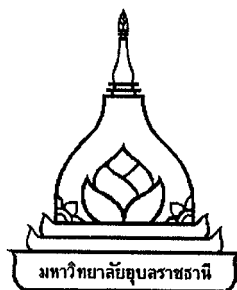มหาวิทยาลัยอุบลราชธานี

USING THE GENRE-BASED APPROACH
TO IMPROVE STUDENTS' ABILITY
IN WRITING THE DESCRIPTION

NATTHAWADEE WORASUK

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RAJATHANEE UNIVERSITY
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มหาวิทยาลัยอุบลราชธานี

INDEPENDENT STUDY APPROVAL

UBON RAJATHANEE UNIVERSITY

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TITLE USING THE GENRE-BASED APPROACH TO IMPROVE STUDENTS'
ABILITY IN WRITING THE DESCRIPTION

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ชื่อเรื่อง : การสอนเขียนบรรยายโดยใช้ทฤษฎีการสอนเขียนแบบอรรถฐาน

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ศัพท์สำคัญ : ทฤษฎีการสอนเขียนแบบอรรถฐาน การเขียนบรรยาย

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อตรวจสอบว่าทฤษฎีการสอนเขียนแบบอรรถฐานช่วย ปรับปรุงความสามารถในการเขียนบรรยายของนักเรียนโรงเรียนนารีนุกูล จังหวัดอุบลราชธานี หรือไม่ กลุ่มตัวอย่างในการศึกษาครั้งนี้คือ นักเรียนระดับชั้นมัธยมศึกษาปีที่ 4 จำนวน 14 คน โดย กลุ่มตัวอย่างทั้งหมดไม่เคยได้รับการสอนเขียนโดยใช้ทฤษฎีการสอนเขียนแบบอรรถฐานมาก่อน การศึกษาครั้งนี้ใช้เวลาเวลา 9 ชั่วโมง การเขียนบรรยายของนักเรียนได้ถูกนำมาวิเคราะห์ลักษณะ โครงสร้างของการเขียนบรรยาย (generic structure) และการใช้ภาษา (language features) ใน การเขียนบรรยาย ซึ่งประกอบด้วย simple present tense, specific nouns, verbs of being (is, am, are), verbs of doing or action, verbs of having (have, has), personal pronouns และ adjectives

ผลของการศึกษาพบว่าทฤษฎีการสอนเขียนแบบอรรถฐานช่วยปรับปรุงความสามารถ ในการเขียนบรรยายของนักเรียนได้อย่างมีประสิทธิภาพ กลุ่มตัวอย่างประสบผลสำเร็จในการเขียน บรรยาย ทุกคนสามารถใช้ภาษาในการเขียนบรรยายได้ถูกต้อง เหมาะสมกับโครงสร้างของการ เขียนบรรยายเป็นอย่างดี ผลการศึกษาสามารถยืนยันได้ว่าทฤษฎีการสอนเขียนแบบอรรถฐานเป็น ทางเลือกหนึ่งสำหรับครูผู้สอนภาษาอังกฤษในการใช้สอนในโรงเรียนระดับมัธยมศึกษาได้

ABSTRACT

TITLE : USING THE GENRE-BASED APPROACH TO IMPROVE
     STUDENTS' ABILITY IN WRITING THE DESCRIPTION

BY   : NATTHAWADEE WORASUK

DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

CHAIR : ASST. PROF. SAOWADEE KONGPETCH, Ph.D.

KEYWORDS : GENRE-BASED APPROACH / DESCRIPTION

The purpose of this study was to investigate whether the Genre-based Approach helps improve students' ability in writing the Description genre at Narinukun School, Ubon Ratchathani. The subjects were 14 Mattayomsuksa 4 students. All of them had not previously been exposed to the Genre-based Approach. The study was carried out for 9 periods. Students' written texts of the Description of a person was analyzed to find out their control of generic structure (i.e. Identification and Description) and language features typical of the Description text, including simple present tense, specific nouns, verbs of being, having and doing, personal pronouns and adjectives.

The results revealed that the Genre-based Approach helps improve students' ability in writing the Description effectively. All of the subjects were able to write the Description successfully. Their texts exhibit a good control of generic structure and language features. The findings confirmed that the Genre-based Approach is a viable alternative approach to teach writing to Thai secondary students.

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CHAPTER 1

INTRODUCTION

This chapter introduces the rationale of the study, research questions, limitations of the study, significance of the study and definitions of terms.

1.1 Rationale of the study

English is considered an international language. It is used as an official language in over sixty countries (Crystal, 1997). Further, it is used in global communications, international business, science and technology, social and cultural affairs. Most scientific papers (80%-90%) are written in English. More than 80% of information on the internet is in English (McCrum, Cran, and MacNeil, 1992). It is set to further increase its importance as the global lingua franca during the twentieth century and into the next century (Yano, 2001).

The above facts illustrate the undoubted prominence of English as the most widespread language in the world. This has significant impact on the Thai education system. Current technological and academic information throughout the world, stored in electronic retrieval systems, is in English (Crystal, 1997). Therefore, it now becomes imperative that Thai students have a high level of proficiency in the basic skills of English which are listening, speaking, reading and writing in order to succeed professionally and commercially in the fast - moving international world where we live in today.

From the above-mentioned, it can be understood that the English language is a vital means of communication throughout the world. However, the English proficiency of Thai students is less than satisfactory (Wiriyachitra, 2001). One of the problems may lie with Thai teachers. Although stressing on grammatical accuracy, many teachers are unable to practice everyday standard English and generally seem not to have adequate English knowledge to help students in a practical way

(Maskhao, 2002). Another problem is the failure in producing the target language by students (Olshtain, 2001). These hinder students from being able to actively participate in the fast-moving international world.

In Thailand, students learn English as a Foreign Language (Aung-Wattanakun, 1997). Writing in English by Thai students has become increasingly important in school education. They are required to write a variety of writing tasks and assignments such as essays, short stories and description writing. However, their English writing ability is less than satisfactory. Traditionally, writing tasks are concerned with reordering words, and sentences, sentence completion, and error correction (Kongpetch, 2006). The examples of writing tasks can reflect the student's proficiency level. They may be able to write sentences correctly, but may not understand what is written. It seems that the tasks limit the students' level of knowledge (Olshtain, 2001). Students could produce sentences accurately in a lesson, but could not use them appropriately when they have to genuinely communicate outside the classroom (Freeman, 2001). Further, many students are unable to organize texts at the whole text level systematically. These problems cause language teachers to look for an appropriate approach to writing instruction in order to help students write their texts successfully and effectively.

At Narinukun School where I work, it was evident that students have problems with their writing skills. The study conducted by Ubon Ratchathani Educational Service Area Office, Region 1 (2006), illustrated that students who were finishing Mattayomsuksa 3 from Narinukun School performed poorly with writing skills in the Achievement Test. For the years 2003, 2004 and 2005, the mean scores of their ability in written English were 38.75 %, 32.46 % and 28.45 % respectively. This shows that the students' ability in writing English is gradually decreasing. Notwithstanding these findings, students were allowed to pass to Mattayomsuksa 4. An existing inadequacy of students' writing in English is exacerbated since they must face a higher level of difficulty without even the skills to deal with the previous lower level. Therefore, the language teachers should provide them with a teaching approach which would enable them to improve their writing and succeed in their higher education.

In an attempt to improve my students' writing skills, the genre of Description was selected for this research project. It is one of the writing tasks which students could probably make good use of at the secondary level in order to master writing beyond the sentence level to the discourse level. Students require this skill to deal with the school assignment such as the description writing of a friend. It is noted that writing for beginners should reflect on students' own experiences (Kroll, 2001). Writing the description of a person (or a friend, for example, student's best friend) is properly to reflect students' experiences. Brazerman (1997) claimed that learning to write is hard work, requiring addressing ever more difficult writing problems. If we want students to learn to write, we must locate the kind of writing they will want to work hard at and the kinds of writing problems they will want to solve. For these reasons, the Description writing of a person was investigated to find out their improvement of writing ability. The Description writing is an appropriate alternative way to build initial writing skills for low-level EFL learners and is helpful for students to learn to write both linguistically accurate and the message-transmission level (Olshtain, 2001).

The Australian Genre-based Approach developed by Australian linguists (e.g. Martin and Rothery, 1980; 1981) is used to teach Description writing to Mattayomsuksa 4 students at Narinukun School, Ubon Ratchathani. This approach is selected because it has been widely used to teach writing skills to students at the beginner and intermediate levels of proficiency in the English as a Second Language (ESL) context (Dixon, 1993). It emphasizes language at the level of whole text rather than at sentence level. It differs significantly from other approaches because it aims to raise students awareness of the generic structure (or textual organization) and language features (e.g. use of tenses, nouns, pronouns, verbs and adjectives) of a particular genre (Hammond, 1989; Derewianka, 1990). Harmer (2001) claimed that it is highly useful for general English students, even at low level.

The Genre-based Approach has long been used to teach writing to students in primary and secondary schools in Australia (e.g. Rothery, 1986; Hammond, 1989; Burns, 1990). Although it was used to teach Thai students at the university level (Kongpetch, 2003), it has not been systematically used to teach writing to students at the secondary level. This study represents one of the attempts to investigate whether

the genre-based approach is a viable alternative to teach writing to Thai secondary students.

1.2 Research questions

The research questions are:

1.2.1 Does the Genre - based Approach help improve students' ability in writing the Description?

1.2.2 What are the implications for future implementation of the Genre-based Approach in Thai secondary schools?

1.3 Limitations of the study

This study focused only on the Description of a person and applied only two stages of the Teaching-Learning Cycle (Modeling of Text and Independent Construction of Text) associated with the Australian Genre-based Approach (see also 2.2). Further, it was carried out for only 9 period hours and involved only 14 Mattayomsuksa 4 students at Narinukun School. The results of the study may not be necessarily generalisable to the teaching of writing of other genres (e.g. the Narrative and the Discussion) and the teaching of writing in other English classes in Thailand.

1.4 Significance of the study

Even though this study is considered a small scale research, involving a small number of subject students and being carried out for a short period of time, it is expected that its results will shed light on the extent to which the Genre-based Approach helps improve students' writing skills. Further, the study results may provide Thai teachers of English with an additional alternative approach to teaching writing.

1.5 Definitions of terms

Genre-based Approach is an approach to language and literacy education (Martin and Rothery, 1986) that incorporates an understanding of the notion of genre, and the teaching about genres, into education programs (Hammond 2001:187).

Description is a typical communicative text used to describe a particular person, place or thing (Gerot and Wignell, 1995). Its generic structure consists of two parts: the Identification and Description. The part of the Identification identifies information about a person, place or thing. The Description part contains relevant issues of a particular person, place or thing (Hammond et al, 1992). For example, the descriptions about a person may contain information such as appearance, characteristics, free time activity, family and future plan.

English as a Foreign Language (EFL) refers to non-native speakers who are learning English in a non-native English environment (e.g. Koreans, Chinese, and Japanese learn English in Korea, China and Japan (Brown, 1994).

Teaching-Learning Cycle is a teaching cycle developed to support the genre approach to writing (Collaghan & Rothery, 1988). This cycle is a four-stage model comprising of Building knowledge of a field, Modeling of text, Joint-construction of text and Independent construction of text.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter discusses the importance of English writing skill, the Australian Genre-based Approach and related studies.

2.1 The importance of English writing skill

Global communication has brought about the spread of English as the international lingua franca. As stated in 1.1, English continues to be the prominent lingua franca of the Internet - a position now acknowledged in the popular media. (Crystal, 1997) claimed that 85% of international organizations throughout the world use English as an official language. At least 85% of the world film market is in English and about 90% of published articles are written in English. The increasing use of English as an international language affects the Thai education system. Published academic papers and articles on the Internet are mainly in English. Many fields of work use English in common correspondence with other nationalities. Therefore, students should have a good command of English for global communications.

As English is taught as a foreign language (EFL) in Thailand, students hardly use English meaningfully in their lives: neither to negotiate nor communicate. English writing skill has an increasingly important role in the pedagogical lives of Thai students since they have to deal with general writing assignments at school and up to university level, e.g. reports and other projects. Students then have to address the daunting advancement of world technology and global communication (electronic mail, internet, infrared communication and more). Students need to acquire English skills and a competent level of accuracy and fluency in order to get access to vital information and fundamentally address the aforementioned situation.

Unfortunately, one problem is that most Thai students seldom perform complete written texts (Kongput, 2002). They are inexperienced at interpreting elaborate text organization (Thongrin, 2002). An important teaching function should

be aiding and supporting students in gaining experience and aspiring to build a sense of ownership of their writing. They will then better serve global communication, technology and the academic environment and these will better serve them than currently. There are a number of different approaches to the practice of writing skill. An advantage derived from the Australian Genre-based Approach is getting students to concentrate on how to organize text and what language features to use appropriately in the written text. In this approach to teaching writing, students study the model texts of the (genre) focused work before writing their own texts independently. As mentioned earlier, the approach has been highly useful for general English students, even at low level (Harmer, 2001). It requires students to note what they need to know before they embark on their own writing, e.g. the topic, contents and styles of the genre, context in which their writing will be read and by whom, and the use of linguistic features. It is finally up to students themselves to decide how to set about and establish their written texts. To explain how the study is conducted, a description of the methodology will be presented in Chapter III.

2.2 The Australian Genre-based Approach

Since the early 1980's, the Australian Genre-based Approach has become a popular framework for analyzing and teaching writing for ESL students (Kay and Dudley Evan,1998 and Flowerdew, 2000). This approach was initially developed by Australian linguists (e.g. Martin and Rothery, 1980, 1981; Christie, 1989). Its theoretical basis emphasizes Systemic Functional Linguistics (SFL) as set out by practical theorists such as Halliday (1985) and Butt, Fahey, Feez, Spinks and Yallop (2000). SFL proposes a structuring of language based on how the language is used, depending on situation and purpose.

The Genre-based Approach to writing is concerned with knowledge of the language in context and the development of writing as a response to input in the form of texts (Hammond, 1989). Based on theory of learning, applied linguists and language teachers endeavour to use the Genre- based approach to enhance the teaching of writing. Hammond, Burns, Joyce, Brosnan and Gerot (1992) proposed

'a Teaching-Learning Cycle', which is a teaching technique associated with the Genre - based approach as adapted from Collaghan and Rothery (1988).

The cycle explains language in relation to the context in which it is used. It requires learners to learn and explore a written text at the holistic level.

Underlying the Teaching-Learning Cycle is the assumption that before students can be expected to produce a text (in that genre), they need to understand the purpose of the genre, generic structure, language features and how to apply the acquired knowledge in producing their own individual text (Hammond et al, 1992). The Cycle consists of four stages as illustrated below.
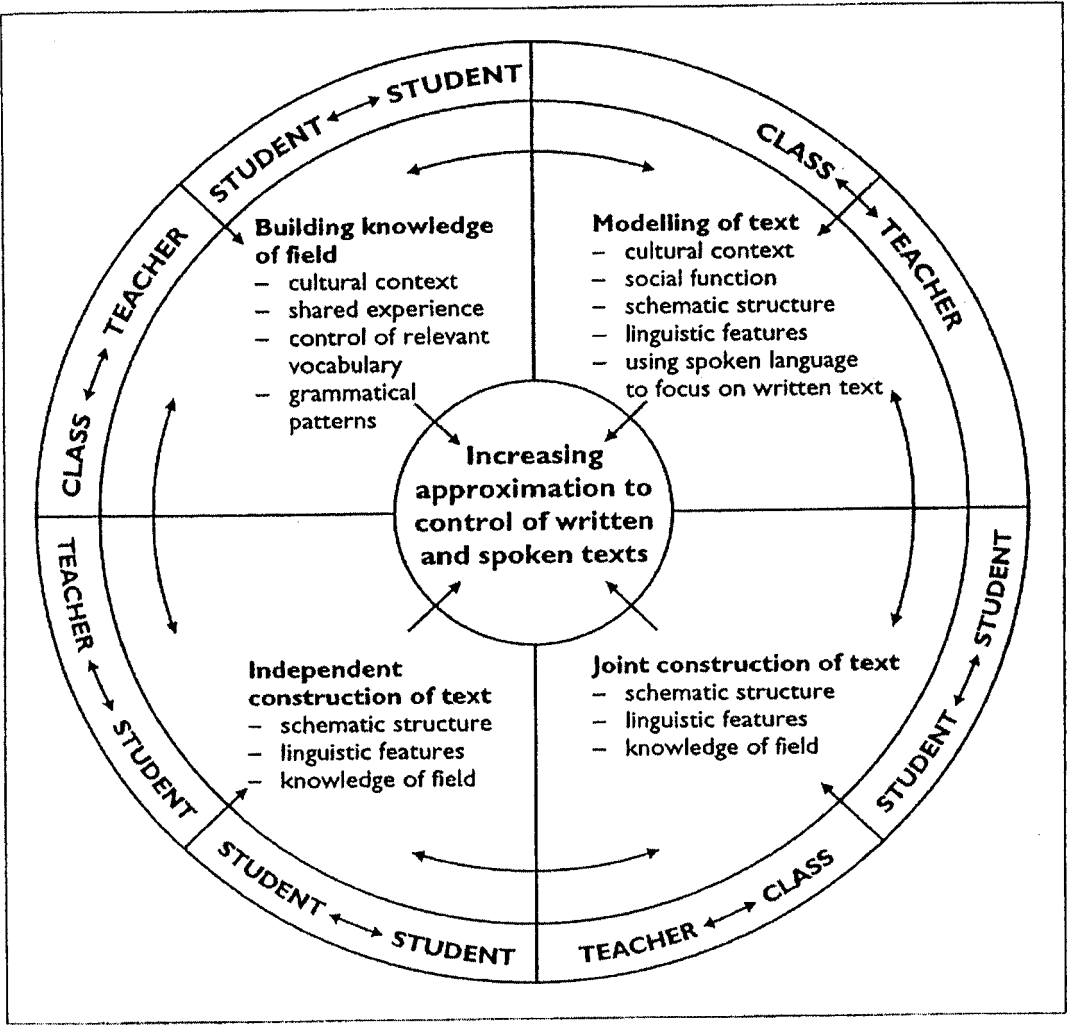
(Source: Burns and Joyce, 1991 (Adapted from Callaghan and Rothery, 1988: 17))

Figure 1 Teaching – Learning Cycle

Stage I: Building Knowledge of a Field

This involves the teacher and students joining in expressing their overall knowledge and experience about the topic including the cultural and social contexts. The aim is to encourage students to discuss the cultural aspect and purpose of the written texts, including their degree of familiarity with the topic they are going to write (Martin, 1999).

Stage II: Modeling of the Text

This stage is the communication of the text and its purpose by the teacher to the students. The genre model is provided, reconstructed and discussed so that students become aware of its communicative purpose, generic structure (textual organization) and language features (Cope and Kalantzis, 1993).

Stage III: Joint - Construction of the Text

Here the teacher will work together with the students to derive a similar text (précis writing). The teacher should, during this stage, provide explicit instruction and pilot the students through the modeling or remodeling process into their own attempts. This process would include the establishment of the students' understanding of the topic or field of study and preparing text organization and development and any revision of language features utilized in the written text (Cope and Kalantzis, 1993).

Stage IV: Independent Construction of the Text

In this stage, students are encouraged to construct their own text independently. The teacher acts as a facilitator for students and gives comments to the students on what further development may be necessary (Christie et al, 1992).

Martin (1986) points out that the cycle can be used flexibly; the teacher can begin the cycle at any point. This depends on the language-use ability of the students. It can be accessed at the different levels in that teachers can move back and forth between phases as appropriate, focusing on different aspects of the genre. The relationships between teacher-students and students-students vary through out the Cycle. For example, during the Building Knowledge of a Field stage, the teacher's role may be initially dominant as he/she needs to help students to be familiar with the topic under focus. Later, he/she may encourage students to participate in the Field-Building stage more actively by assigning them to work in groups or pairs. Hence, the

classroom management will be more student-centered. The activities in other stages may be carried out in similar manners.

As this approach contains four stages, absolute focus on each could be very time consuming. Its very flexibility makes the Genre-based Approach interesting and attractive for use in the teaching of writing to the subject students in this study and, due to time restrictions, only two teaching stages are applied to the subjects under study in the classroom. The stages used explicitly were:

1) Modeling of text;

2) Independent construction.

Building up field knowledge was deliberately omitted because the focus was on the Description genre wherein students were expected to write about their family members, friends or favorite persons. This topic does not require them to do extensive research as classroom activity suffices. Also, some activities of one stage could be linked to another. For instance, Modeling of the Text can be linked to Joint - Construction of Text. Through carefully chosen and covered text stages, students gain the relevant necessary vocabulary to help construct their individual writing tasks.

The Joint - Construction of Text stage was also omitted because implication is explicitly made through various related aspects of the Description genre, and analysis of text organization and language features is adequately dealt with in the chosen stages of examination of the description text.

Encouragement of the subject students toward careful examination of the whole text from sentences to paragraphs of each model was given. Students are asked questions about how texts develop. They are also encouraged to analyze the tenses, verbs, nouns, pronouns and adjectives, in order to find out the language features used in the Description text. Their knowledge gained from Building Up the Field Knowledge and the Modeling of Text stages would enable students to write their own texts independently.

2.3 Related studies

Over the last decade, writing on the concept of genre has been intended for pedagogical context. There have been a number of studies which concerned using the Genre-based Approach in the classroom at the primary and secondary levels. As at the primary school was the early work by Martin and Rothery (1980, 1981). They looked at a large corpus of writing by children from forms 1- 6 of a Sydney primary school and discovered that most of the writing being done was of the narrative kind. Their findings have provided prestigious implications for future research in literacy education and language development. In addition, Genre-based Approach to literacy pedagogy (Martin, 1999) engaged students in an interactive teaching and learning cycle where they acquired knowledge and understanding of the genre and how to apply this in producing their own individual text successfully.

At the secondary level, Hallenstein (1994) used the Genre-based Approach to teach the Discussion genre to overseas and Australian students year 11 at St. John's College at the Northern territory. The study based on the Teaching-Learning Cycle developed initially by Callaghan and Rothery (1988). The findings suggested that the Genre-based Approach helped students to gain a better control of the Discussion genre effectively.

In Thailand, there was a study investigated a comparison of writing instruction based on the Genre-based Approach (Martin and Rothery, 1987, 1989) and the teacher's manual to teach writing of English Exposition genre to 30 Thai students at Praphatima School, in Bangkok. The findings claimed that the Genre-based Approach had significant impact on students' written texts. Their ability of writing English Exposition had increased after they were taught by the Genre-based Approach (Wisutrujira, 2002).

In addition, at the tertiary level (Konkpetch, 2003, 2006), the project was investigated whether the Genre-based Approach can be adapted for the Thai context in one university classroom in the northeast of Thailand. The Genre-based Approach (Martin and Rothery, 1980, 1981) associated with the four stages of the Teaching-Learning Cycle (Hammond et al, 1992) were used to teach the Exposition genre. The subjects were 42 students at Khon Kaen university.

The findings suggested that the Genre-Based Approach offered enhanced outcomes for learning of English writing in the Thai context at the university level. It also provided the implications for applying the Genre-based Approach to other Thai educational contexts.

To conclude, Genre- Based studies in the English as a Second Language (ESL) context indicates that this approach has significant impacts on the teaching of writing at a particular level of education. Then, Genre-Based studies in the English as a Foreign Language (EFL) setting provides its usefulness and explicit knowledge to teacher to help students gain more confidence in their writing systematically and successfully.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the methodology used in the research project, which consists of a description of the subjects, data collection, duration of the study, the description teaching unit and data analysis.

3.1 Subjects

The subjects of this research project were 14 Mattayomsuksa 4 students at Narinukun School, Ubon Ratchathani Province. All of them studied in the English course called Reading and Writing II. They had not previously been exposed to the Genre-based Approach.

3.2 Data collection

The data collection was carried out for three weeks from February to March 2007. The collected data included:

Table 1 A summary of the collected data

Data	Amount
1. Students Description texts	
Draft 1	14
Draft 2	14
Draft 3	14
2. Students' interview transcripts	1 cassette
3. Teacher's note	1 notebook

3.2.1 Students' written texts of the Description (drafts 1-3) of a person were collected to analyze their control of generic structure and language features before and after they were taught by the Genre- based Approach. It should be noted that I gave feedback to students on their draft 2. My feedback concerned their control of generic structure and language features of the Description. Although not a feature of the Genre based Approach, I also gave them feedback on their control of grammatical structure at sentence level, including their use of subject and verb agreement and possessive. In addition, I checked their spelling. This is because grammatical accuracy contributes significantly to successful and effective writing (Matthews, 2000).

3.2.2 Students' interview transcripts were analyzed to find out their attitudes toward the Genre-based Approach at the end of the course.

3.2.3 Teacher's note was used as a supplementary data, enabling me to reflect on my own teaching.

3.3 Duration of the study

This research project was conducted during the second semester of academic year 2007, from February to March. It extended over 9 periods. The following timetables show details of the teaching plan.

Table 2 Modeling of Text

Week	Hour	Activities	Purposes
1	1	Course Introduction - Students write a description of a person, "My Best Friend", before being introduced to the Genre-based Approach	- To establish students' writing ability before being taught by the Genre-based Approach
	2	- Teacher introduces a model of the Description of a person to students (Model texts I,II,III and IV) - Students read and discuss the topic and information in the model texts I and II	- To introduce the Description genre - To read and discuss information related to the Description of a person
	3	- Analyze the generic structure: Identification and Description of the model texts I and II	- To introduce students to the generic structure of the Description
2	4	- To analyze language features: tenses, verbs, nouns, pronouns and adjectives in the model texts I and II	- To introduce students to the language features of the Description
	5-6	- To analyze the generic structure and language features in the model texts III and IV	- To expose students to the generic structure and language features of the Description model texts

Table 3 Independent Construction of text

Week	Hour	Activities	Purposes
3	7	- Students write their own description of a person on the topic 'My Best Friend'	- To assess students' mastering of the Description genre and their writing skill development
	8-9	- Teacher's feedback	

3.4 The Description teaching unit

This research project focuses on the teaching of the Description genre to M. 4 students. Description is one of the most common forms of human message communication between reader and writer (Hardy and Klarwein, 1990). The purpose or function of the Description is to describe a particular person or thing. The generic structure of the Description consists of two parts:

Identification ^ Description
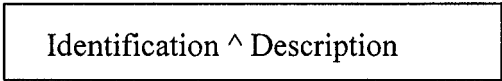
Note: The symbol ^ means that Identification precedes Description

The Identification part provides information about a person, place or thing being described. This is followed by the Description part which aims to help students understand the aspects of development of description texts. This part contains information such as appearance, characteristics, hobby and future plan (Hammond et al, 1992).

A typical writing of the Description involves the use of language features as follows:

3.4.1 Pronouns: First and second personal pronouns are frequently used

e.g. <u>I</u> always called him Sam for short, <u>He</u> is very smart and <u>She</u> is lovely.

3.4.2 Nouns: A typical Description text focuses on specific noun participants

e.g. My best friend is <u>Linda</u> and She is from <u>Canada.</u>

3.4.3 Verbs: Verbs of having and of being are used to describe appearance and characteristics

e.g. She <u>has</u> long curly fair hair with light blue eyes and She <u>is</u> extremely nice. Verbs of doing are used to describe the actions of a person e.g. He always <u>smiles</u> while <u>talking</u> to other people.

3.4.4 Tenses: The present simple tense is often used to describe some facts about a person

e.g. She <u>helps</u> me through a bunch of problems and She <u>likes</u> reading English novels.

3.4.5 Adjectives: Descriptive adjectives are frequently used to describe appearance and characteristics

e.g. She has <u>long curly fair</u> hair with <u>light blue</u> eyes and He is <u>smart</u> and <u>gentle</u> .

The following texts are used as the models for discussion and analysis of the Description genre.

Model Text I

	My Best Friend
Identification	
(Identify a person)	My best friend is Linda. She is 16 years old. She is from Canada.
Description	
(Appearance)	She has long curly fair hair with light blue eyes.
(Characteristics)	She is extremely nice and is as sweet as sugar. She helps me through a bunch of problems. I have known her for a year, but I feel like I have known her forever.

(Source: adapted from Australian student, grade 5, 2005)

Genre: Description

Social Function: to describe a particular person

Identification: identify a person

Description: describe appearances and characteristics

Significant Language Features:

  (1) focus on specific noun participants (e.g. Linda and Canada)

  (2) use of the simple present tense (e.g. helps)

  (3) use of the verb of being: (e.g. is) and verb of having (e.g. has, have)

  (4) frequent use of descriptive adjectives for people (e.g. long, curly, fair, nice)

  (5) use of personal pronouns (e.g. I / she)

Model Text II

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My Friend

Identification (Identify a person)	Prasit is my best friend. I always call him 'Sam' for short. He is from Yasothorn province. He is a student at Benjama Maharaj School.
Description (Appearance)	Sam is 16 years old. He is 165 centimetres tall and has short black hair and dark brown eyes and dark skin. He is very smart and gentle. He always smiles while talking to people.
(Family)	Sam's parents are in Yasothorn. His father is a teacher. His name is Pracha. He is 45 years old. His mother is a housewife. Her name is Anong. She is about 35 years old and is very kind to me. Sam has one sister. Her name is Sudarat. She is a lovely six - year- old girl who is studying in Pratomsuksa 1.
(Free time activities)	Sam likes reading English novels and going to the theatre in his free time.
(Future plan)	His ambition is to study computer engineering in a university. He would like to be an engineer.

</div>

(Source: adapted from Teeradet, Narinukun School, 2005)

Genre: Description

Social Function: to describe a particular person

Identification: identify a person

Description: describe appearances, family, free-time activities and future plan

Significant Language Features:

    (1) focus on specific nouns (e.g. Prasit, Sam, Yasothorn, Benjama Maharaj School)

    (2) use of the simple present tense (e.g. call, wears, smiles)

    (3) use of the verb of being (e.g. is, am, are); verb of having (e.g. has, have); verb of doing (e.g. is studying)

(4) frequent use of descriptive adjectives for people (e.g. short, tall, smart, lovely, kind and gentle)

(5) use of personal pronouns (e.g. he and she)

The following covers the details of classroom activities, model texts and the sequencing of some classroom activities summarized in tables 2 and 3

Week 1: (1st – 4th period)

Activity 1: (1st period):

Course Introduction (5 minutes)

Students were asked to write the Description of a person on the topic "My Best Friend" before they were taught by using the Genre-based Approach.

Activity 2: (2nd- 4th period): Modeling of the Description

In the modeling of the Description text activity, students were introduced to and provided with the model text of the Description genre – the Description writing of a person (Text I 'My Best Friend' and Text II 'My Friend'. The above model texts I and II were used as models for discussion and analysis.

In this stage, students were asked to read both model texts I and II, and analyze the generic structure and language features of the model texts by responding to the following questions:

(1) Questions concerning the overall generic structure:

(1.1) What is the text about?

(1.2) What is its purpose?

(1.3) How did the writer organize the text?

(1.4) What is the information in the first paragraph about?

(1.5) What is the information in the second, (third, fourth, fifth) paragraph about?

(2) Questions concerning the language features:

(2.1) What kind of tense is used?

(2.2) Are nouns general or specific (about particular persons or things)?

(2.3) What kinds of pronouns (first / second pronouns) are used in the text?

(2.4) What kinds of verbs (verbs of being/ having/ doing) are used in the text?

(2.5) What kinds of adjectives are used in the text?

(2.6) Are they descriptive adjectives for appearance or for characteristics?

A further activity was to review whether these questions could guide students to understand the Description text. I tried to guide them by asking questions about and drawing the outline of the Description text on the board. It consisted of two parts: generic structure and language features.

The generic structure part aimed to help students know the overall organizational structure of the Description text. The language features part was for analyzing the aspects of language used in the Description text e.g. simple present tense, specific nouns, pronouns, adjectives and verbs. I presented these elements explicitly and asked students to take a look at each element from the model text as an example.

In order to help students to understand the generic structure and language features of the Description text, I asked students to continue reading and analyzing the model text II, 'My Friend'.

However, many questions remain as to what and how students learn whether this new learning context improves their writing skills and finally whether learning is transferable to new contexts.

Week 2: (5th-6th period): Modeling of Text

Model Text III

	My Mother
Identification	
(Identify a person)	My mother's name is Sirima. She works for the bank. She is 41 years old. She was born in Nakorn Ratchasima. She married my father when she was 26. Then, she moved to Ubon Ratchathani.
Description	
(Appearance)	She has short, wavy black hair and small eyes. She is quite fat. She looks nice with her glasses and big earrings.
(Characteristics)	My mother is very kind. She drives and drops me at school everyday. She does not forget to kiss and say good-bye to me. She is the best mum for me. I love her very much.
(Hobby)	My mother always works hard. She likes shopping after work and in her free time.

(Adapted from Nisakorn, Narinukun School, 2005)

Model Text IV

<div style="border:1px solid">

<div align="center">**My Father**</div>

Identification

(Identify a person)   My father is a teacher. His name is U-grid.

He is 48 years old.

Description

(Appearances)   He is bald, medium tall, quite fat but looks nice.

He looks younger than his age.

(Characteristics)   He is very kind, smart and gentle.

(Hobby and free time activities) In his free time, he likes playing tennis very much.

He always plays tennis on the weekend. He wears a white cap, white opened-neck shirt, white shorts and white shoes when he plays tennis. During summers, he always goes to the beach and swims in the sea. He does not like lying, talking or having food on the beach.

</div>

(Adapted from Khanittha, Narinukun school, 2005)

The classroom activities continued with the same activities as in previous periods. The students were asked to read and analyze the information in the model texts. The generic structure was analyzed by students with the teacher's guidance. Students were asked to read the model texts, III and IV in pairs and compared these two texts. Then, they were asked to analyze the language features used in the Description texts.

An analysis of language features used in the model texts were explicitly presented to students on the board e.g. tenses, nouns, pronouns, adjectives and verbs. The activities then repeated discussion and summary of the generic structure and language features used in the Description texts. Students were given the opportunity to

ask the teacher questions in order to ensure that they clearly understood the features of the Description written text, and for further details.

Week 3: (7th-9th period): Independent Construction of Text

In this stage, students were asked to write the Description of a person on the topic "My Best Friend". All students were assigned to write in the classroom and were allowed to submit their written texts for three drafts. Ideally, students should have been allowed to submit as many drafts as possible so that they can practise writing as much as they like. However, due to the time constraint, I decided to limit their writing for only three drafts.

At the end of the teaching unit, students were asked to participate in an informal group discussion to establish their attitudes toward the Genre-based Approach. Students were asked to respond to the following questions:

(1) Which stage of the teaching-learning cycle do you like? Why?

(2) Which activity do you like best? Why?

(3) Should the Genre-based Approach be taught in future writing courses?

3.5 Data analysis

To find out the extent to which the genre-based Approach has impact on students' writing ability, their written texts of the Description (drafts1-3) were collected for analysis of their control of the generic structure and language features. It should be noted that students' texts were first categorized into three groups according to the level of their language proficiency. These are:

3.5.1 above average;

3.5.2 average;

3.5.3 below average students.

Students who are regarded as above average, achieved 'A' grades from the previous course, Reading and Writing I; average students are the 'B' achievers, and below average students are those obtaining Cs. The following table illustrates the number of students from each group.

Table 4 Number of the subject students

Students	Number
Above average	7
Average	4
Below Average	3

The categorization of students' texts was done to shed light on whether the Genre-based Approach has similar impact on students from all three ability groups.

As mentioned above, students' texts were analyzed in terms of their control of generic structure and language features (see also 3.2). The generic structure of the Description includes Identification and Description. Further, its typical language features include:

(1) use of specific nouns

(2) use of present simple tense

(3) use of verbs being, having and doing

(4) use of descriptive adjectives for people

(5) use of personal pronouns

The impact of the Genre-based Approach on students' writing will be presented in Chapter IV and the students' reactions towards the Genre-based Approach will be discussed in Chapter V.

CHAPTER 4
THE IMPACT OF THE GENRE-BASED APPROACH
ON STUDENTS' WRITING

This chapter presents the impact of the Genre-based Approach on students' writing of the Description. It begins with an overview of the impact of the Genre-based Approach and then it presents analyses of students' Description texts (drafts 1 and 3).

4.1 An overview of the impact of the Genre-based Approach on students writing

The results of the study revealed that the Genre-based Approach helps improve students' ability in writing the Description efficiently. All of them were able to achieve its communicative purpose of the Description after they were taught by the Genre-based Approach. The findings support Hammond et al's study (1992) which found that before students can be expected to produce a text, they need to understand the generic structure and language features of the genre.

Analyses of all students' written texts of the Description (draft 1) showed that students were generally aware of the generic structure of the Description. This may be because they were taught about the Description of a person in the previous course, Fundamental English I. Yet, they were not yet able to organize the information logically and coherently. Although they were asked to practice writing a description, they were never taught about its generic structure and language features systematically.

In terms of language features, almost all of students do not yet have a good control of tense as they tended to omit it (e.g. He (is) very kind) and used subject and verb agreement incorrectly (e.g. She go (goes) to school by motorcycle). Their use of possessive was also problematic (e.g. Her father('s) name is Narong).

On the other hand, analyses of all students' written texts (drafts 3) found that all students had a better control of generic structure and language features typical of the Description confidently. They were aware of how to organize and develop the Description text systematically. This is probably they were exposed to the model texts and were able to transfer their knowledge to the written texts.

4.2 Analyses of students Description texts (Drafts 1 and 3)

To illustrate the impact of the Genre-based Approach on students' writing, their authentic texts were analyzed. The sample texts include 2 Description texts (Drafts 1 and 3) of a representative from each of the following groups: above average, average and below average. The text is analyzed in terms of students' control of generic structure and language features. To protect students' identities, each student's text will be referred to by psuedonym. The following text is an analysis of Radaporn's first draft from the above average group.

Table 5 A sample text of an above average student's text (My Best Friend: Draft 1)

1	Her name is Rattanaporn.
2	Her nickname is Pik.
3	She was born on 20th March 1991.
4	She come from Narinukun School 2.
5	She is 159 cm. tall.
6	She is very funny.
7	She go to school by motorcycle.
8	She very clever.
9	She can swim.
10	I like her so much.
11	Her father name is Narong.
12	He is a policeman.
13	He very kind.
14	Her mother name is Sudarat.

Table 5 A sample text of an above average student's text (My Best Friend: Draft 1)
(Continued)

15	She is lovely.
16	and (she is) very kind.
17	Her brother name is A-Rongkorn.
18	He is a soldier.
19	He is very smart.
20	Her family lives n Ubonratchathani.
21	She listening in your free time.
22	She like to go to the sea in summer.
23	She usually talking about study.
24	She is best friend for me.
25	She will be a doctor.

(Source: Radaporn's text, Narinukun School, 2007)

Analysis of Radaporn's first draft showed that she was able to write nearly a successful Description text. In clauses 1-4, she attempted to identify the person, Rattanaporn. This is followed by her appearance and characteristics from clauses 5 - 6 respectively.

In clause 7, detail was about the action of the participant. The characteristics were described again in clause 8 and were followed by her ability in clause 9. In clause 10, she expressed her feeling to the participant. She developed her text with the information about family members and supported with their occupations, appearance and characteristics from clauses 11 to19. In clauses 20-21, the information concerned her free time activity. In clauses 22-23, she repeatedly described her characteristics. In reality, her information in clauses 8 and 22 - 23 could have identified logical in a unity to follow clauses 5-6. At the end of the text, her future plan was clearly identified. This is evident that although she was able to support information in the text, but her ideas were not yet systematically organized.

Further, her control of language features showed that she made some grammatical mistakes ranging from subject-verb agreement to possessive (e.g. She listening (listen**s**) to the radio in your (**her**) free time). She also made some mistakes of 'verb to be' (verb of being) omission (e.g. She (**is**) very clever).

However, analysis of Radaporn's third draft showed that she has a good control of generic structure and language features of the Description. The following text illustrates this.

Identification   **Verb of being**

Rattanaporn is my best friend. Her nickname is Pik. She was born on 20th March 1991. She is 15 years old.

                                                    Verb of having

Description of appearance and characteristics

She has short straight hair and dark brown eyes. She is very smart and funny. I like her so much.

                                                    Adjectives

Description of free time activity

Present tense

She likes shopping and listening to the radio in her free time.

                                                    Verbs of doing

Description of members of a family

                                                    Possessive

There are four people in her family. Her father's name is Narong. He is a policeman. Her mother's name is Sudarat. She is kind. Her brother's name is A-Rongkorn. He is very smart.

Description of future plan

In the future, she would like to be a doctor

(Source: Radaporn's text, Narinukun School, 2007)

Figure 2 A sample text of an above average student's text (My Best Friend: Draft 3)

As the above text illustrates, Radaporn is now aware of the generic structure and language features typical of the Description. In the first paragraph, the person being described, Rattanaporn is clearly identified. In the second paragraph, her appearance and characteristics are detailed. The third paragraph concerns her free time activity and the fourth is about her family members. At the end, her future plan is indicated. As the information is systematically organized in each paragraph, the reader can follow the text systematically and thematically.

Analysis of language features in Radaporn's third draft also revealed that she had improved her control of language features. She was able to use present simple tense in her text effectively such as "She <u>likes</u> shopping and listening to the radio in her free time".

The past tense is also correctly used to indicate the past event (e.g. She <u>was</u> born on 20th March 1991). Further, a variety of verbs are used to organize information successfully. The following examples illustrate these.

(1) verbs of being: " She <u>is</u> 15 years old", "She <u>is</u> very smart and funny", "There <u>are</u> four people in her family".

(2) verb of having: " She <u>has</u> short straight hair and dark brown eyes".

(3) verbs of doing " She likes <u>shopping</u> and <u>listening</u> to the radio in her free time".

In addition, Radaporn is able to use adjectives to describe the appearance and characteristics of Rattanaporn confidently. Some of the adjectives are <u>short</u> <u>straight</u> hair, <u>dark</u> <u>brown</u> eyes and very <u>smart</u> and <u>funny</u>. Finally, she is able to use second person pronouns to refer to individuals consistently (e.g. She, he and her).

To shed further light on the impact of the Genre-based Approach on students' ability in writing of the Description, the sample texts (drafts 1 and 3) of Pattra, a representative of the average students, will be analyzed.

Table 6 A sample of an average student's text (My Best Friend: Draft 1)

1	I have my best friend.
2	Her name is Tipprapa.
3	Her nickname is Tip.
4	She is 173 centimeters tall.
5	She is very tall.
6	She has short black hair.
7	She has big black eyes.
8	She is very kind and good study.
9	Her birthday is 16 July 1990
10	Tip usually talks with friend in free time.
11	She will travel at the sea in summer.
12	She usually goes with her family.
13	Her father name is Somchai.
14	He is a soldier.
15	He is very kind.
16	He is very tall.
17	He has black big eyes.
18	and (He has) black short hair.
19	Her mother name is Kanjana.
20	She is very kind.
21	She has black eyes.
22	and (She has) curly long hair.
23	She is housewife.
24	Her sister name is Kanokwan.
25	She is studies at Benjamamaharat.
26	She is very same Tip.
27	Tip likes to be a doctor in Khonkaen University.

(Source: Pattra's text, Narinukun School, 2007)

Analysis of Pattra's first draft showed that she had a relative good control of generic structure of the Description. Her text clearly includes the Identification and Description

although some of the information is not yet logically organized. From clauses 1-3, the person being described, Tiprapa, is clearly identified. Her appearance is described in clauses 4-8. However, the information in clause 9 should have been put next to clauses 1-3 as it is also about the identification of a person being described. From clauses 10-12, the information concerns Tiprapa's free time. Then, her family members are described in clauses 13-24. At the en of the text, Tiprapa's future plan is stated.

Further analysis of her control of language features found that she made some grammatical mistakes, particularly the incorrect use of subject-verb agreement

(e.g. She <u>will travel</u> at the sea in summer and She <u>is studies</u> at

Benjamamaharat) and possessive (e.g. Her father (<u>'s</u>) name is …,

Her mother (<u>'s</u>) name is…, Her sister (<u>'s</u>) name is …).

Similar to Radaporn, analysis of Pattra's third draft showed that she had a better control of generic structure and language features as the following text illustrates.

Identification

My best friend's name is Tipprapa. Her nickname is Tip. Her birthday is on 16th

July 1990. She is 16 years old.   **Verb of being**

Description of appearance and characteristics   **Adjectives**

She is 173 centimeters tall. She has short black hair and big black eyes.

She is very kind. She always helps me to do my homework after school.

Description of free time activity   **Verb of doing**   **Verb of having**

She likes singing in her free time. She usually goes to the sea with her family

on summer vacation.   **Present tense**

Description of members of a family   **Possessive**

There are four people in her family. Her father's name is Somchai. He is a

soldier. Her mother's name is Karnjana. She is a housewife. She has one sister.

Her name is Kanokwan. She studies at Benjamamaharat School.

Description of future plan   **Second person pronoun**

In the future, Tip wants to be a doctor.

(Source: Pattra's text, Narinukun School, 2007)

Figure 3 A sample of an average student's text (My Best Friend: Draft 3)

Analysis of her control of generic structure showed that in the first paragraph, the information about a person, Tipprapa, is identified. Then, issues about appearance and characteristics of Tipprapa were supported in the second paragraph. The third and fourth paragraph contained some details about Tipprapa's freetime activity and members of her family respectively. Pattra ended her text with the description of Tipprapa's ambition. Pattra's text illustrated to the reader a clear sequence of her ideas.

Analysis of language features in Pattra's third draft also showed that she was aware of the usage of appropriate language features in the text. She was able to use the present simple tense to describe a person correctly (e.g. She <u>likes</u> singing in her free time, She <u>usually goes</u> to the sea with her family on summer vacation and She <u>studies</u> at Benjamamaharaj School). In addition, Pattra was able to use verbs of being, having and doing to establish significant information in the text. The following were samples of these elements.

1) verbs of being: My best friend's name <u>is</u> Tipprapa, Her nickname <u>is</u> Tip, Her birthday <u>is</u> on 16th July 1990 and She <u>is</u> 16 years old.

2) verbs of doing: She always <u>helps</u> me to do my homework after school, She likes <u>singing</u> and She usually <u>goes</u> to the sea with her family on summer vacation.

3) verbs of having: She <u>has</u> short black hair and big black eyes and She <u>has</u> one sister.

Further, she often made use of descriptive adjectives to describe appearance and characteristics meaningfully, such as <u>short black</u> hair, <u>big black</u> eyes and very <u>kind</u>. She frequently used the second person pronouns to avoid noun repetition confidently (e.g. He, she, her).

From the analysis the third draft of Pattra's text found that she was able to re-elaborate her ideas to shape the generic structure of the Description. She could improve her use of language features better than the first draft. It is logical to conclude that Pattra's understanding of the generic structure and language features makes her text achieve its purpose, the correct writing of Description, successfully.

A further analysis of the impact of the Genre-based Approach on students' ability in writing the Description, the sample texts (drafts 1 and 3) of Maliwan, a representative of the below average students, is analyzed and illustrated here.

Table 7 A sample of below average student's text (My Best Friend: Draft 1)

1	My best friend, Jariya is my best friend.
2	Her nickname is Koy
3	She is 16 years old.
4	She is dark brown eyes. and short hair.
5	and (She is) short hair.
6	She is 154 centimeters tall.
7	She study in Narinukun School.
8	She like to read the novel.
9	She play badminton free time.
10	I like her family.
11	Her father's name is Boonrod.
12	Her mother's name is Khomkai.
13	She had two sisters.
14	and (She had) one brother.
15	Her brother study in Narinukun School.
16	She love children.
17	She is very kind.
18	She want to be nurse.

(Source: Maliwan's text, Narinukun School, 2007)

Analysis of Maliwan's first draft illustrated that she was not yet able to control the generic structure of the Description systematically. As in clauses 1-3, the information was concerned Jariya's identification. Jariya's appearance was identified in clauses 4-5. In clause 6, Maliwan described Jariya's identification again. In clauses 7-9 Jariya's free time activity is presented. Then, in clauses 10-13, Maliwan described information about Jariya's family members and their occupations. Maliwan presented Jariya's characteristics again in clauses 14-15. At the end, she stated information about Jariya's future plan.

In addition, Maliwan's control of language features showed that she frequently made some grammatical mistakes such as subjective and verb agreement (e.g. She study (studies)..., She like (likes)..., She play (plays)..., Her brother study (studies)..., She love (loves)..., She is (has) dark brown... and She want (wants)...).

The findings from Maliwan's first draft indicated that her ideas and grammatical mistakes need to be improved in order to develop her text systematically.

The following text is Maliwan's third draft after she was taught by the Genre-based Approach.

Identification   **Second person pronouns**

Jariya is my best friend. Her nickname is Koy. She is 16 years old.

Description of appearance, characteristics and free time activity

She has short black hair and dark brown eyes. She is 154 centimeters tall.
Adjectives   **Verbs of doing**

She is kind and lovely. She likes reading and playing badminton in her free time.

Description of members of a family   **Possessive**

Her father's name is Boonrod. Her mother's name is Khomkai. They are teachers.

She has two sisters and one brother. They are students.
Verbs of having

Verbs of being

Description of future plan
She loves children. In the future, she wants to be a nurse.
                                                        Present tense

(Source: Maliwan's text, Narinukun School, 2007)

Figure 4 A sample of below average student's text (My Best Friend: Draft 3)

Analysis of Maliwan's third draft found that she was able to grasp the generic structure and language features of the Description confidently.

As shown in the first paragraph, she identifies a person to be described, Jariya, to the readers clearly. Also, Maliwan was able to elaborate information in her text

systematically. In the second paragraph, Jariya's appearance, characteristics and free time activity were clearly identified. It is followed by some issues about members of a family and future plan at the end.

Analysis of language features in Maliwan's text revealed that she was able to use language features to organize the Description text better than in the first draft. For example, she was able to use the simple present tense to present some facts about a person (e.g. Jariya is my best friend, She loves children and She wants to be a nurse). She used verbs of being, having and doing effectively (e.g. She is 16 years old, She has two sisters and She likes reading and playing badminton...,). She often used adjectives to describe appearance and characteristics meaningfully (e.g. short black hair, dark brown eyes and kind and lovely).

From the findings, it can be seen that Maliwan's control of generic structure and language features were improved considerably.

To conclude, by the overview of students' written texts showed that students from all ability groups (i.e. above average, average and below average) were able to write the Description systematically and successfully in their third drafts. They knew the generic structure and language features of the Description and had improved their writing ability effectively.

CHAPTER 5

STUDENTS' REACTIONS TOWARDS THE GENRE-BASED
APPROACH AND MY REFLECTIONS
ON MY OWN TEACHING

This chapter discusses the students' overall reactions towards the Genre-based Approach, their reactions towards each stage of the Teaching-Learning Cycle and my reflections on my own teaching.

5.1 Students' reactions towards the Genre-based Approach

According to the interview at the end of the semester, to assess students' overall reactions toward the Genre-based Approach, this approach affects students' ability in writing the Description genre. All 14 students reacted positively towards the Genre-based Approach. They stated that they gained more knowledge about generic structure and language features of the Description. This enables them to write the Description more systematically and effectively. The following are examples of students' opinions.

"In my opinion, I think this course provides me knowledge on how to organize appropriately the Description text. I can write and elaborate information in the text systematically and confidently" (Numwan, 01/03/07)

"To me, I know what are the so called 'description', 'genre-based approach', 'generic structure' and 'language features' that I have never known before. I gained much more knowledge of both the generic structure and language features of the Description text and I can write better" (Sineeluk, 01/03/07)

"I would like to say 'thank you' to Ajarn Nattawadee and all of my friends to help support me ways to write the Description because I am not good at English. It's very strange to me that how I passed this writing course and could write better than I expected" (Pastraporn, 01/03/07)

All views were supported by analysis of students' Description texts before and after they were taught by the Genre-based Approach as illustrated in the previous chapter.

5.2 Students' reactions towards each stage of the Teaching - Learning Cycle

As mentioned in 3.4, students were asked to participate in the informal group discussion at the end of the semester. This is to find out their attitudes towards each stage of the Teaching-Learning Cycle. Analysis of interview transcripts show that they found the Modeling of Text stage the most useful stage. Almost all students (10 of 14) reasoned that they found a new way to write the Description and gained knowledge of language features from texts analysis and classroom discussions among the teacher and their peers. In addition, some students (4 of 14) found that the Independent Construction of Text stage was the most worthwhile stage in learning to write because they were provided with an opportunity to practice their writing ability. The following table summarises this.

Table 8 Students' reactions toward each stage of the Teaching-Learning Cycle

Stages	Number of students
Modeling of text	10
Independent construction of text	4
Total	14

Students' reactions toward each stage are summarized below.

1) Modeling of Text: The purpose of this stage was to help students to become acquainted with the generic structure and language features of the Description. Ten of the 14 students ranked this stage as the most useful stage because they gained experiences and knowledge about the generic structure and language features of the Description. The following excerpts illustrate this.

"I like the Modeling of Text stage the most. Reading model texts made me get ideas to organize a new one. I learnt a lot about generic structure of the Description text. I gain knowledge about how to organize text and elaborate information in the text appropriately. I know how to use of the tenses, pronouns, and descriptive adjectives for people appearance and characteristics" (Kittiya, 02/03/07)

"I prefer the Modeling of Text stage. I like reading activity with peers but I don't like to answer teacher's questions. I know generic structure of the Description and I can write the Description text…. Analysis of language features in the text is the most useful activity because I have increased my knowledge on how to use the tenses, verbs, pronouns and descriptive adjectives for appearance and characteristics" (Chonlada, 02/03/07)

"The Modeling of Text stage is the most useful stage. I gain more experience on how to organize and develop the text orderly. I know the verb of being, having and doing eventhough I cannot answer all teacher's questions" (Nittaya, 02/03/07)

"I gain more knowledge from the Modeling of Text stage. I like reading and analyzing information in the text. I know generic structure and language features of the Description. I can write the text better" (Numwan, 02/03/07)

Other students' comments regarding this stage indicated that it was an enjoyable stage. They said in the same breath that they were excited when the teacher asked them to analyze language features from the Model texts. In the overview of this stage, students claimed that it was an important stage because it provided them with the means to clearly understand the generic structure and language features typical of a Description.

On the other hand, four students suggested that this stage was extremely hard as they were shy and were at risk of losing face when they could not answer questions. However, I tried to explain that I just wanted to ensure that all students understood clearly the generic structure and language features of the Description. Importantly, of would like to see all students to be able to write their own texts confidently and successfully.

2) Independent Construction of Text: There were 4 students who found this stage to be the most useful because it provided them with an opportunity to practice their writing skills. The following reveals some student's reactions towards this stage.

"I think this stage is the most useful stage for me. I gain an opportunity to practice my writing to be better" (Tipprapa, 02/03/07)

"I quite like to practice writing. It is very useful for me to know my own mistake. This stage provided me with the opportunity to learn to write the text confidently and successfully" (Patcharapa, 02/03/07)

To conclude students' overall reactions toward the Genre-based Approach indicates that the Genre-based Approach has positive impact on students' writing. In particular, it helps them to write the Description in a more appropriate manner.

According to students' reactions toward each stage of the Teaching –Learning Cycle most of them (10 of 14) drew attention to the Modeling of Text stage as the most useful stage in helping to understand the generic structure and language features of the Description genre. Some students (4 of 14) suggested that the Independent Construction of Text stage helped them to improve their writing skills the best.

5.3 My reflections on my own teaching

To shed light on the implications for the future application of the Genre-based Approach of Narinukun School, I reflected on my own teaching. As mentioned in 3.2, I kept a teacher's note while teaching. Based on the note, three major issues emerged from my attempt to apply the Genre-based Approach into my writing classroom. These are:

(1) My role in the classroom;

(2) My explanation of the language features of the Description; and

(3) My feedback on students' drafts.

5.3.1 My role in the classroom

As I was both a teacher and a researcher in the classroom, I found that this affected my implementation of the Genre-based Approach considerably. In the first period hours, I asked students to write the Description on the topic 'My Best Friend' as the Pre-Test.

My instructions were "Write a description about your friend on the topic 'My Best Friend'. Describe his/her appearance, characteristics and some information about free time activity, family and future plan." All students complained immediately in the same breath 'why' I did not teach them how to write before assigning them the writing task. Some students walked directly to me and asked what exactly I wanted them to write about. I promptly asked them to read the instructions carefully. I felt disappointed when they told me that they could not read and translate some vocabulary in the instructions. So, they did not understand 'how' and 'what' to write. Then, I decided to write some vocabulary on the board (e.g. description, describe, appearance, characteristics, information, activity, family and future plan). I asked them to look for the meanings of the words in the dictionary. Next, I encouraged them to read the vocabulary on the board and asked them for the meanings. At the time, I was worried that they would not be able to write the Description and this would have negative impact on the results of my study. I, therefore, decided to tell them to write the Description which contains the following information: appearance, characteristics, free time activity, family and future plan. Later, all students started to write their own texts enthusiastically. They took about 25-30 minutes to finish their

first drafts. As the results of analysis of students' draft 1 indicated, all students' texts exhibited similar information even though it was not yet systematically and coherently organized. In hindsight, I should have asked students to write the Description according to their own understanding so that their first drafts truly reflect their own writing ability prior to being taught by the Genre-based Approach

5.3.2 My Explanation of the Language Features of the Description

During the Modeling to text stage, I found that students enjoyed analysing the generic structure of the Description model texts. From my observation, it was found that most of them could answer questions concerned the generic structure accurately (e.g. What is the text about?, What is its purpose?, How did the writer organize the text?, What is the information in the first (second and third) paragraph about?).

This is probably because students were exposed to the Description and have had some experiences in writing of the Descriptions from the previous English courses. Therefore, most of them could achieve its communicative purpose of the model texts.

However, students tended to have difficulty analysing the language features of the model texts. They could not respond to some questions concerned with the language features in the text (e.g. What kind of tense is used?, Are nouns general or specific?, What kind of pronouns (e.g. the first, second or third pronouns), verbs (e.g. verbs of being, doing and having) and adjectives?). One of the problems may be because some students did not have sufficient knowledge of grammatical structures. In other words, they were not well aware of grammatical features such as verbs, adjectives and nouns. Another problem was my use of terms which are unfamiliar to students (e.g. specific nouns (proper nouns) and verbs of being (verb to be), verbs of doing (action verbs) and verbs of having (verb to have) as these terms might have confused them. This implied that, in the future teaching, teachers would need to take students' prior experience into account and use appropriate choices of language with them. This will discussed further in 6.2.

5.3.3 My feedback on students' draft

As mentioned in 3.2, during the Independent Construction stage, I asked students to write the Description for three drafts and I gave feedback on their second draft in terms of generic structure and language features. In hindsight, I felt that my feedback was yet helpful in improving their writing skills. It is, therefore, suggested that I would need to provide students with an opportunity to reflect on their own writing and assessing their own texts so that they are aware of their own strengths and weaknesses. Also, to promote student-centred learning, I should have given them feedback, particular on their control of grammar at sentence level by using codes (e.g. S+V for subject and verb agreement and TE for tense) rather than simply correcting all the mistakes for them. This will be discussed further in 6.2.3.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

In this chapter, the conclusion and implications for language teaching are presented.

6.1 Conclusion

This study investigates whether the Genre-based Approach would be a viable alternative approach to teach writing to Thai secondary students. The subjects were 14 Mattayomsuksa 4 students at Narinukun School who participated in the Reading & Writing course in the second semester 2007. All of them had not previously been exposed to the Genre-based Approach. The study was conducted for 9 periods. After that, students written texts of the Description of a person (drafts 1-3) were analysed to find out their control of generic structure and language features typical of the Description. The results show that all students were able to write the Description in an improved manner. The findings suggest that the Genre-based Approach can be a useful alternative approach to the teaching of writing to Thai secondary students, as the interview transcripts of some students after the course suggested:

> "The Genre-based Approach should be taken to improve students'
> writing ability in the future writing course. It is necessary for
> students to know ways to organize and develop the texts successfully"
> (Puktraporn, 02/03/07)

> "This approach gives more benefits to the beginner writers to be able
> to organize their ideas systematically. Students gained knowledge of
> the generic structure and language features of the Description. It is
> the most useful to use this approach to teach the beginner writers in
> the future writing course" (Sudcheewan, 02/03/07)

Students' comments confirmed that the Genre-based Approach enabled them to gain knowledge of the generic structure and language features of the Description systematically. Hence, it is considered a viable alternative approach to use in the future writing course.

6.2 Implications for Language Teaching

Drawing on the results of the study, the implications for future language teaching are:

6.2.1 Teacher's Awareness of the Description

Prior to teaching students to write the Description (and any other genres), the teacher should thoroughly understand the generic structure and language feathers of the Description. More importantly, he/she should realise that the generic structure and language features of the Description (and any other genres) are not fixed patterns to be handed down to their students. Rather, they are ways in which students can use as guidelines to write their own texts so that they can achieve their communicative purposes effectively and successfully. In future teaching, the teacher would need to expose students to different model texts of the Description under focus (e.g. the model texts of the Description of a person do not necessarily contain similar information like appearance, characteristics, free time activity, family and future plan). Further, the teacher should expose students to different types of the Description (e.g. the Description of a place and an object) so that they are aware of its variety.

6.2.2 Teacher's Explanation of the Language Features of the Description

To improve EFL students' knowledge of the language features of the genre, teacher should take the following factors into account.

6.2.2.1) When the teacher first introduces language features to students, he/she would need to use terms which students are more familiar with rather than technical terms peculiar to the Genre-based Approach such as verb to be and verb to have rather than verbs of relation respectively. Once students are familiar with the use of language features in the model texts, technical terms can be use gradually introduced;

6.2.2.2) Expose students to a number of examples of the Description texts about a person in order to raise their awareness of a variety of writing styles and grammatical features such as nouns, pronouns, verbs, adjectives and tenses.

6.2.3 Teacher's feedback

In order to improve students' writing skills, it was suggested that the teacher of English should provide students with opportunities to reflect on their own writing and assist them to be able to evaluate their own texts. Further, they should provide students with some useful suggestions by giving signals rather than correcting their mistakes straight away (e.g. 3rd singular pronoun + singular verb for <u>She have</u> two sisters and verb like + gerund for She <u>likes</u> <u>play</u> tennis in her free time).

6.3 Recommendations for further study

This research project focuses only on the Description of a person and applies only two stages of the Genre-based Approach, the Modeling of text and the Independent Construction. In order to gain further insight into whether the Genre-based Approach is a viable alternative approach to teach writing to EFL students, future study should include different types of the Description (e.g. the Description of an object and of a place) and apply all stages of the Teaching-Learning Cycle.

Further, future study should involve a greater number of students and be carried out at a number of secondary schools if the findings are to be generalisable to secondary schools in both Thai EFL context and in other EFL contexts.

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APPENDICES

APPENDIX A

LESSON PLAN

LESSON PLAN

The teaching of the Description of a Person through the Genre-based Approach

Hour	Activities	Objectives	Instrument
1	**Pre-writing** - Course introductions - Students write a description of a person on the topic: - "My Best Friend"	- To establish student's writing ability before being taught by the Genre-based Approach	- Pre-writing (draft I)
2-6	**Modeling of text stage** - **Warm up:** students are encouraged to identify descriptive adjectives for people from the pictures - Teacher introduces model texts to students (Model text I: My Friend, text II: My Best Friend, text III: My mother and text IV: My father) - Students read each text in pairs / a class joins the discussion and analysis of texts - Teacher asks about the generic structure: text's purpose, textual organization (look at each paragraph of each text), then analyze language features:	- To introduce the Description genre. - To read and discuss information related to the Description of a person - To analyze generic structure - To analyze language features used in the Description	- Model texts

Hour	Activities	Objectives	Instrument
	tenses, nouns, personal pronouns, verbs of being, having ,doing and adjectives Teacher and students jointly discuss to conclude the Description genre (the Description writing of a person)		
7-9	**Independent Construction of text** - Students write their own Description of a person and teacher provides them with feedback	- To assess and improve student's ability in writing the Description text	- Student's written texts (drafts 1-3)

WRITING ABILITY

English 40202   **Second semester 2006**

Name:_____ **Class: 4/___No. _____**

Time: 60 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristics and some information
about free time activity, family and future plan.

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APPENDIX B

THE WRITTEN TEXTS

The written texts of the above average student (Student 1)

Draft 1

My Best Friend

Tusanee is my best friend. I alway call her for short 'Bee'.
She is a student at Siphatum School. She is 160 centimeters tall.
She was born on May 4, 1991.

Tusanee has dark short hair and dark eyes. She is lovely.

Her father's name is Savas. Her mother's name is Buntom.
She has one brother. His name is Somsak. He is very smart. They
live in Ubonrachathni.

Draft 3

My Best Friend

Tusanee is my best friend. I always call her 'Bee'. She is a student
at Sipratum Pittayakarn School. She is 16 years old. She lives in
Ubon Ratchathani.

She has dark short hair and dark brown eyes. She has tan skin.
She is 160 centimeters tall. She is lovely. She likes reading and
playing basketball in her free time.

There are four people in her family. Her father's name is Savas. He
is a contractor. Her mother's name is Buntom. She is a housewife.
Tusanee is the eldest daughter child in her house. She has
a younger brother. His name is Somsak. He is very naughty.

In the future, she would like to be a nurse.

The written texts of the above average student (Student 2)

Draft 1

> ### My Best Friend
>
> Aungsanawan nickname is "Jam". She live in Ubonratchatanee. She is student. She study at Narinukul School. She is dark hair. She is tall and slim. She is dark brown eyes. She is 16 years old. She is born December 12, 1990 She is lovely and very kind.

Draft 3

> ### My Best Friend
>
> Aungsawan is my best friend. Her nickname is 'Jam'. She lives in Ubonratchatani.
>
> She has short black hair and dark brown eyes. She is slim and tall. She is extremely nice guy. She is kind and lovely. She likes shopping and reading in her free time.
>
> There are 3 people in her family. Her father is a policeman. His name is Surachai. He is about 43 years old. Her mother is a dressmaker. Her name is Sukanya. She is 39 years old. Jam is the only child. She doesn't have any brothers or sisters.
>
> In the future, she would like to be a dentist.

The written texts of the above average student (Student 3)

Draft 1

> **My Best Friend**
>
> I have one my friend. She is a pritty girl. She name is Kamonwan.
> She nickname Kik. She live in Ubonrachathani. She study in Narinu-
> kun School. She is born 28 November 1990. She is 16 years old.
> She is big brown eyes, brown hair and short hair. She is tall 161
> centimeters and thin. She has one father. He name is Akkachat.
> He is 53 years old. She has one mother. She name is Ratchani.
> She is 43 years old. She has one youngerbrother. He name is
> Chanashak. He is 12 years old. He study in M. 1/2 at Narinukun
> School. He is tall 165 centimeters. He is thin. He is big black
> eyes and black hair.

Draft 3

> **My Best Friend**
>
> I have a good friend at school. Her name is Kamonwan.
> Her nickname is Kik. She was born on 28th November 1990.
> She is 16 years old. She lives in Ubonratchathani.
>
> She is a pretty girl. She has short brown hair and big brown eyes.
> She is thin and is about 161 centimeters tall. She is very nice.
> She likes playing computer games in her free time.
>
> There are 3 people in her family. Her father's name is Akkachat.
> He is 53 years old. Her mother's name is Ratchani. She is 43 years
> old. They are fruit sellers. She has one brother. He is 12 years old.
> He is a student.
>
> In the future, she would like to be a doctor.

The written texts of the above average student (Student 4)

Draft 1

My Best Friend

He name is Wachirapong Phongphew. He is 15 years old. He lives
in Ubonratchathani with his parents. He has one sister. She is
a student.

He has short black hair and brown eyes. He likes yellow color.

He likes noodles. In his freetime, he likes reading. He is very nice.

In the future, he want to be a doctor.

Draft 3

My Best Friend

Wachirapong is my best friend at school. He is 15 years old.

He lives in Ubonratchathani with his parents.

He has short black hair and brown eyes. He is smart and gentle.

He like reading and going to the cinema in his free time.

His family has four people. His father's name is Nattapong.

He is 53 years old. His mother's name is Charuayporn. She is

43 years old. They work for The Science Public Health.

Wachirapong has one sister. Her name is Jiraporn. She is a

university student.

In the future, he would like to be a doctor.

The written texts of the above average student (Student 5)

Draft 1

> ## My Best Friend
>
> My best friend is name is Kanchanok. She is short name Lord.
> She is 15 years old. She is Thai. She live in Ubonratchatani.
> She study at Narinukul School.
> She is tall 160 cm. She has short dark and brown hair, dark eay
> and dark skin. She is very smart. She is lovely.
> Her father is a farmer. His is 50 years old. Her mother is a house
> wife. Her is 40 years old. She is only child.
> She like match and sicen, In future She want engineer.

Draft 3

> ## My Best Friend
>
> Kanchanok is my best friend. Her nick name is Lord. She lives in
> Ubon Ratchathani.
>
> She is 15 years old. She has short brown hair, dark brown eyes
> and dark skin. She is smart and lovely. She likes studying Math
> and Science subjects.
>
> There are 3 people in her family. Her parents are farmers. Her
> father is 50 and her mother is 44. Lord is the only child.
>
> In the future, she wants to be an engineer.

The written texts of the above average student (Student 6)

Draft 1

> **My Best Friend**
>
> Somruetai She is a student at Narinukun School. She born is 31 Mach 1991. She is 15 years old. She tall 165 cm. She is dark hair and dark eyes. She lives at 88 Kasemsuk Road Wariachamrab, Ubonratchatani. She telephone number is 087-9486892. My father is teacher. His is 48 yearsold. His is short dark hair and dark eyes. My mother is teacher. Her is 48 yearsold. His is long dark hair and dark eyes. My brother is a student. His lives in Nakornratchasima. His is 19 yearsold. His is short dark hair and dark eyes. She go to the sea in my holiday. She want to be a doctor.

Draft 3

> **My Best Friend**
>
> Somruetai is my best friend. She was born on 31 March 1991. She is 15 years old.
>
> She has black hair and dark brown eyes. She is 165 centimeters tall. She likes going swimming at the school swimming pool in her free time. Sometimes, she goes to the sea with her parents.
>
> There are 4 people in her family. Her father's name is Sunun. He is 48 years old. Her mother's name is Pawana. She is 48 years old. They are teachers. Somruetai has one brother. Her brother's name is Sutape. He lives in Nakornratchasima. He is 19 years old.
>
> In the future, she wants to be a doctor.

The written texts of the above average student (Student 7)

Draft 1

> **My Best Friend**
>
> Her name is Rattanaporn. Her nickname is Pik.
>
> She was born on 20th March 1991. She come from Narinukun school.
>
> She is 159 cm. tall. She is very funny. She go to school by motorcycle.
>
> She very clever. She can swim. I like her so much.
>
> Her father name is Narong. He is a policeman. He very kind. Her mother
>
> name is Sudarat. She is lovely and she very kind. Her brother name is
>
> A-Rongkorn. He is a soldier. He is very smart. Her family live in
>
> Ubonratchathani. She listening in your free time. She like to go to the
>
> sea in summer. She usually talking about study. She is best friend for me.
>
> She will be a doctor.

Draft 3

> **My Best Friend**
>
> Rattanaporn is my best friend. Her nickname is Pik. She was born on 20th
> March 1991. She is 15 years old.
>
> She has short straight hair and dark brown eyes. She is very smart and funny.
> I like her so much.
>
> She likes shopping and listening to the radio in her free time.
>
> There are four people in her family. Her father's name is Narong.
> He is a policeman. Her mother's name is Sudarat. She is kind. Her brother's
> name is A-Rongkorn. He is a soldier. He is very smart.
>
> In the future, she would like to be a doctor.

The written texts of the average student (Student 1)

Draft 1

My Best Friend

My fried name is Nuttaporn Kunchalee. She is Dream. She is 15 years old. She is tall 160 cm. She has short dark hair and dark skin. She has dark eyes. She study at Narinukul School.

Her family has father, mother, sister and she. Her father is teacher. Her mother is teacher too. Her sister, she is 9 years old. She is fat and short. Her family live in Ubonratchathani. She live with Her family.

She read magazine and play computer in free time.

In future, she want doctor in the Bangkok.

Draft 3

My Best Friend

Nuttaporn is my best friend. Her nickname is Dream.

She is 160 centimeters tall. She has short black hair, black eyes and dark skin. She likes singing and playing computer games in her free time.

Nuttaporn's family lives in Ubonratchathani. Her parents are teachers. She has two sisters. They are students.

In the future, she wants to be a nurse.

The written texts of the average student (Student 2)

Draft 1

My Best Friend

Ploypailin Saisamut. She was born on 12 8,1990. She is sixteen years old.

She is very kind. She has black straight hair and white skin.

She is 160 centimetres tall. And weight 52 kg. She studies in Narinukun school

class 4 room 6. She live in dormitory on Uppalesan Rd. with friends. She comes

to school by walk everyday. She doesn't has sisters and brother but She has father

and mother. Her father works at station radio in Nachalauy. His name is Chumnanyut

Saisamut. He is forty-four years old. Her mother is saller at home. Her name is

Songsutha Saisamut. He is forty years old.

In spare time, she like sleeping and talking on the telephone, she listening to radio

everyday and goes to cinema twice month. She likes reading cartoons Japan very much.

In the future, she wants to be a teacher.

Draft 3

My Best Friend

Ploypailin is my best friend at school. She is from Amnatcharoen province.

She is 16 years old. She has short black straight hair and fair skin. She is 160

centimeters tall. She is very cute and talkative. She likes reading Japanese cartoons and

going to the cinema in her free time.

Her parents are in Amnatcharoen. Her father works for the radio station. His name is

Chumnanyut. He is 44 years old. Her mother's name is Songsutha. She is a housewife.

She is 40 years old.

In the future, she wants to be a journalist.

The written texts of the average student (Student 3)

Draft 1

My Best Friend

Her name is Sineeluk. She is Koy. She is old 16. Birth day is 10 December 1990. She live in Ubonratchatani. She is dark short hair and dark eyes. She is gentle. Her family have four people. She have one brother. My father is Pratomsuksa 6 in Anuban Ubonratchatani School. She address is 25/16 Suppasit Road. Ubonratchatani. She enjoy my holiday in the sea. She color likes blue. She eat is Noodle. She future is nurse.

Draft 3

My Best Friend

Sineeluk is my best friend. She was born on 10th December 1990. She is 16 years old. She lives in Ubonratchathani.

She has short brown hair and dark brown eyes. She is mild and selfless. She likes reading and going swimming in her free time.

Her father is a policeman. Her mother is a nurse. She has one brother. He is a student.

In the future, she wants to be a nurse.

The written texts of the average student (Student 4)

Draft 1

My Best Friend

I have my best friend. Her name is Tipprapa. Her nickname is Tip.
She is 173 centimetres tall. She has short black hair. She has big
black eyes. She is very kind and good study. Her birthday is 16 July 1990.
Tip usually talk with friend in free time. She will travel at the sea in summer.
She usually goes with her family. Her father name Somchai. He is a soldier.
He is very kind. He is very tall. He has black big eyes and black short hair.
Her mother name is Kanjana. She is very kind. She has black eyes and
curly long hair. She is housewife. Her sister name is Kanokwan. She is
studies at Benjamamaharat. She is very same Tip. Tip likes to be a doctor
in Khonkaen university

Draft 3

My Best Friend

My best friend's name is Tipprapa. Her nickname is Tip. Her birthday is on 16th July 1990. She is 16 years old.

She is 173 centimetres tall. She has short black hair and big black eyes. She is very kind. She always helps me to do my homework after school.

She likes singing in her free time. She usually goes to the sea with her family on summer vacation.

There are four people in her family. Her father's name is Somchai. He is a soldier. Her mother's name is Kanjana. She is a housewife. She has one sister. Her name is Kanokwan. She studies at Benjamamaharat School.

In the future, Tip wants to be a doctor.

The written texts of the low average student (Student 1)

Draft 1

My Best Friend

Chadaporn is my best friend. She study in Narinukul school. She 1.65 m. tall. She has dark brown eyes and dark hair. She is very nine. Her father's name is Tanong. He is a doctor. Her mother's name is Wilai. She is a housewife. She is 45 years old. Her sister's name is Chamaiporn. She is 16 years old. She likes reading books everyday. She like plays tennis free time.

Draft 3

My Best Friend

Chadaporn is my best friend. Her nickname is Jan. We are friends for 12 years.

She is 1.65 m. talls. She has dark brown eyes and short black wavy hair. She is a very nice guy in my opinion. She likes reading and playing badminton in her free time.

Her family is in Kongjiam District. Her father's name is Tanong. He is a malenurse. Her mother's name is Wilai. She is a shopkeeper. She is 45 years old. Jan has twin sister. Her name is Chamaiporn. She is a student at Benjamamaharat School.

In the future, she would like to be a dentist.

The written texts of the low average (Student 2)

Draft 1

My Best Friend

My friend name is Pattira Patumma. She nickname is Bow. Her father name is Verapan Patumma. He is teacher. Her mother name is Russamee Patumma. She is teacher too. She have one sister. Her sister name is Bass. She study in Mahasaracam universitty. She can come back on holiday. She have home in Det udom. But now she stay in dormitory near school. Some week she will come black to home. On free time she like to read a book, do homework and sing a song. She very smart. She have good grend. She can play many sport. She can swim and play basketball. She can speak English very well. She want to be Doctor. In the future she want go to study in KonKan universitty. We are friendly. We go many where together. Sometime we go to karaoke. We have many activity together.

Draft 3

My Best Friend

Pattira Patumm is my best friend. Her nickname is Bow. She is from Det Udom District. She has short curly brown hair and dark brown eyes. She has fair skin. She is 157 centimeters tall. She always wears eyeglasses. She is diligent and very smart. She is lovely. She likes reading, swimming, singing and playing basketball in her free time. Her parents are in Det Udom. Her father's name is Weerapan. Her mother's name is Russamee. They are teachers. They work in Det Udom. She has one sister. Her name is Bass. She is a university student. In the future, she would like to be a doctor.

The written texts of the low average (Student 3)

Draft 1

My Best Friend

My best friend, Jariya is my best friend. Her nickname is Koy.
She is 16 years old. She is dark hair brown eyes. and short hair.
She is 154 centimetres tall. She study in Narinukun school.
She like to read the novel. She play badminton freetime. I like
her family. Her father's name is Boonrod. Her mother's name is
Khomkai. She had two sisters and one brother. Her brother study
in Narinukun School. She love children. She is very kind.
She want to be nurse.

Draft 3

My Best Friend

Jariya is my best friend. Her nickname is Koy. She is 16 years old.

She has short black hair and dark brown eyes. She is 154 cm tall.
She is kind and lovely. She likes reading and playing badminton
in her freetime.

Her father's name is Boonrod. Her mother's name is Khomkai. They
are teachers. She has two sisters and one brother. They are students.

She loves children. In the future, she wants to be a nurse.

APPENDIX C

THE STUDENTS' TEXTS

77

WRITING ABILITY

English 40202   Second semester 2006
Name: _____   Class: M. 4/6   No. __51__
Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

............My Best Friend.....

..........Tusanee is my best friend. I alway call
her for short "Bee". She is a student at
Siphatum School. She is 160 centimeters tall.
She was born on May 4, 1991.
..........Tusanee has dark short hair and dark
eyes. She is lovely.
..........Her father's name is Savas. Her mother
name is Buntom. She has one brother. His
name is Sorisak. He is very smart. They
live in Ubonrachathni.

WRITING ABILITY

English 40202

Name: _____

Time: 50 minutes

Second semester 2006

Class: M. 4/6   No. _51_____

4

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

.... My Best Friend ......

Tusanee is my best friend. I alway call her "Bee". She is a student at Siphatum Pittayakam School. She is 16 years old. She lives in Ubon Ritchathani.

She has dark short hair and dark brown eyes. She has tan skin. She is 160 centimeters tall. She is shy. She likes reading and playing basketball in her free time.

There are four people in her family. Her father's name is Sayas. He is a contracter. Her mother's name is Buntom. She is a housewife. Tusanee is the eldest daughter child in her house. She has a younger brother. His name is Somsak. He is very naughty. In the future, she would like to be a nurse.

WRITING ABILITY

A

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My Best Friend

Angsarawan nickname is "Jam". She live in
Ubonratchatanee. She is student. She stay at Naximukul School.
She is dark hair. She is tall and silm. She is dark brown
eyes. She is 16 years old. She is born December 12, 1990.
She is lovely and very kind.

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Aungsanawan is my best friend. Her nickname is Jam. She lives in Ubonratchatani.

She has short black hair and dark brown eyes. She is slim and tall. She is extremely nice guy. She is kind and lovely. She likes shopping and reading in her free time.

There are 3 people in her family. Her father is a policeman. His name is Surachai. He is about 43 years old. Her mother is a dressmaker. Her name is Suganya. She is 39 years old. Jam is the only child. She doesn't have any brothers or sisters.

In the future, she would like to be a dentist.

WRITING ABILITY

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearances, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

I have one best friend. She is a pretty girl. She name is Kamonwan. She nickname Kik. She live in Ubonrachathani. She study in Narinukun School. She is born is November 1990. She is 16 years old. She is big brown eyes, brown hair and short hair. She is tall 161 centimeters and thin. She has one father. He name is Akkadiat. He is 55 years old. She has one mother. She name is Ratchani. She is 42 years old. She has one younger brother. He name is Chavashak. He is 12 years old. He study in M.1/2 at Narinukun School. He is tall 155 centimeters. He is thin. He is big black eyes and black hair.

WRITING ABILITY

English 40202   Second semester 2006   A

Name: _____   Class: M. 4/6   No. __16__

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

.... My Best Friend ....

I have a good friend at school. Her name is Kamonwan. Her nickname is Kik. She was born on 25th November 1990. She is 16 years old. She lives in Ubonratchathani.

She is a pretty girl. She has short brown hair and big brown eyes. She is thin and is about 161 centimeters tall. She is very nice. She likes playing computer games in her free time.

There are 5 people in her family. Her father's name is Akkachat. He is 53 years old. Her mother's name is Ratchani. She is 42 years old. They are fruit sellers. She has one brother. He is 12 years old. He is a student.

In the future she would like to be a doctor.

WRITING ABILITY

English 40202

Name: _____

Time: 50 minutes

Second semester 2006

Class: M. 4/6   No. _22_

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

.... is my best friend at school

He name Wachirapong .... He is
15 years old. He lives in Nakornratchathani with his
parents. He has one sister. She is a student.
He has short black hair and brown eyes. He likes
yellow color. He likes noodles. In his free time, he likes
reading. He is very nice. In the future, he want to
be a doctor.

WRITING ABILITY

English 40202
Name: _____
Time: 50 minutes

Second semester 2006
Class: M. 4/6   No. _22_

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Wachirapong is my best friend at school. He is 15 years old. He lives in Ubonratchathani with his parents. He has short black hair and brown eyes. He is sweet and gentle. He likes reading and going to the cinema in his free time.

His family has four people. His father's name is Chatchang. He is 52 years old. His mother's name is Chaemann. She is 48 years old. They work for The Saimon Public Health Ubonratchathani. He has one sister. Her name is Chanoeak. She is a primary student.

In the future, he would like to be a doctor.

85

WRITING ABILITY

English 40202
Name:
Time: 50 minutes

Second semester 2005
Class: M. 4/6   No. 2

Directions: Write a description about your friend on the topic "My Best Friend".
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My Best Friend

My friend is name is Kanchanok.
She is short name Lorg. She is 16 years old. She is
Thai. She live in Ubonratchatani. She study at Narinukul
school.
She is tall 160 cm. She has short dark and brown
hair, dark eay and dark skin. She is very smart. She is
lovely.
Her father is a farmer. His is 53 years old.
Her mother is a house wife. Her is 40 years old. She is
only child.
She like match and sleep. In future. She want
engineer.

A

WRITING ABILITY

English 40202

Name: _____

Time: 50 minutes

Second semester 2006

Class: M. 4/6 No. 8

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Kanchanok is my best friend. Her nick name is Lord. She lives in Ubon Ratchathani. She is 15 years old. She has short brown hair, dark brown eyes and dark skin. She is smart and lovely. She likes studying Math and Science subjects. There are 3 people in her family. Her parents are farmers. Her father is 50 and her mother is 44. Lord is the only child.

In the future, she wants to be an engineer.

WRITING ABILITY

English 40202   Second semester 2006

Name: _____ Class: M. 4/6   No. _14___

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Somruethai, She is a student at Namchun School
She born is 31 Mach 1991. She is 15 yearseld. She
tall 165 cm. She is dark hair and dark eyes. She lives
at 88 Kasamsuk Road Nanachamrah, Chenratchatani.
She telephone number is 057-945689. My father is
teacher. His is 48 yearseld. His is short dark hair and
dark eyes. My mother is teacher. Her is 45 yearseld. His
is long dark hair and dark eyes. My brother is a student.
His lives in Nakonratchasima. His is 19 yearseld. His is
short dark hair and dark eyes.
        She go to the sea in my holiday. She want to be
a doctor.

WRITING ABILITY

English 40202
Name: _____
Time: 50 minutes

Second semester 2006
Class: M. 4/6   No. ___4___

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Somruetai is my best friend. She was born on 31 March 1991. She is 15 years old. She has black hair and dark brown eyes. She is 165 centimetres tall. She likes going swimming at the school swimming pool in her freetime. Sometimes, she goes to the sea with her parents.

There are 4 people in her family. Her father's name is Sunun. He is 48 years old. Her mother's name is Pawha. She is 48 years old. They are teachers. Somruetai has one brother. Her brother's name is Nutape. He lives in Nakornratchasima. He is 18 years old.

In the future, she wants to be a doctor.

WRITING ABILITY

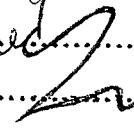English 40202   Second semester 2006

Name: _____ Class: M. 4/6   No. _32_

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My best friend

Her name is Rattanaporn. Her nickname is Pik. She was born on 26th March 1991. She came from Naricukun school. She is 159 cm. tall. She is very funny. She go to school by motorcycle. She very clever. She can swim. I like her so much.

Her father name is Narong. He is a policeman. He very kind. Her mother name is Sudarat. She is lovely and she very kind. Her brother name is A-Ronakorn. He is a soldier. He is very smart. Her family live in Ubonratchathani. She listening in your freetime. She like to go to the sea in summer. She usually talking about study. She is best friend for me. She will be a doctor.

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My best friend

Rattanaporn is my best friend. Her nickname is Pik. She was born on ... ... She is ... ...

She has ... short straight hair and dark brown eyes. She is very smart and funny. I like her so much.

She likes shopping and listening to the radio in her free time.

There are four people in her family. Her father's name is Narong. He is a policeman. Her mother's name is Sudarat. She is kind. Her brother's name is Arlee. He is a soldier. He is very smart.

In the future, she would like to be a doctor.

91

WRITING ABILITY

English 40202

Name: _____

Time: 50 minutes

Second semester 2006

Class: M. 4/6   No. 7

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My Best friend

My fried name is Nottaporn Kunchalee. She is
Dream. She is 15 years old. She is tall 166 cm.
She has short dark hair and dark skin. She has
dark eyes. She study at Narincrul school.
Her family has father mother sister and she
Her father is teacher. Her mother is teacher. too
Her sister she is 9 years old. She is not and short.
She has short dark hair.
Her family live in Obonratchathani. She live with
Her family.
She read maxgazine and play computer in free time.
In future, she want doctor in the Bangkok.

92

WRITING ABILITY

English 40202

Name: _____

Time: 50 minutes

Second semester 2006

Class: M. 4/6   No. 7

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Nuttaporn is my best friend. Her nickname is Dream. She is 160 centimeters tall. She has short black hair, black eyes and dark skin. She likes singing and playing computer games in her free time.

Nuttaporn's family lives in Ubonratchathani. Her parents are teachers. She has two sisters. They are students.

In the future, she wants to be a nurse.

WRITING ABILITY

English 40202
Name: _____

Second semester 2006
Class: M. 4/6   No. 39

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

.... My friend ....

.... Ploy pailin Saisamut. She was born on 15.8.1990. She
is sixteen years old. She is very kind. She has black straight-
hair and white skin. She is 160 centimetres tall. And
weight 52 kg. She studies at Narinukun school class A
room 6. She live in dormitory on Uppalosan Rd. with
friends. She comes to school everyday.
...... She doesn't has sisters and brother but she has
father and mother. Her father works at station radio in
Nachaluay. His name is Chamnanyut Saisamut. He is forty-
four years old. Her mother is seller at home. Her name
is Songsatha Saisamut. She is fourly years old.
...... In spare time, She like sleeping and talking on the
telephone. She listening to radio everyday and go to the
cinema twice month. She likes reading cartoons Japan very much.
...... In the future, she wants to be a teacher.

WRITING ABILITY

English 40202   Second semester 2006
Name: _____ Class: M. 4/6   No. __54__
Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My Best Friend

Playpailin is my best friend at school. She is
from Amnatcharoen province.
She is 16 years old. She has short black straight
hair and fair skin. She is 160 centimeters tall. She is very
cute and talkative. She likes reading Japanese cartoons and
going to the cinema in her free time.
Her parents are in Amnatcharoen. Her father
works to the radio station. His name is Chamnanyut.
He is 44 years old. Her mother's name is Songsutha.
She is a housewife. She is 40 years old.
In the future, she wants to be a journalist.

WRITING ABILITY

English 40202

Second semester 2006
Class: M. 4/6   No. __13__

Name: _____

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend

Her name is Sineeluak. She is kay.
She is old 16. Girth day is 16 December nac.
She live in Ubonratchatani. She is dark short hair
and dark eyes. She is gentle. Her family have four
people. She have one brother. My father is Anatom
Sukso t in Anutan Ubonratchatani School. She address
is 56/16 Suppasit Road Ubonratchatani. She enjoy my
holiday in the sea. She colur likes blues. She eat is
Noodle. She future is nurse.

WRITING ABILITY

English 40202   Second semester 2006
Name: _____   Class: M. 4/6   No. ___13___
Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My Best Friend

Sineeluk is my best friend. She was born on 10th
December 1990. She is 16 years old. She lives in Ubondchathani.
She has short brown hair and dark brown eyes. She is mild
and selfless. She likes reading and going swimming in her free time.
Her father is a policeman. Her mother is a nurse. She has one brother
He is a student.
In the future, she wants to be a nurse.

WRITING ABILITY

English 40202

Second semester 2006

Name: _____ Class: M. 4/6 No. _____

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My best friend.

I have my best friend. Her name is Tipprapa. Her nickname is Tip. She is 173 centimetres tall. She has short black hair. She has big black eyes. She is very kind and good study. Her birthday is 16 July 1990.

Tip usually talk with friend in freetime. She will travel at the sea in summer. She usually goes with her family.

Her father name is Somchai. He is a soldier. He is very kind. He is very tall. He has black big eyes and black short hair.

Her mother name is Kanjana. She is very kind. She has black eyes and curly long hair. She is housewife.

Her sister name is Kanokwan. She is studies at Benjamama harat. She is very same Tip.

Tip likes to be a doctor in Khonkaen University.

WRITING ABILITY

English 40202   Second semester 2006
Name: _____ Class: M. 4/6   No. _____
Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My best friend

My best friend 's name is Tipprapa. Her nickname is Tip
Her birthday is on 16th July 1990. She is 16 years old.
She is 173 centimetres tall. She has short black hair and big black
eyes. She is very kind. She always helps me to do
my homework after school.

She likes singing in her freetime. She usually goes to the sea with her family on summer vacation.
There are four people in her family. Her father 's name
is Somchai. He is a soldier. Her mother 's
name is Kanjana. She is a housewife. She has one
sister. Her name is Kanokwan. She studies at Benjamama-
harat School.

In the future, Tip wants to be a doctor

WRITING ABILITY

English 40202   Second semester 2006

Name: _____ Class: M. 4/6 No. 27

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

.............My friend.................

Chadaporn is my best friend. She study in Narinukun school. She 1.65 m tall. She has dark brown eyes and dark hair. She is very nine. Her father's name is Tarong. He is a doctor. Her mother's name is Wilai. She is a housewife. She is 45 years old. Her sister's name is Champorn. She is 10 years old.

She likes reading books everyday. She like plays tennis free time.

WRITING ABILITY

English 40202
Name: _____
Time: 50 minutes

Second semester 2006
Class: M. 4/6 No. _27_

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

.... My Best Friend ....

.... Chadaporn is my best friend. Her nickname is Jan. We are friends for 12 years.
.... She is 1.65 m. tall. She has dark brown eyes and short black wavy hair. She is a very nice guy in my opinion. She likes reading and playing badminton in her free time.
.... Her family is in Kanjjam District. Her father's name is Tanong. He is a ... Her mother's name is Wilai. She is a shopkeeper. She is 45 years old. Jan has twin sister. Her name is Chanaporn. She is a student at Benjamarachat School.
.... In the future she would like to be a dentist.

Writing Ability

Name: ....Class: M.4/ 6......... No. 40....

Directions: Write a description about your friend (s) at least 80-100 words. Describe his/her appearance, characteristic and add some information about free-time activity, family and future plan. (Time: 50 minutes)

My Best Friend

My friend name is Pattira Patumma. She nickname is Bow. Her father name is Verapou Patumma. He is teacher. Her mother name is Russamee Patumma. She is teacher too. She have one sister. Her sister name is Bass. She study in richasaramm university. She can come back on holiday. She have home in Det udom. But now she stay in dormitory near school. Some week she will come back to home. On free time she like to read a book, do homework and sing a song. She very smart. She have good grend. She can play many sport. She can swim and can play bastketball. She can speak English very well. She want to be Doctor. In the future she want go to study in Konkan universitty. we are friendly. We go many college together. Some time we go to karaoke. We have many activity together.

WRITING ABILITY

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

.............My Best Friend.............

Pattira Paduanma is my best friend. Her nickname is Bow. She is from Det Udom District.

She has short curly brown hair and dark brown eyes. She has fair skin. She is 157 centimeters tall. She always wears eyeglasses. She is diligent and very smart. She is lovely. She likes reading, swimming, singing and playing basketball in her free time.

Her parents are in Det Udom. Her father's name is Weerapan. Her mother's name is Russamee. They are teachers. They work in Det Udom. She has one sister. Her name is Beus. She is a university student.

In the future, she would like to be a doctor.

WRITING ABILITY

English 40202.   Second semester 2006
Name: _____   _____ Class: M. 4/6   No. ___
Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'.
Describe his or her appearance, characteristic and add some information about free-
time activity, family and future plan.

My best friend

My best friend Janua is my best friend.
Her nickname is Keg. She is 16 years old. She is dark
brown eyes. and short hair. She is 154 centimeter tall.
She study in Oranukan school. She like to read the novel
She play badminton freetime.
I like her family. Her father's name is Burood.
Her mother's name is Khemkou. She had two sisters and
one brother. Her brother study in Marinukan School.
She love children. She is very kind. She want to
be nurse.

WRITING ABILITY

English 40202
Name: _____

Second semester 2006
Class: M. 4/6 No. 37

Time: 50 minutes

Directions: Write a description about your friend on the topic 'My Best Friend'. Describe his or her appearance, characteristic and add some information about free-time activity, family and future plan.

My Best Friend.

Tariya is my best friend. Her nickname is Keg. She is 16 years old. She has short black hair and dark brown eyes. She is 154 cm tall. She is kind and lovely. She likes reading and playing badminton in her freetime. Her father's name is Boonred. Her mother's name is Klomkai. They are teachers. She has two sisters and one brother, They are students. She loves children. In the future, she wants to be a nurse.

VITAE

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POSITION HELD

1991   English Teacher

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