้ง ๆ ที่บทบาทใน Bewitched คือมิแรนด้า แม่ตตัวจริงจับได้ว่าแจ็คไม่มีใจกับตนเลย เธอใช้เวทมนตร์เพื่อให้เรตติ้งของแจ็คตก ทำให้เขาหลงรักเธอ ทำให้เขาเป็นผู้ชายที่แสนดี แต่ทำไปสักพักอิชาเบลคิดว่ามันไม่ใช่สิ่งที่ควรทำ เธอรู้สึกไม่ติดกับการใช้เวทมนตร์เปลี่ยนแปลงบางสิ่ง อิชาเบลจัดการทำให้สิ่งที่เปลี่ยนแปลงแล้วกลับไปเหมือนเดิม เธอถอนตัวจากการรับบทมิแรนด้าและบอกความจริงกับแจ็คว่าเป็นแม่ต

Bewitched ของนอว์ เอ็พทรอน มีความคิดที่ดีในการนำซีรีส์ดั่งจากอดีตมาผสมกับเรื่องราวที่พล็อตขึ้นใหม่ แต่นอว์ว่าไม่สามารถทำให้หนังเรื่องนี้เป็นโรแมนติกคอมเมดี้ที่คนขายเนื้อคือหนังที่ไม่ค่อยขำทว่าไม่ถึงกับน่าเบื่อหน่าย อย่างไรก็ตาม นิโคล คิคแมน ได้มอบการแสดงที่น่ารักน่าชังในบทแม่ตเอาไว้แล้ว ส่วนวิลลี่ เฟอร์เรลล์ จะแบกภาระมากเกินไปในการพยายามทำให้อิชาเบลน่าชังและตลก

ไมเคิล เคน คาราวุ่นเก่าที่มีม็อดีแสดงเป็นพ่อของอิชาเบล ที่คอยติดตามความเคลื่อนไหวของลูกสาวตลอดเวลา เซอร์ลีย์ แม็คเลน รูนเก่าอีกคนรับบทรอนโคล่าซึ่งพ่อของนางเอกแอบชอบ คริสตีส ซีโนเวธ รับบทเพื่อนบ้านของอิชาเบล ส่วนเจสัน ชวาร์ตซ์แมน รับบทผู้จัดการส่วนตัวของแจ็ค ทั้งคู่เป็นนักแสดงสมทบที่มีม็อดี หากไม่ค่อยได้ใช้ความสามารถมากนักในบทดังกล่าว

Bewitched เริ่มต้นได้แข็งแรง แต่หลังจากนั้นความแข็งแรงก็ลดน้อยลง จะบอกว่านอว์ เอ็พทรอน พอร์มตกหรือบอกว่าเธอเกร็งเกินไปก็ไม่ผิดแตกต่าง เพราะผลลัพธ์ที่ออกมาเหมือนกัน หนังเรื่องนี้ของนอว์ว่าไม่ดีพอที่จะเป็นหนังในดวงใจของใครก็ตาม

เสียงสุนัขทำให้สุขภาพดี...

มีหลายคนที่อินเลิฟกับเจ้าหมาน้อย ด้วยเหตุผลที่ความน่ารักของมันช่วยให้รู้สึกมีชีวิตชีวา...แล้วความรู้สึก ๆ ที่เกิดขึ้นจากการเลี้ยงเจ้าพวกนี้แหละค่ะ ที่ทำให้มีการวิจัยเป็นเรื่องเป็นราวถึงประโยชน์ที่ได้กับสุขภาพร่างกายของคนเรา จากผลสำรวจของมหาวิทยาลัยควีน ของไอร์แลนด์บอกว่าคนเลี้ยงสุนัขจะมีสุขภาพดีกว่าคนปกติธรรมดา เนื่องจากมีโอกาสได้ออกกำลังกายจากการพาสุนัขไปเดินเล่น ส่งผลให้ร่างกายมีโอกาสเป็นโรคความดันโลหิตและระดับคอเลสเตอรอลน้อยกว่าคนที่ไม่เลี้ยงสุนัข และยังเพิ่มโอกาสที่จะมีเพื่อนฝูงใหม่ ๆ ด้วย

และผลสำรวจยังพบอีกว่าคนที่เลี้ยงสุนัขมีโอกาสเป็นโรคเล็ก ๆ น้อย ๆ หรือป่วยหนักน้อยกว่าคนปกติธรรมดา นอกจากนี้การเลี้ยงสุนัขยังช่วยฟื้นฟูอาการป่วยหนัก เช่น โรคหัวใจ หรือโรคร้ายแรงอื่น ๆ รวมทั้งยังสามารถเป็นเครื่องช่วยเตือนอาการโรคภัยไข้เจ็บที่จะเข้ามาเยือนได้ ซึ่งข้อสันนิษฐานเกี่ยวกับผลดีจากการเลี้ยงสุนัขคือ สุนัขสามารถช่วยส่งเสริมการใช้ชีวิตประจำวันของมนุษย์ ช่วยป้องกันคนเราไม่ให้เกิดความเครียด ที่ถือเป็นปัจจัยสำคัญที่ทำให้เจ็บป่วย

ขณะเดียวกันผลการศึกษาของมหาวิทยาลัยในอังกฤษก็พบว่า เด็กที่มีสัตว์เลี้ยงจะมีสุขภาพแข็งแรงกว่าเด็กปกติอื่น ๆ โดยเด็กกลุ่มนี้จะเจ็บป่วยน้อยกว่าและขาดเรียนน้อยกว่าเด็กที่ไม่มีสัตว์เลี้ยง และยังพบว่าการเลี้ยงสัตว์ช่วยเพิ่มภูมิคุ้มกันโรค เพราะเด็กจะมีอัตราการป่วยเป็นโรคหอบหืดหรือโรคภูมิแพ้ต่ำกว่าเด็กที่ไม่มีสัตว์เลี้ยง

นี่ยังไม่รวมถึงความอ่อนโยนของจิตใจที่จะเพิ่มขึ้นมาด้วยนะคะ





สปาเกตตี & ซอสครีมเนยแข็ง

ส่วนผสม

- เส้นสปาเกตตี 200 กรัม
- หอมใหญ่สับละเอียด 1 ลูก
- กระเทียมบุบสับหยาบ 8-10 กลีบ
- เนยก้อนหั่นเป็นชิ้นเล็ก ๆ 1 ถ้วย
- พาร์สลีย์โรยหน้า

ส่วนผสมซอสอร่อย

- ไข่ไก่ 2 ฟอง
 - ชีสแข็งหั่น ครึ่งถ้วย
 - ครกพริกสีชนิดก้อนหั่นผอย ครึ่งถ้วย
 - เกลือ พริกไทย เนย
- (อัตราส่วนเพิ่มได้ตามจำนวนคน)

ขั้นตอนง่าย ๆ

1. ผักหัวหอมกับหอมแดงสุก โขลกจนละเอียดด้วยโม่ปั่นประมาณ 5 นาที
2. เตรียมซอสโดยยกไฟใส่น้ำมัน และครกพริกสีชนิดก้อน ผักโขม พริกไทย ตีให้เข้ากัน ผักให้ร้อน
3. ผัดเส้นสปาเกตตีกับเนยจน ไข่ไหลจนแห้งแล้วใส่ซอสพริกไว้ ผัดเร็วๆ ให้ซอสไปเคลือบเส้น
4. ชักใส่จานแล้วแต่งหน้าด้วย พาร์สลีย์กับพริกไทยป่น

Health tip



กราบไหมด: ว่า เครื่องดื่มแอลกอฮอล์คือ
 อาชญากรตัวร้ายที่ทำลายมนุษย์เราอย่างมากมายทีเดียว...
 จากข้อมูลองค์การอนามัยโลก พบว่า ปัจจุบันประชาชนจาก
 ทั่วโลกบริโภคเครื่องดื่มแอลกอฮอล์มากถึง 2 พันล้านคน
 ในจำนวนนั้นเจ็บป่วยเพราะเหล้า 76.3 ล้านคน เสียชีวิตอีก
 2.3 ล้านคนต่อปี คิดเป็นวันละ 7.4 พันคน ชั่วโมงละ 300 คน
 สำหรับประเทศไทยมีผู้บริโภคเครื่องดื่มแอลกอฮอล์เฉลี่ย
 ปีละ 8.47 ลิตรต่อคน ขณะที่ทั่วโลกบริโภคแค่ 6.2 ลิตรต่อคน
 ต่อปีเท่านั้น... ★★★★★★★★★★★★★★★★★★★★★★★★★★



เปิดโลว์คอสต์มาเลาปลูกท่องเที่ยวสนุข

ผู้สื่อข่าวขานว่า เมื่อวันที่ 15 เม.ย. ที่ท่าอากาศยานดอนเมือง กรุงเทพฯ จ.กรุงเทพฯ สหกรณ์บินไฟเฟอร์แอร์ไลน์ ซึ่งเป็นสายการบินต้นทุนต่ำ (โลว์คอสต์) แห่งใหม่ของประเทศมาเลเซีย ได้เปิดเที่ยวบินตรงระหว่างปีนัง-เกาะสมุย เป็นปฐมฤกษ์ โดยใช้เครื่องบินเช่าเหมาลำขนาด 50 ที่นั่ง นำนักท่องเที่ยวชาวมาเลเซีย, อินโดนีเซีย และชาวยุโรปบางส่วน เข้ามาท่องเที่ยวที่เกาะสมุย มีตารางบินทุกวัน ไป-กลับ วันละ 1 เที่ยวบินใช้เวลาเดินทาง 1.15 ชั่วโมง

นายเรืองนาม โกรวัง นายกษมคมโรงแรมไทยภาคใต้ ผังตะวันออก กล่าวว่า เส้นทางการบินปีนัง-เกาะสมุย ถือเป็นการเสริมตลาดท่องเที่ยวของเกาะสมุย ซึ่งเป็นผลจากการที่นายภาณุ วรรณกร ผอ.ททท.ภาคใต้เขต 1 สงขลา และอดีต หน.ศูนย์ประสานงานท่องเที่ยวเกาะสมุย นำผู้ประกอบการท่องเที่ยวมาเลเซียและอินโดนีเซีย เดินทางมาตุลาสนที่ท่องเที่ยวและพบปะเจรจา กับผู้ประกอบการเกาะสมุย จนมีการตกลงเปิดสายการ

บินขึ้น สำหรับนักท่องเที่ยวจากมาเลเซียและอินโดนีเซีย จัดเป็นนักท่องเที่ยวชั้นสูงที่มีการจับจ่ายใช้สอยมาก เชื่อว่าจะทำให้การท่องเที่ยวเกาะสมุยคึกคักมากขึ้น เนื่องจากมีเที่ยวบินทุกวัน คาดว่าจะส่งผลให้นักท่องเที่ยวกลุ่มนี้เพิ่มขึ้นอีก 50 เปอร์เซ็นต์ จากยอดที่เข้ามาในปี 49 ประมาณ 30,000 คน

ด้านนายเสนีย์ ภูมเศรษฐถาวร นายกษมคม ส่งเสริมการท่องเที่ยวเกาะสมุย กล่าวว่า ก่อนหน้านี้ผู้ประกอบการเกาะสมุย ได้เข้าไปเปิดตลาดท่องเที่ยวที่มาเลเซีย แต่ติดปัญหาที่การเดินทางเข้ามาไม่สะดวก จึงเมื่อมีเที่ยวบินตรงเข้ามาได้แล้ว เชื่อว่าจะทำให้การท่องเที่ยวเกาะสมุยคึกคักมากขึ้น ส่วนปริมาณนักท่องเที่ยวในช่วงหยุด 5 วันเทศกาลสงกรานต์ ปรากฏมีนักท่องเที่ยวเข้าพักประมาณ 70 เปอร์เซ็นต์ ส่วนใหญ่เป็นนักท่องเที่ยวชาวต่างประเทศจากกลุ่มประเทศยุโรปมากกว่าคนไทยและมีเงินหมุนเวียนสะพัดประมาณ 300-400 ล้านบาท.

Appendix 3

Unit 2: Recount

Purpose of a recount: To describe past experiences by retelling events in the order in which they happened (chronological order)

Schematic Structure

- Orientation:** The stage which tells readers information on the context of the recount. The information includes why the events are being written about; who are involved in the events; when and where the events take place.
- Record of Events:** The stage which tells readers the events in a temporal sequence.
- Reorientation:** The closure of the events
- Coda (optional):** The comment on the events

Significant Grammatical Patterns

- Focus on specific participants
- Past tense
- Verbs of action
- Use of temporal connective to indicate sequence of events
- Use of place markers

Music

Activity 1 : Vocabulary

Match these words with the definitions (Pair work)

- | | |
|----------------------------|--|
| 1. ____ musical instrument | a. a special natural ability or skill |
| 2. ____ strum | b. a large public building where concerts are performed |
| 3. ____ stage | c. an additional or repeated part of a performance, especially a musical one |
| 4. ____ chord | d. to do an activity regularly in order to improve your skill |
| 5. ____ talent | e. a group of musicians |
| 6. ____ fan | f. a raised floor in a theater on which plays are performed |
| 7. ____ practice | g. something that you use for playing music |
| 8. ____ band | h. someone who admires a famous person very much |

9. ____ music hall
10. ____ Encore
- i. a combination of two or more musical notes played at the same time
- j. to play an instrument such as a guitar by moving your fingers up and down across its strings

Activity 2: Brainstorming

From 10 key words in Activity 1, what do you think you are going to learn? (group work).

Activity 3: Reading and sharing experiences

Read a text " My career in music". (group work)

My career in music 🎵 🎵

I was sent to guitar lesson when I was 11 years old because my mother had decided that someone in our family should learn to play a musical instrument. No one in our family had ever played a musical instrument before.

♪ For about 6 months I attended weekly lesson at our town's small music shop and from the first few lessons I realized I had no talent at all. However, my teacher, a young man who played guitar in a band, didn't seem to worry about my lack of talent and interest and neither did my mother. I began to hate Wednesday afternoons and looking at the guitar that I had been given for my 11th birthday made me feel bad.

My mother asked me nearly every day if I had done my guitar practice. And I spent a lot of time either pretending to practice or thinking of reasons to tell her why I couldn't practice.

On three occasions, I left my guitar at my friend's house for nearly a week, saying that the wet weather had prevented me from carrying it home. They were wonderful weeks of freedom and I realized then that I could never be a guitar player. ♪

Then, something happened that made me very happy. My teacher's band moved to Bangkok and our town had no teacher, guitar lessons were now impossible.

♪ Over the years, I have picked up my guitar and strummed the only three chords that I learned at my lessons and I am always glad that another guitar teacher hadn't come to town.

Then share with your groups your first experience when trying to learn a musical instrument. Do you feel the same as the writer in this story? You may tell your group about:

- Do you have any experience in learning to play a musical instrument?
- What is the musical instrument that you have learned?
- Why did you choose to learn that instrument?
- Can you play it well?

Or

- If you do not have your own experience, you can talk about someone who impresses you about his musical talent.

Activity 4 : Significant grammatical patterns of a recount

My career in music

1 *I was sent to guitar lesson when I was 11 years old because *my mother* had decided that someone in *our family* should learn to play a musical instrument. No one in *our family* had ever played a musical instrument before.*

2 *For about 6 months I attended weekly lesson at our town's small music shop and from the first few lessons I realized I had no talent at all. However, *my teacher*, a young man who played guitar in a band, didn't seem to worry about my lack of talent and interest and neither did *my mother*. I began to hate Wednesday afternoons and looking at the guitar that I had been given for my 11th birthday made me feel bad.*

3 *My mother asked me nearly every day if I had done my guitar practice. And I spent a lot of time either pretending to practice or thinking of reasons to tell her why I couldn't practice.*

4 *On three occasions, I left my guitar at my friend's house for nearly a week, saying that the wet weather had prevented me from carrying it home. They were wonderful weeks of freedom and I realized then that I could never be a guitar player.*

5 *Then, something happened that made me very happy. My teacher's band moved to Bangkok and our town had no teacher, guitar lessons were now impossible.*

6 *Over the years, I have picked up my guitar and strummed the only three chords that I learned at my lessons and I am always glad that another guitar teacher hadn't come to town.*

Find the following information from paragraphs 2-6 (the first paragraph has been done for you). (pair work)

Specific Participants : I, my mother, our family

Temporal connective: When I was 11 years old

Place markers: our town's small music shop

Action verbs of past tense : sent, learned

Past tense :

Past simple tense

Subject	verb 2	
I	was sent	to guitar lesson
When I	was	11 years old

Past perfect tense

Subject	had + verb3	
My mother	had decided	to send me to a guitar lesson
No one in our family	had ever played	a musical instrument

Activity 5: Contextual meanings

Look at the word that comes before an action word of each sentence.

2. Why did the writer use lots of pronoun " I"?

Activity 6: Schematic structure of a recount

Read the story " My career in music " and answer the following questions.

(pair work)

Structural elements	Text
orientation * information about who	<p>I was sent to guitar lesson when I was 11 years old because my mother had decided that someone in our family should learn to play a musical instrument. No one in our family had ever played a musical instrument before.</p>
Record of events * in the order in which they occurred	<p>For about 6 months I attended weekly lesson at our town's small music shop and from the first few lessons I realized I had no talent at all. However, my teacher, a young man who played guitar in a band, didn't seem to worry about my lack of talent and interest neither did my mother. I began to hate Wednesday afternoons and looking at the guitar that I had been given for my 11th birthday made me feel bad.</p> <p>My mother asked me nearly every day if I had done my guitar practice. And I spend a lot of time either pretending to practice or thinking of reasons to tell her why I couldn't practice.</p> <p>On three occasions, I left my guitar at my friend's house for nearly a week, saying spent a lot that the wet weather had prevented me from carrying it home. They were wonderful weeks of freedom and I realized then that I could never be a guitar p</p>
Reorientation * rounding off the sequence of events	<p>Then, something happened that made me very happy. My teacher's band moved to Bangkok and our town had no teacher, guitar lessons were now impossible.</p>
Coda * personal evaluation	<p>Over the years, I have picked up my guitar and strummed the only three chords that I learned at my lessons and I am always glad that another guitar teacher hadn't come to town.</p>

5. Look at the phrases : "guitar lesson" and "when I was 11 years old" in the orientation part, what information are given?
6. Look at the record of events part:
 - How did the writer feel about his guitar lesson? What are the phrases that indicate the writer's feeling towards his guitar lesson?
7. Look at the reorientation part:
 - What is the conclusion of this story?
 - How do you know?
8. Look at the coda:
 - How did the writer feel about his experience?
9. What is the text about? And how do you know?
10. Why was this story written?
11. Who did the writer write this story for? What is the relationship among them? And how do you know?

Robbie- We love you

A. the driver, that we had been hoping to see Robbie but had missed him and didn't have tickets for the concert.

B. Meanwhile the news had spread that Robbie had arrived a few hours before. Some very disappointed teenagers went home. Vicki and I decided to wait outside. Everyone else went inside; Vicki and I wished we had tickets.

G. This was the first time we had seen Robbie live and it had been better than even we had expected.

D. At 8 o'clock it began to rain and we were both thinking about starting the long journey home. A car drew up and the man inside asked them what they were doing. Vicki rather nervously told

E. When Vicky and I heard that Robbie Williams would be playing in Bangkok, we just had to see him even though we had no tickets to his show.

F. When they arrived at 6:00 p.m., two hours before the doors of the concert hall officially opened, there were hundreds of young people outside. Their faces showed their emotions - happiness nervousness and some love. Some of the fans were close to tears. *Many of them were younger than Vicky and I, some were older.* Some of the older girls had worked out which gate he would come through and were trying to persuade the security guards to let them get closer than anyone else.

H. By 9:00 the support band had been and gone. Everyone - apart from the bored looking security guards - was getting very excited. Suddenly the stage filled with noise and light, Robbie was on.

He was dressed in a black, shiny T shirt, a black leather jacket and leather trousers. As the night wore on Vicki and I became more excited. Robbie took off his jacket. By this time his T shirt was soaked and the fans went mad. The security guards stopped looking bored and began to look worried. More and more girls left their seats trying to get closer to Robbie. The screaming got louder and louder and it was difficult to hear the words of *Angels*.

And then it was over. A quick encore - a rock version of *Back for Good* from his *Take That* days - and Robbie was gone, leaving nothing but a dark empty stage. But Vicki and I were happy as we made our way home that night.

C. "Here, have these" said the driver "I can't use them so you're in luck" And he thrust two tickets for the concert into Vicki's hand, before driving off shouting "Enjoy the concert!" as he left. Vicki and I couldn't believe our luck. We hurried inside and took our seats.

Activity 7: Analyzing Significant grammatical patterns

- Underline all the past verbs, then decide which of them are action verbs.
- Write down all temporal connectives of this story.
- Write down the specific participants of the story.
- Write down place markers.

Activity 8: Ordering the story

Read these extracts (A-H) from the story below and put them in the correct order.(pair work)

Activity 9: Grammar focus exercise I

Complete the text with the simple past or past perfect from the verbs in brackets.

Robbie(1)_____ (come) on stage at nine. Most of the audience (2)_____ (arrive) hours earlier. Many of them (3)_____ (have) no tickets but(4)_____ (come) anyway. Two of them (5)_____ (hitch-hike) almost 100 kilometers! Most of the audience (6)_____ (be) girls but there (7)_____ (be) a few boys like Martin. Martin (8)_____ (receive) his ticket as a birthday present and he was very excited to be at the concert. He was lucky. Many fans could not get in and (9)_____ (go) home full of disappointment.

Activity 10: Grammar focus exercise II

Complete the sentences with the temporal connectives listed in the box below.(you can use each of them more than one)

when while before after then as soon as suddenly

(1)_____ I and my friend heard that Robbie would come to Bangkok, we tried hard to get a ticket. (2)_____ we were in a queue for

the ticket, (3)_____ the there was an announcement that the ticket ran out. We went home sadly. (4)_____ I had an idea. We would go to the concert without the ticket hoping for luck.

We arrived at the concert hall at 6 pm. We had been waiting for 2 hours (5)_____ we decided to go home. (6)_____ there was a car stopping in front of us, (7)_____ we were thinking about a journey back home. The man in a car gave us two tickets and drove away. (8)_____ the concert, we thought hard "who was that guy? ...he had to be an angle.

Activity 11: Listening

Listen to the story "Two British Groups" and fill in the gaps with the words you hear. 

Two British groups

In (1)_____, Brian Epstein was helping in his father's record shop in Liverpool when a teenager came in and (2)_____ for a record by a local band. Epstein didn't have it but the teenager seemed so excited that he (3)_____ to look for the group. They were called the Beatles and (4)_____ in a Liverpool club called the Cavern when he found them. He was so impressed with their music that he (5)_____ their manager.

The Beatles developed their sound by playing for years. John Lennon started his own band in (6)_____. Paul joined the group a few days later and brought George Harrison who was in the same school. The last member, Ringo Starr, joined in (7)_____.

Over thirty years later the Spice girls (8)_____ the first really popular all-female group. They started in a very different way from the Beatles. Early in (9)_____, a pop manager called Chirs Herbert decided to create a new band. He (10)_____ an advert in a magazine and interviewed 400 girls in London. He (11)_____ Emma, Mel C, Mel B, Geri and Victoria. The girls (12)_____ two years together in a house learning to sing and dance.

After weeks of hype their first single, *Wannabe*, (13)_____ to number one in 1996. Their success was the result of clever marketing and a sound(14)_____ in the studio.

Activity 12: Reading

Read the text "Robbie- We love you" carefully and answer the questions.

(pair work)

Robbie- We love you

When Vicky and I heard that Robbie Williams would be playing in Bangkok, we just had to see him even though we had no tickets to his show.

When they arrived at 6:00 p.m., two hours before the doors of the concert hall officially opened, there were hundreds of young people outside. Their faces showed their emotions - happiness nervousness and some love. Some of the fans were close to tears. Many of them were younger than Vicky and I, some were older. Some of the older girls had worked out which gate he would come through and were trying to persuade the security guards to let them get closer than anyone else.

Meanwhile the news had spread that Robbie had arrived a few hours before. Some very disappointed teenagers went home. Vicki and I decided to wait outside. Everyone else went inside; Vicki and I wished we had tickets.

At 8 o'clock it began to rain and we were both thinking about starting the long journey home. A car drew up and the man inside asked them what they were doing. Vicki rather nervously told the driver, that we had been hoping to see Robbie but had missed him and didn't have tickets for the concert. "Here, have these" said the driver "I can't use them so you're in luck" And he thrust two tickets for the concert into Vicki's hand, before driving off shouting "Enjoy the concert!" as he left. Vicki and I couldn't believe our luck. We hurried inside and took our seats.

By 9:00 the support band had been and gone. Everyone - apart from the bored looking security guards - was getting very excited. Suddenly the stage filled with noise and light, Robbie was on. He was dressed in a black, shiny T shirt, a black leather jacket and leather trousers. As the night wore on Vicki and I became more excited. Robbie took off his jacket. By this time his T shirt was soaked and the fans went mad. The security guards stopped looking bored and began to look worried. More and more girls left their seats trying to get closer to Robbie. The screaming got louder and louder and it was difficult to hear the words of *Angels*. And then it was over. A quick encore - a rock version of *Back for Good* from his *Take That* days - and Robbie was gone, leaving nothing but a dark empty stage. But Vicki and I were happy as we made our way home that night.

This was the first time we had seen Robbie live and it had been better than even we had expected.

7. What is the text about? And how do you know?
8. Who wrote it?
9. Why was this story written?
10. Who did the writer write this story for? What is the relationship among them? And how do you know?
11. Are there any feeling words in this text?
12. What kind of information do you see at the beginning of the text? In the middle? At the end?

Activity 13: Comparing texts

Compare " My Career in Music" and " Robbie-We love you" texts regarding to their schematic structures and grammatical patterns.

= Yes = No

	My Career in Music	Robbie: We love you
Schematic structure of a recount		
Orientation
Record of events
Reorientation
Coda (optional)
Significant grammatical patterns of a recount		
* Specific participants
* Past Tense
* Verbs of action
* Temporal connectives
* Place markers

Activity 14 : Note taking

Prepare your note on: " My first experience in music". (pair work)

Reorientation

(information about who, where and when)

Record of events

(in the order in which they occurred)

Reorientation

(the conclusion of the story)

Coda

(your feeling or comment about the story)

Activity 15: Recount writing

Write the recount according to your note. (pair work)

♪♪ My First Experience in Music ♪♪



A series of horizontal lines for writing, starting from the first line below the title and extending down to the bottom of the page.



Recount Checklist

Use this checklist to make sure that your text has a recount pattern.

	Yes	No
Macro level		
Title
Orientation		
* why
* who
* when
* where
Record of events
Reorientation
Coda (optional)
Micro Level		
Accurate spelling
Accurate punctuation
Accurate sentence construction (complete sentences)
Significant grammatical patterns of a recount		
* Specific participants
* Past Tense
* Verbs of action
* Temporal connectives
* Place markers

Appendix 4

Recount Checklists

Editing Checklist : Use this check list to make sure that your text has a recount pattern.

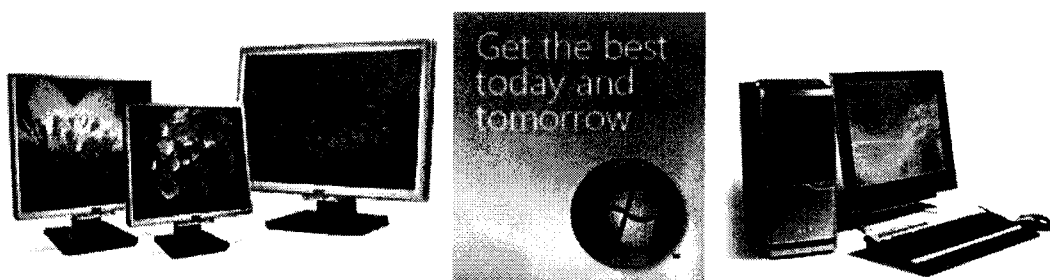
	Yes	No
Macro level		
Title
Orientation		
* why
* who
* when
* where
Record of events
Reorientation
Coda (optional)
Micro Level		
Accurate spelling
Accurate punctuation
Accurate sentence construction (complete sentences)
Significant grammatical patterns of a recount		
* Specific participants
* Past Tense
* Verbs of action
* Time markers
* Place markers

Appendix 5

Unit 3 Exposition

Social Function: To persuade the reader or listener that something is the case.

Technology: Computer



Activity 1: Vocabulary

Write the meaning of the words below in Thai. (pair work)

modern technology	_____	Information Technology	_____
communication	_____	supplementary learning materials	_____
software product	_____	available	_____
access	_____	violent and aggressive games	_____
social network	_____	category	_____
social skills	_____	real life	_____
convenient	_____	resource	_____
learning process	_____	identification number	_____
computer addicts	_____	educational area	_____
advantages of computers	_____	homework assignments	_____
updated information	_____	keep in touch	_____

Think of more words you know about computers. List them in the spaces below.

Activity 2: Reading and note-taking

Read the text "Impacts of computers on Education" then take notes on important information. (pair work)

Impacts of Computers on Education

The use of computers has had great impact on the world of education. In my opinion, modern education is becoming more and more dependent on computers. There have been a number of different effects of computers on education.

Modern technology has made life easier for students and professors. If students want to contact professors, it is simple. The students can send the professors an email rather than going to their office. Professors as well can use computers in preparing their teaching materials. Besides they can use the Internet as a resource for teaching materials.

Moreover, many universities have created special networks for students in order to make the process of studying easy for them. Students may enter such networks by using their passwords and identification numbers. There are many categories students can choose to enter, such as "student tools" or "assignment box" which contains homework assignments. Also, there may be some supplementary learning materials available on the university's network which the students can access conveniently.

Computers also give students the opportunity to gather information from various sources. By using the Internet, students can gain access to several university libraries. They do not need to go to each library one by one which will cost them much time. This is very helpful for students when they are required to do research.

In conclusion, there are several advantages of computers in the educational area. Computers can be used to facilitate both students' and professors' work. Computer networks can help universities manage the learning process more easily too.

Main idea

- The main idea of a paragraph answers the question: "What is the main point or points the writer is expressing about the topic?"

Topic sentence

- Topic sentence states the topic and the main idea of the paragraph. It guides or controls what can be expressed in the paragraph.

Impacts of Computers on Education

A. Introduction

Main idea: There have been a number of different effects of computers on education.

B. Supporting arguments

Major support 1: _____
(Topic sentence) _____

Minor support 1.1 : students can contact a professor by sending e-mail

Minor support 1.2 : _____

Minor support 1.3 : _____

Major support 2: Many universities have created special networks for
(Topic sentence) students in order to make the process of studying easy for them.

Minor support 1.1 : _____

Minor support 1.2 : _____

Major support 3: _____
(Topic sentence) _____

Minor support 1.1 : _____

Minor support 1.2 : _____

C. Summing up: _____

Activity3 : Social function and purpose of the text

Discuss the questions concerning the social function and purpose of the text. (pair work)

1. What is the text about? And how do you know?

2. Who wrote it?

4. Why was this text written?

5. Who did the writer write this text for? What is the relationship among them? And how do you know?

6. What kind of information do you see at the beginning of the text? In the middle? At the end?

Activity 4: Knowing specific grammatical patterns of an exposition

Impacts of Computers on Education

The use of computers has had **great** impact on the world of education. In my opinion, modern education **is** becoming more and more dependent on computers. There have been a number of different effects of computers on education.

Modern technology has made life **easier** for students and professors. If students want to contact professors, it is simple. The student **can** send the professors an email rather than going to their office. Professors as well **can** use computers in preparing their teaching materials. Besides they **can** use the Internet as a resource for teaching materials.

Moreover, many universities **have** created special networks for students in order to make the process of studying **easy** for them. Students **may** enter such networks by using their passwords and identification numbers. There are many categories students **can** choose to enter, such as "student tools" or "assignment box" which contains homework assignments. Also, there **may** be some supplementary learning materials available on the university's network which the students **can** access **conveniently**.

Computers also give students the opportunity to gather information from various sources. By using the Internet, students **can** gain access to several university libraries. They do not need to go to each library one by one which **will** cost them much time. This is **very helpful** for students when they are required to do research.

In conclusion, there are several advantages of computers in the educational area. Computers **can** be used to facilitate both students' and professors' work. Computer networks **can** help universities manage the learning process more **easily too**.

Words that indicate writer's attitude: **great, easier, easy, conveniently, very helpful, easily**

Additive connectives: **as well, besides, moreover, also, too**

Vocabulary showing thinking and feeling: ***opinion***
 Modalities: ***may, will, can***
 Verbs of having and being: ***is, are, have***

Activity 5 : Grammar focus exercise

Find more examples of the following tenses in the text and put them into the tables. Write a few more sentences of your own. (individual work)

Present Tenses

Present Simple Tense

1. We use the present simple for repeated action.
2. We use the present simple for a routine or situation that we see as permanent.
3. We normally use the present simple with verbs of thinking and feeling.
4. We also use it to talk about states and permanent facts.

Subject	V1(s, es)		
1. The computer	plays	important roles in education	
2			
3			
Object	is, am, are/ modal verb+be	V3	
1. The computer	can be	used	to facilitate a professor's work
2			
3			

Present Continuous Tense

1. We use the present continuous for something happening now.
2. We also use it for a routine and situation that we see as temporary, for a short period.

Subject	is, am, are	Ving	
1. Modern education	is	becoming	more and more important
2			
3			

Present Perfect Tense

1. We use the present perfect for a state which has gone on up to the present.
2. We also use it to talk about the past and the present.

Subject	have, has	V3	
1. Many universities	have	created	special networks
2			
3			
Object	have, has	been	V3
1. Special networks	have	been	created
2			
3			

Activity 6 : Stages of Exposition

Study the main stages in writing exposition as outlined below.

Stages	Text
Introduction to the topic	<p>The use of computers has had great impact on the world of education. In my opinion, modern education is becoming more and more dependent on computers. There have been a number of different effects of computers education.</p>
Arguments supporting writer's position	<p>Modern technology has made life easier for students and professors. If students want to contact a professor, it is simple. The students can send the professor an email rather than going to their office. Professors as well can use computers in preparing their teaching materials. Besides they can use the Internet as a resource for teaching materials.</p> <p>Moreover, many universities have created special networks for students in order to make the process of studying easy for them. Students may enter such networks by using their passwords and identification number. There are many categories students can choose to enter, such as "student tools" or "assignment box" which contains homework assignments. It is also possible to access the university library to do research. Also, there may be some supplementary learning materials available on the university's network which the students can access conveniently.</p> <p>Computers also give students the opportunity to gather information from various sources. By using the Internet, students can gain access to several university libraries. They do not need to go to each library one by one which will cost them much time. This is very helpful for students when they are required to do research.</p>
Summing Up	<p>In conclusion, there are several advantages of computers in the educational area. Computers can be used to facilitate both students' and professors' work. Computer networks can help universities manage the learning process more easily too.</p>

Summarizing major points of exposition

Social Function: To persuade the reader or listener that something is the case.

Stages

- * **Introduction to the topic**
 - Information indicating writer's position in regard to the topic
- * **Arguments**
 - Arguments presented in support of writer's position
- * **Summing up**
 - A restatement of writer's position

Specific Grammatical Patterns

- use of casual connectives to construct the argument
- use of additive connectives to construct the argument
- verbs of being and having
- vocabulary showing thinking and feeling
- use of vocabulary items to indicate the writer's attitude
- use of modality to indicate writer's attitude.

Activity 7: Organizing Text

Read the text " Computer Addicts" and complete it with the information provided. (individual work)

- computer addiction can stop young people from doing other appropriate activities
- some experts say that addictive to computer game can make young people violent and aggressive
- the main problem with computer games is that they are too much fun
- there are many dangers that computer addiction can lead to
- spending too much time on computer games can make people antisocial

Computer Addicts

People spend a lot of their time in front of the screen, playing computer games and may never realize that they have become computer addicts. It is very dangerous for teenagers to be addicted to computer. (1)

First, (2).....
 like playing sports, spending time with their friends and doing homework. Some of them spend all their free time playing computer games. Therefore, they have no time for exercising and going out with friends. Some even ignore all school work.

Besides,(3).....
 Young people who always spend time alone with a computer can find it difficult to talk to people. As a result, they also lack social skills. They do not know how to make and develop friendships. Also they do not know how to participate actively with others when working as a team.

In addition,(4)..... ,
 especially for those who love playing violent and aggressive games. They imitate unconsciously what they have played in the game in their real lives.

In conclusion,(5).....Lots of young people play them and if they are not careful, the computer games can take over their lives.

Activity 8: Reading for meaning

Read questions 1-6 and find answers from the text. (individual work)

1. What are "computer addicts"?

2. What factors can cause computer addiction?


3. What are the dangers of computer addiction?

4. How can we describe people who are antisocial?

5. What can happen to those who love playing violent and aggressive games?

6. Why are lots of young people addicted to computer games?

Activity 9 : Listening

A : Read the text "Benefits of the Internet" and guess what the missing words are. Then, listen to the text and fill in the gaps. 

Benefits of the Internet

Nowadays, with the development of computer and information technology, the Internet (1.)_____ more and more important in peoples' everyday lives. People (2.)_____ it to do their shopping, do their taxes, research any number of topics, (3.)_____ keep in touch with people. People (4.)_____ emails to one another; receive online help with many kinds of problems, and (5.)_____ real time conversations by using chat rooms.

In fact, the Internet (6.)_____ the world smaller. People from different countries and cultures (7.)_____ easily contact each other. (8.)_____, people of different fields and languages (9.)_____ conveniently by the Internet to share online tutorials, (10.)_____ to electronic resources of updated information on various topics such as education, science, medicine, politics, arts, and so on.

Meanwhile, the Internet (11.)_____ brings people closer together. Before the Internet, it was possible to keep in touch with our relatives and friends across the country or around the world--but it was also expensive. Today, communicating with a friend (12.)_____ as easy and cheap as communicating with a friend across town, and families regularly (13.)_____ the Internet to keep in touch with relatives who they do not see very often. Millions of people with shared interests (14.)_____ information by email which is very (15.)_____.

In sum, in the years ahead, the Internet (16.)_____ an even more profound effect on the way we work, live and learn. If we make a good use of it, it (17.)_____ us have an easier and happy life.

B. Comprehension questions

1. What are the benefits of the Internet?

2. How is the Internet important on communication?

3. Why is it said that "the Internet makes the world smaller"?

4. What is the most convenient and cheap way for families to keep in touch with relatives who they do not actually see?

6. What is the writer's belief about the effect of the Internet in the next few years?

Activity 10: Finding key words

Find the key words which show different parts of expository writing in the texts "Impacts of Computers on Education" "Computer Addicts" and "Benefits of the Internet". (pair work)

Text	Impact of Computers on Education	Computer Addicts	Benefits of The Internet
<p>stages</p> <p>Introduction of the topic</p> <p>Arguments presented in support of writer's position</p> <p>Summing up</p> <p>Significant grammatical patterns</p> <ul style="list-style-type: none"> * Casual connectives * Additive connectives * Modality indicating writer's attitude * Vocabulary showing thinking and feeling * Verbs of being and having * Vocabulary indicating writer's attitude 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Activity 11 : Preparing an exposition outline

Work with your partner to write an exposition note : " The Free Use of the Internet".

Introduction to the topic

Arguments supporting of writer's position

1. _____ (Major support)
 - 1.1 _____ (Minor support)
 - 1.2 _____
 - 1.3 _____

2. _____ (Major support)
 - 2.1 _____ (Minor support)
 - 2.2 _____
 - 2.3 _____

3. _____ (Major support)
 - 3.1 _____ (Minor support)
 - 3.2 _____
 - 3.3 _____

Summing up

Activity 12: Writing and exposition

Write the exposition according to your note (150 words)

The Free Use of the Internet 😊



A series of horizontal lines for writing, starting from the first line below the title and extending down to the bottom of the page.

Exposition Checklist

Editing Checklist : Use this checklist to make sure that your text has an exposition pattern.

	Yes	No
Macro level		
Title
Introduction of the topic		
* writer's position in regard to the topic
Arguments supporting writer's position
Restatement of writer's position
Micro Level		
Accurate spelling
Accurate punctuation
Accurate sentence construction (complete sentences)
Significant grammatical patterns of an exposition		
* Additive connectives
* Modality indicating writer's attitude
* Verbs of being, thinking and feeling
* Vocabulary indicating writer's attitude

Appendix 6

Exposition Checklists

Editing Checklist : Use this check list to make sure that your text has an exposition pattern.

	Yes	No
Macro level		
Title
Introduction of the topic		
* writer's position in regard to the topic
Arguments supporting writer's position
Restatement of writer's position
Micro Level		
Accurate spelling
Accurate punctuation
Accurate sentence construction (complete sentences)
Significant grammatical patterns of an exposition		
* Additive connectives
* Modality indicating writer's attitude
* Verbs of being, thinking and feeling
* Vocabulary indicating writer's attitude

Appendix 7

Pre-interview questions

Student's name _____ Student's number _____

Your English reading & writing subject grade from the last semester _____

What do you think of your writing ability?

Very good Good Fair Poor

1. Have you ever learned about genre before (can be in Thai or English classes)?

Yes No Not sure

2. If yes, do you really understand what genre is?

Yes No Not sure

* What are they? _____

* Did you learn genres in reading or writing classes?

In Thai class Reading Writing

In English class Reading Writing

* How did your teacher call it? _____

* How did the teacher teach it?

(if the student learned genre in Thai language classes)

He/she taught the social purpose of the genre.

He/she taught the schematic structure of the genre.

He/she taught the grammatical patterns of the genre.

Others _____

(if the student learned genre in English reading & writing classes)

He/she taught the social purpose of the genre.

He/she taught the schematic structure of the genre.

He/she taught the grammatical patterns of the genre.

Others _____

3. How did you actually learn in your English writing classes?

4. How did you feel about the ways your English teachers teach you how to write?

5. How much did you find your learning experience in writing useful?

Very useful

Moderately useful

Not very useful

Appendix 8

Post-interview questions

Student's name _____ Student's number _____

1. นักเรียนเข้าใจว่า genre คืออะไรมากน้อยแค่ไหน?

0 1 2 3 4

2. ส่วนไหนของกระบวนการสอนแบบ Genre-based ที่นักเรียนคิดว่ามีประโยชน์ในการปรับปรุงการเขียนภาษาอังกฤษของนักเรียน?

2.1. โครงสร้างบทความ 0 1 2 3 4

*นักเรียนได้รับประโยชน์อะไรบ้างจากการรู้โครงสร้างของบทความ

2.2. ไวยากรณ์ที่เหมาะสมสำหรับบทความ 0 1 2 3 4

*ความรู้เรื่องไวยากรณ์นี้ช่วยนักเรียนในการพัฒนางานเขียนของนักเรียนได้มากน้อยแค่ไหน?

2.3. Contextual meaning 0 1 2 3 4

*ทำไมเราจำเป็นต้องรู้ Contextual meaning?

2.4. การรู้วัตถุประสงค์ของงานเขียน 0 1 2 3 4

*ทำไมเราจำเป็นต้องรู้วัตถุประสงค์ของงานเขียน?

2.5. การสอนของครู 0 1 2 3 4

*นักเรียนคิดว่าการสอนของครูมีส่วนช่วยในการพัฒนางานเขียนของนักเรียนได้มากน้อยแค่ไหน?

*ส่วนไหนของการสอนที่นักเรียนชอบ? เพราะอะไร?

*และไม่ชอบ? เพราะอะไร?

2.6. บทเรียน 0 1 2 3 4

*บทเรียนที่ใช้ในการเรียนการสอนช่วยนักเรียนเข้าใจส่วนต่างๆ ของ genre ได้มาก

น้อยแค่ไหน?

3. นักเรียนคิดอย่างไรเกี่ยวกับขั้นตอนการเรียนการสอนในแต่ละขั้นตอน?

3.1. การสอน Genre โดยใช้บทความภาษาไทย

0 1 2 3 4

*นักเรียนคิดว่าแบบฝึกหัดในขั้นตอนนี้มีความยากง่ายแค่ไหน/อย่างไร?

3.2. การสอน Recount Genre

3.2.1. Building up knowledge of the field

0 1 2 3 4

*นักเรียนคิดว่าแบบฝึกหัดในขั้นตอนนี้มีความยากง่ายแค่ไหน/อย่างไร?

*ทำไมนักเรียนสามารถทำแบบฝึกหัดเกี่ยวกับไวยากรณ์ได้รวดเร็วกว่า แบบฝึกหัดเกี่ยวกับเรื่อง อื่นๆ เช่น โครงสร้างบทความ

*สังเกตได้ว่าประโยชน์ภาษาอังกฤษของนักเรียนจะเขียนได้ถูกต้องตามโครงสร้างไวยากรณ์ แต่ความหมายไม่ค่อยถูกเป็นเพราะเหตุใด?

*นักเรียนคิดว่าการเรียนการสอนในขั้นตอนนี้มีประโยชน์อย่างไรต่อการเรียนเขียนภาษาอังกฤษ

3.2.2. Modeling of texts 0 1 2 3 4

*นักเรียนคิดว่าแบบฝึกหัดในขั้นตอนนี้มีความยากง่ายอย่างไร?

*สังเกตได้ว่านักเรียนใช้เวลานานในการทำแบบฝึกหัดเกี่ยวกับโครงสร้างบทความ และครูต้องอธิบายเรื่องนี้ซ้ำหลายรอบเป็นเพราะอะไร?

*นักเรียนคิดว่าการเรียนการสอนในขั้นตอนนี้มีประโยชน์อย่างไรต่อการเรียน

เขียนภาษาอังกฤษ

3.2.3. Joint construction 0 1 2 3 4

*นักเรียนประสบปัญหาอะไรบ้างในการเขียน Recount ?

นักเรียนคิดว่าการเรียนการสอนในชั้นตอนนี้มีประโยชน์อย่างไรต่อการเรียนเขียนภาษาอังกฤษ

3.2.4. Independent Construction 0 1 2 3 4

*นักเรียนประสบปัญหาอะไรบ้างในการเขียน Recount ด้วยตนเอง?

3.3. การสอน Exposition Genre

3.3.1. Building up knowledge of the field

0 1 2 3 4

*นักเรียนคิดว่าแบบฝึกหัดในชั้นตอนนี้มีความยากง่ายแค่ไหน/อย่างไร?

*ในบทนี้นักเรียนเขียนประโยคภาษาอังกฤษได้ถูกต้องกว่าเรื่อง Recount ทั้งเรื่อง โครงสร้างไวยากรณ์และความหมาย เป็นเพราะเหตุใด?

*นักเรียนคิดว่าการเรียนการสอนในชั้นตอนนี้มีประโยชน์อย่างไรต่อการเรียนเขียนภาษาอังกฤษ?

3.3.2. Modeling of texts 0 1 2 3 4

*นักเรียนคิดว่าแบบฝึกหัดในชั้นตอนนี้มีความยากง่ายอย่างไร?

*ทำไมนักเรียนเรียนรู้เรื่อง โครงสร้างของ Exposition ได้รวดเร็วกว่าการเรียนรู้ โครงสร้างของ Recount?

* การเปรียบเทียบระหว่างโครงสร้างของ Recount และ Exposition ช่วยให้นักเรียน

เข้าใจ โครงสร้างของ Exposition ดีขึ้นหรือไม่?

*นักเรียนคิดว่าการเรียนการสอนในชั้นตอนนี้มีประโยชน์อย่างไรต่อการเรียนเขียนภาษาอังกฤษ

3.3.3. Joint construction 0 1 2 3 4

*นักเรียนประสบปัญหาอะไรบ้างในการเขียน Exposition?

*นักเรียนคิดว่าการเรียนการสอนในชั้นตอนนี้มีประโยชน์อย่างไรต่อการเรียนเขียนภาษาอังกฤษ

3.3.4. Independent Construction 0 1 2 3 4

*นักเรียนประสบปัญหาอะไรบ้างในการเขียน Exposition ด้วยตนเอง?

4. นักเรียนคิดว่าทักษะการเขียนภาษาอังกฤษของนักเรียนพัฒนาขึ้นหรือไม่ หลังจากการเรียนรู้ผ่านกระบวนการสอนแบบ Genre-based?

พัฒนาขึ้น

ไม่พัฒนา

ไม่แน่ใจ

Appendix 9

Recount

Pre-test

Write a story: "The worst music band I have ever seen."
(write approximately 150 words): 50 mins

Post-test

Write a story: " My first favorite singer (or music band)"
(Write approximately 150 words: 50 mins

Exposition

Pre-test

Discuss the topic: "Computer in our daily life"
(write approximately 150 words): 50 mins

Post-test

Discuss the topic: "The control use of the Internet?"
(write approximately 150 words): 50 mins

Appendix 10

Recount Scoring Criteria

Content (8 marks)

Unity : Do all the sentences support the topic

4 3 2 1 0

Coherence: Do the sentence flow smoothly? Are there any inconsistent pronoun?

4 3 2 1 0

Schematic structure (12 marks)

Orientation

4 3 2 1 0

Record of events

4 3 2 1 0

Reorientation

4 3 2 1 0

Grammatical patterns (17 marks)

Use of specific participants

4 3 2 1 0

Use of past tense

4 3 2 1 0

Use of verbs of action

4 3 2 1 0

Use of temporal connectives

4 3 2 1 0

* Use of place markers

1 0

Interpretation of 0-4 scale

- 4 : Students could apply all of the specified language feature accurately.
- 3 : Students made a few mistakes in applying the specified language feature.
- 2 : The amount of accurate application of the specified language feature is approximately equal to the amount of mistake.
- 1 : Students made more mistakes in applying the specified language feature than accurate application.
- 0 : Students did not use the specified language feature.

* Interpretation of 0-1 scale

- 1 : A student's text includes the specified language feature.
- 0 : A student's text did not include the specified language feature.

Appendix 11

Exposition Scoring Criteria

Content (10 marks)

* Topic sentence: Does the paragraph begin with a topic sentence?

1 0

Unity: Do all the sentences support the topic sentence?

4 3 2 1 0

Concluding sentence: Does the paragraph end with a concluding sentence?

1 0

Coherence: Do the sentence flow smoothly? Are there any inconsistent pronoun?

4 3 2 1 0

Schematic structure (12 marks)

Introduction of the topic

4 3 2 1 0

Arguments supporting writer's position

4 3 2 1 0

Restatement of writer's position

4 3 2 1 0

Grammatical patterns (16 marks)

Use of Additive connectives

4 3 2 1 0

Use of verbs of being, thinking and feeling

4 3 2 1 0

Use of modality to express writer's attitude

4 3 2 1 0

Use of vocabulary indicating writer's attitude

4 3 2 1 0

Interpretation of 0-4 scale

- 4 : Students could apply all of the specified language feature accurately.
- 3 : Students made a few mistakes in applying the specified language feature.
- 2 : The amount of accurate application of the specified language feature is approximately equal to the amount of mistake.
- 1 : Students made more mistakes in applying the specified language feature than accurate application.
- 0 : Students did not use the specified language feature.

* Interpretation of 0-1 scale

- 1 : A student's text includes the specified language feature.
- 0 : A student's text did not include the specified language feature.