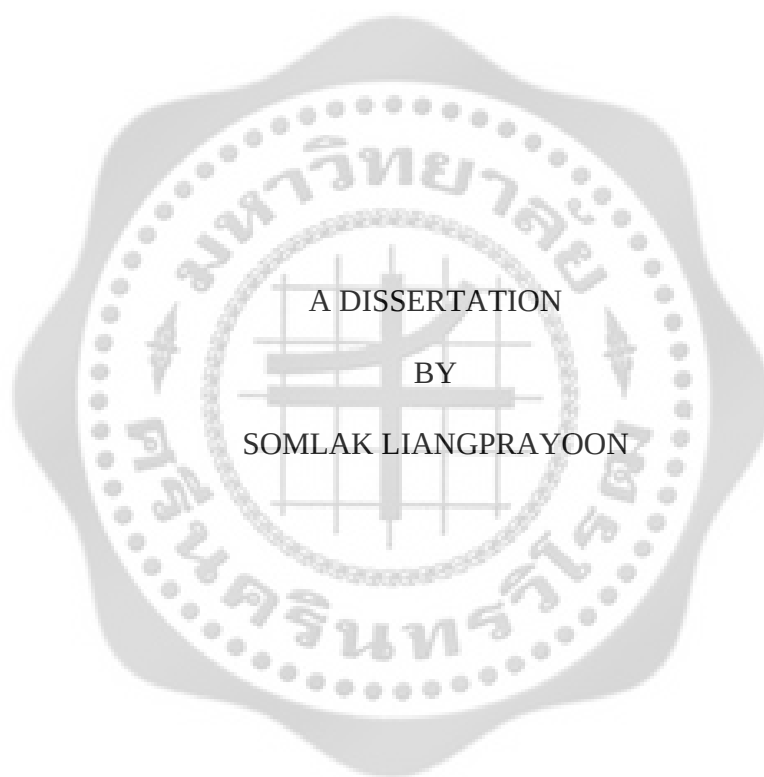


**THE EFFECT OF TOPICAL STRUCTURE ANALYSIS INSTRUCTION ON
UNIVERSITY STUDENTS' WRITING QUALITY**



Presented in Partial Fulfillment of the Requirements for the
Doctor of Philosophy Degree in English
at Srinakharinwirot University
May 2013

**THE EFFECT OF TOPICAL STRUCTURE ANALYSIS INSTRUCTION ON
UNIVERSITY STUDENTS' WRITING QUALITY**



Presented in Partial Fulfillment of the Requirements for the
Doctor of Philosophy Degree in English
at Srinakharinwirot University

May 2013

Copyright 2013 by Srinakharinwirot University

THE EFFECT OF TOPICAL STRUCTURE ANALYSIS INSTRUCTION ON
UNIVERSITY STUDENTS' WRITING QUALITY



Presented in Partial Fulfillment of the Requirements for the
Doctor of Philosophy Degree in English
at Srinakharinwirot University
May 2013

Somlak Liangprayoon. (2013). *The Effect of Topical Structure Analysis Instruction on University Students' Writing Quality*. Dissertation, Ph.D. (English). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. Waliaporn Chaya, Assoc. Prof. Dr. Tipa Thep-ackrapong, Assoc. Prof. Dr. Nitaya Suksaeresup.

This study aimed to investigate the effectiveness of instruction in topical structure analysis (TSA) in improving university students' writing quality of and to explore proportions of topical progression in essays written by high and low proficiency students. It also examined the opinions of the students concerning TSA instruction. The participants consisted of two groups of 20 third year students majoring in English Education at Chiang Rai Rajabhat University. The students in the experimental group learned the English Composition course through TSA instruction integrated into the process-based writing instruction. In the meanwhile, the students in the control group took the same course studying the process-based writing in the textbook only. Moreover, five high proficiency and five low proficiency students were selected from each group based on their pretest scores for qualitative data collection. Data were collected from the pretest and the posttest of essay writing, two selected essays of the high and low proficiency students, a questionnaire and an interview. The results indicated that the TSA instruction had a significantly positive effect on the students' writing quality both in terms of overall quality and coherence. Surprisingly, findings revealed that the TSA instruction was more beneficial to the low proficiency students than the high proficiency ones. The gain scores of overall quality and coherence in the selected essays of the low

proficiency students in the experimental group was higher than those of the high proficiency ones. The results also revealed that the sequential progression was employed the most in the essays of both high and low students. In addition, the findings from the questionnaire and the interviews showed that the students in the experimental group had positive opinions concerning TSA instruction, for it could assist them to produce coherent texts.



ผลของการสอนการวิเคราะห์โครงสร้างหัวข้อเรื่องของงานเขียนที่มีต่อ
คุณภาพของงานเขียนของนักศึกษาระดับมหาวิทยาลัย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต สาขาวิชาภาษาอังกฤษ
พฤษภาคม 2556

สมลักษณ์ เลียงประยูร. (2556). ผลของการสอนการวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียนที่มีต่อคุณภาพของการงานเขียนของนักศึกษาระดับมหาวิทยาลัย. ปรินญาณิพนธ์ ศศ.ด. (ภาษาอังกฤษ). กรุงเทพฯ: บัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาปรินญาณิพนธ์: ดร. วไลพร ฉายา, รองศาสตราจารย์ ดร. ทิพา เทพอักษรพงศ์, รองศาสตราจารย์ ดร. นิตยา สุขเสรีทรัพย์.

งานวิจัยนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการสอนการวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียน (Topical Structure Analysis (TSA) Instruction) ที่มีต่อคุณภาพของการงานเขียนของนักศึกษาระดับมหาวิทยาลัย ศึกษาสัดส่วนของการใช้ Topical Progression แต่ละประเภทในการงานเขียน รวมทั้งศึกษาความคิดเห็นของนักศึกษาที่มีต่อการสอนการวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียน กลุ่มตัวอย่างในการศึกษาค้นคว้าครั้งนี้แบ่งเป็น 2 กลุ่ม คือกลุ่มทดลองกับกลุ่มควบคุมซึ่งประกอบด้วยนักศึกษาสาขาการสอนภาษาอังกฤษจำนวนกลุ่มละ 20 คน โดยกลุ่มทดลองได้รับการสอนการเขียนโดยการวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียนร่วมกับการสอนการเขียนแบบเน้นกระบวนการ (Process-Based Teaching) ส่วนกลุ่มควบคุมได้รับการสอนการเขียนแบบเน้นกระบวนการ นอกจากนี้ นักศึกษากลุ่มที่มีความสามารถในการเขียนสูงและต่ำกลุ่มละ 5 คน ในกลุ่มทดลองและกลุ่มควบคุมจะถูกคัดเลือกตามคะแนนที่ได้จากการทดสอบก่อนเรียนเพื่อการเก็บข้อมูลเชิงคุณภาพ เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบทดสอบวัดความสามารถในการเขียนก่อนและหลังการทดลอง งานเขียนเชิงจำแนกประเภท (Classification Essay) และเชิงเปรียบเทียบ (Comparison and Contrast Essay) ของนักศึกษากลุ่มที่มีความสามารถในการเขียนสูงและกลุ่มที่มีความสามารถในการเขียนต่ำ แบบสอบถามและแบบสัมภาษณ์เกี่ยวกับความคิดเห็นของนักศึกษาที่มีต่อวิธีการสอน ผลการวิจัยพบว่าการสอนการวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียนมีผลในเชิงบวกต่อคุณภาพงานเขียนของนักศึกษา ผลการวิจัยยังพบว่าวิธีการสอนดังกล่าวช่วยพัฒนาคุณภาพของการงานเขียนของนักศึกษาที่มีความสามารถในการเขียนต่ำได้มากกว่านักศึกษาที่มีความสามารถในการเขียนสูง นอกจากนี้ ผลการวิจัยพบว่า นักศึกษาที่มีความสามารถในการเขียนทั้งสองระดับใช้ Sequential Progression มากที่สุดในงานเขียน ผลการวิจัยที่ได้จากแบบสอบถามและการสัมภาษณ์พบว่า นักศึกษามีความคิดเห็นในเชิงบวกต่อการสอนการวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียนเพื่อพัฒนาคุณภาพของการงานเขียน

The dissertation titled
“The Effect of Topical Structure Analysis Instruction on
University Students’ Writing Quality”

by

SomlakLiangprayoon

has been approved by the Graduate School as partial fulfillment of the requirements for
the Doctor of Philosophy Degree in English of Srinakharinwirot University.

..... Dean of Graduate School
(Assoc. Prof. Dr. SomchaiSantiwatanakul)

May....., 2013

Dissertation Committee

Oral Defense Committee

..... Major-advisor

..... Chair

(Dr. WalaipornChaya)

(Dr. SirinanSrinaowaratt)

..... Co-advisor

..... Committee

(Assoc. Prof. Dr. TipaThep-ackrapong)

(Dr. WalaipornChaya)

..... Co-advisor

..... Committee

(Assoc. Prof. Dr. NitayaSuksaeresup)

(Assoc. Prof. Dr.TipaThep-ackrapong)

..... Committee

(Assoc. Prof. Dr. NitayaSuksaeresup)

..... Committee

(Assist. Prof. Dr.WareesiriSinghasiri)

..... Committee

(Assist. Prof. Dr.PrapaipanAimchoo)

ACKNOWLEDGEMENTS

I would like to express my gratitude to all those who gave me the possibility to complete this dissertation. First of all, I am grateful to the Office of the Higher Education Commission, Ministry of Education Thailand for a government scholarship titled Strategic Consortia for Capacity Building of University Faculties and Staff.

I would like to give my deepest gratitude to my major-advisor, Dr. Walaiporn Chaya, for her excellent guidance, caring, patience, and providing me with an excellent atmosphere for doing research. Without her guidance and persistent help, this dissertation would not have been possible. I gratefully thank her for all great help and encouragement.

The good advice, support and encouragement of my co-advisors, Assoc. Prof. Dr. Tipa Thep-ackrapong and Assoc. Prof. Dr. Nitaya Suksaeresup, has been invaluable on both an academic and a personal level, for which I am extremely grateful. I deeply appreciate their great help for guiding my research for the past several years and giving me a lot of suggestions and feedback.

Moreover, I gratefully thank the oral defense committee, Dr. Sirinan Srinaowaratt, Assist. Prof. Dr. Prapaipan Aimchoo and Assist. Prof. Dr. Wareesiri Singhasiri, for their valuable comment and feedback to improve my dissertation. My extended gratitude also goes to my academic advisor, Dr. Saengchan Hemchua, and all my instructors for their great advice, encouragement and support throughout my study.

Special thanks are given to the staff of Graduate School and Faculty of Humanities, Srinakharinwirot University who provided a lot of help and support on needed documents during the process of doing my research. I also would like to thank the

lecturers and the students at ChiangraiRajabhat University for all of their cooperation during my study.

Finally, I wish to thank my father, my mother, my brother and my sister for their unconditional love and care. They always encouraged through the difficult time. I would like to give my special thanks to my sister, Dr. SiriluckLiengprayoon, who has been my best friend all my life, for all her continuous support and encouragement.

SomlakLiengprayoon



TABLE OF CONTENTS

Chapter		Page
1	INTRODUCTION	Error! Bookmark not defined.
	Background of the Study	Error! Bookmark not defined.
	Purposes of the Study	Error! Bookmark not defined.
	Research Questions	Error! Bookmark not defined.
	Significance of the study	Error! Bookmark not defined.
	Scope of the Study	Error! Bookmark not defined.
	Definitions of Terms	Error! Bookmark not defined.
	Summary of the Chapter	Error! Bookmark not defined.
	Organization of the Research	Error! Bookmark not defined.
2	REVIEW OF RELATED LITERATURE	Error! Bookmark not defined.
	Writing Instruction in ESL/EFL Contexts	Error! Bookmark not defined.
	Conceptualization of Cohesion and Coherence in Written Texts	18
	Cohesion.	Error! Bookmark not defined.
	Coherence.	20
	Topical Structure Analysis	Error! Bookmark not defined.
	Related Research on Topical Structure Analysis	Error! Bookmark not defined.
	Research on Instruction in Topical Structure Analysis	31
	Summary of the Chapter	Error! Bookmark not defined.

TABLE OF CONTENTS (CONTINUED)

Chapter		Page
3	RESEARCH METHODOLOGY.....	Error! Bookmark not defined.
	Research Procedures.....	Error! Bookmark not defined.
	Research design.	Error! Bookmark not defined.
	Participants and context of the study.	Error! Bookmark not defined.
	Sampling procedure.	Error! Bookmark not defined.
	Instrumentation.....	Error! Bookmark not defined.
	The data and variables.	Error! Bookmark not defined.
	Research instruments.	Error! Bookmark not defined.
	Teaching materials.....	41
	Essay Rating Scale for the TOEFL Test of Written English and Holistic Scale of Coherence.....	42
	Teaching procedures.....	45
	TSA instruction.....	48
	Pilot study.	51
	Data Collection Procedures.....	53
	Data Analysis	56
	Summary of the Chapter.....	59
4	RESULTS OF THE STUDY	60
	The Effectiveness of TSA Instruction on Students' Writing Quality	60
	Proportion of Topical Progression	71

TABLE OF CONTENTS (CONTINUED)

Chapter		Page
4 (Continued)		
	Students' Opinions Concerning TSA Instruction.....	82
	Results of the questionnaires of students' opinions	
	Concerning TSA instruction.	82
	Results of the interviews of students' opinions	
	Concerning TSA instruction.	86
	Summary of the Chapter.....	91
5	CONCLUSION AND DISCUSSION.....	92
	Summary of the Research.....	92
	Discussion	95
	Effectiveness of TSA Instruction.....	95
	Topical Progression in Students' Writing.....	99
	Analysis of the essay content of the students in	
	the experimental group.	103
	Opinions of the Students on TSA Instruction	Error! Bookmark not defined.
	Implications of the Study	Error! Bookmark not defined.
	Limitations of the Study.....	Error! Bookmark not defined.
	Recommendations for Further Research.....	Error!

Bookmark not defined.

Conclusion.....	Error! Bookmark not defined.
-----------------	-------------------------------------

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
REFERENCES.....	Error!
Bookmark not defined.	
APPENDICES	Error! Bookmark not defined.
APPENDIX A: Essay Rating Scale for the TOEFL Test of Written English.....	134
APPENDIX B: Holistic Coherence Scale.....	136
APPENDIX C: Questionnaire on Opinions of Students Concerning TSA Instruction (English Version).....	139
APPENDIX D: Questionnaire on Opinions of Students Concerning TSA Instruction (Thai Version).....	144
APPENDIX E: Interview Questions.....	149
APPENDIX F: Example of the Selected Essays and Topical Progression Diagrams of the Experimental Group.....	150
VITAE.....	177

LIST OF TABLES

Table	Page
1 Correlation between the Essay Rating Scale for the TOEFL Test of Written English and the Holistic Scale of Coherence	43
2 Inter-rater Reliability of Overall Writing Quality and Coherence on Pretest and Posttest	44
3 Coding Guidelines for Topical Structure Analysis.....	50
4 Differences of Scores on the Pretest and Posttest of the Experimental Group.....	61
5 Differences of Scores on the Posttest of the Experimental Group and the Control Groups.....	62
6 Mean Scores and Gains of High Proficiency Students' Classification Essay.....	64
7 Mean Scores and Gains of Low Proficiency Students' Classification Essay.....	Error! Bookmark not defined.
8 Mean Scores and Gains of High Proficiency Students' Comparison and Contrast Essay.....	Error! Bookmark not defined.
9 Mean Scores and Gains of Low Proficiency Students' Comparison and Contrast	

Essay.....**Error! Bookmark not defined.**

10 Differences between Mean Scores of the Drafts of High Proficiency

Students'Classification Essay..... **Error! Bookmark not defined.**

11 Differences between Mean Scores of the Drafts of Low Proficiency Students'

Classification

Essay.....**Error! Bookmark not defined.**

LIST OF TABLES (CONTINUED)

Table	Page
12 Differences between Mean Scores of the Drafts of High Proficiency Students'	
Comparison and Contrast Essay.....	Error! Bookmark not defined.
13 Differences between Mean Scores of the Drafts of Low Proficiency Students'	
Comparison and Contrast Essay	70
14 Topical Progression in Classification Essay of the Experimental Group	74
15 Topical Progression in Comparison and Contrast Essay of	
the Experimental Group	75
16 Topical Progression in Classification Essay of the Control Group	Error!
Bookmark not defined.	
17 Topical Progression in Comparison and Contrast Essay of	
the Control Group.....	Error! Bookmark not defined.
18 Frequency and Percentage of Topical Progression in Classification	
Essay of the Experimental group.....	Error! Bookmark not defined.

19 Frequency and Percentage of Topical Progression in Comparison and Contrast Essay of the Experimental group	Error! Bookmark not defined.
20 Writing Experiences, Problems and Difficulties and Opinions Concerning TSA Instruction of the Students in the Experimental Group	83

LIST OF FIGURES

Figure	Page
1 A model of text construction.....	24
2 Teaching and data collection procedures.....	Error! Bookmark not defined.
3 Percentages of topical progression of the experimental and the control groups	Error! Bookmark not defined.
4 Topical progression in all drafts of classification essay of the experimental group	80
5 Topical progression in all drafts of comparison and contrast essays of the experimental group	81
6 Topical progression in the first draft of a low proficiency student's classification essay.....	105
7 Topical progression in the final draft of a low proficiency student's classification essay.....	107
8 Topical progression in the first draft of a high proficiency student's classification essay.....	109

9 Topical progression in the final draft of a high proficiency student's classification essay.....	110
---	-----



CHAPTER I

INTRODUCTION

Background of the Study

In recent decades, writing instruction in ESL and EFL contexts has placed an emphasis on the processes of writing, influenced by the process-based approach of writing in the first language (L1). In the process-based approach to composition, writing is regarded as a recursive process in which students are required to engage in cognitive activities involving planning, generating ideas, organizing, drafting and revising as they write. Students are also encouraged to produce multiple drafts of their essays (Connor & Farmer, 1990). Interest in the process approach of writing has brought about research concerning writing processes. Researchers have sought various ways to teach ESL and EFL students to write successfully and identify features of written texts that can describe the quality of students' writing. It is claimed that if linguistic features of effective texts can be identified, teachers can teach their students how to write effectively (Schneider & Connor, 1990). A perpetually interesting topic to researchers is determining which internal features distinguish the overall quality of students' writing and how to improve the quality of their texts which is accomplished through revision of their written works.

One of the internal features suggested to discriminate writing quality is coherence. This feature of written texts has long been considered by many writing researchers as an important quality of effective writing as it involves global and logical meaning of a text as well as logical relations within the text (Bamberg, 1984; Grabe & Kaplan, 1996; Lee, 1998). Coherence is also an “essential practice constructed in discussing the quality of

written discourse” (Richards, 1990, p.190). Coherence refers to organization of written discourse of text by which all elements are clearly and logically joined to each other (Hinkel, 2004). Effective writing requires logically consistent ideas for the writer to produce a coherent piece of writing that is readable and understandable to the expected audience (Almaden, 2006). According to many studies on raters’ perspectives of writing quality and studies on writing assessment, coherence is also viewed as one of the indicators of good writing and is almost always included in writing scoring rubrics (Chiang, 1999; Kobayashi & Rinnert, 1996; Rinnert & Kobayashi, 2001; Todd, Thienpermpool & Keyuravonga, 2004; Witte & Faigley, 1981).

However, previous studies have indicated that most ESL/EFL still have difficulties in composing coherent and well-organized texts (Fujioka & Shi, 2003; Hinds, 1990). This criticism applies equally to Thai students of English. A commonly identified problem of textual coherence in students’ writing is digression, in which students include irrelevant examples or inappropriate supporting ideas in their writing. Digression not only impedes the logical development of ideas but also breaks overall textual coherence (Fan & Hsu, 2008). Thus, writing composed by ESL/EFL students is frequently considered disorganized and incoherent as illustrated in the example below.

I've been playing soccer almost everyday. These past few days we haven't been playing because its been too cold. Anyway we have all the time. One time we had to have three teams because there was too much kids. There are sometimes over twenty kids from ages five to who knows maybe fourteen.

I think soccer is very energetic and learnful. It show you how to get along with each other, how to be a good player, and learn new things while playing soccer. We have been playing since the middle of summer. We are still playing in the fall. Who know maybe in the winter we'll play. I think its enjoyable for other kids, too. We always play the girls against the boys. The girls always win. The boys only won three times or so. We won more than ten times. Well I like soccer and I'll probably play every spring, summer and fall. Its such an interesting sport for all who like it very much. I hope you enjoyed my narrative on when I play soccer everyday (Strid, 1998, p. 17).

It can be seen that this student included a lot of irrelevant supporting details to her topic -- playing soccer. Moreover, as Strid (1998) noted, the topic which the student wrote about was so broad that she frequently digressed from the topic and lost focus. Consequently, her writing became incoherent. Generally, two causes of digression in ESL/EFL students' writing can be identified.

First, digression appears to be the result of a traditional approach to writing instruction in ESL/EFL contexts in which teachers tend to focus on grammatical forms and usually consider writing an exercise of grammar and sentence structure. These teachers frequently pay more attention to correcting errors at the surface level such as lexical and grammatical features in their students' writings than at the discourse level (Ferris & Hedgcock, 1998; Grabe & Kaplan, 1996; Hyland, 2007; Myers, 1997). As a result, ESL/EFL learners are mainly concerned with grammatical and surface features

when writing in English. Most of these students fail to give any thought to overall text planning and discourse-level features such as content, coherence and organization of ideas in written texts (Ferris & Hedgcock, 1998; Sukontawut, 2003). The traditional grammar approach can also lead ESL/EFL students to view a written text that lacks grammatical mistakes as good writing; this is not a very accurate perception. Although ESL/EFL students can produce compositions without grammatical errors, their writing is still disorganized and incoherent (Chiu, 2004; Fan & Hsu, 2008; Pongsiriwet, 2001; Rinnert & Kobayashi, 2001; Zainuddin & Moore, 2003).

The second cause of digression is the ambiguity of feedback given to students' writing by teachers or peers. Despite the fact that ESL/EFL teachers tend to put more emphasis on the writing process and the meaning of written texts according to the principles of the process approach, their feedback on discourse-level features, particularly on textual coherence, is too vague and abstract for students to understand (Fan & Hsu, 2008; Lee, 2002). Some examples of this feedback are "I can't follow your ideas; your writing is not coherent; your writing lacks unity; the ideas don't hang together; the ideas are disorganized" (Lee, 2002, p.136). These comments do not provide students concrete ideas or guidelines to improve the coherence of their writing. As Vann and Abraham (1990) has pointed out, many ESL students do not succeed in learning English because they fail to apply appropriate reading, speaking, vocabulary and writing strategies. Thus, it is significant for EFL teachers to teach those strategies to students so that they will be able to independently and appropriately apply them in their language learning. Consequently, it is essential that textual coherence be taught explicitly to help ESL/EFL students vividly understand the concept and be able to produce good compositions.

In summary, a common problem of textual coherence of ESL/EFL students is digression. This problem results from the traditional approach to teaching writing and ambiguous feedback given to students' texts. These issues lead ESL/EFL students to focus more on surface features instead of the discourse features of writing. Also, the students have no idea how to revise their texts from the broad feedback given by their teachers.

In order to help ESL/EFL students cope with the problem of textual coherence, many researchers and teachers of ESL/EFL writing have been searching for approaches and methods to teach students to write coherently. Topical structure analysis (TSA) proposed by Lautamatti (1987) has proven to be one of the most effective methods for raising students' awareness of the importance of coherence. TSA also helps students detect problems of coherence in their writing (Cerniglia, Medsker, & Connor, 1990; Chiu, 2004; Connor & Farmer, 1990; Fan & Hsu, 2008; Sakontawut, 2003; Witte, 1983).

TSA was drawn from the theory of Functional Sentence Perspective (FSP) by the Prague School of Linguistics. This theory mainly focuses on analyzing a sentence into parts based on their functions and the communicative contexts in which they occur (Vande Kopple, 1980). According to Lautamatti (1987), TSA is used to analyze a sentence in two segments: topic and comment. The topic is defined as the part telling what the sentence is about, namely, the main idea of a sentence. Meanwhile, comment refers to what is said about the topic. The topic of each sentence is a subtopic of the discourse topic of a text. TSA also examines how sentence topics in a text semantically relate to the discourse topic as a whole.

In order to identify how topics progress to develop a discourse topic, Lautamatti has suggested three types of topical progression: parallel progression, sequential progression and extended parallel progression. In parallel progression, the topic of the following sentence is identical or synonymous with the preceding one. In sequential progression, the topic of the next sentence comprises a comment on the previous sentence or a new, different topic. Finally, a topic in extended parallel progression is the same as the topic of the previous sentence, but it is interrupted by one or more different topics in sequential progression (Lautamatti, 1987).

As Witte (1983b) has pointed out, TSA can be used to study text coherence. It illustrates a clear picture of how a writer develops an essay through its topical structure. Also, TSA helps determine whether or not the writer succeeds in selecting effective related subtopics to develop the discourse topic. Therefore, TSA may provide a strategy that helps students produce more coherent texts.

At first, TSA was employed as an objective method to examine coherence and patterns of topical progression in students' texts (Almaden, 2006; Carreon, 2006; Lautamatti, 1987; Simpson, 2000; Witte & Faigley, 1981). More recently, it has been taught to students as a revision strategy to investigate their writing coherence (Cerniglia, Medsker, & Connor, 1990; Connor & Farmer, 1990; Fan & Hsu, 2008; Sakontawut, 2003). According to Connor and Farmer (1990), the application of TSA as a self-revision strategy in ESL writing classes demonstrated that students' writing improved after revision, particularly in terms of coherence. Moreover, the students responded positively to TSA because the method helped them check the meaning of their sentences and reminded them of the relationship between meaning, main topic and the purpose of their

writing. Similarly, Cerniglia, et al. (1990) developed a computer-assisted instructional program to teach TSA to ESL students. The program helped students connect ideas in their writing and produce well-organized texts more effectively. Sakontawut (2003) analyzed the revision process of Thai college students after learning Functional Sentence Perspective (FSP), revealing slightly improved scores between pretest and posttest. However, it was found that TSA could help students focus more on meaning and discourse-level features of writing in their revisions.

In brief, TSA has been employed as an explicit teaching tool to raise students' awareness of textual coherence. It has also been used as an effective self-revision strategy in which students can detect their own problems. Students are taught to analyze a sentence in terms of topic and comment in order to investigate the semantic relationship between sentence topics and the discourse topic. Furthermore, students can use three types of topical progression to examine how a topic progresses in a text. Many studies have also demonstrated that TSA can help students improve their writing quality, particularly in terms of coherence and organization of ideas.

As discussed in the previous section, TSA can be used successfully as part of a revision process and in combination with teacher instruction (Connor and Farmer, 1990; Sakontawut, 2003; Witte, 1983). Also, TSA allows students to see the semantic relationships among the text both in the macro and micro levels of text so that it proves to be an effective way to develop the quality of their writing. However, the effectiveness of teaching TSA in writing class in EFL contexts and students' attitudes towards TSA instruction remains relatively unexplored, particularly in Thailand. Moreover, studies on proportion of topical progression in essays written by high and low proficiency Thai EFL

students are very scant. Hopefully, TSA instruction can help students solve problems in their own written texts in the revision stage in process-based writing classrooms and raise their awareness of coherence in writing. The researcher is therefore interested in conducting research on the effectiveness of TSA instruction on the writing quality of Thai EFL students. This study will shed more light on EFL writing instruction at the tertiary level.

Purposes of the Study

The purposes of the study were as follows.

1. To investigate the effectiveness of topical structure analysis instruction in improving the quality of writing of tertiary level students majoring in English education.
2. To investigate the extent that instruction in topical structure analysis can improve the writing quality of both high and low proficiency students.
3. To determine the proportion of topical progression in essays written by high and low proficiency students.
4. To examine the opinions of students concerning TSA instruction in a writing class.

Research Questions

In order to achieve the purposes of the study, the following research questions were addressed.

1. Is there a significant difference between the mean score on the pretest and posttest of the students in the experimental group?

2. Is there a significant difference between the mean score on the posttest of the students in the experimental group and the control group?
3. To what extent does TSA instruction help high and low proficiency students improve their writing quality?
4. What is the proportion of topical progression in essays written by high and low proficiency students in the experimental and control groups?
5. What are the opinions of the students in the experimental group concerning instruction in topical structure analysis?

Significance of the study

The results of the study are beneficial to writing teachers and students in various aspects as follows.

1. The study introduces an alternative teaching method to raise students' awareness of textual coherence which teachers can effectively apply in their writing classes.
2. Teachers can apply TSA instruction to help ESL/EFL students revise their texts coherently. If students are well-equipped with a revision strategy, they can become independent and autonomous writers; the ultimate goal of EFL writing instruction. Language learning strategies are essential for ESL/EFL students to become successful learners.
3. Teaching TSA to ESL/EFL students as a revision strategy can help teachers reduce their work load in correcting and giving feedback on students' essays.

4. The study provides information of the students' opinions concerning the teaching of TSA in a writing course which should be beneficial for the development of ESL/EFL writing instruction at the tertiary level.
5. The results of this study can contribute to future research and pedagogical concerns regarding innovation in EFL writing instruction.

Scope of the Study

The study was confined by the following parameters:

1. In this study, there were 20 students in the experimental group and 20 in the control group.
2. To investigate the proportion of topical progression in students' texts, essays written by only five high proficiency and five low proficiency students from the experimental and the control groups were examined. The students' proficiency levels were determined by their pretest scores.
3. Two of the four writing assignments were collected and analyzed for this study; the first and final drafts of the classification essay plus the first and final drafts of the comparison and contrast essay. These essays were drawn from both high and low proficiency students in the experimental and the control groups.

Definitions of Terms

The following terms are defined as they are used frequently and specifically in the present study.

Instruction in topical structure analysis.

Instruction in Topical structure analysis (TSA) refers to the application of text-based analysis of coherence originally proposed by Lautamatti (1978) to writing instruction. It is a teaching of a strategy which students can use in their revision process in addition to a teacher's feedback. The students are taught to identify a topic and a comment of each sentence in their essays. Then they draw a diagram of topical progression to examine how each topic progresses in the text and relates to the discourse topic before they revise their writing.

Process-based approach.

The process-based approach refers to a method of teaching writing. It views the writing process as a recursive process consisting of pre-writing, drafting and revising activities. Students are taught to plan, write and revise their academic essays using various techniques. After writing the first draft of each essay, the students receive feedback from the teacher in order to revise the final draft.

Proportion of topical progression.

Proportion of topical progression refers to the quantity of each type of topical progression that students employ to develop the discourse topic in written texts. There are three types of topical progression including parallel progression, sequential progression and extended parallel progression.

Summary of the Chapter

The chapter has presented the background, context and direction for this study. It first has described the importance of coherence to the quality of writing produced by EFL undergraduate students. It has also described problems facing Thai EFL students in

academic writing. The chapter then has proposed topical structure analysis (TSA) as an effective revision strategy to help students improve their writing, especially those who are taught to write with the process-based approach that requires them to write multiple drafts. The chapter has concluded with the purposes of the study, research questions, scope of the study, significance of the study and definitions of key terms.

Organization of the Research

The remainder of this research is organized as follows:

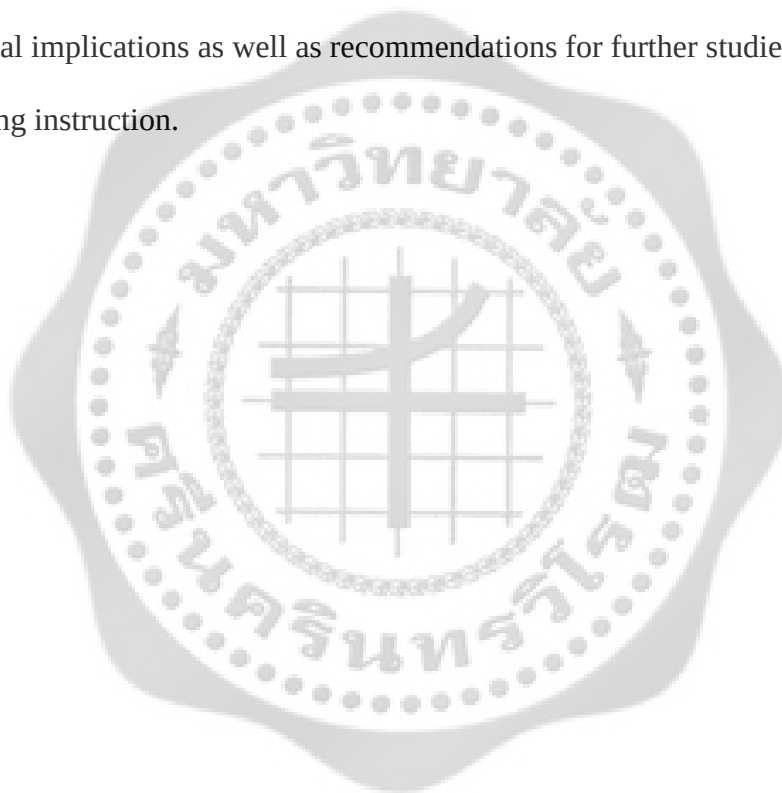
Chapter 2 reviews related literature as the theoretical foundation for the concepts discussed in this study including approaches to writing instruction for students in the ESL/EFL contexts. It then discusses the conceptualization of coherence and cohesion in written texts. Finally, this chapter describes TSA instruction and its theoretical framework as well as contributions to quality of writing, and an overview of previous studies related to TSA instruction.

Chapter 3 describes the research design and research procedures used in the study. It also discusses research instruments, teaching materials applied in the quasi-experimental study and a thorough description of TSA instruction. The last section of the chapter explains data collection and data analysis processes regarding quantitative and qualitative methods.

Chapter 4 presents the findings of quantitative data analysis, the effect of TSA instruction on students' writing in terms of overall quality and coherence. The second section discusses the results of quantitative data analysis of high and low proficiency students' first and final drafts of selected essays concerning improvement in their writing. The third section of the chapter discusses the results of the analysis of the first and the

final drafts of high and low proficiency students to discover the proportion of each type of topic progression found in their essays. The chapter also reports the results of the questionnaire responses and interviews with the students in the experimental group.

Chapter 5 summarizes the main findings of the study, discusses the results of the study and provides possible directions for writing instruction and practice in revising essays using topical structure analysis. Finally, this chapter proposes theoretical and pedagogical implications as well as recommendations for further studies in the field of EFL writing instruction.



CHAPTER II

REVIEW OF RELATED LITERATURE

This research investigated the effect of instruction in topical structure analysis (TSA) on the writing quality of third-year English Education majors at Chiang Rai Rajabhat University. In order to provide background information on TSA instruction, this chapter reviews literature related to the present study. It consists of three sections. The first section summarizes the approaches to writing instruction for students in the ESL/EFL context. The second section discusses the conceptualization of coherence and cohesion in written texts. Finally, the chapter describes TSA instruction and its theoretical framework, and an overview of previous studies related to TSA instruction.

Writing Instruction in ESL/EFL Contexts

Writing instruction in contexts where students learn English as a second language (ESL) and a foreign language (EFL) has greatly interested many researchers and educators for decades. They have been searching for approaches to teaching writing to ESL and EFL students effectively; most of them approaches are based on theories and research of L1 writing instruction for native English speaking learners (Grabe & Kaplan, 1996; Silva, 1993). Since the beginning of L1 writing pedagogy in the 1960s, the predominant approaches to teaching L1 writing which have been applied to ESL/EFL writing instruction are the product approach, the process approach, and more recently the genre-based approach (Ferris & Hedgcock, 1998).

As widely known, the process approach to teaching writing has been developed to replace the traditional product approach. According to the product approach, a

composition is viewed as a grammatical exercise to imitate a model composition and the teaching mainly focuses on formal correctness and rhetorical patterns (Ferris & Hedgcock, 1998; Myers, 1997). This approach puts more emphasis on the final product with error-free sentences; it overlooks the importance of cognitive skills and procedural strategies of students. This is seen as a shortcoming of the approach.

On the other hand, the process approach views the writer as an independent producer of texts who has ability to plan, define a rhetorical problem, and propose and evaluate solutions (Ferris & Hedgcock, 1998; Grabe & Kaplan, 1996; Hyland, 2003). It is “an approach to the teaching of writing which stresses the creativity of an individual writer, and it pays attention to the development of good writing practices rather than imitation of models” (Tribble, 1996, p. 160). Further, the process approach has incorporated techniques of text generation into writing instruction. It also emphasizes the psychological processes of writing and views writing as a cognitive and social process as well (Meyers, 1997).

The focus of this approach shifts from the final product itself to the different stages the writer goes through in order to create a product. By dividing the task as a whole into various steps, writing can be much less daunting and more manageable to EFL students. These stages generally involve different forms of brainstorming, selecting and ordering ideas, planning, drafting, revising and editing. Additionally, as Raimes (1985, as cited in Tribble, 1996, p. 59) comments, the process is “not linear at all” but “recursive”. Students can move back and forth between the stages and make a decision on how to improve their texts.

However, many researchers (e.g., Badger & White, 2000; Grabe & Kaplan, 1996; Hyland, 2003) claimed that the process approach has been criticized in terms of its ignorance of different purposes of writing in different contexts.

From the above limitations, a genre-based approach has emerged in order to react to the shortcoming of the two previous approaches. Many other researchers give various definitions to genres. Swales (1990, p. 58), for example, defines a genre as "...a class of communicative events, the members of which share some set of communicative purposes". His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. A similar idea of genres can also be found in another predominant definition of genres proposed by Bhatia (1993). He defines a genre as "an instance of a successful achievement of a specific communicative purpose using conventionalized knowledge of linguistic and discoursal resources" (p.16). Hyland (2002) also defines genres as "abstract, socially recognized ways of using language" (p. 16)

Generally speaking, the philosophy of the genre-based approach is that all texts are written with certain conventions. A genre is identified by the communicative purpose for which it is created in a particular social context (Swales, 1990). According to Hyland (2003), teachers need to focus on the conventions of writing and the relationship between discourse, community, and linguistic knowledge. One such explanation of this relationship is provided by the genre analysis of texts.

Further, in ESL/EFL contexts, the genre-based approach is useful for sensitizing writing instructors to link formal and functional aspects that they teach in the classroom. As Bhatia (1993) suggests, it is important for the teachers to connect these two elements

to help ESL/EFL students understand how and why linguistic conventions are used for particular rhetorical effects. The processes of writing and its final product are also conditioned by the purpose and context of writing or its audience and genre.

Despite the benefit of the genre-based approach in helping learners to produce written texts communicatively, there are some criticisms on this approach. According to Badge and White (2000), the genre-based pedagogy places too much emphasis on conventions and genre features. Teachers may spend most of the class time explaining how language is used for varieties of purposes and with various readers. By doing so, students are likely to be largely passive. Thus, the genre approach is criticized for limiting students' creative thinking and overlooking natural processes of learning and students' creativity (p. 157).

According to the approaches to writing instruction discussed above, it is apparent that each approach has both strengths and weaknesses. These can inform researchers and teachers better on what can be applied into a particular learning situation and what cannot be effectively applied. Therefore, considering levels of proficiency and writing experiences the participants in the present study, the researcher decided to teach writing based on the process-based approach. Moreover, the purpose of the study was to examine the effectiveness of the instruction in topical structure analysis as a revision strategy, and the students had never been introduced to the writing process. Consequently, the process approach to writing instruction should be suitable and effective to enable the students to write and revise their texts.

Conceptualization of Cohesion and Coherence in Written Texts

In writing instruction, coherence and cohesion are frequently taken into account in evaluating overall quality of composition. In other word, lack of coherence may be considered a main factor that makes ESL or EFL writing less effective. To attain a clearer perception of how coherence is interpreted by readers as well as achieved by writers, researchers in psychology, linguistics, and applied linguistics have attempted to explore the nature of cohesion and coherence (Grabe & Kaplan, 1996).

Cohesion.

According to Halliday and Hasan (1976), cohesion is “a semantic relation between an element in the text and some other element that is crucial to the interpretation of it” (p.8). Cohesion is also defined as the explicit connectedness or overt linking on the sentence levels (Todd, Khongput, & Darasawang 2007). As Halliday and Hasan (1976) argue, cohesion is regarded as a means of contributing to the overall discourse coherence. They proposed two types of cohesion: grammatical cohesion and lexical cohesion. Grammatical cohesion consists of linguistic devices such as reference, substitution, conjunction, and ellipses; lexical cohesion is achieved by use of synonyms and collocations.

After the publication of Halliday and Hasan’s book titled *Cohesion in English* in 1976, a lot of discussion and debates on the subject have been raised. It has also generated a number of studies examining cohesion performance of ESL/EFL students’ writing. Scholars have divided themselves into two groups. The first group of researchers has focused on investigating cohesive features and its relationship with

overall coherence. The other group has realized that cohesion did not contribute to coherence of a text.

Concerning the studies on the relationship between cohesion and overall discourse coherence, different results have revealed. By examining the relationship between the use of cohesive markers and writing quality, some researchers have argued that better use of different types and frequency of cohesive devices can improve writing quality and produce a more coherent text. In the study conducted by Chiang (2003), both native speakers of English (NS) and non-native speakers of English (NNS) raters were invited to evaluate sixty essays written by Taiwanese college students. The results revealed that cohesion can serve as an indicator of writing quality. In Chou (2000) and Liu's and Braine's (2005) studies, the findings indicated that the quality of writing showed significant covariance with the number of lexical devices and the total number of cohesive devices. In contrast, the results of other studies demonstrated no significant relationship between the number of cohesive devices and the writing quality. For example, a study by Zhang (2000) demonstrated no significant relationship in the use of cohesive devices between good and weak writing. Additionally, Hinkle (2001) investigated the number of common cohesive devices in NS and NNS texts. The results indicated that NNS writers tended to use more sentence transitions, but a limited range of cohesive features. However, the use of transitions did not result in a better organization of information.

On the contrary, some researchers did not support Halliday and Hasan's (1976) statement that a coherent text was cohesive. Instead, this group believed that sticking to the point was a feature of coherence, and they studied the relationship of the points or

propositions to one another as well as suggested how to teach writing in the ESL/EFL. For instance, Carrell (1982) argued that cohesion does not necessarily equal coherence in a text. That is a text can still be coherent without explicit use of cohesive features. Therefore, Carrell suggested that teaching textual coherence to ESL/EFL learners should focus on techniques of organizing information in writing, rather than on cohesive devices. In addition, Witte (1983b) and Connor and Farmer (1990) employed the topical structure analysis to examine writing of NS and ESL students. The results demonstrated fewer topics but more T-units per topic in high-rated essays than in low-rated essays. Consequently, they indicated that supporting details of a topic is one of the most important features of coherent essays. Likewise, Kuo (1995) suggested the need to incorporate organizational patterns into writing instruction. Lee (2002) also put an emphasis on focusing students' attention on the distribution of information.

Coherence.

Coherence is a component of the writing which proves a crucial part and a virtual guarantee of writing quality. According to Grabe and Kaplan (1996), coherence is “(a) having an overall discourse topic, (b) comprising a set of relevant assertions relating logically among themselves by means of subordination, coordination and/or superordination, and (c) being organized by information structure” (p.71). Moreover, coherence demonstrates the connection among ideas and focuses more on the communicative purpose of the discourse, thematic development, and information organization (Kuo, 1995; Lee, 2002). Coherence, thus, has been regarded as an important rhetorical feature of effective writing (Halliday, 2000).

Coherence can be generally viewed in two aspects: reader-based and text-based coherence (Johns, 1986). A reader-based coherence views the reader as a main measure for the extent to which a text can be considered coherent. According to this view, two major variables may influence a reader's judgment of coherence: knowledge of the world and knowledge of the rhetorical structure. Text-based coherence, on the other hand, presumes that the existence of certain textual features can make a text coherent. This conception of coherence can be classified into two categories: traditional and discourse-based.

As this research has focused on topical structure analysis (TSA), which is perceived as a text-based strategy to analyze and evaluate coherence of written texts, the following section mainly presents the concept of text-based coherence including traditional and discourse-based concepts.

Traditional Concept of Coherence.

Coherence is traditionally considered text-based and is associated with cohesion, which Hoey (1991) defines as "the way certain words or grammatical features of a sentence can connect that sentence to its predecessors or successors in a text" (p.3). It is assumed that knowledge of the linguistic signals of cohesion alone can help writers establish the interpretation intended by the writer (Carrell, 1982). This belief has prevailed in the ELT field after Halliday & Hasan's *Cohesion in English* (1976), in which they have provided an extensive classification of cohesive devices.

According to Halliday and Hasan (1976), cohesion devices include: a) reference: articles and other determiners in noun phrases (e.g., *the, that, these, every, some*), and pronouns (e.g., *he, her, them, somebody*); b) conjunction: devices which indicate the

nature of meaning relations between clauses and sentences and larger discourse units (e.g., *so, but, while, moreover, therefore*); c) substitution: devices which contribute to economy (e.g., *one, either, do so*); d) ellipsis : devices contributing to economy and emphasis (i.e., omitting parts of phrases or clauses which can be understood from the context); and e) lexical cohesion: repetition of semantically related words such as near synonyms, superordinate and hyponym (e.g. computer is the superordinate of laptop), co-hyponyms (e.g. *laptop* and *desktop*), or collocation (i.e., the tendency of certain lexical items to co-occur in a text such as *computer* and *crash*).

In fact, it was Halliday and Hasan who initially differentiated the terms coherence and cohesion. They defined coherence as “the consistency of register” (i.e., compatibility with the social context of the situation) and a supplement to cohesion (p.23). However, they failed to provide a systematic description of coherence.

A number of studies have indicated that cohesion is complementary to coherence rather than vice versa. That is to say, a cohesive text is not necessarily coherent (Ferstl & Von Cramon, 2001; Noordmann & Sanders, 2000; Hancox & Smith, 2001). However, teaching cohesive devices in decontextualized, sentence-level exercises still forms the basis for how coherence is introduced in many textbooks (Oshima & Hogue, 2006).

Discourse-based Concepts of Coherence.

As opposed to the traditional view of coherence, proponents of a discourse-based view of coherence analyze the components of a text, among which are cohesive devices, within the communicative environment (i.e., the discourse community) in which the text occurs (McCarthy, 1991). As empirical studies could not reveal any significant correlations between the number of and correct form of grammatical cueing devices in

texts and the coherence of those texts (Connor, 1984; Goller, 2001), many studies have shifted to investigate the contribution of pragmatic or appropriateness contextual of those grammatical cueing devices to the coherence of a text. By doing so, they have developed an understanding of coherence that does not separate grammar from the context (Nunan, 1999).

Studies of discourse-based coherence vary in terms of definitions of coherence that they have adopted. Three distinct definitions of coherence have been suggested: 1) a text coheres to the extent that a reader is able to process the text quickly (Noordman & Sanders, 2000); 2) a text coheres in so far as a reader is able to retrieve it in his/her memory (Kintsch & McNamara, 1996); and 3) a text coheres as far as different readers attain the same interpretation of the text as the writer's intended meaning (Traxler & Gernsbacher, 1995). Based on one of those definitions of coherence, many discourse-based theorists and practitioners have set up criteria for textual coherence. However, they have varied in terms of the textual features they view as more reliable measures of coherence.

The various discourse-based features of coherence can be examined under two main categories: features of local coherence and those of global coherence. Global coherence features refer to the underlying logical relations between parts of a text such as the relations between clauses which is the minimal components of the discourse-based features of coherence. Conversely, local coherence features refer to the linguistic markers of those underlying relations (Kintsch & McNamara, 1996).

According to the model of text construction (See Figure 1) adapted from Grabe and Kaplan by Burneikaitė and Zabaliūtė (2003, p.67), the four individual components of a written text can be classified into two levels: sentential and textual levels. The components on the sentential level are syntax and semantics while the textual level includes cohesion and coherence. These levels are further divided into surface structure- syntax and cohesion- and deep structure- semantics and coherence. As Burneikaitė and Zabaliūtė (2003) suggested, “this division may be seen generally as constituting a form-meaning distinction” (p. 67). The fifth element, an underlying component of the other four is the lexicon. All these five components are considered essential elements of text structure. It is apparent that cohesion and coherence are different concepts in text structure (Grabe & Kaplan, 1996). That is, cohesion which is the surface structure in a text does not necessarily contribute to the deep structure of the text-coherence.

Sentential	Syntax	Lexicon	Semantics
Textual	Cohesion		Coherence

Figure 1. A model of text construction

Topical Structure Analysis

In writing instruction, coherence remains a difficult topic both for teachers to teach and for students to learn. Although research has explored the nature of coherence by analyzing learners’ essays, it is evident that EFL students have problems in fully comprehending this concept (Hirose, 2001; Lee, 2002). In addition, insufficient instruction in coherence has been identified as a contributing factor for students’ poor

performance in writing coherently. As Johns suggested (1986), “published textbooks, though they may supplement and augment the following suggestions, do not provide a sufficient introduction to the depth and variety of coherence features necessary for proficient writing” (p. 251). Moreover, previous research indicated that novice EFL learners or even some advanced writers confronted difficulties in composing fluently and coherently (Chiu, 2004; Fujioka & Shi, 2000; Hind, 1990; Wikborg, 1990). As a result, coherence instruction in ESL/EFL writing is essential in terms of its pedagogical and research value.

According to the process approach, writing is regarded as a recursive process in which students are encouraged to revise and produce multiple drafts. As reported in the previous studies (Faigley and Witte, 1981; Nunan, 1991), inexperienced writers had a tendency to revise the surface level language use. Experienced writers, in contrast, took more perspectives into consideration. Therefore, they not only revised the language usage, but also made changes at discourse level like the content or arguments of their writing. If native speakers consider revising a difficult task, non-native speakers can face much greater complexity in revision. Thus, there is a clear need for teaching students how to revise more effectively, particularly in terms of discourse-level features (Leki, 1992; Grabe & Kaplan, 1996; Sengupta, 2000). Topical Structure Analysis (TSA) was then suggested as a useful linguistic-based revising strategy that can be used as a check of coherence (Connor and Farmer, 1990).

TSA is one of the most commonly referenced local features of coherence from the viewpoint of the Functional Sentence Perspective (FSP) theory. FSP theory forms the basis of the taxonomies for establishing features of local coherence (Firbas, 1992). It

relies on Halliday and Hasan's taxonomy of cohesion ties. However, unlike Halliday and Hasan, it not only examines the cohesive ties syntactically and semantically but also studies the function of these cohesive devices (i.e., reference, substitution, ellipsis, conjunction, and lexical cohesion) within the communicative environment, or the discourse, in which they appear (Firbas, 1992).

TSA was first proposed by Lautimatti in 1987 to examine how topics repeated, shifted, and returned to earlier topics in the discourse. In addition, TSA concerned the semantic relationship between the sentence topics and the discourse topic. According to Connor and Farmer (1990), TSA "considers both global and local coherence of texts" and is "concerned with the semantic meaning of sentences and their sequencing to develop the overall discourse topic" (p.127-128). This approach of analyzing discourse coherence has received attention when examining the concept of the coherence of essay writing.

Lautamatti (1987) further identified three types of progressions: parallel progression, sequential progression, and extended parallel progression. Each type of progression, administered for different purposes and functions, plays a role in achieving discourse coherence. Parallel progression refers to the way in which topics of successive sentences are identical or synonymous. By using parallel progression, the main focus of an essay is strengthened by means of repetition, pronominal forms, and synonyms used in the immediately preceding sentence topic (Schneider & Connor, 1990). With regard to sequential progression, the comment of the previous sentence becomes the topic of the following sentence. This kind of progression contributes to the development of subtopics by adding details or giving examples. Extended parallel progression represents one type of parallel progression interrupted by one or more sequential progression. When writers

return to a topic mentioned in earlier text, that is, extended parallel progression, it helps provide closure and remind readers of the main topic. Cerniglia et al. (1990) reported that extended parallel progressions of sentence topics “develops an idea well but also brings the reader back to the main idea to achieve a closure” (p. 238). The example of sentences topics in an essay and the three types of topical progression are illustrated below.

Language and Community

(1)When a human infant^a is born into any community in any part of the world, it has two things in common with any other infant, provided neither of them has been damaged in any way either before or during birth. (2)Firstly, and most obviously, new born children are completely helpless. (3)Apart from a powerful capacity to draw attention to their helplessness by using sound, there is nothing the new born child can do to ensure his own survival. (4)Without care from some other human being or beings, be it a mother, grandmother, sister, nurse, or human group, a child is very unlikely to survive. (5)This helplessness of human infants is in marked contrast with the capacity of many newborn animals to get to their feet within minutes of birth and run with the herd within a few hours.

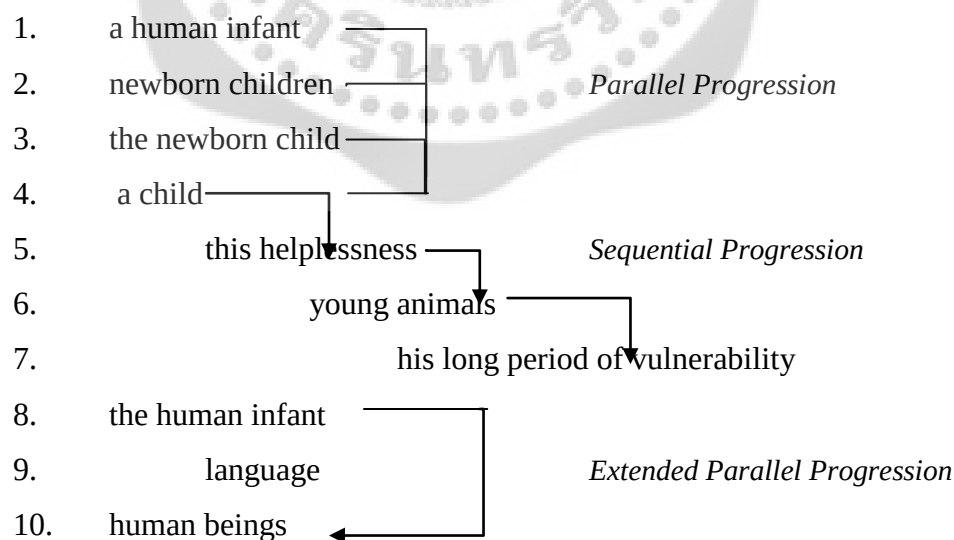
(6)Although young animals are certainly at risk, sometimes for weeks or even months after birth, compared with the human infant they very quickly develop the capacity to fend for themselves. (7)It would seem that this long period of vulnerability is the price that the human species has to pay for the very long period which fits man for survival as a species.

(8) It is during this very long period in which the human infant is totally dependent on others that it reveals the second feature which it shares with all other undamaged human infants, a capacity to learn language. (9) For this reason, biologists now suggest that language is “species specific” to the human race, that is to say, they consider the human infant to be genetically programmed in such a way that it can acquire language. (10) This suggestion implies that just as human beings are designed to see three-dimensionally and in colour, and just as they are designed to stand upright rather than to move on all fours, so they are designed to learn and use language as part of their normal development as well-formed human beings.

(Lautamatti, 1987, p. 92)

Note. ^a Underlining indicates sentence topic.

The diagram of topical structure of this essay is illustrated below



(Lautamatti, 1987, p.96)

Having studied the effectiveness of this strategy with ESL composition students' texts, Connor and Farmer (1990) claimed that this method of discourse analysis is a reliable tool to measure both global and local coherence. After the analysis of written texts, if there appears to be a lack of balance in the quantity of the three progression types in a text, this indicates a coherence breakdown. To be more specific, if the amount of sequential progression is too high without parallel progression in between, it may indicate that the writer has diverted from the main discourse topic. Second, if the amount of sequential progression is too little, it may signal that the topic has been underdeveloped. Third, lack of extended parallel progression in the last sentence may demonstrate that the text fails to give a sense of completion. Connor and Farmer claimed that this method of analysis could be applied by both teachers and students to check how coherent a text is.

Related Research on Topical Structure Analysis

Since the 1980s, there has been an increase of coherence studies concerning the use of TSA in text analysis (Connor & Farmer, 1990; Schneider & Connor, 1990). Witte (1983a) applied TSA to examine native English students' revision of expository paragraphs. In this study, low-scoring writing, which revealed coherence problems, was identified as lacking clear discourse topics. Witte (1983b) further applied TSA to examine L1 college learners' patterns in writing. The results indicated that highly-rated essays were reported contained significantly more parallel and extended parallel progressions while low-rated essays had more sequential progressions. By comparing the results of TSA with the quality ratings of essays, the researcher suggested that TSA served as a predictor of writing quality. It was used to distinguish higher and lower-rated essays. Regarding the study of ESL students' writing, Almaden (2006) investigated the

topical progression in paragraphs written by Filipino students. He used Lautamatti's framework of TSA to investigate the students' paragraphs. Similar to the study by Witt (1983b), the results revealed that parallel progression was the most frequently used progression in the paragraphs; extended parallel progression was second and sequential progression was third. Extended sequential progression was used least frequently in the paragraphs.

Conversely, a number of researchers have demonstrated different findings from the studies above. Schneider and Connor (1990) investigated essays written for the Test of Written English (TWE). The results revealed that more sequential progressions and fewer parallel progressions were found in the highest-rated essays than in the middle-rated and lower-rated essays. The researchers suggested that features such as elaboration, supporting details, and examples in each topical progression affected coherence of a text. Similar results were found in Carreon's (2006) study that involved a TSA of 20 student journals. The results showed that the most frequently occurring progressions in the texts were the sequential and the extended sequential progressions. In general, students developed their topics coherently due to the high use of sequential progressions in its varied forms.

Recently, TSA was applied to investigate and compare the internal topical structure in different languages. For instance, Simpson (2000) employed TSA to analyze forty paragraphs selected from research articles in English and Spanish. The findings demonstrated that English paragraphs had higher internal coherence than Spanish paragraphs. More specifically, more internal coherence was achieved in the form of parallel and sequential progressions. Moreover, Kim (1996) analyzed the topical

progression in Korean and American university students' writing. It was found that paragraphs written by American students consisted of more parallel and extended parallel progressions than those written by Korean students. The total number of topics per paragraph in American students' writings is smaller than that of Korean students. On the other hand, the paragraphs written by Korean students used more sequential progressions and the sequences of topics were generally not closely related to the main discourse topic or that of the previous sentence. The findings in these studies provide us with an example of applying TSA to analyze texts in different languages.

Related Research on Instruction in Topical Structure Analysis

Rather than merely applying TSA as a linguistics method in evaluating text coherence in students' essays, some researchers have implemented TSA in ESL writing classrooms as a self-revision and analytical strategy to improve students' writing.

Connor and Farmer (1990) first introduced TSA to inexperienced ESL writers as a revision strategy. The findings suggested that students had a positive attitude toward learning and applying TSA as a revision strategy. According to Connor and Farmer's findings,

Student response has been positive; many have remarked that the procedure [Topical structure analysis] helps them examine the meanings of their sentences and forces them to relate these meanings to the main topic and purpose of their writing. When we teach the analysis as a revision tool, we note improvement in student writing, especially in regard to a clearer focus (thanks to added extended parallel progression) and better development of subtopics (thanks to improved ratio of parallel and sequential progressions) (p. 134).

In addition, the researchers considered that TSA, in conjunction with comments from teachers and peers, can serve as a beneficial tool for learners to diagnose coherence problems on their own. This study revealed the practicability of implementing TSA for students to use as a revision strategy and provided evidence that learners made progress after learning TSA.

Cerniglia et al. (1990) designed a computer-assisted program, Studying Topical Analysis to Revise (STAR), for ESL learners to learn TSA. This program helped students identify sentence topics, explained three types of progressions, and showed a diagram of topical progression. The results suggested that learning through STAR, learners could perform better in organizing and connecting their ideas. Moreover, along with follow-up assistance from teachers and peers, TSA provided learners with a systematic approach to achieving writing coherence.

More recently, Sakontawut (2003) investigated the influence of Functional Sentence Perspective (FSP) on the revision process of Thai college students in a case study. The researcher employed TSA to analyze students' essays in the pretest and posttest and slightly differences were found between the scores on the pretest and those on the posttest. However, the researcher revealed that TSA could help students focus more on meaning and discourse-level features of writing in their revisions.

Likewise, Chiu (2004) conducted an in-depth case study in which TSA was introduced to one college English major at an intermediate level. Instead of administrating TSA in expository essays, the researcher explored the feasibility of applying TSA to narrative and descriptive essays. During the process of completing

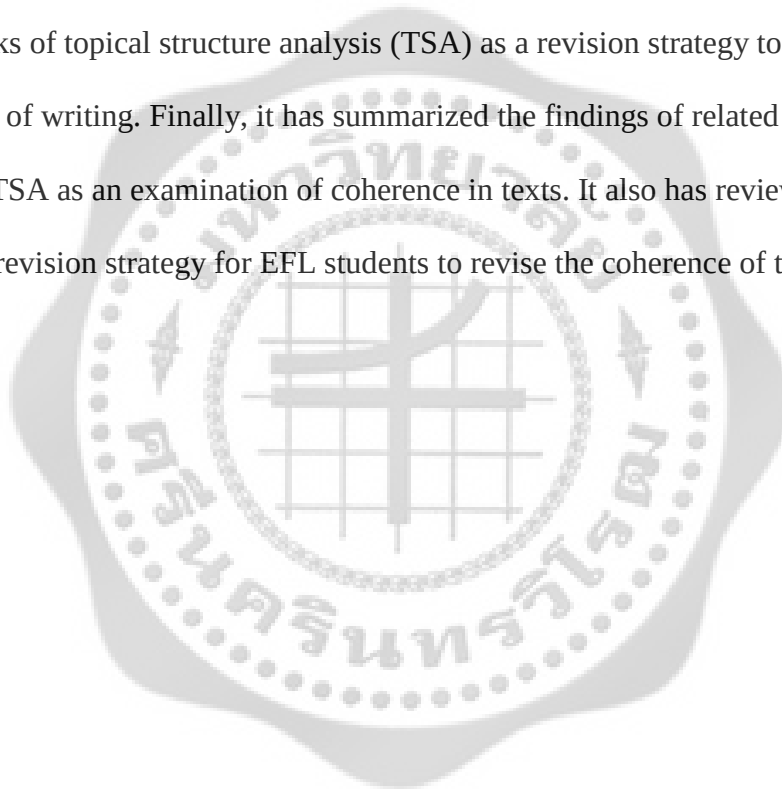
multiple drafts on two topics, the composing process and the improvement of the subjects were carefully examined. This study recorded the process of how the participant adopted a new learning strategy and learned how to improve coherence after learning and practicing TSA. The researcher concluded that “it is possible to incorporate some TSA strategies for students to understand the importance of coherence” (p.163).

Furthermore, Fan and Hsu (2008) evaluated the feasibility of implementing TSA as a revision strategy for Taiwanese EFL graduate students and as an alternative approach for detecting their coherence problems. They also investigated students’ attitudes toward learning TSA strategy using questionnaire. The findings showed that the instruction has a positive effect on the students’ revising process. By analyzing the students’ writing samples, including drafts and revisions, different patterns and improvement in information organization were identified. All types of progressions - parallel, sequential, and extended parallel - increased after having received TSA instruction. Sequential progression was most frequently found in the students’ writings.

In brief, TSA was first proposed by Lautamatti (1987) as a means to examine the coherence of texts. This inspired many researchers to apply TSA to investigate the topical progressions in highly-rated and low-rated texts. They revealed that topical progression was one of the indicators of effective writing regarding coherence; however the results were inconclusive. Moreover, other researchers employed TSA to compare the topical progression in essays written in English with those in different languages. In addition to applying TSA merely to examine the progression of a topic in a text, many researchers have implemented TSA into writing instruction as a revision strategy. Most research yielded positive results of teaching TSA to improve students’ writing quality.

Summary of the Chapter

This chapter has presented an overview of the approaches to teaching writing in ESL/EFL contexts including the product and the process approach. Also, it has discussed the concepts of coherence and cohesion as the characteristics of effective writing. It has presented the classification of coherence consisting of text-based and reader-based coherence with their subcategories. Moreover, this chapter has provided the theoretical frameworks of topical structure analysis (TSA) as a revision strategy to improve coherence of writing. Finally, it has summarized the findings of related research on applying TSA as an examination of coherence in texts. It also has reviewed teaching of TSA as a revision strategy for EFL students to revise the coherence of texts.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology beginning with a discussion of research procedures, instrumentation, and data collection procedures. The methods of data analysis are also described in the last section of the chapter.

Research Procedures

Research design.

This study was a quasi-experimental study with a mixed approach of quantitative and qualitative research methods. The research design was a pretest-posttest control group. The students who were taught topical structure analysis (TSA) as a revision strategy in addition to the process-based approach formed the experimental group. On the other hand, the students who learned writing only through the process-based teaching formed the control group.

In the quantitative data collection, a pretest of essay writing was first administered to both experimental and control groups at the beginning of the class. The students in the experimental group learned to write four types of essays: process, classification, cause and effect and comparison and contrast. These students revised their essays using TSA and the teachers' feedback. In the meantime, the students in the control group were taught to write using the same content and teaching methods, but they revised their texts based on the teacher's feedback only. The main approach of teaching in both groups was process-based approach. The writing class lasted 12 weeks. At the end of the class, a writing posttest was administered to both groups. The pretest, the posttest and the first

and the final drafts of two types of essays, classification, and comparison and contrast essays, written by high and low proficiency students in the experimental group were compared to determine the effectiveness of the treatment. A set of questionnaires about opinions of students on TSA instruction was also administered to students in the experimental group after treatment.

Regarding the qualitative data collection, the proportions of topical progression in the essays of high and low proficiency students in the experimental group were analyzed and compared aiming at investigating the topical progression which the students in different proficiency levels used to develop the discourse content of texts. In addition, an interview of the high and low proficiency students in the experimental group was conducted right after the students completed the questionnaire. The interview data were collected to gain in-depth information regarding their opinions concerning TSA instruction as they learned in writing classes.

Participants and context of the study.

The participants of this study consisted of 40 third-year English Education major students at Chiang Rai Rajabhat University (CRRU), where the researcher has served as a lecturer. Geographically, the students at CRRU were from Chiang Rai province and other provinces near Chaing Rai. They were between 20 and 22 years old, and their English proficiency ranged from low-intermediate to intermediate levels. These students enrolled in the EU 3301-Composition1 course, a compulsory course in the first semester of academic year 2010, and there were two groups of 20 students. The students had some background knowledge of English writing from two prerequisite courses: EU 2301 English Reading and Writing Process I and EU 2302 English Reading and Writing

Process II. They learned academic writing for the first time in their study. According to the course description of the EU 3301 Composition course, the students are required to compose various types of essays including process, classification, cause and effect, and comparison and contrast essays

Sampling procedure.

The participants of the study were selected by non-random, purposive sampling from the third-year English education students enrolled in the EU 3301-Composition 1 in the first semester of academic year 2010. The purposive sampling procedure was used because there were two groups of students taking the composition course which the university offered for students majoring in English Education in this semester. The objective for the course is mainly teaching students to write a variety of essay types effectively. The purposive sampling is possible in the quasi-experimental research, assures a high participation rate, and generalization is possible to similar subjects (Frankel & Wallen, 1991).

The students were randomly allocated to the experimental and control groups; twenty students in each group. To ascertain that the students in the experimental and the control groups were homogeneous, the pretest scores were analyzed and the students in the two groups were matched using the matched pair technique. From the same pretest result, the students in each of the two groups were further divided into two subgroups, five high proficiency and five low proficiency students. This was conducted to examine whether the method accommodated high or low proficiency students.

Instrumentation

The data and variables.

Two types of data; quantitative and qualitative, were employed. The quantitative data were 1) scores from holistic essay scoring for the pretest and posttest of essay writing, 2) scores of the first and the final drafts of classification and comparison and contrast essays, 3) a number of each type of topical progression found in students' essays and 4) Likert-scale responses from the questionnaire on opinions of students on TSA instruction. The qualitative data included a discourse analysis of students' essays and results of the interviews. The independent variable was TSA instruction as a revision strategy and the dependent variable was the writing quality of students' essays.

Research instruments.

In the study, the data were collected from the pretest and posttest of essay writing, the first and the final drafts of students' essays, the questionnaire on the students' opinions concerning TSA instruction and the interviews. In addition, a textbook was selected as a teaching material, and two essay scoring rubrics were employed to rate the students' pretest and posttest as well as the first and the final drafts of their selected essays. Detailed information of research instruments and materials for the study are as follows.

Pretest and posttest of essay writing.

To evaluate the participants' writing proficiency before and after instruction, the students in the experimental and the control groups were required to take a pretest and a posttest of essay writing on the topic of "*What can you do to reduce the global warming in Thailand?*" This topic was selected because it was a current and interesting issue in

Thailand and all over the world. The students are familiar with the topic and have ideas to write about. In order to determine its practicality, this topic was piloted with the third year students majoring in English Education at CRRU who were not involved in the study.

The first and the final drafts of selected essays.

In order to investigate the extent to which TSA instruction helped to improve high and low proficiency students' writing quality and to determine the proportion of topical progression used in the essays, the first and the final drafts of two selected essays written by high and low proficiency students in the experimental and the control groups were collected and analyzed. The two essays selected for the analysis were classification, and comparison and contrast essays.

According to Leeds (2003), it took time for EFL learners to develop language competency. As TSA and the writing process were new concepts to the participants of this research, they needed time to become familiar with the concepts before they could master them. Due to the training period of TSA as a revision strategy and appropriate length of time for the students to gradually learn the new strategy and skill, the second and the fourth essays among four writing assignment were purposively selected before starting the treatment. Thus, the types of the selected essays were unknown in advance.

Questionnaire on opinions of students concerning TSA instruction.

The purpose of the questionnaire was to investigate students' opinions concerning the TSA instruction. The questionnaire consisted of four sections; Section 1 to Section 3 included (1) demographic information, (2) writing experiences, (3) problems and difficulties in writing. The fourth section of questionnaires consisted of items asking

students' opinions concerning implementation of the TSA as a revision strategy to their writing class (See Appendix C). The students were asked to indicate their degree of agreement with each item in the questionnaire using a five-point Likert scale of 1-5 (1 refers to strongly disagree, and 5 means strongly agree).

The questionnaire was constructed based on previous research on topical structure analysis (TSA) and writing process and strategies. The research advisors and three experienced writing teachers examined its content for any ambiguity of words, the appropriateness, and its relatedness to the purpose of the study. To establish its content validity, the questionnaire on students' opinions concerning the TSA instruction was piloted with 20 third-year students majoring in English Education at Chiang Rai Rajabhat University (CRRU) who did not participate in the present study. The questionnaire was translated into Thai so that the students would not have difficulties understanding and responding to the items (See Appendix D).

Content validity check for the questionnaire.

To check content validity of the questionnaire, three experts in the field of writing research were asked to check the relevance of each item for the purposes of the questionnaire and the appropriateness of the content in each item. The experts completed the evaluation form on 3 point scales (1 = relevant, 0 = uncertain, -1 = irrelevant). That is, the experts were asked to use the Item Objective Congruence Index (IOC) as a validation method for the relevance of the content and the objectives of the questionnaire on students' opinions concerning TSA instruction. Finally, the values from IOC were calculated using the IOC formula. The result revealed that the IOC index of the questionnaire ranged from 0.5 to 0.9 which was acceptable.

Interviews.

Semi-structured interviews were used to elicit in-depth information about the participants' opinions on the TSA instruction in their academic writing class. Moreover, the students were interviewed about problems and difficulties they confronted when learning through a particular method (See Appendix E). The interview aimed to triangulate the students' responses in the questionnaire to avoid misinterpretation by the researcher.

The interview questions were reviewed for the validity of their content by researchers and native speakers of English who were also lecturers CRRU. The questions were then revised based on these experts' comments (see Appendix D). The interview questions were also piloted with the same group of students in the questionnaire session. The interviews were conducted in Thai so that the students would not have difficulties understanding and answering the questions.

Teaching materials.

Class activities for the composition course for students in both the experimental and the control groups were prepared based on the textbook for the Composition 1 course titled *Introduction to Academic Writing*, 3rd edition (Oshima & Hogue, 2006). This book was selected because it served the objectives of the Composition 1 course offered by the Western Languages Program at Chiang Rai Rajabhat University. The book also provided students step-by-step guidelines for academic writing based on the process-based approach to teaching writing. This book helped raise the students' awareness of important aspects of writing at both surface and discourse levels.

Essay Rating Scale for the TOEFL Test of Written English and Holistic Scale of Coherence.

Two scoring rubrics were used to rate students' essays. The first rubric was the Essay Rating Scale for the TOEFL Test of Written English (Educational Testing Service, 2000), which was used to evaluate the overall quality of students' essays (See Appendix A). This rubric was selected because it has been used as the evaluation criteria for the TOEFL Test of Written English (TWE). TWE is the international standardized test and has been considered one of the most effective and reliable rubrics for EFL writing (EST, 2000).

The second rubric employed in this study was the Holistic Scale of Coherence developed by Bamberg (1984). As the teaching of TSA in this study aimed to improve students' writing quality regarding coherence, the score of coherence was also investigated in addition to the score of overall quality of essays. Thus, the Holistic Scale of Coherence could suitably serve the purpose of this study (See Appendix B).

The correlation between the Essay Rating Scale for the TOEFL Test of Written English and the Holistic Scale of Coherence was examined in the pilot study. The three raters were required to use these two rating scales to evaluate the students' essays. Each of the raters graded 20 essays. Then the scores of the students' essays derived from the two rating scales were correlated using Pearson Product-Moment correlation coefficient. The results are illustrated in Table 1.

Table 1

Correlation between the Essay Rating Scale for the TOEFL Test of Written English and the Holistic Scale of Coherence

Pearson Correlation	Essay Rating Scale	Holistic Scale for Coherence
Essay Rating Scale	1	0.858**
Holistic Scale for Coherence	0.858**	1

Note. ** $p < .01$

Table 1 shows the correlation between the Essay Rating Scale for the TOEFL Test of Written English and the Holistic Scale of Coherence used for the evaluation of the students' writing in the pilot study. It demonstrates a significantly positive correlation between the two rating scales, which was 0.858.

Reliability of the raters.

For the evaluation of students' essays, three raters, one native speaker and two non-native speakers of English were invited to participate in the study. Prior to the assessment session, these raters were trained to apply the Essay Rating Scale for the TOEFL Test of Written English developed by Educational Testing Service (EST) (2000) and the Holistic Scale of Coherence (Bamberg, 1984) to their evaluation of students' essays. The rater training was conducted to strengthen the reliability of the scores and to train the raters to be more consistent in their rating.

The inter-rater reliability was also calculated using Pearson Product-Moment correlation coefficient to ensure homogeneity in the ratings given by these raters. If the degree of agreement among raters was unacceptable, the discrepancies were discussed

until an agreement was reached. A summary of results for inter-rater reliability is presented in Table 2.

Table 2

Inter-rater Reliability of Overall Writing Quality and Coherence on Pretest and Posttest

Score		Pearson	Rater 1	Rater 2	Rater 3
		Correlation			
Overall Writing Quality	Pretest	Rater 1	1	0.745**	0.864**
		Rater 2	0.745**	1	0.693**
		Rater 3	0.864**	0.693**	1
	Posttest	Rater 1	1	0.789**	0.837**
		Rater 2	0.789**	1	0.840**
		Rater 3	0.837**	0.840**	1
Coherence	Pretest	Rater 1	1	0.715**	0.694**
		Rater 2	0.715**	1	0.777**
		Rater 3	0.694**	0.777**	1
	Posttest	Rater 1	1	0.831**	0.830**
		Rater 2	0.831**	1	0.746**
		Rater 3	0.830**	0.746**	1

Note. ** $p < .01$

As illustrated in Table 2, significant correlations were found among the three raters in scoring the overall writing quality and coherence on the pretest and the posttest of the participants in the pilot study. Regarding the overall writing quality, positive correlations between rater 1 and rater 2; rater 1 and rater 3; and rater 2 and rater 3 were revealed. They were 0.745, 0.864, and 0.693 for the pretest and 0.789, 0.837, and 0.840 for the posttest. This indicates that the correlations between three raters in terms of the overall quality were relatively high.

For coherence scoring, the correlations between rater 1 and rater 2; rater 1 and rater 3; and rater 2 and rater 3, were significantly positive. They were 0.715, 0.694, and 0.777 for the pretest and 0.831, 0.830, and 0.746 for the posttest. This demonstrates an acceptable level of the inter-rater reliability of coherence scores of the study.

Briefly, the research design of this study was the combination of qualitative and quantitative methods. The participants were the third year students majoring in English Education at CRU. Twenty students in the experimental group learned writing through the process approach combined with TSA instruction while 20 students in the control group were taught writing based on the process approach only. In each group, five proficiency and five low proficiency students determined by the pretest scores were assigned into the subgroups. In addition, the three raters were invited to participate in this study to grade the students' writing.

Teaching procedures.

The teaching procedures were conducted as follows:

1. In the first week of the class, the students in the experimental and the control groups were informed about the course syllabus and required to take the pretest to assess their writing proficiency before the instruction. The topic of writing was "*What can you do to reduce the global warming in Thailand?*" The scores obtained from the pretest of essay writing were used for quantitative data analysis and compared with the scores of the posttest to answer the first research question, the effect of TSA instruction on students' writing quality.

2. From the second class onwards, the students in the two groups were taught the Composition 1 course by the researcher for 12 weeks of three-period writing classes using the topics and activities provided in the selected textbook. Based on the textbook, except TSA instruction for the experimental group, the teaching process and assignments in the two classes were mainly the same as follows.

- *Prewriting*: Techniques for generating ideas to write such as free writing, brainstorming, and clustering were introduced to the students. Also the students were encouraged make a plan for their writing in this step.
- *Organization*: In this part, the students were presented the organization of an essay mode they composed in each unit through a model essay. They were assigned to read the model essay and analyze its organization in terms of surface-level features and discourse-level features. Exercises for students to practice what they learned were also included in this part.
- *Sentence Structure*: The students were taught sentence structures required for writing a text in each unit. Then, they practiced writing sentence structures that they had been taught.
- *Grammar and Mechanics*: Reading a model essay given in this section, the students learned how to use particular grammar and mechanics correctly and appropriately in their writing. Exercises to practice using them in context were also provided in this section.
- *The Writing Process*: This was the last part in a unit. The students were required to write their own texts using the knowledge they gained from the

previous sections. The students could write an essay on one of suggested topics in each unit, or they could write an essay using the topic of their choice. The students composed their first draft of each essay, received feedback from the teacher, and revised their final draft.

The researcher taught the students in both groups starting from Unit 5:

Paragraph Organization to Unit 9: Comparison and Contrast Essay because these students had learned the contents in Unit 1 to Unit 4 in a prior writing course. Each unit took two weeks of the class time.

3. In addition to regular class activities and writing assignments in the textbook, the students in the experimental group were taught the topical structure analysis (TSA) as a revision strategy in the last period of each class starting from the third week of the course. After the students could analyze and draw a topical progression chart accurately and fluently, TSA was integrated in class activities. They practiced doing TSA in their writing while the researcher provided help and suggestions. With all these measures, the students could apply TSA to analyze and revise their essays effectively.
4. After the students in the experimental and the control groups wrote the first draft of each essay, they received feedback from the researcher to make revisions. The feedback given by the researcher was indirect using questions, correction symbols and abbreviation. When revising their first draft, the students in the experimental group were required to apply TSA to their revision in addition to the teacher's feedback. On the contrary, the students in the control group revised their drafts using the teacher feedback only. At this

stage, the first and the final drafts of students' essays (classification, and comparison and contrast) in both the experimental and control groups were collected to investigate the extent to which TSA instruction improved the high and low proficiency students' writing quality.

5. After twelve weeks of teaching, the students in the two groups took a posttest of essay writing on the same topic as the pretest. The scores of the posttest were then collected and compared with the scores of the pretest. This aimed to investigate the effect of the teaching methods on writing quality of the students and to identify any differences between the two groups.

TSA instruction.

The procedures of TSA instruction in this study were based on the study of Connor and Farmer (1990) including “identification of sentence topics, determining sentence progression, and charting the progress of sentence topics” (p. 128). The students in the experimental group learned the concept of TSA and did in-class practice following the steps below.

1. Separating T-units in written discourse

The definition of a T-unit was given to the students. According to Renkema (2004), a T- unit is defined as “a main or independent clause with all its modifiers and subordinate clauses” (p.226). Then the students were taught to separate T- units in a written discourse to be used as a unit of analysis.

2. Identifying topics and comments in T-units

In order to be able to identify sentence topics, the students were first given the concepts of topics and comments. After understanding the concepts of

topics and comments clearly, the students practiced identifying sentence topics and comments in given paragraphs.

3. Determining three types of topical progression

The three types of topical progression, including parallel progression (PP), sequential progression (SP), and extended parallel progression (EPP), with examples were presented to the students. Then they were required to determine the types of topical progression in the paragraphs given. To help the students gain a better understanding of the topical progression types, the coding guidelines proposed by Schneider and Connor (1990) were given to them (See Table 3).

4. Charting the topical progression

During this step, the students were taught to draw a diagram of the topical progression derived from a given text. Topical subjects with parallel progressions were placed exactly below each other. Sequential progressions were indented progressively, and extended parallel progressions were aligned under the parallel topic they referred to. Moreover, to enable the students to detect coherence problems and revise their written texts effectively, the researcher showed them some sample paragraphs with good and poor quality in terms of textual coherence. The students were then asked to evaluate the paragraphs based on TSA.

5. Applying TSA to students' own essays

After doing all of the in-class practices above, the students were required to apply TSA to analyze their essays and revise them.

Table 3
Coding Guidelines for Topical Structure Analysis

I. T-units (T)

1. Any independent clauses and all its required modifiers.
2. Any imperative.

II. Parallel Progression (PP)

1. Any sentence topic that is exactly repeated, is a pronominal form, or is a synonym of the immediately preceding sentence topic.
2. Any sentence topic that is a singular or plural form of the immediately preceding sentence topic.
3. Any sentence topic that is an affirmative or negative form of the immediately preceding sentence topic (e.g., *artist*, *no artists*).
4. Any sentence topic that has the same head noun as the immediately preceding sentence topic (e.g., *the ideas of scientists*, *the ideas of artists*; *the contributions by scientists*, *the contributions made by artists*).

III. Sequential Progression (SP)

1. Any sentence topic that is different from the immediately preceding topic, that is, not (1)-(4) in PP.
2. Any sentence topic in which there is a qualifier that so limits or further specifies an NP that it refers to a different referent (e.g., *a nation*, *a very small*, *multi-racial nation*, referring to two different nations).
3. Any sentence topic that is a derivation of an immediately preceding sentence topic (e.g., *science*, *scientists*).
4. Any sentence topic that is related to the immediately preceding sentence topic by a part-whole relationship (e.g., *these groups*, *housewives*, *children*, *old people*).
5. Any sentence topic that repeats a part but not all of an immediately preceding sentence topic (e.g., *science and art*, *science*, *art*).

IV. Extended Parallel Progression (EPP)

1. Any sentence topic that is interrupted by at least one sequential topic before it returns to a previous sentence topic.
-

Note. From “Analyzing topical structure in ESL essays: Not all topics are equal,” by Schneider, M., and Connor, U., 1990, *Studies in Second Language Acquisition*, 12, p. 411-427.

In summary, the students in the experimental group were taught the TSA in the writing course in addition to the selected textbook while those in the control group learned this course through the regular class activities based on the textbook only. The class activities and assignments in the two groups were mainly based on units 5 to 9 in the book. TSA instruction was implemented in the last period of each class of the experimental group starting from the third week of teaching.

Pilot study.

A pilot study was conducted to verify the whole process of the TSA instruction and the practicality of all research instruments with 20 third-year English Education students enrolled in the Composition 1 course (EU 3301) in the second semester of the academic year 2009 at CRRU. Before the instruction, the students took a pretest of essay writing on the topic of “*What can you do to reduce the global warming in Thailand?*” to measure their English writing proficiency. The students then were taught writing through the TSA instruction integrated into the process-based teaching in the selected textbooks. All of writing products of the students including the pretest, the posttest, and the first and final drafts of the two assignments were rated by the three raters.

At the end of the semester, all the participants were required to take the same essay writing as a posttest in order to evaluate their writing ability and to find out any significant difference in their English writing performance. After the posttest, the participants were asked to answer the questionnaire and five high and five low proficiency students were interviewed. The analysis of difference between the mean scores of overall quality and coherence on the pretest and the posttest; and between the first and the final drafts of the essays of the students in the pilot study revealed that they

obtained higher scores after the TSA instruction. Moreover, the results from the questionnaire indicated that the students agreed with the teaching of TSA as a revision strategy.

The results of the pilot study showed that the topic on the pretest and the posttest of essay writing was practical and familiar to the students. They could easily include a lot of ideas in their writing. Although the students made several mistakes of word choice, grammar and sentence structure in the pretest, they produced less in the posttest.

However, the researcher found some points which needed to be improved: the teaching of writing process, the length of time for teaching and practicing TSA, items in the questionnaire. From the observation, the researcher found that the students learned the process-based approach to writing for the first time. Most of them did not know techniques of planning and generating ideas in the pre-writing stage. Therefore, the researcher spent more time explaining and demonstrating those techniques in the teaching procedures. Moreover, the researcher found that the participants needed more time in introducing and practicing the TSA as a revision strategy. They also needed helps from the teacher when applying TSA to the revision. Thus, the TSA instruction was expanded to the whole semester instead of only first half of it. Finally, two of the items in the questionnaire had to be removed. The first item *“My readers could not understand my writing clearly.”* asked about readers’ opinions so that the students could not respond to it. The other item *“I sometimes included irrelevant details in a paragraph.”* was difficult for the students to answer as they could not make a decision by themselves whether their ideas were relevant or not.

Data Collection Procedures

Evaluation of students' writing.

1. The pretest and the posttest of the students in the experimental and the control groups were graded by the three raters using Essay Rating Scale for the TOEFL Test of Written English and Holistic Scale of Coherence. Their average scores obtained in the pretest and the posttest were then compared to examine significant difference in writing quality of the students between the two groups. The mean scores on the pretest and posttest of these groups were also compared within the groups to determine the effect of the writing instruction on the students' writing quality improvement.
2. The first and the final drafts of the classification, and the comparison and contrast essays of high and low proficiency students in the experimental and the control groups were also graded by the same raters to investigate the improvement of writing quality after revision. To avoid the bias of the raters when rating the two versions of writing, the names of the students were concealed and all drafts and revised essays were coded. That is, the students in the experimental group were coded as number 1 while the students in the control group were given number 2. Regarding the subgroups, the high proficiency students were coded as A; the low proficient group as B. Then, the students' first drafts were coded as *a*; the revised essays were *b*. Thus, the code 11Aa, for example, referred to the first draft of the first good student in the experimental group. All of the students' writing was copied before submitting to the three raters for grading.

Proportion of topical progression.

1. To explore the proportion of topical progression in the students' essays, the first and final drafts of the classification and the compare-contrast essays of the skilled and unskilled students were coded and analyzed by the researcher based on Schneider and Connor's (1990) coding guidelines for TSA (See Table 3).
2. A number of each topical progression type in all drafts of the essays of the students was calculated and compared within and between the experimental and the control groups. The purpose of this process was to examine how the high and low proficiency students in the two groups differently used the three types of topical progression to develop the discourse of their texts.
3. A number of each topical progression type found in the first and the final drafts of the highly- and low-rated essays in the experimental group were investigated to determine whether there were any changes of topical progression proportions in the essays of the students after revision.

The questionnaire and the interviews.

1. At the end of the semester, the questionnaire on the opinions on the TSA instruction was distributed to the students in the experimental group. The students were asked to respond to the statements in each section and also gave their other opinions on the writing instruction in the spaces provided. The students were allowed to ask for the clarification of the statements.
2. After responding to the questionnaire, the five high and five low proficiency students in the experimental group were interviewed to gain more detailed

information about their opinions concerning TSA instruction as a revision strategy in the writing class. Each interview took about 10 minutes. All of the interviews were tape-recorded for further analysis.

In short, to achieve the purposes of the study, the data were collected from the writing products of the participants including the pretest, the posttest and the first and the final drafts of the two essays of successful and less successful students. The total scores obtained in the pretest and the posttest were compared within and between the experimental and the control groups to determine the effectiveness of the instruction and to find any differences between the two groups. Moreover, the selected essays of the high and low proficiency students were analyzed in order to examine the proportion of each topical progression type which the students used to develop their essays.

After the posttest, the questionnaire and the interview were carried out to investigate opinions of the students in the experimental group on the TSA instruction. The interview provided in-depth information elicited from the high and low proficiency students.

In order to illustrate the procedure of research instrumentation clearly, the teaching and data collection procedures were shown in Figure 2. The only difference of the research procedures between the experimental group and the control group was the teaching of TSA to the students in the experimental groups.

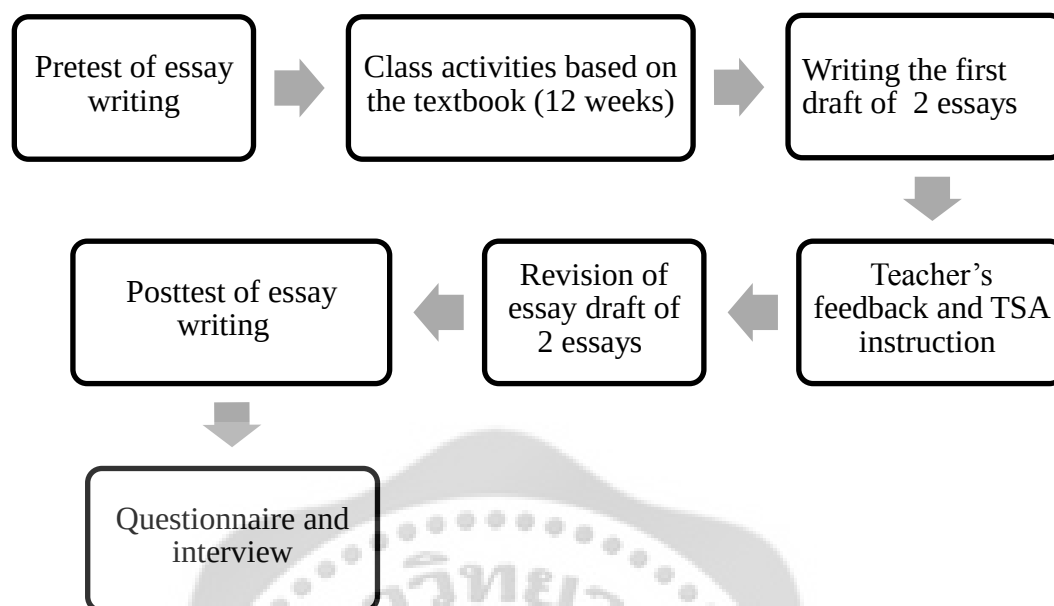


Figure 2. Teaching and data collection procedures

Data Analysis

The collected data were analyzed in accordance with the research questions as follows.

The effect of TSA instruction on students' writing quality.

In order to investigate the effectiveness of TSA instruction on the students' overall writing quality and coherence scores, all of the participants' writing including (1) the pretest and posttest and (2) the first and final drafts of the classification and the comparison and contrast essays of the skilled and unskilled students were examined. The data analysis was performed as follows:

1. The first research question aimed to investigate the effect of TSA instruction on students' writing quality. The dependent t-test was employed to determine any differences between the mean scores of the overall writing and coherence

on the pretest and posttest of students in the experimental group. The results revealed the significant differences of mean scores on the pretest and posttest referring to the effectiveness of the TSA instruction and improvement in the quality of writing. The results are discussed in Chapter 4.

2. The second research question examined whether there were any differences between the mean scores on the posttest of the students in the experimental and the control groups. The mean scores of overall quality and coherence on the posttest of the students in the experimental and control groups were compared using an independent t-test. The results revealed the significant differences between the mean scores on the posttest of the students in those two groups. The findings are discussed in Chapter 4.

The improvement in the quality of writing of high and low proficiency students.

3. The third research question aimed to investigate the extent to which the TSA instruction helps high and low proficiency students improve their writing. The mean scores of overall quality and coherence of the first and the final drafts of two essays (classification, and comparison and contrast) written by the students in the experimental group were calculated for the gains and mean gains.
4. The two sets of scores from all drafts of the two selected essays were also compared within each group of proficiency using the dependent t-test. The results revealed the differences between the mean scores of the first and the final drafts of each essay type of skilled and unskilled students referring to the

improvement in the quality of writing after TSA instruction. The results are detailed in the next chapter.

Proportion of topical progression.

To examine the proportion of topical progression in the students' writing as addressed in the fourth research question, the analysis of the selected essays: the classification, and the comparison and contrast essays written by high and low proficiency students, was conducted as follows:

5. The number of each type of topical progression in all of the drafts of the students in the experimental and the control groups was calculated using percentages to explore the predominating type of topical progression in the students' writing.
6. The number of topical progression in the two drafts of the each selected essays written by successful and less successful students in the experimental group were calculated using frequency and percentages. This was to find out whether there were changes of the topical progression used in each selected essay after revision.

Students' opinions concerning TSA instruction.

The last research question was asked to examine students' opinions on TSA instruction. The data collected from the questionnaire and interviews were analyzed through the process below.

7. The demographic information was analyzed using frequency and percentages.

8. For the analysis of the Likert-type data elicited from the questionnaires, the mean and the standard deviation of the students' responses were computed.
9. The recorded interview data of the students were transcribed, coded and categorized. The categories of the data were based on the interview questions and the interview results were presented in description.

Summary of the Chapter

This chapter first has described the research design which is a mixed approach with a pretest-posttest control group design. It then has presented the participants and the location of research, research instruments and materials used for teaching students to apply TSA as a revision strategy to revise their essays. The chapter has also described the teaching procedures in the experimental and the control groups followed by the procedures of TSA instruction. The last part of the chapter has presented data collection procedures and the analysis of quantitative and qualitative data.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of both quantitative and qualitative data analysis according to the purposes of the study. The first section presents the results of the quantitative data analysis of the pretest and posttest of essay writing to determine whether the instruction in topical structure analysis (TSA) helps to improve students' writing quality. The second section reveals the proportion of topical progression in students' writing. The last part of the chapter presents the answers for the third research question on students' opinion concerning TSA instruction.

The Effectiveness of TSA Instruction on Students' Writing Quality

The following section is the quantitative data analysis of the students' pretest and posttest of essay writing to answer the first and the second research questions: 1) Is there a significant difference between the mean score on the pretest and posttest of the students in the experimental group? ; and 2) Is there a significant difference between the mean score on the posttest of the students in the experimental group and the control group?

Writing quality of the experimental group.

To determine if there was any significant difference in writing performance of the students in the experimental group before and after TSA instruction, the mean scores of overall quality and coherence on the students' pretest and posttest of essay writing were compared using the dependent t-test. The results demonstrated that the students improved their writing performance in terms of overall quality and coherence after learning TSA. The findings are illustrated in Table 4.

Table 4

Differences of Scores on the Pretest and Posttest in the Experimental Group

	<i>n</i>	Pretest		Posttest		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Overall Writing Quality	20	1.73	0.65	3.54	0.54	15.32	0.000**
Coherence	20	1.44	0.54	2.54	0.41	0.87	0.000**

Note. ** $p < .01$

The results in Table 4 reveal a significant difference between the mean scores on the pretest and the posttest of essay writing of the students regarding overall writing quality at the .01 level ($t = 15.32, p = 0.000$). The mean score of overall writing quality on the posttest was higher than that of the pretest with the smallest standard deviation (mean of the posttest = 3.54, $SD = 0.54$; mean of the pretest = 1.73, $SD = 0.65$). In addition, the mean score of coherence on students' pretest and posttest was significantly different at the .01 level ($t = 0.87, p = 0.000$). The mean score of coherence on the posttest of essay writing was higher than that of the pretest with the smallest standard deviation (mean of the posttest = 2.54, $SD = 0.41$; mean of the pretest = 1.44, $SD = 0.54$).

Writing quality of the experimental and the control groups.

To answer the second research question, the scores on the posttest of the students in the experimental and control groups were also compared to determine significant differences in the mean scores of overall quality and coherence using the independent t-test.

The results revealed that the overall writing quality and coherence of the posttest of the students in the experimental group were better than those of the students in the

control group. Table 5 shows the differences in the mean scores of overall writing quality and coherence on the posttest between the experimental and the control groups.

Table 5

Differences of Scores on the Posttest of the Experimental and the Control Groups

	<i>n</i>	Experimental Group		Control Group		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Writing Quality	20	3.48	0.68	2.85	0.57	3.17	0.003**
Coherence	20	2.50	0.45	2.08	0.36	3.22	0.003**

Note.** $p < .01$

Table 5 illustrates that the mean score of the overall writing quality of the students in the experimental group was significantly higher than that of the control group at the .01 level ($t = 3.17, p = .003$). The mean score of overall writing quality on the posttest of the students in the experimental group was 3.48($SD = 0.68$) while that of the control group was 2.85($SD = 0.57$). In addition, the results revealed a significant difference between the mean score of coherence on the students' posttest at the .01 level ($t = 3.22, p = .003$). The mean score of coherence on the posttest of the students in the experimental group was 2.50 whereas that of the students in the control group was 2.08.

To sum up, in order to achieve the research purposes aiming at investigating the effectiveness of TSA instruction in improving students' writing quality, two research questions were addressed. The first research question aimed to find out significant differences between the mean scores of overall writing quality and coherence on the pretest and the posttest of the students in the experimental group. The findings revealed that after learning through TSA instruction, the students in the experimental group

improved overall writing quality and coherence of their written texts. Regarding the second research question aiming at finding out the difference of writing quality between the experimental and the control groups, it was found that overall writing quality and coherence of the participants in the experimental group was better than those of the students in the control group.

The researcher further examined the effect of TSA on the students with different proficiency levels: high and low. The purpose was to determine whether TSA instruction was more beneficial to high or low proficiency students. The following section presents the results of data analysis of the effect of TSA instruction specifically on writing quality of the students with different proficiency levels.

Writing quality of high and low proficiency students.

In order to investigate the extent to which TSA instruction helps improve the quality of writing of high or low proficiency students, the gained scores between the first and the final drafts of the classification and the comparison and contrast essays of these students in the experimental group were calculated. The results revealed that the mean gains of overall writing quality and coherence of the selected essays of less successful students were higher than those of the successful group. These findings suggested that TSA instruction was more beneficial to low proficiency students than high proficiency ones. The mean scores and gains of overall quality and coherence of the two selected essays of the high and low proficiency student are presented in Tables 6 to 9.

Table 6

Mean Scores and Gains of Classification Essay of High Proficiency Students

Students	Overall Quality			Coherence		
	First Draft	Final Draft	Gains	First Draft	Final Draft	Gains
HPS 1	2.67	3.83	1.16	2.33	2.83	0.50
HPS 2	3.67	4.67	1.00	2.67	3.17	0.50
HPS 3	2.67	3.50	0.83	2.17	3.00	0.83
HPS 4	2.17	3.67	1.50	2.17	3.00	0.83
HPS 5	5.00	4.83	-0.17	3.67	3.83	0.16
Average Score	3.24	4.10	0.86	2.60	3.17	0.56

Note: HPS = High Proficiency Student

Values are means of the holistic ratings by three raters

Table 6 shows that the skilled students in the experimental group gained the scores of overall writing quality and coherence in the second drafts of classification essay. The average gain of overall writing quality was 0.86 while that of coherence was 0.56.

Table 7

Mean Scores and Gains of Classification Essay of Low Proficiency Students

Students	Overall Quality			Coherence		
	First Draft	Final Draft	Gains	First Draft	Final Draft	Gains
LPS 1	1.67	2.83	1.16	1.33	2.17	0.84
LPS 2	2.67	3.33	0.66	2.17	2.67	0.50
LPS 3	1.83	2.67	0.84	1.67	1.67	0.00
LPS 4	2.67	4.17	1.50	2.17	2.67	0.50
LPS 5	2.17	3.17	1.00	1.83	2.17	0.34
Average Score	2.20	3.23	1.03	1.83	2.27	0.44

Note: LPS = Low Proficiency Student

Values are means of the holistic ratings by three raters

As illustrated in Table 7, the unskilled students in the experimental group obtained higher scores of overall quality and coherence of classification essay. By average, the gain of overall writing quality was 1.03 whereas that of coherence was 0.44.

Table 8

Mean Scores and Gains of Comparison and Contrast Essay of High Proficiency Students

Students	Overall Quality			Coherence		
	First Draft	Final Draft	Gain	First Draft	Final Draft	Gain
HPS 1	4.33	4.83	0.50	2.83	3.17	0.34
HPS 2	4.50	5.33	0.83	3.17	3.67	0.50
HPS 3	3.50	4.33	0.83	2.83	3.17	0.34
HPS 4	4.83	5.50	0.67	3.50	3.50	0.00
HPS 5	5.00	5.33	0.33	3.50	3.83	0.33
Average Score	4.43	5.06	0.63	3.17	3.47	0.30

Note: HPS = High Proficiency Student
Values are means of the holistic ratings by three raters

Table 8 reveals that the average gain of overall writing quality of comparison and contrast essay of the successful students was 0.63. The mean gain of coherence was 0.30.

Table 9

Mean Scores and Gains of Comparison and Contrast Essay of Low Proficiency Students

Students	Overall Quality			Coherence		
	First Draft	Final Draft	Gain	First Draft	Final Draft	Gain
LPS 1	3.00	4.00	1.00	2.17	2.83	0.66
LPS 2	2.83	4.33	1.50	2.17	2.5	0.33
LPS 3	3.50	4.00	0.50	2.17	2.83	0.66
LPS 4	3.50	4.50	1.00	2.17	3.17	1.00
LPS 5	2.67	3.50	0.83	2.17	2.83	0.66
Average Score	3.10	4.07	0.97	2.17	2.83	0.66

Note: LPS = Low Proficiency Student

Values are means of the holistic ratings by three raters

The results in Table 9 indicate that the less successful students in the experimental group gained the scores of overall writing quality and coherence in the final draft of comparison and contrast essay. By average, the gain of overall writing quality was 0.97 while that of coherence was 0.66.

Improvement of writing quality of high and low proficiency students.

To investigate the improvement of writing quality between the two drafts of effective and ineffective essays in the experimental group after revision, the mean scores of overall writing quality and coherence in the first and the final drafts of theselected essays were compared within groups using the dependent t-test.

The results revealed significant differences in the overall writing quality and coherence between the two drafts of each essay type of high and low proficiency students. The findings are presented in Tables 10 to 13.

Table 10

Differences between Mean Scores of the Drafts of High Proficiency

Students' Classification Essay

High Proficiency Students’ Classification Essay							
Criteria	<i>n</i>	First Draft		Final Draft		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Overall Quality	5	3.24	1.13	4.10	0.61	3.07	.037*
Coherence	5	2.60	0.63	3.17	0.39	4.51	.011*

Note. *p < .05

Table 10 demonstrates significant differences in the mean scores of overall writing quality and coherence between the first and the final drafts of the high proficiency students' classification essay ($t = 3.07$, $p = 0.037$ and $t = 4.51$, $p = 0.011$, respectively). The mean scores of overall quality ($M = 4.10$, $SD = 0.61$) and coherence ($M = 3.17$, $SD = 0.39$) in the final draft were higher than those in the first draft ($M = 3.24$, $SD = 1.13$ for overall quality and $M = 2.60$, $SD = 0.63$ for coherence).

Differences in the mean scores of overall writing quality and coherence between the two drafts of the classification essay of the low proficiency students are presented in Table 11.

Table 11

Differences between Mean Scores of the Drafts of Low Proficiency

Students' Classification Essay

Criteria	<i>n</i>	Low Proficiency Students'				<i>t</i>	<i>p</i>
		Classification Essay					
		First Draft		Final Draft			
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Overall Quality	5	2.20	0.46	3.23	0.59	7.19	.002**
Coherence	5	1.83	0.36	2.47	0.30	6.52	.003**

Note. **p < .01

Table 11 indicates that the mean scores of overall writing quality and coherence in the final draft of low proficiency students' classification essay were significantly different from those in the first draft ($t = 7.19$, $p = 0.002$ and $t = 6.52$, $p = 0.003$, respectively). The mean scores of overall writing quality and coherence of in the first draft were 2.20 ($SD = 0.46$) and 1.83 ($SD = 0.36$), respectively. For the final draft, the mean score of overall writing quality was 3.23 ($SD = 0.59$), and that of coherence was 2.27 ($SD = 0.30$).

Table 12 demonstrates the difference of mean scores between the two drafts of the comparison and contrast essay of the skilled students in the experimental group.

Table 12

Differences between Mean Scores of the Drafts of High Proficiency Students' Comparison and Contrast Essay

Proficiency Students' Comparison and Contrast Essay							
Criteria	<i>n</i>	First Draft		Final Draft		<i>t</i>	<i>p</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Overall Quality	5	4.43	0.58	5.06	0.48	6.51	.003**
Coherence	5	3.17	0.34	3.47	0.30	3.67	.021*

Note. ** p <.01

* p <.05

The results in Table 12 indicate significant differences in the mean scores of overall writing quality and coherence between the first and the final drafts of the skilled students' comparison and contrast essay ($t = 6.51$, $p = 0.003$ and $t = 3.67$, $p = 0.021$, respectively). The mean scores of overall quality ($M = 5.06$, $SD = 0.48$) and coherence ($M = 3.47$, $SD = 0.30$) in the final draft were higher than those in the first draft ($M = 4.43$, $SD = 0.58$ and $M = 3.17$, $SD = 0.34$, respectively).

The results of the comparison of overall writing quality and coherence between the first and the final drafts of the unskilled students' comparison and contrast essay are presented in Table 13

Table 13

Differences between Mean Scores of the Drafts of Low Proficiency Students' Comparison and Contrast Essay

Criteria	<i>n</i>	LowProficiency Students' Comparison and Contrast Essay				<i>t</i>	<i>p</i>
		First Draft		Final Draft			
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Overall Quality	5	3.10	0.38	4.07	0.38	5.97	.004**
Coherence	5	1.97	0.25	2.83	0.24	4.69	.009**

Note. ** $p < .01$

Table 13 shows that the mean scores of overall writing quality and coherence in the final draft of the less successful students' comparison and contrast essay were significantly different from those in the first draft ($t = 5.97, p = 0.004$ and $t = 4.69, p = 0.009$, respectively). The mean score of overall quality in the first draft was 3.10 and that in the final draft was 4.07. Regarding coherence, the mean score in the first draft was 1.97 and that in the final draft was 2.83.

In brief, the analysis of gain scores of overall quality and coherence of selected essays revealed that the unskilled students made more gains than did the skilled ones. It can be concluded that TSA instruction was more beneficial for the low proficiency students than the high proficiency ones. Additionally, the results indicated significantly higher mean scores of overall quality and coherence in the final drafts of both highly- and low-rated essays in the experimental group. This can be explained that teaching TSA as a

revision strategy to students could assist both the high and the low proficiency students to improve the overall quality and coherence of their essays.

Proportion of Topical Progression

The second purpose of the research was to find out how the high and low proficiency students employed topical progression to develop discourse of their texts. This section presents the data analysis of the two selected essays, the classification and the comparison and contrast essays, of the high and low proficiency students in the experimental and the control groups to answer the third research question: What is the proportion of topical progression in the essays written by the high and low proficiency students in the experimental and control groups?

Topical progression in essays of the experimental and the control groups.

To find out the proportion of the topical progressions which the students used to develop the discourse of their texts, a number of each type of topical progression in all drafts of the two selected essays of the skilled and unskilled students in the experimental and the control groups were calculated using percentages. The results revealed that the students at all levels of proficiency in the two groups employed the sequential progression the most frequently in their essays as presented in Figure 3.

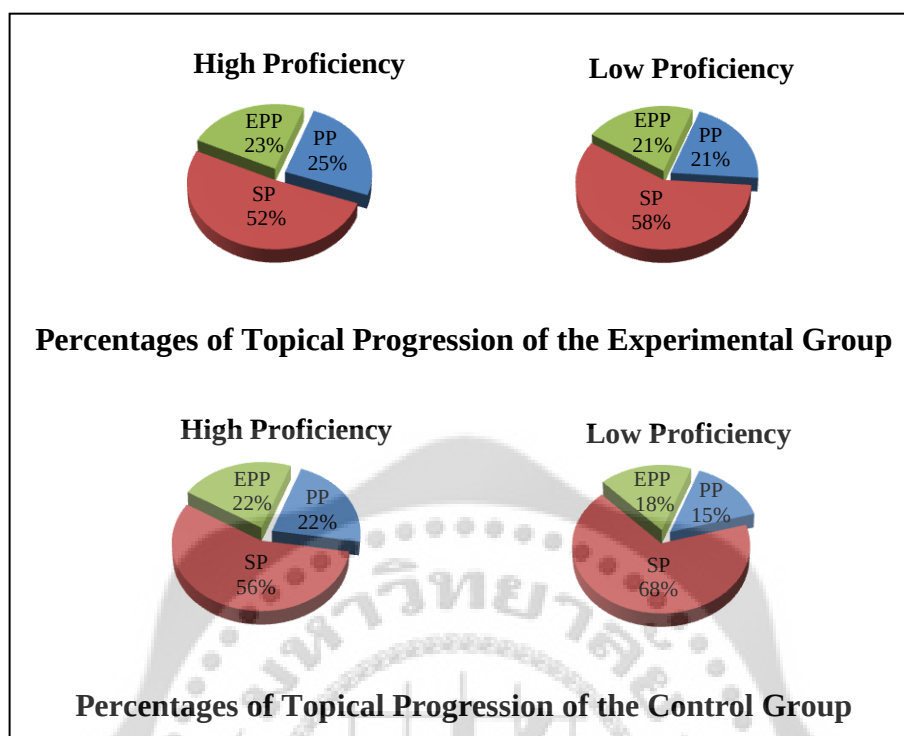


Figure 3. Percentages of topical progression of the experimental and the control groups

As illustrated in Figure 3, the percentages of the sequential progression employed by the high and low proficiency students in the experimental group were 52% and 58% of all types of progression, respectively. Moreover, the percentage of the parallel progression (25%) and the extended parallel progression (23%) employed by the successful students was slightly higher than those used by the less successful ones (21%).

The proportion of topical progression used by the skilled and unskilled students in the control group was similar to that in the experimental group. That is, the sequential progression was found the most frequently in the students' essays - 57% in the high-rated essays and 67% in the low-rated writing. While the percentage of the sequential progression used by the low proficiency students was higher, their use of the parallel

progression (15%) and the extended parallel progression (18%) was rather less than those of the high proficiency students (22% and 21% respectively).

In addition, the proportion of topical progression of the students in the experimental and the control groups was also compared between each level of proficiency. Figure 3 reveals that the students in the experimental group used the sequential progression less frequently than those in the control group. In contrast, the percentage of parallel progression and extended parallel progression of the skilled and unskilled students in the experimental group was higher than that of the students at the same level of proficiency in the control group.

Total number of topical progression in students' essays.

To illustrate the overall picture of how the students developed the discourse of their writing, the proportion of topical progression in the texts written by high and low proficiency students in the experimental and the control groups was examined. The total number of each type of topical progression in the first and the final drafts of the participants is presented in Tables 14 to 17.

Table 14

Topical Progression in Classification Essays of the Experimental Group

Students	T-units		New Topics		PP		SP		EPP	
	first	final	first	final	first	final	first	final	first	final
HPS 1	16	16	8	8	4	6	7	6	4	3
HPS 2	25	28	10	12	11	12	9	9	4	6
HPS 3	9	9	5	5	3	3	4	4	1	1
HPS 4	11	13	6	5	2	3	6	6	2	3
HPS 5	13	14	11	9	3	4	7	6	2	3
LPS 1	7	20	5	7	1	9	4	6	1	4
LPS 2	11	18	7	5	3	7	6	7	1	3
LPS 3	12	13	11	6	0	5	10	4	1	3
LPS 4	9	10	4	4	4	5	3	3	1	1
LPS 5	6	11	2	4	3	4	1	3	1	3
TOTAL	119	152	69	65	34	58	57	54	18	30
Average clauses/Progression					3.5	2.6	2.1	2.8	6.6	5.2

Note: HPS = high proficiency students, LPS = low proficiency students, PP = parallel progression, SP = sequential progression, and EPP = extended parallel progression

Table 14 shows a number of T-units, new topics and topical progression found in all drafts of classification essays written by the high and the low proficiency students in the experimental group. Seventy-four T-units and 40 new topics were found in the first draft and 80 T-units and 39 new topics in the final one. The most frequently used progression in the first and the final drafts of this essay was the sequential type (33 cases and 31 cases, respectively) while the least found type was the extended parallel progression (13 cases for the first draft and 16 cases for the final one).

The total number of topical progression in all drafts of comparison and contrast essay written by successful and less successful students in the experimental group is reported in Table 15.

Table 15

Topical Progression in Comparison and Contrast Essay of the Experimental Group

Students	T-units		New Topics		PP		SP		EPP	
	first	final	first	final	first	final	first	final	first	final
HPS 1	27	27	22	22	4	3	18	17	4	6
HPS 2	28	31	17	17	5	9	15	14	7	7
HPS 3	21	23	14	14	2	3	13	13	5	6
HPS 4	32	34	17	18	11	11	15	15	5	7
HPS 5	33	33	20	20	4	3	17	17	11	12
LPS 1	29	29	24	24	3	3	23	23	2	2
LPS 2	22	37	15	21	2	7	14	20	5	9
LPS 3	22	25	12	19	2	3	11	13	8	8
LPS 4	14	17	11	11	1	1	10	12	2	3
LPS 5	21	26	12	15	2	5	11	13	7	7
TOTAL	249	282	164	181	36	48	147	157	56	67
Average clauses/Progression					6.9	5.9	1.7	1.8	4.4	4.2

Note: HPS = high proficiency students, LPS = low proficiency students, PP = parallel progression, SP = sequential progression, and EPP = extended parallel progression

Table 15 illustrates that the high and low proficiency students in the experimental group produced 249 T-units and introduced 164 new topics in the first draft and 282 T-units and 181 new topics in the final draft of this essay. The students in this group also employed the sequential progression the most in the two drafts of comparison and contrast essay (147 cases and 157 cases respectively). On the other hand, the parallel

progression was used the least frequently in the two drafts: 36 cases in the first draft and 48 cases in the final one.

The total number of each progression in all drafts of the participants in the control group is illustrated in Tables 16 and 17.

Table 16

Topical Progression in Classification Essays of the Control Group

Students	T-units		New Topics		PP		SP		EPP	
	first	final	first	final	first	final	first	final	first	final
HPS 1	19	20	16	16	3	4	15	15	0	0
HPS 2	24	21	6	7	14	9	5	7	4	4
HPS 3	9	9	6	7	1	0	5	6	2	2
HPS 4	20	21	7	6	2	5	7	8	10	7
HPS 5	13	13	6	7	4	3	5	6	3	3
LPS 1	16	17	8	10	4	3	7	9	4	4
LPS 2	11	9	10	8	0	0	9	7	1	1
LPS 3	8	12	6	7	1	2	5	6	1	3
LPS 4	14	17	10	12	3	5	9	9	1	2
LPS 5	11	12	8	11	4	2	5	8	1	1
TOTAL	145	151	83	91	36	33	72	81	27	27
Average clauses/Progression					4.0	4.6	2.1	2.8	6.6	5.2

Note: HPS = high proficiency students, LPS = low proficiency students, PP = parallel progression, SP = sequential progression, and EPP = extended parallel progression

Table 16 indicates that 145 T-units and 83 new topics were found in the first drafts and 151 T-units and 91 new topics in the final draft of classification essay written by the skilled and unskilled students. Moreover, the sequential type was the most frequently found in the first and the final drafts (72 cases and 81 cases, respectively)

whereas the least frequently employed was the parallel progression (36 cases in the first draft and 33 cases in the final one).

Table 17

Topical Progression in Comparison and Contrast Essays of the Control Group

Students	T-units		New Topics		PP		SP		EPP	
	first	final	first	final	first	final	first	final	first	final
HPS 1	40	31	25	23	10	5	22	19	5	6
HPS 2	30	32	16	17	4	5	17	18	8	8
HPS 3	18	29	13	21	1	3	12	20	4	5
HPS 4	47	41	26	20	12	12	25	19	7	9
HPS 5	21	25	14	15	2	2	13	15	5	7
LPS 1	18	22	12	15	2	3	11	14	4	4
LPS 2	17	19	14	15	0	2	13	14	3	2
LPS 3	16	16	11	11	1	1	10	10	4	4
LPS 4	16	22	15	17	0	2	14	15	1	4
LPS 5	11	16	8	8	1	6	7	7	2	2
TOTAL	234	253	154	162	33	41	144	151	43	51
Average clause/Progression					7.1	6.2	2.1	2.8	6.6	5.2

Note: HPS = high proficiency students, LPS = low proficiency students, PP = parallel progression, SP = sequential progression, and EPP = extended parallel progression

According to Table 17, the students in the control group produced 234 T-units and introduced 154 new topics in the first draft and 253 T-units and 162 new topics in the final draft of comparison and contrast essay. The topical progression employed most frequently in the two drafts of this essay was the sequential progression (144 and 151 cases, respectively). The least frequently found progression was the parallel one (33 cases in the first draft and 41 cases in the final one).

Proportion of topical progression in all drafts of the experimental group.

The proportion of topical progression employed by high and low proficiency students in the experimental group was further investigated before and after the revision of the two essays. A number of topical progressions in the first and the final drafts of each essay of the students were calculated using frequency and percentages. The findings are presented in Tables 18 and 19.

Table 18

Frequency and Percentage of Topical Progression in Classification Essay of the Experimental group

	High Proficiency				Low Proficiency			
	First		Final		First		Final	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
T-units	74		80		45		72	
New topics	40		39		29		24	
PP	23	33	28	37	11	28	29	43
SP	33	48	31	41	24	60	24	36
EPP	13	19	16	21	5	13	14	21
Total progression	69	100	75	100	40	100	67	100

Table 18 demonstrates that the highest percentage of topical progression in the first and the final drafts of the highly-rated classification essays was the sequential type (48% and 41%, respectively). The least frequently found progression was the extended parallel type - 19% in the first draft and 21% in the final draft. For the low-rated essays, the highest percentage of the topical progression was the sequential one in the first draft (60%) and the parallel progression (43%) in the final draft. The percentage of extended

parallel progression was the lowest in the two drafts of the low proficiency students (13% and 21% respectively).

The results of the frequency and percentage of topical progression in the comparison and contrast essay of the experimental group are illustrated in Table 19.

Table 19

Frequency and Percentage of Topical Progression in Comparison and Contrast Essay of the Experimental group

	High Proficiency				Low Proficiency			
	First		Final		First		Final	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
T-units	141		148		108		134	
New topics	90		91		74		90	
PP	26	19	29	20	10	10	19	15
SP	78	57	76	53	69	67	81	63
EPP	32	24	38	27	24	23	29	22
Total progression	136	100	143	100	103	100	129	100

Table 19 reveals that the sequential progression was used the most frequently in all drafts of both high and low proficiency students. That is, 57% and 53% were found in the first and the final drafts of the comparison and contrast essay of the skilled students, respectively. The percentage of the sequential progression in the first draft of the unskilled group was 67% and 63% in the final draft.

Parallel progression was the least frequently used in the drafts of this essay of these students. It was 19% in the first draft and 20% in the final draft of the high

proficiency students. The percentage of this progression found in the first and the final drafts of the low proficiency students was 10% and 15% respectively.

To illustrate a better picture of topical progression used in all drafts of the two selected essays written by the students in the experimental group, the percentage of use of topical progression in Table 18 and Table 19 are presented in graphs in Figures 4 and 5 below.

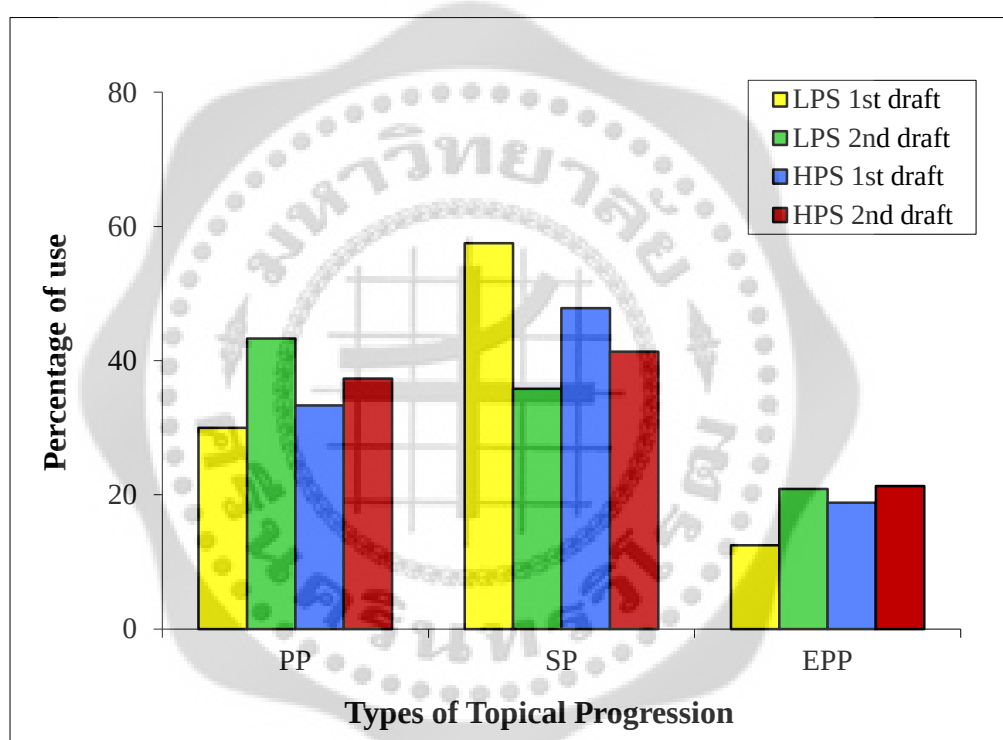


Figure 4. Topical progression in all drafts of classification essay of the experimental group

Figure 4 shows that the the percentage of use of parallel and the extened parallel progression in classification essay of both high and low proficiency students increased after revision. The noticeable changes were found in the final draft of the low scoring

writing. On the contrary, the percentage of sequential progression in the final draft of this essay decreased, particularly that of the low proficiency students.

The percentage of use of topical progression in the first and the final drafts of the comparison and contrast essay of successful and less successful students in the experimental group is presented in Figure 5.

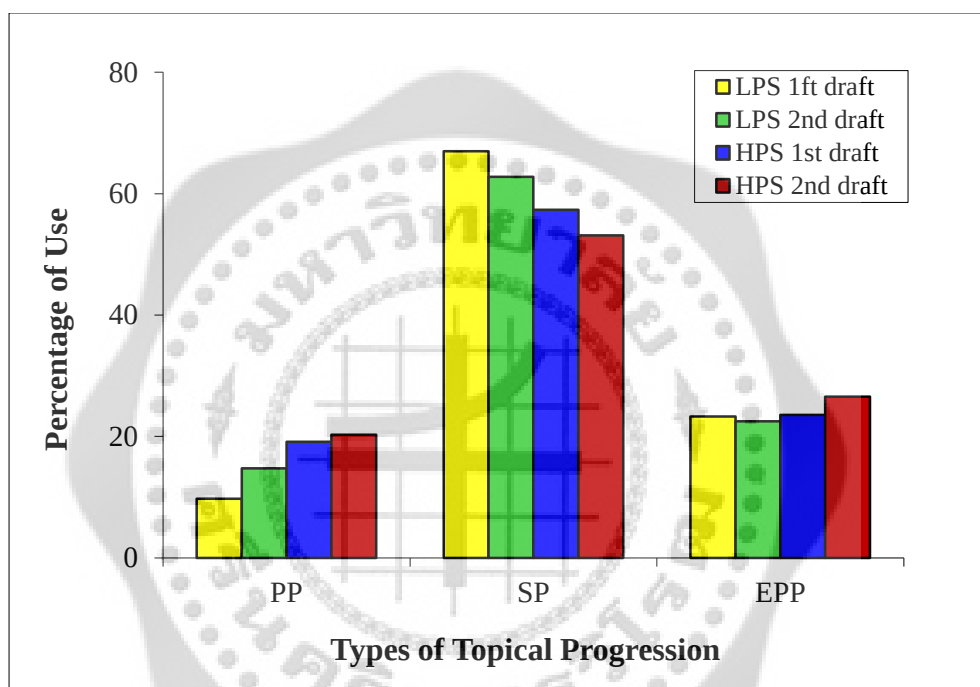


Figure 5. Topical Progression in All Drafts of Comparison and Contrast Essay of the Experimental Group

As shown in Figure 5, more or the same percentages of the parallel and extended parallel progression in their final draft of the comparison and contrast essay were employed by both effective and ineffective students. In contrast, although its percentage was the highest, the use of sequential progression decreased in the final draft of these students.

In summary, the analysis of the proportion of topical progression employed by the skilled and unskilled students in the experimental and the control groups revealed that the students in the two groups employed the sequential progression the most frequently to develop the discourse of written texts. Moreover, the use of parallel and extended parallel progressions of the high proficiency students was higher than that of the low proficiency ones. The same proportion of topical progression was also found in texts written by the students in the experimental group when compared to the students at the same proficiency levels in the control group. In addition, noticeably greater proportions of the parallel and the extended parallel progression in the final drafts of the two essays of the students in the experimental group were revealed, particularly in the low proficiency group. On the other hand, the students in the experimental group used the sequential progression less in the final drafts of the two essays.

Students' Opinions Concerning the TSA Instruction

The last purpose of this research was to examine the opinions of the students concerning the TSA instruction in the writing class. The following section presents the data analysis of the questionnaire and the interview of the students in the experimental group to answer the last research question: What were the opinions of the students in the experimental group concerning TSA instruction as a revision strategy in the writing course?

Results of the questionnaire on students' opinions concerning TSA instruction.

To examine the opinions of the students in the experimental group on TSA instruction as a revision strategy in the writing course, the questionnaire was

administered after the posttest. To respond to the questionnaire, the students were asked to indicate their degree of agreement with each item using a five-point Likert scale. The data were then analyzed using mean and standard deviation. The results indicated that the students in the experimental group had positive opinions concerning the implementation of TSA instruction as a revision strategy in their writing class. Table 20 presents means and standard deviations of agreement levels with the statements asking the students' writing experiences before learning the English Composition course, followed by their problems and difficulties in English writing. The last section in Table 20 is the students' opinions concerning TSA instruction.

Table 20

Writing Experiences, Problems and Difficulties and Opinions of the Students in the Experimental Group Concerning TSA Instruction

	Statements	<i>M</i>	<i>SD</i>
Writing Experiences			
	Before studying this course,...		
1.	I knew that the process of writing included planning, drafting, and revising.	3.75	0.85
2.	I always made an outline before writing.	4.20	0.77
3.	I included a topic sentence and its supporting details in each paragraph.	3.95	0.69
4.	When writing, I paid more attention on grammar and vocabulary than content and organization.	3.55	0.69
5.	I usually translated sentences from Thai to English.	3.80	0.89
6.	I check how to use a word or an expression before writing.	3.95	0.51

Table 20 (continued)

	Statements	<i>M</i>	<i>SD</i>
7.	I wrote many drafts before the final drafts.	3.85	0.75
8.	I asked other people to read my writing to see whether it is clear for them.	3.60	0.88
Problems and Difficulties in English Writing			
9.	I often lack of ideas to write on the topic given.	3.05	0.76
10.	I do not know how to make an outline or the techniques to get ideas to write.	3.25	1.02
11.	I often get stuck finding right words to express my ideas in English.	4.35	0.67
12.	I often make grammatical mistakes.	4.30	0.66
13.	I cannot organize the ideas coherently when writing.	3.35	0.93
Opinions on TSA Instruction			
14.	The class activity and teaching process were interesting.	3.95	0.51
15.	The teaching materials were beneficial and easy to understand.	4.15	0.37
16.	After learning TSA instruction, I become more aware of the importance of coherence in writing and understand its concepts clearly.	4.50	0.51
17.	Learning through TSA instruction helped me identify which sentences were relevant or irrelevant to the main topic of the text.	4.00	0.65
18.	After learning this course, I knew how to organize the ideas in an essay coherently.	4.20	0.52
19.	Learning through TSA instruction helped me identify the topic of each sentence, so I could check the coherence in my essays by myself.	4.20	0.62

Table 20 (continued)

	Statements	<i>M</i>	<i>SD</i>
20.	After learning TSA, I knew how to revise my essay and make all the ideas in the essay related to the main topic.	4.20	0.52
21.	TSA was an effective strategy for revising of written texts.	4.30	0.57
22.	The process of TSA was easy to follow when I revised my essays.	4.20	0.41
23.	The combination of the teacher's feedback and TSA instruction helped me write an essay more coherently.	4.25	0.64

According to the results in Table 20, the highest mean of agreement level regarding the writing experiences of the students in the experimental group was with item 2 stating that the students always made an outline before they wrote text ($M = 4.20$, $SD = 0.77$). In contrast, these students agreed less with item 4 saying that they paid more attention to grammar and vocabulary than content and organization when writing ($M = 3.55$, $SD = 0.69$). In other words, the students in this group focused more on content and organization than grammar and vocabulary.

The results in Table 20 also reveal the problems and difficulties which the students in the experimental group confronted when writing in English. The highest mean of agreement level in the questionnaire was 4.35 ($SD = 0.67$) in item 11. It indicated that these students had most difficulty in finding suitable English words to convey their ideas when writing. On the contrary, the problem and difficulty which the students seldom confronted when writing in English was item 9 ($M = 3.05$, $SD = 0.76$). This means that

the students usually had some ideas to write on the assigned topic, but they could not express their ideas with appropriate words in English.

With regard to the students' opinions concerning TSA instruction as a revision strategy, Table 20 indicates that the highest mean of agreement level of the students was in item 16($M = 4.50$, $SD = 0.51$). It suggested that the students in the experimental group have become more aware of the importance of coherence in writing and understand its concepts clearly after learning through TSA instruction. Also, the students relatively agreed with item 21 as the mean of agreement level was the second highest($M = 4.30$, $SD = 0.57$). The item indicated the effectiveness of TSA as a revision strategy for revising coherence of written texts. The lowest level of agreement of the students in this group was the statement asking whether the class activity and teaching process were interesting ($M = 3.95$, $SD = 0.51$).

As the means of agreement level of the items in the questionnaire were rather high, this demonstrates that the students in the experimental group strongly agreed with TSA instruction as a revision strategy to help them produce coherent texts. In other words, the students were greatly satisfied with implementing the method in their writing class. Detailed discussion is presented in Chapter 5.

Results of the interview of students' on opinions on the TSA instruction.

After the questionnaire session, the five high proficiency and five low proficiency students in the experimental group were interviewed by the researcher in order to gain in-depth information about how the students thought about the teaching methods implemented in their writing class. This semi-structured interview was recorded and transcribed. Then, the data were categorized and presented in description under the

headings of (1) benefits of TSA instruction, (2) problems and difficulty in learning through the method, and (3) like and dislike learning TSA.

Benefits of TSA instruction.

When asked how TSA instruction was helpful to their writing, the participants stated that practicing TSA was advantageous to their writing skill. Both skilled and unskilled students reported that after learning TSA they became more aware of textual coherence. In other words, the students realized that all ideas in the text had to be connected and related to the topic of discourse. Importantly, TSA helped them identify whether each sentence was relevant or irrelevant to the discourse topic and could rewrite their essays more coherently. The following are examples of some students' responses

“I realized that all sentences in my essay must be related to one another and to the main topic”.

“TSA was the most helpful activity in this course. I learned to identify all sentence topics in my writing and could relate each topic to the discourse”.

“TSA basically helped me recheck sentence structure in their writing. While separating T-units in their texts, I had opportunity to reread them and could see some mistakes with regard to dependent and independent clauses”.

Furthermore, some students claimed how TSA instruction was beneficial to them as follows.

“This activity allows me to reread my texts and check whether each sentence topic relates to the main topic or not”.

“I become more critical as I had to think what to do when there were many different subtopics in my essays”.

“TSA helps me examine whether my writing was coherent or not. It helps me focus on the scope of the discourse topic when writing”.

Additionally, most students, particularly the high proficiency group, reported how TSA helped them revise their written texts. Examples of some students' views are presented below.

“TSA provided me a self-revision strategy to analyze and revise which I can apply it to another writing course”.

“I can analyze my essays by myself and know to bring the ideas back to the main topic when the essay has too many new ideas”.

“When I found too many sequential progressions, I realized that there were many new subtopics leading to irrelevant ideas to the main topic. Then, I stopped writing and reread my essay to find a point to rewrite”.

A low proficiency student further expressed that “If there were many different topics in my writing, I cut the sentences containing new topics and added more details to previous relevant topics.”

In summary, both high and less proficiency students indicated that TSA instruction was beneficial to their writing skills. It was a self-revision strategy that helped them understand more clearly how each sentence should be related to the discourse topic in order to be coherent. The students learned to distinguish between relevant and irrelevant ideas in writing. This method also supported the students to become more

critical and analytical as they have to think how they should revise their written text more coherently.

Problems and difficulties in learning TSA.

In responding to the question about problems and difficulties in learning academic writing through TSA instruction, most participants reported that they had difficulty in identifying sentence topics in their essays. The followings are some students' responses.

“The most difficult part in TSA was identifying a topic in each T-unit, but I could identify the types of topical progression of each topic when charting a diagram”.

“Sometimes I couldn't find a topic of a T-unit because I was not sure what it was talking about”.

One of the low proficiency students also reported her problem in practicing TSA. She said “This method might be too difficult for me in terms of a self-revision strategy because I am quite weak in writing and analyzing texts by myself. I'm not sure whether my topical analysis was right or wrong”. Similarly, a high proficiency student expressed her opinion on TSA instruction “Although topical analysis is a good self-revision technique, it is difficult for me to do it alone without the teacher's help. I'm afraid that my analysis may be incorrect as I'm still weak in writing. I need more practice”.

Apart from problems and difficulties in analyzing topical progression, some students in the experimental group also had problems with grammar.

“I didn't have a problem on the content when writing on the assigned topic, but I had problem on grammar and vocabulary that I couldn't use correctly”.

“I want more grammatical exercises because it is the most difficult part in writing for me”.

In short, the responses indicate that most students had major problems in identifying sentence topics in their texts. They could not separate the topic from the comment in each T-unit due to unclear focus on the topic they wrote. Also, some students lacked practice in critical thinking and were not self-confident enough to analyze their essays without teacher support. Regarding the writing problem in general, the students in the experimental group still had difficulty in grammar rather than content and organization.

Like and dislike in learning TSA.

When asked what they thought about the teaching process and class activities, all of the students in the experimental group stated that they preferred the teacher’s feedback given to them in the first drafts. A student reported “The teacher’s feedback helped me rewrite and corrected all mistakes properly. The teacher also suggested me what to be revised in my essays”.

Moreover, students most needed feedback on grammar and vocabulary; secondly, they needed feedback on content and organization. One said “Grammar and choices of words were my weakest points in writing. Therefore, I needed someone who knows more to check whether I used correct grammatical forms and vocabulary”. Regarding the content and organization of their writing, a high proficiency student claimed “I could revise by myself as I knew what I wrote in the texts”.

Interestingly, some of the low proficiency students would like to receive feedback on content and organization. They stated “When assigned to write, I knew what to write, but not how to write. Consequently, teacher’s feedback could guide me how to write essays smoothly from the beginning to the end”.

In brief, the participants in the experimental group, although learning TSA as a self-revision strategy, still need teacher’s feedback when revising their written texts. Although the high and low proficiency students received feedback both at the surface and the discourse levels, they preferred feedback on word choice and grammar to feedback on content which they could control by themselves.

Summary of the Chapter

This chapter has presented the quantitative analysis of results from the pretest and posttest of essay writing of students in the experimental group receiving the TSA instruction to revise different types of essays. It has also reported the analysis of results from the pretest and posttest of the students in the control group to compare the differences between the mean scores on the posttest between those two groups. The results have showed the effect of TSA instruction on students’ improvement in the quality of their writing. The chapter has also reported the results of qualitative analysis, the proportion of topical progression used in the first and the final drafts of students in the experimental and control groups. Finally, it has presented the results of the students’ opinions concerning TSA instruction revealed by the responses of the questionnaire and the semi-structured interview.

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents a brief summary of the research. It then discusses the findings of the research concerning effects of instruction in topical structure analysis (TSA) on overall writing quality and coherence, proportion of topical progression in students' writing, and opinions of the participants concerning writing instruction. Finally, the chapter presents implications, limitations of the study and recommendations for future research.

Summary of the Research

This research aimed to investigate 1) the effect of TSA instruction on students' writing quality, 2) the extent the topical structure analysis instruction helped to improve high and low proficiency students' writing quality, 3) the proportion of topical progression used in students' texts, and 4) the opinions of students' concerning TSA instruction. The research was a quasi-experimental study with a pretest and posttest control group design combining quantitative and qualitative data collection and analysis. The participants were two groups of third-year students majoring in English Education studying the academic writing course in the second semester of the Academic Year 2010 at Chiang Rai Rajabhat University (CRRU). The students were randomly allocated into experimental and control groups with 20 students in each group. The students in the experimental group were taught to write academic essays through TSA instruction integrated to the process approach for 12 weeks. The TSA instruction was designed based on previous studies aiming at teaching students to revise their first draft of an essay

in the revision stage. On the other hand, the students in the control group were taught by the process-based teaching and they revised their first draft using only teacher's feedback. Then, five high proficiency and five low proficiency students in the two groups were selected based on their scores on the pretest.

The research instruments included (1) the pretest and the posttest of essay writing on the topic "*What can you do to reduce the global warming in Thailand?*", (2) two selected essays, classification and comparison and contrast essays, of high and low proficiency students in the experimental and the control groups, (3) the Essay Rating Scale for the TOEFL Test of Written English (EST, 2000) and the Holistic Scale of Coherence (Bamberg, 1984), (4) the questionnaire on the students' opinions concerning the TSA instruction, and (5) interview. In order to grade all of the students' written works, three raters participated in this research. For the inter-rater reliability, the scores on the pretest and the posttest rated by the raters were analyzed using the Pearson product-moment correlation.

In data analysis, the mean scores of overall writing quality and coherence on the pretest and the posttest of the participants in the experimental group were compared using the dependent t-test to identify any differences before and after treatment. Moreover, the mean scores of overall writing quality and coherence on the posttest of the participants in the experimental and the control groups were compared using the independent t-test. This was conducted to examine the difference between writing quality of the essays of the students learning through TSA instruction and that of the students taught by process-based teaching.

Additionally, the average gain scores of overall writing quality and coherence of each selected essay written by successful and less successful students in the experimental group were compared. The results showed the extent to which the TSA instruction assisted students with different levels of proficiency to improve writing quality of their essays. Furthermore, the mean scores in the first and the final drafts of the classification and the comparison and contrast essays written by these students were compared using the dependent t-test. The purpose was to examine the improvement of writing quality after revision.

In order to discover the proportion of topical progression employed by skilled and unskilled students, the number of each type of topical progression in all drafts of their essays were calculated using frequency and percentages. In addition, to examine students' opinions concerning the TSA instruction, the responses of the questionnaire of the students in the experimental group were analyzed using mean and standard deviation, followed by analysis of interview data reported in description.

The major findings were revealed as follows.

1. The mean scores of overall quality and coherence on the pretest of the students in the experimental group were significantly different from those on the posttest. Also, the mean scores on the posttest of the experimental group were significantly higher than those of the control group.
2. The mean gains of overall quality and coherence of the less successful students' essays were higher than those of the successful students. In addition, the results indicated significant differences of the mean scores between the first and the final drafts of these students' selected essays.

3. Students at all levels of proficiency in the experimental and control groups employed sequential progression the most frequently to develop the discourse of texts. Furthermore, the students in the experimental group employed less sequential progression but more parallel and extended parallel ones in their essays than did the students with the same level of proficiency in the control group.
4. Parallel and extended parallel progressions were found more frequently in the final drafts of both highly- and low-rated essays in the experimental group while the use of sequential progression decreased.
5. The relatively high mean of agreement level to the statements of opinions on TSA instruction in the questionnaire demonstrated that the students in the experimental group strongly agreed with teaching TSA as a revision strategy.

Discussion

The following section discusses the results under the headings of effectiveness of topical structure analysis (TSA) instruction, proportion of topical progression in students' writing, and students' opinions concerning the TSA instruction in their writing class.

Effectiveness of TSA instruction.

It can be concluded from the results that integration of TSA as a revision strategy to the process approach to writing instruction significantly enhance the students' writing quality in terms of overall quality and coherence better than only the process approach. The findings of this research are consistent with previous studies (Cerniglia, et al., 1990; Chiu, 2004; Connor & Farmer, 1990; Fan & Hsu, 2008; Sakontawut, 2003) that writing

quality of the students, particularly in term of coherence has been improved after learning topical structure analysis.

There are plausible explanations for this result. In the present study, the students in the experimental group were trained to analyze their written texts by using TSA. They learned to identify parts of sentences into the topics and the comments and to examine the type of topical progression of each sentence topic. When drawing diagrams of the topical progression in their essays, the students could see how their ideas were developed in an essay and whether all topics were semantically related to the discourse topic of their writing. TSA focused the students on these semantic relations, and helped them detect digression from the discourse topic of essays. Then they could rewrite and produce coherent texts.

Moreover, the participants in the experimental group mentioned in the interviews that TSA instruction also developed their critical and analytical thinking skills as they had to think how they should revise their written texts more coherently. By practicing TSA as a revision strategy, the students were equipped with a strategy to investigate and revise their writing with regard to coherence by themselves. Therefore, TSA instruction is a method of teaching a revision strategy which facilitates the teaching of English textual coherence and encourages students to be independent and autonomous learners.

Concerning the analysis of highly- and low-rated essays in the experimental group, the higher gained scores of low proficiency students indicated that the TSA instruction was more beneficial to them than to high proficiency ones. In addition, significant higher mean scores of overall quality and coherence in the final drafts of the

two selected essays indicated that the TSA instruction could help both skilled and unskilled students improve the writing quality of their essays after revision.

One explanation of these results is concerned with the awareness and difference of the writing process and strategies which the high and low proficiency students employed when they wrote. In previous research on the writing process of skilled and unskilled students (e.g, Boshier, 1998; Cumming, 1989; Kelly, 1986; Nunan, 1991; Roca de Larios, Murphy, & Manchon, 1999; Zamel, 1983), it has been concluded that skilled L2 writers have the tendency to plan more, revise more, and spend more time finding the most effective way to do the task. Also, their main concerns were in the discourse levels like global content, organization, topic sentences, coherence and unity (Barkaoui, 2007; Nunan, 1991; Tsai, 2009).

It can be implied that, prior to the treatment, the skilled students in the experimental group in this present study were aware of and could control their writing process and strategies while writing and revising texts. They could plan, monitor and evaluate their essays, and they knew how to revise their essays both at the surface and the discourse levels. From their awareness of the writing process and strategies, the successful students could produce effective writing when they wrote the first draft of the essay and did not made many changes in the final draft. Consequently, the gain scores of the high proficiency students were lower than those of the low proficiency group.

With regard to the less successful students, when writing, they performed differently from the successful students in terms of writing process and strategies used in each writing step. Nunan (1991) pointed out the writing process of skilled and unskilled students as follows:

At the pre-writing stage, skilled writers spend time planning the task, while unskilled writers spend little time planning, in consequence, are confused when they begin. At the drafting stage, skilled writers write quickly and fluently, spend time reviewing what they write, and do most of their reviewing at the sentence and paragraph level. Unskilled writers spend little time reviewing what they have written, review only short segments of text, and are concerned principally with vocabulary and sentence formation. Finally at the revision stage, skilled writers revise all level of lexis, sentence and discourse, review and revise throughout the composing process, and use revisions to clarify meaning, while unskilled writers do not make major revisions in the direction or focus of the text, make most revisions only during the first draft and focus primarily on the mechanics of grammar, spelling, punctuation and vocabulary (p.90).

This quote suggests that the students with different levels of proficiency revise their texts differently. The low proficiency students were mainly concerned with the surface level of writing including grammar, word use, and translation rather than the discourse features of writing. The emphasis on these writing features of the unskilled students resulted in ineffective and unsuccessful writing according to many criteria for writing evaluation. Therefore, teaching TSA to the low proficiency students in this study could assist them to focus more on the discourse structure of writing in their revision, particularly coherence. This led to better writing quality of the less successful students in the experimental group.

It can be concluded that the teaching of TSA as a revision strategy in a writing course is more advantageous to the low proficiency students. There are two plausible reasons for this. First of all, the low proficiency writers might not be aware of the value of the writing strategies before the TSA instruction. They also might not know what strategies to use and how and when to use them. Though they may know them, they might utilize those strategies ineffectively. On the other hand, the high proficiency students might already be aware of writing strategies and may actively use them efficiently in their writing. Thus, an explicit teaching of writing strategies should raise the unskilled students' awareness of how important those strategies are in writing, and they could realize how and when to use them.

The second reason is that the use of TSA as a revision strategy in this study was presented to the students in a step-by-step manner based on the study of Connor and Farmer (1990). After learning through the systematic steps of instruction and regular practicing TSA, the participants, especially the less successful students, understood, learned and effectively applied this strategy to their revision stage regarding the discourse features of writing.

Topical Progression in Students' Writing

As sequential progression was found the most frequently in both highly- and low-rated essays, it can be concluded that the high and low proficiency students employed the same patterns of topical progressions to develop the discourse of their essays. That is, in order to develop the discourse of their texts, the students at all levels of proficiency in the experimental and the control groups tended to introduce a new subtopic in each T-unit

rather than repeating the same topic or “developing an idea as well as bringing readers back to the main idea to achieve a closure” (Cerniglia et al., 1990, p. 238).

The results of this study are in line with some previous studies (Barabas & Jumao-a, 2009; Carreon, 2006; Fan & Hsu, 2008; Schneider & Connor, 1990) which revealed that EFL students employed sequential progression the most in their essays. A plausible explanation for the highest number of sequential progression used is the text type or the rhetorical mode of the essay. The study of Ghabanchi and Alavi (2011) revealed that there was a relationship between rhetorical modes of texts and topical progression used. The students' two selected essays in the present study were the classification and the comparison and contrast essays of which the rhetorical mode is exposition. According to Oshima and Hogue (2006), when writers write expository essays, they develop their ideas in the essays by adding details and giving examples of the topics they discuss. It is in accordance with the function of the sequential progression suggested by Schneider and Connor (1990) that “it helps to develop individual topics by adding details to an idea” (p. 416). Consequently, this type of progression is most frequently employed in the essays of the students in this study to develop their ideas in this type of text.

Although the sequential progression was found the most in the writing of the students with different proficiency levels in the experimental group who practiced TSA as a revision strategy, the percentage of this progression used by the high proficiency students (52%) was less than that used by the low proficiency students (58%). On the other hand, the use of parallel (25%) and extended parallel progressions (23%) of the skilled students was higher than that of the unskilled ones (23% and 21%, respectively).

Moreover, it was found that the percentage of parallel progression of these two groups of students was almost equal to the extended parallel one.

This can be explained that the successful students introduced fewer new subtopics in their essays than the less successful group as indicated by the lower percentage of use of the sequential progression. This results in the better quality of their essays, particularly in terms of coherence. As Connor and Farmer (1990) indicated, if a writer logically makes use of the sequential progression and make good balance with the other types of topical progression, it may add to overall good quality. In contrast, if too many new topics are introduced in the text, especially the ones which are not directly related to the discourse topic, they may distract readers from the main idea.

Additionally, based on the meaning and the function of each topical type noted by Schneider and Connor (1990), more use of the parallel progression shows that the high proficiency students in the present study chose to connect their ideas close together to reinforce the ideas in their essays better than the low proficiency group. These students could also remind readers of the previous topics or brought readers back to the main topic more frequently than did the unskilled students as illustrated by more use of the extended parallel type. In this way, the students clearly showed the link between the different subtopics and also between the overall discourse topic which was perceived by readers as good focus of a text (Burneikaitė & Zabaliūtė, 2003; Connor & Farmer, 1990).

Additionally, the same pattern of topical progression as the high proficiency students was found in the essays of the low proficiency ones in the experimental group compared to the students at the same level in the control group. As the findings in the previous section revealed more gain scores of overall quality and coherence between the

first and the revised drafts of the two selected essays, higher proportion of the parallel and the extended parallel progression and lower use of the sequential type of the students in the experimental group should lead to a noteworthy conclusion. That is to say, in addition to good balance in the use of the sequential progression with the other types, essays are perceived as better quality and particularly more coherent when the use of the parallel progression is in good balance with the use of the extended parallel one. As noted by Burneikaitė and Zabaliūtė (2003), over-extensive use of the parallel type may be perceived as redundancy whereas insufficient use of the extended parallel progression may result in an unfocused text which lacks global meaning.

The above explanation regarding the proportions of topical progression used by students in this study could be supported by the results of comparison of the percentage of use of progression in the students' first and the final drafts. It revealed an increasing in the number of the parallel and the extended parallel progressions from the first to the final drafts of the two essays of the experimental group, especially in the classification essay. On the other hand, the high and the low proficiency students employed fewer sequential progressions in the final drafts of the two essays. This suggested that the students in the experimental group increased the application of these two types of progression in their revisions. In other words, the most obvious difference after the TSA instruction was more reliance of the students on parallel and the extended parallel progressions. These findings are supported by the response to the interviews that the students realized that too many new topics could result in digressive and unfocused texts which were considered incoherent (Strid, 1998).

Analysis of the essay content of the students in the experimental group.

The results presented in Chapter 4 demonstrated that all types of topical progression were found in the students' essays; nevertheless, the frequency and the quality were different in the two drafts of each essay. In addition to the quantitative results, discourse analysis of the essays written by high and low proficiency students in the experimental group was conducted to illustrate a better picture of the writing performance on the three types of topical progression.

First, a proportion of sequential progression which was the most frequently used by the participants did not greatly change in the final drafts of the two selected essays of the students. However, better application of this type of progression could be demonstrated. Instead of merely connecting two sentences, more students presented ideas in a sequence according to the *given-new* principle (Lee, 2002), which resulted in a more readable style and a more coherent text for the readers. According to Schneider and Connor (1990), sequential progression is achieved when the comment of a previous sentence becomes the topic of a following sentence. Therefore, the sentence topics vary from one to another. However, some researchers argued that the inappropriate application or overuse of sequential progression may distract the readers' attention. Also indicated by Lee (2002), if students rely less on sequential progressions, they are likely to produce writing that has a clearer topical focus and, hence, is more coherent. Nevertheless, in this study, the changes in sequential progressions in students' essays helped to develop a more coherent organization of ideas in the students' revisions as illustrated in the example of students' essays below.

There are three types of music I like

Music is one type of art./ Not only to play instruments and sing or dance only But also to all./ Arts and man-made works of art. Linguists have tried to interpret the music./ A novel that generally hear that “Music is universal language is sometimes heard that music is a language of emotion”./

First pop music is a genre that is similar to mo Lodi simple. /Song structure is not complicated/ A song composed in the style fashionable./Pop music is composed hope listen to on a large group driven by major music labels start with the music of Ragtime./ Second Rock music a genre that is popular in main stream Christianity in 1960/ Music band to rock is with a guitar sound before, B and absence of the rhythm guitar electric bass. Drums and the organ keyboard piano. /Third Jazz music a musical style that developed from a kind of African Americans. Is music, dance, play rhythm shortcuts, this type of music dance music with this type/

Concluding My favorite types of music is 3 music that is Pop, Rock and Jazz because listen it result in happy such as relax use free time and concentration. /So I would like listen to music everyday.

It can be seen that the first draft of the classification essay by this unskilled student consisted of incomplete sentences. Most of them were incomprehensible, and the sentence topics were unclear. Apart from plenty of mistakes in grammar and word use, this student introduced new subtopics which were not directly related to the discourse topic. This resulted in the ineffective and incoherent writing.

The analysis of topical progression presented below provides a better picture of how each sentence topic progressed in the low proficiency student' first draft.

Clause No.	Topical depth											Topic No.
	1	2	3	4	5	6	7	8	9	10	11	
1	Music											1
2		Linguists										2
3			A novel									3
4				Pop music								4
5					Song structure							5
6		EPP				A song						6
7				Pop music								4
8							Rock music					7
9								Music band to rock				8
10									Jazz music			9
11										My favorite types		SP
										of music		10
12										I		SP
												11

Figure 6. Topical progression in the first draft of a low proficiency student's classification essay

Figure 6 demonstrates that this student frequently introduced new topics and never repeated a topic to reinforce her ideas in her essay. Also the student did not bring the idea back to the first topic, 'Music', to provide closure and to remind readers of the main topic.

After regularly practicing TSA, this less successful student applied the strategy to her revision of this essay. Here is the final draft and topical progression chart of her essay:

Music I like

There are three types of music I like./ First, I like Pop music because it results happy, joyful and sweet./ Every time listening I often sing along as well so result to the concentration/ and Pop music very like is way back into love of they music and lyrics./ Second, Rock music because it result enjoy, pleasant to listen and excition./ Rock music has many forms and much rock 60 fution rock funky, slow rock, pop rock, ulter, heavy, metal, progressive lot more/ and Rock music very like is Hit that of his the Offspring./ Third, Jazz music because it result relax funny and concentration/ Jazz music is very popular in Europe/ we can use jazz music to dance/ and Jazz music very like is Jazz crimes of Joshua Redman./ Concluding my favorite types of music is 3 music that is Pop, Rock and Jazz because listen it result in happy such as relax use free time and concentration./ I would like listen to music everyday/

After revision, the student could produce more comprehensible and error-free T-units in her final draft of the classification essay. One possible explanation could be the advantage of T- unit analysis. As the students in the experimental group were required to analyze their text into T-units as a unit for analysis in TSA, they had to reread their essays and separate their sentences into T-units. By doing so, this student could notice that her sentences were poorly structured, ungrammatical and incomprehensible. Thus, she revised and corrected those errors in her final draft.

Besides, the topical progression chart of the final draft of the classification essay written by this low proficiency student is shown below.

Clause	Topical depth							Topic No.
No.	1	2	3	4	5	6	7	
1	Three types of music I like							1
2	EPP	{	Pop music	{	SP	{	SP	2
3			I					SP
4	EPP	{	Pop music	{	Rock music	{	SP	2
5			Rock music					PP
6	EPP	{	Rock music	{	PP	{	PP	4
7			Rock music					PP
8	EPP	{	{	{	Jazz music	{	SP	5
9								Jazz music
10	EPP	{	{	{	We	{	SP	6
11								Jazz music
12	My favorite types of music							1
13	I							3

Figure 7. Topical progression in the final draft of a low proficiency student's classification essay

As illustrated in Figure 7, this unskilled student introduced fewer new topics in her essay and those new topics 'Pop music', 'Rock music' and Jazz music', were more related to the discourse topic, 'Music I like'. The use of sequential progression was reduced in her final draft. Also, she repeated the same topics (Clauses 5-7 and Clauses 8-9) and pulled the ideas back to the previous topics (Clauses 2 and 4; Clauses 9 and 11; and Clauses 1 and 12) more frequently than she did in the first draft as shown by more occurrences of the parallel and extended parallel progression, respectively. All of these changes suggested that the students in the experimental group, particularly the low proficiency ones tended to stick to the same points rather than to introduce many different

topics in their text after learning through TSA instruction as a revision strategy. This led to a better quality of the student's essay in terms of overall quality and coherence.

In addition, examples of the first and the final drafts of a high proficiency student's classification essay and the diagrams of topical progression are provided below to illustrate how the ideas progressed in her texts.

The first draft

TV Program

There are three TV programs that I like./ 1. Chingroychinglan on 7 chanel. Because I can relax in my free time./ This TV program consist a good game show./ It change game show and visitor every week./ And another reson is I like the master of ceremonies./ There are two person, first, Mr. Panya, second, Miss Mayura./ They are friendly and loves to laugh./ 2 To night show consist knowledge around the word./ It make me know about trip and culture of abroad./ It is strange new for me./ 3. Is English on tour./ There are full of vocabulary every day./ It concern about conversation in comedy situation./ If I follow every steps, I can be successful to conversation in English./

To sum three TV program can be one of the most relax time for me./

Clause No.	Topical depth								Topic No.
1	Three TV programs that I like								1
2	Chingroy chinglan on 7 chanel							SP	2
3	I							SP	3
4	This TV program							SP	2
5	It							PP	2
6				Another reason				SP	4
7						Two person (MC)		SP	5
8						they		PP	5
9						Tonight show		SP	6
10						It		PP	6
11						It		PP	6
12									
13									
14									
15									
16	Three TV program								1

Figure 8. Topical progression in the first draft of a high proficiency student's classification essay

The second draft

TV Program

There are three TV programs that I like./ First, Chingroychinglan on 7 channel is my favorite program because I can relax in my free time./ This TV program is a good game show./ Another reason I like the host of TV program./ There are two person KhunPanya and KhunMayura./ They are friendly and good characteristic./ Second, to night show on 3 channel is my favorite TV program because I can get more knowledge about trip and culture of other country./ I do have a current knowledge./ The last one, English on tour on 3 channel is my favorite TV program because there are a lot of vocabulary in funny situation./ English on tour is a very interesting program./ If I follow every steps of TV

program I should be able to speak English successfully./ Web applications have you visit if you miss or want to watch TV programs duplicate./ It is a fun program./ It provide knowledge about English and, it is not boring/

To sum up three TV program can make me happy in my free time./

Clause		Topical depth									Topic
No.	1	2	3	4	5	6	7	8	9	No.	
1	Three TV programs that I like										1
2	Chingroy chinglan on 7 channel				SP						2
3	This TV program				PP						2
4	Another reason				SP						3
5	Two person				SP						4
6	They				PP						4
7					Tonight show on 3 channel				SP		5
8									SP		5
9	EPP				SP		I		English on tour on 3 channel		7
10					PP		I		English on tour		7
11	EPP				SP		I		SP		6
12					SP		I		Web applications		8
13					It						7
14					It				PP		7
15					It				PP		7
16	Three TV program										1

Figure 9. Topical progression in the final draft of a high proficiency student's classification essay

As shown in the example above, there were not many changes of a number of subtopics and the topical depth between the two drafts of this highly-rated essay. This could be explained that the student had a clear focus on the main topic of her essay before she started writing. Thus, she did not make great change of the content in her texts. As

Nunan (1991) has noted, in writing process, skilled writers spend more time in a planning stage, so they are not confused when they write.

According to Figure 8 and 9, this skilled student employed the same pattern of topical progression as the unskilled student did, but the quality of use of each progression type was different. That is, although she introduced many new topics in her essay, most of these topics were in the comments of the previous sentences instead of a new different topic. This means that the new topics were directly related to the previous topic and then to the discourse topic of the essays (Schneider & Connor, 1990). This demonstrates good development of the ideas in her texts by adding details to or illustrating examples of the previous topics leading to effective writing.

Moreover, this student could make use of more repetition of the same topic to reinforce her ideas both in the first and the final drafts than did the low proficiency student mentioned previously. It can be illustrated in Clauses 2-3, Clauses 5-6, Clauses 9-10 and Clauses 13-15 in the final draft (Figure 8) of her essay. This successful student could also bring the ideas back to the main topic of the texts as shown in Clause 16 which had the same topic as the first clause in the two drafts. This suggests that she employed the parallel progression in a good balance with the extended parallel type to develop a discourse topic of her essay.

It is worthy to note that logical and effective use of sequential progression can help a writer develop related ideas and produce a coherent text. Additionally, a good balance in use of parallel and extended parallel should be an indicator of effective writing regarding textual coherence.

Opinions of the Students on TSA Instruction

The responses from the questionnaire and the interviews of the high and the low proficiency students in the experimental group revealed the positive effect of teaching TSA as a revision strategy in a writing classroom. The strategy could guide them to produce coherent texts. The students reported positive responses to implementing TSA into their writing class. TSA instruction effectively enabled the students to improve coherence in writing. They revealed that TSA was beneficial in their revising process, focusing them on the logical connection between ideas and between paragraphs. Moreover, the students in the experimental group indicated that TSA helped them revise essays to be more coherent.

One plausible explanation is that TSA serving as a means might not only assist students in depicting the meaning of each sentence, but also helps them relate those sentences to the overall discourse topic. Furthermore, the students' responses demonstrated that they changed their attitudes toward revision. Many students reported that by processing TSA in the revision stage, they reread their drafts several times and paid attention to the coherence of content and the connection among ideas.

From the students' responses, it seems that TSA instruction as a revision strategy encouraged the students to view writing as a recursive process. More significantly, they became autonomous writers, demonstrating more active roles in their writing process.

In addition, the students in the experimental group indicated that TSA provided a clearer picture of how each sentence should be related to the discourse topic in order to be coherent. The students learned to distinguish between relevant and irrelevant ideas in writing. After applying TSA they could detect their coherence problems and remove

irrelevant ideas or examples. Then more related supporting details were added to develop the ideas in their essays.

According to the interview data, it can be noted that the ability to provide supporting ideas is essential for coherent writing. When appropriate or convincing examples are illustrated in a text, they help to support, clarify, or explain a discourse in writing. In contrast, irrelevant examples impede the logical development of an essay and lead to incoherent impression to readers. Previous studies, however, indicated that EFL students tend to include irrelevant or inappropriate examples in texts (Hyland, 2003). It suggests that TSA is a beneficial strategy to assist students to examine the connection of idea development in writing.

The results in this study are consistent with Connor and Farmer (1990). They implemented TSA into a writing classroom of ESL college students at the intermediate and advanced levels, yielding positive results. In this study, the students' responses indicated that TSA can be applicable to EFL learners and is accepted as a valuable means of examining writing coherence.

Furthermore, the results from the interviews demonstrated that the skilled and the unskilled students in the experimental group had major problems identifying sentence topics in their texts when applying TSA in their revision process. They could not separate the topic from comments in each T-unit due to unclear focus on the topic. As shown in the responses in the previous chapter, the difficulty originated from a lack of practices before they mastered the strategy. Also, some students lacked of practice in critical thinking and were not self-confident enough to analyze their essays without teacher support. In addition, the difficulty also resulted from students' lack of self-

confidence and opportunity to analyze the essays on their own in the past. This is partly due to a cultural characteristic of the EFL students to be dependent on teacher supports in learning (Cheng, 2000; Jarvis & Atsilarat, 2004; Nonkukhetkhong, 2006).

Moreover, although learning TSA as a self-revision strategy, the participants still need teacher's feedback when revising their written texts both at the surface and the discourse levels. There might be two plausible explanations for this. First, according to Tsui and Ng (2000), it is because in their cultures EFL students view the teacher as the only one who has authority and competence to provide them feedback which they can use for their subsequent revision. Second, Myers (1997) has suggested that ESL/EFL students need to be helped with vocabulary and sentence-level syntax when writing L2 composition. From her experience in teaching ESL writing, Myers revealed that her students' real problem is insufficient linguistic knowledge to write fluently in the target language, but not lack of ideas to write. In other words, ESL/EFL students have difficulties in *how* to say something in L2 composition rather than *what* to say. Additionally, they are strongly concerned with formal text features such as lexical and grammatical accuracy.

This explanation is illustrated by the response in the questionnaire in the experimental group. With regard to the problems and difficulties in English writing, the agreement level with statement 9 was in moderate level (3.05) suggesting that the students did not have much difficulty generating ideas to write. On the other hand, the agreement levels in statements 11 and 12 in the questionnaire were relatively high (4.35 and 4.30 respectively). This suggested that finding right words to express their ideas in

English and the grammatical mistakes were greatly problematic for EFL learners in English writing.

Implications of the Study

Theoretical implications.

This study investigated the effects of TSA instruction as a revision strategy on the quality of university students' writing in terms of coherence. The study found that TSA instruction significantly improved the overall quality and coherence of writing of the tertiary level students majoring in English. In particular, teaching TSA as a revision strategy was more beneficial to the low proficiency students than to the high proficiency ones. The results of this study suggested that TSA was one of the revision strategy instructions that enhanced the Thai EFL students to be more aware of both discourse and surface levels of writing features and revise their text globally and locally to be more coherent.

The students in this study were trained this revision strategy through explicit teaching and guided practice, and with sufficient practice in each step of TSA instruction procedures. Once they became familiar with the process of TSA instruction, they were encouraged to practice revising texts on their own. Thus, TSA, introduced to students as a revision strategy, does not merely serve as an objective evaluation for textual coherence, but also guides students to become more independent and active learners. Instead of solely depending on teacher's feedback and guidance, the students participated in the revising process more actively and learned how to cope with their own coherence problems. Additionally, they were motivated to interpret and examine coherence using a new and more concrete perspective.

For EFL writing teachers, this study has provided an alternative approach and a different perspective for teaching coherence in written texts. Further, teaching TSA to students as revision strategy might help teachers reduce their workload in commenting and evaluating students' writing.

The study also has its implication for writing assessment. In order to achieve a higher degree of objective evaluation of written texts, descriptors of coherence could be formulated explicitly and included in existing assessment criteria. In this way, it would be easier to establish coherence or incoherence of texts.

Due to inconclusive results of the proportion of topical progression found in high-rated essays, it could lead to another implication. That is, the effective pieces of writing in terms of coherence should be indicated by the quality of use of each topical progression type rather than the quantity of occurrences. This could be illustrated by similar proportion of sequential progression employed by the successful and the less successful students in this study. However, the skilled students introduced new topics in sequential progression by using ideas in the comments of the preceding sentences which helped them elaborate ideas on the previous topic. As Schneider and Connor (1990) pointed out, "sequential topics, when related to preceding topics and the overall discourse topic, can actually contribute to the coherence of a text rather than detract from it."

Based on the results previously discussed, TSA instruction is one of the revision strategies that can be implemented in Thai EFL writing classrooms to help students improve the quality of their writing in term of coherence. This method illustrates a clear picture of how a text is viewed to be coherent and provides a means to detect coherence

problem in texts. The application of this strategy can encourage EFL students to be autonomous learners in a writing classroom.

Methodological implications.

This study employed both qualitative and quantitative data collection. The data from discourse analysis of students' essays and interviews were triangulated with the mean scores of overall writing quality and coherence on the pretest, the posttest and the selected essays of the students. The results derived from the various data sources corroborated each other.

The quantitative data revealed a significant difference in the writing quality of students' essays before and after TSA instruction, and a significant difference between TSA instruction and the process-based approach, particularly for the low proficiency students. These positive effects of TSA instruction on the writing quality of the students' texts were confirmed through the quantitative data.

Additionally, the analysis of the qualitative data was specifically important in explaining the results of the quantitative data. The results from qualitative data helped explain why and how the quantitative data demonstrated the positive results of TSA instruction. Qualitative data from semi-structured interviews revealed that training in TSA as a revision strategy raises students' awareness of writing features at the discourse level in addition to their main concerns on surface structure during the revision process. Finally, discourse analysis of students' essays supported the finding that TSA instruction significantly improved the overall quality and coherence of less successful students' final drafts. This demonstrated that self-revision strategy training is effective in increasing

students' ability to revise leading to better quality writing. Therefore, results derived from different data and methods corroborated each other.

In brief, using both quantitative and qualitative data collection contributed to a better understanding and a clearer explanation of the effects of TSA instruction on the writing quality of EFL students.

Pedagogical implication for writing instruction.

The findings of this study offer many vital pedagogical implications for teachers, students, and educators in an EFL writing context. The most obvious implication is that TSA is one strategy that best improves students' writing quality by going beyond the revision of sentences to the revision of discourse level including textual coherence. In practice, these findings can be implemented into English writing classroom as follows.

1. Topical structure analysis is a new revision strategy for Thai EFL students. To teach these students to apply this strategy to revise their texts effectively, the teachers should provide appropriate explanations, explicit modeling of TSA process and ongoing guidance. The students have to understand the concept of TSA as a revision strategy clearly and know when, why and how to use this strategy in their revision process. Consequently, the writing teachers should explicitly model each individual step of TSA process and allow students to constantly practice using this strategy for revising texts.
2. When first being introduced to the concept of TSA, students may need more chances to do in-class practice. Thus, time is also a main concern when it involves learning a new concept. As revealed in the questionnaires and interviews, the major problem which the students had when applying TSA was to identify topics and comments in T-units. Many students required more time and opportunities for practicing in class.

Given more time for in-class activities in the early stage of TSA practices, the students can ask for teachers' help whenever they are confused about differentiating the topics from the comments. Moreover, with more help of the teacher in the early stage, the students will gradually develop the skills in analyzing a text using TSA before applying this strategy to their revision process.

3. The study demonstrated that high proficiency students take advantage of some writing strategies in the use of topical progression in their essays which are different from those used by less proficiency students. Accordingly, teachers should emphasize balanced use of each topical progression type with a main focus on the parallel and extended parallel, especially for the low proficiency students. When modeling the process of TSA, teachers should illustrate how the effective writers introduce the new topics in sequential progression. The teachers should point out how those new topics help to develop the ideas in texts if they are related to the previous topics and how they distract from ideas if unrelated. In addition, the teachers should provide a plenty of examples of effective and ineffective texts and compare the differences in the uses of topical progression between those texts. By doing this, the students, particularly the low proficiency ones, can learn from the examples and apply a good balance of each type of topical progression.

4. Teachers should encourage students to be increasingly responsible for their writing and revision tasks by gradually decreasing their prompting and modeling. The teachers should motivate students to apply TSA to revise their texts on their own before receiving teachers' feedback, and finally without teachers' comments.

5. In order to familiarize students with TSA as a revision strategy and not to discourage them to apply this strategy to their revision, teachers should train students to do TSA by using simplified sample texts in the beginning. This should be an effective way of introducing the concept of three types of topical progression before the students will be able to analyze longer texts with more complex sentence structure. Moreover, using authentic texts may enable students to have a clear picture of good and poor performance in topical progression and have a better understanding of the meaning of TSA.

6. After providing the students with the definitions and the uses of three types of topical progression, the teachers can teach the types of progression used most frequently in texts with a specific organization. They should emphasize that in essays with different organization patterns, different types of topical progression should be used to develop the ideas.

Limitations of the Study

A number of limitations of the study are worthy of note as the following.

1. Teaching TSA as a revision strategy has its shortcomings. As the students applied this strategy to their revision process which is the last stage of writing process, mere teaching of TSA strategy does not help students examine other important aspects of writing such as purpose of writing and audience. This may lead students to produce texts in which each subtopic is related to the discourse topic, but not to the purpose of writing.

2. This study investigated the topical progression used in only two types of essays; it did not cover all rhetorical modes of writing. Thus, the proportions of each topical progression type may vary in different modes of writing.
3. The participants of the study were purposively selected and their levels of proficiency ranged from lower-intermediate to intermediate. The findings may not necessarily be generalizable and are specific to the particular groups of students with the similar context to this study.

Recommendations for Further Research

Despite these limitations, the results of this study indicated directions for further studies. More importantly, research into the use of topical structure analysis in writing, and the revision stage in particular, of EFL students at the tertiary level is very challenging. TSA instruction can be successfully applied to teach the unskilled students and helped to facilitate their writing since students performed better in writing tasks. Future studies could provide a clearer picture and may make a valuable contribution to writing teachers. Future research could investigate other aspects or research methods that were not included or documented in this study as follows.

1. This research involves only a small number of participants. Future research should include more participants in order to gain more samples so that the effectiveness of TSA instruction can be generalized by more relevant and statistically valid information.
2. This study investigated the effectiveness of TSA instruction in improving the writing quality in the essays of the tertiary level students. Future research should make an attempt to study the effects of this method with students in various levels of education

and with different levels of English proficiency to determine the most appropriate levels of the students for the implementation of TSA instruction.

3. This study revealed the pattern of topical progression in only two types of essays. Other research should apply TSA to analyze other types of essays to determine the pattern of topical progression.

4. Future research should investigate the effect of TSA instruction on students' writing quality over a longer period of time. The length of time for practicing TSA as a revision strategy before the students applied the strategy to their revision was 4 weeks out of the 12 weeks of teaching period. This may not be enough for students to practice the strategy since acquiring new concepts in other languages takes a great deal of time. The studying process and strategies of writing in foreign languages is particularly complicated.

5. There should be research on the effect of TSA instruction on the writing quality and pattern of topical progression of texts of students in other fields of study other than English Education students. The results may reveal the effectiveness of implementing TSA instruction into writing instruction in various study fields.

Conclusion

This study has offered an alternative teaching method, the TSA instruction, to assist students to produce coherent writing. The improvement of students' writing quality and positive opinions of the students to the implementation of TSA into a writing class has demonstrated benefits of explicit training in writing strategies. The results suggested that teaching TSA as a self-revision strategy is effective for improving writing coherence and promoting independent and autonomous EFL student writers.



REFERENCES

References

- Almaden, D. O. (2006). Analysis of the topical structure of paragraphs written by Filipino students. *The Asia-Pacific Research*, 15, 127-153.
- Archibald, A. (2004). Writing is a second language. Retrieved January 12, 2008, from <http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=2175>.
- Badger, R., & White, G. (2000). A process-genre approach to teaching writing. *ELT Journal*, 54, 153-160.
- Bamberg, B. (1984). Assessing Coherence: A Reanalysis of Essays Written for the National Assessment of Educational Progress, 1969-1979. *Research in the Teaching of English*, 18, 305-319.
- Barabas, C. D., & Jumao-as, A. G. (2009). Topical Structure Analysis: The Case of the Essays Written by Cebuano Multilingual Students. Retrieved February 9, 2013, from http://www.academia.edu/2147694/Topical_Structure_Analysis_The_Case_of_the_Essays_Written_by_Cebuano_Multilingual_Students-1.pdf
- Barkaoui, K. (2007). Revision in second language writing: What teachers need to know. *TESL Canada Journal*, 25, 81-92
- Bhatia, V. (1993). *Analyzing genre: language use in professional settings*. London: Longman.
- Bosher, S. (1998). The composing processes of three Southeast Asian writers at the post-secondary level: An exploratory study. *Journal of Second Language Writing*, 7, 205-241.
- Burneikaitė, N. & Zabiliūtė, J. (2003). Information Structuring in Learner Texts: a Possible Relationship Between the Topical Structure and the Holistic Evaluation of Learner Essays. *STUDIES ABOUT LANGUAGES*, 4, 67-72.

- Carrell, P. L. (1982). Cohesion is not coherence. *TESOL Quarterly*, 16, 479-488.
- Carreon, M.C. (2006). Unguarded patterns of thinking: Physical and topical structure analysis of students journals. *The Asia-Pacific Research*, 15, 155-182.
- Cerniglia, C. S., Medsker, K. L., & Connor, U. (1990). Improving coherence by using computer-assisted instruction. In Ulla C., & Ann. M. J (Eds.), *Coherence in Writing: Research and pedagogical perspectives* (pp. 227-241). Alexandria, VA: Teachers of English to Speakers of Other Language, Inc.
- Cheng, X. (2000). Asian students' reticence revisited. *System*, 28, 435-46.
- Chiang, S. (1999). Assessing grammatical and textual features in L2 writing samples: The case of French as a foreign language. *The Modern Language Journal*, 83, 219-232.
- Chiang, S. (2003). The importance of cohesive conditions to perceptions of writing quality at the early stages of foreign language learning. *System*, 31, 471-484.
- Chiu, Y. F. (2004). Coaching a student to develop coherence based upon topical structure analysis: A case study. *Journal of Language and Learning*, 2, 154-170.
- Chou, M. C. (2000). Lexical cohesion and the quality of the EFL writing text. *Hwa Kang Journal of English Language & Literature*, 7, 197-209.
- Connor, U. (1984). A study of cohesion and coherence in English as a second language student's writing. *Papers in Linguistics* 17, 301-316.
- Connor, U., & Farmer, M. (1990). The teaching of topical structure analysis as a revision strategy for ESL writers. In B. Kroll (ed.) *Second Language Writing: Research insights for the classroom*. (pp. 126-139) Cambridge University Press.

- Cumming, A. (1989). Writing expertise and second language proficiency. *Language Learning*, 39, 81-141.
- Educational Testing Service. (2000). *Computer-based TOEFL score user guide*. Retrieved from <http://www.ets.org/Media/Tests/TOEFL/pdf/989551.pdf>.
- Faigley, L., & Witte, S. (1981). Analyzing revision. *College Composition and Communication*, 32, 365-387.
- Fan, Y., & Hsu, A.Y. (2008). Topical structure analysis as alternative learning strategy of coherent writing. *Journal of Applied English*, 1, 115-137.
- Ferris, D., & Hedgcock, J. S. (1998). *Teaching ESL composition: Purpose, process, practice*. NJ: Lawrence Erlbaum Associates
- Ferstl, E. C., & Von Cramon, D.Y. (2001). The role of coherence and cohesion in text comprehension: An event-related MRI study. *Cognitive Brain Research*, 11, 325-340.
- Firbas, J. (1992). *Functional sentence perspective in written and spoken communication*. Cambridge: Cambridge University Press.
- Fujioka, K. & Shi, J. (2000). ESL students' problems in academic writing. *ICU Language Research Bulletin* 15, 1-15.
- Ghabanchi, Z., & Avali, S.Z. (2011). The relationship between types of paragraphs and topic progression used in paragraphs written by Iranian EFL students. *Journal of International Education Research-Fourth Quarter*, 7, 39-46.
- Goller, D. (2001). Textual coherence. Retrieved December 4, 2002, from www.dorothea-goller.de/anglistik/textualcoherence.pdf
- Grabe, W., & Kaplan, R.B. (1996). *Theory and practice of writing*. New York, NY: Longman.

- Grabe, W., & Kaplan, R.B. (1996). *Theory and practice of writing*. New York: Longman.
- Grosz, B.J., Joshi, A.K., & Weinstein, S. (1995). Centering: A framework for modeling the local coherence of discourse. *Computational Linguistics*, 21(2), 203-225.
- Halliday, M. A. K. (2000). *Introduction to Functional Grammar* (2nd ed.). Beijing: Foreign Language Teaching and Research Press.
- Halliday, M., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Hancox, P., & Smith, E. (2001). Representation, coherence, and inference. *Artificial Intelligence Review*, 15, 295-323.
- Hind, J. (1990). Inductive, deductive, quasi-inductive: Expository writing in Japanese, Korean, Chinese and Thai. In Connor, U., & Jones, A. (Eds.), *Coherence in writing: Research and pedagogical perspectives*. (pp. 81-109). Alexandria, VA: TESOL.
- Hinkle, E. (2001). Matters of cohesion in L2 academic texts. *Applied Language Learning*, 12(2), 111-132.
- Hirose, K. (2001). Realizing a giant first step toward improved English writing: A case in a Japanese university. In I. Leki (Ed.), *Academic Writing Programs* (pp. 35-46). Washington, DC: TESOL.
- Hoey, M. (1991). *Patterns of lexis in text*. Oxford: Oxford University Press.
- Hyland, K. (2002). *Teaching and researching writing*. London: Longman.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148-164.

- Jarvis, H. and Atsilarat, S. (2004). Shifting paradigms: from a communicative to a context-based approach. *Asian EFL Journal*, 6, 1-23.
- Johns, A. M. (1986). Coherence and academic writing: Some definitions and suggestions for teaching. *TESOL Quarterly*, 20(2), 247-265.
- Kelly, P. (1986). How do ESL writers compose? *Australian Review of Applied Linguistics*, 9, 94-119.
- Kim, K. (1996). A comparison of rhetorical styles in Korean and American students writing. *Intercultural Communication Studies*, 1, 115-146.
- Kintsch, W., & McNamara, D. S. (1996). Learning from texts: Effects of prior knowledge and text coherence. *Discourse Processes*, 22, 247-288.
- Kobayashi, H., & Rinnert, C. (1996). Factors affecting composition evaluation in an EFL context: cultural rhetorical pattern and readers' background. *Language Learning*, 46, 397-437.
- Kuo, C. H. (1995). Cohesive and coherence in academic writing: From lexical choice to organization. *RELJ Journal*, 26(1), 47-62.
- Lautamatti, L. (1987). Observations on the development of the topic of simplified discourse. In Connor, U., & Kaplan, R.B. (Eds.), *Writing across languages: Analysis of L2 text*. (pp. 87-114) Reading, MA: Addison-Wesley Publishing Company, Inc.
- Lee, I. (2002). Teaching coherence to ESL students: A classroom inquiry. *Journal of Second Language Writing*, 11, 135-159.
- Leki, I. (1992). *Understanding ESL Writers: A guide for teachers*. NH: Boynton/Cook Publishers.
- Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*, 33, 623-636.

- McCarthy, M. (1991). *Discourse Analysis for language teachers*. Cambridge: Cambridge University Press.
- Myers, S. (1997). Teaching writing as a process and teaching sentence-level syntax: reformulation as ESL composition feedback. *TESL-EJ Journal*, 2. Retrieved from http://www.zait.uni-bremen.de/wwwgast/tesl_ej/ej08/a2.html.
- Nonkukhetkhong, R. B. Baldauf Jr and K. Moni (2006). Learner Centeredness in Teaching English as a Foreign Language. Paper Presented at 26 Thai TESOL International Conference, Chiang Mai, Thailand, 19-21 January 2006, 1—9.
- Noordmann, L.G.M., & Sanders, T.J.M. (2000). The role of coherence relations and their linguistic markers in text processing. *Discourse Processes*, 29, 37-60.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teacher*. New York: Prentice Hall.
- Nunan, D. (1994). On the psychological plausibility of ‘topic’ as a construct in research on writing. *Hong Kong Paper in Linguistics and Language Teaching*, 17, 25-37.
- Oshima, A., & Hogue, A. (2006). *Introduction to academic writing*. (3rd ed.). New York, NY: Longman.
- Pongsiriwet, C. (2001). *Relationships among grammatical accuracy, discourse features, and the quality of second language writing: The case of Thai EFL learners*. (Doctoral dissertation, West Virginia University Morgantown). Retrieved from <http://etd.wvu.edu/templates/showETD.cfm?recnum=2024>
- Richards, J.C. (1990). *The language teaching matrix*. Cambridge: Cambridge University Press.
- Rinnert, C., & Kobayashi, H. (2001). Differing perceptions of EFL writing among readers in Japan. *The Modern Language Journal*, 85, 189-209.

- Roca de Larios, J., Murphy, L., & Manchon, R. (1999). The use of restructuring strategies in EFL writing: A study of Spanish learners of English as a second language. *Journal of Second Language Writing*, 8, 13-44.
- Sakontawut, N. (2003). *Functional sentence perspective and second language composition: A case study of revision process in a writing workshop for Thai college students*. (Doctoral dissertation, Indiana University of Pennsylvania). Retrieved from <http://202.28.199.34/multim/3080961.pdf>
- Schneider, M., & Connor, U. (1990). Analyzing topical structure in ESL essays: Not all topics are equal. *Studies in Second Language Acquisition*, 12, 411-427.
- Sengupta, S. (2000). An investigation into the effects of revision strategy instruction on L2 secondary school learners. *System*, 28, 97-113.
- Shi, L. (2001). Native- and nonnative-speaking EFL teachers' evaluation of Chinese students' English writing. *Language Testing*, 18, 303-325.
- Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implication. *TESOL Quarterly*, 27, 657-677.
- Simpson, J.M. (2000). Topical structure analysis of academic paragraphs in English and Spanish. *Journal of Second Language Writing*, 9, 293-309.
- Strid, J.E. (1998). Coherence in the Narrative and Persuasive Writing of Adolescents. Paper presented at Illinois TESOL, Chicago, Il. Retrieved from http://web.mac.com/jevar/Site/Publications_and_Research.html
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. New York: Cambridge University Press.
- Todd, R. W., Khongput, S., & Darasawang, P. (2007). Coherence, cohesion and comments on students' academic essays. *Assessing Writing*, 12, 10-25.

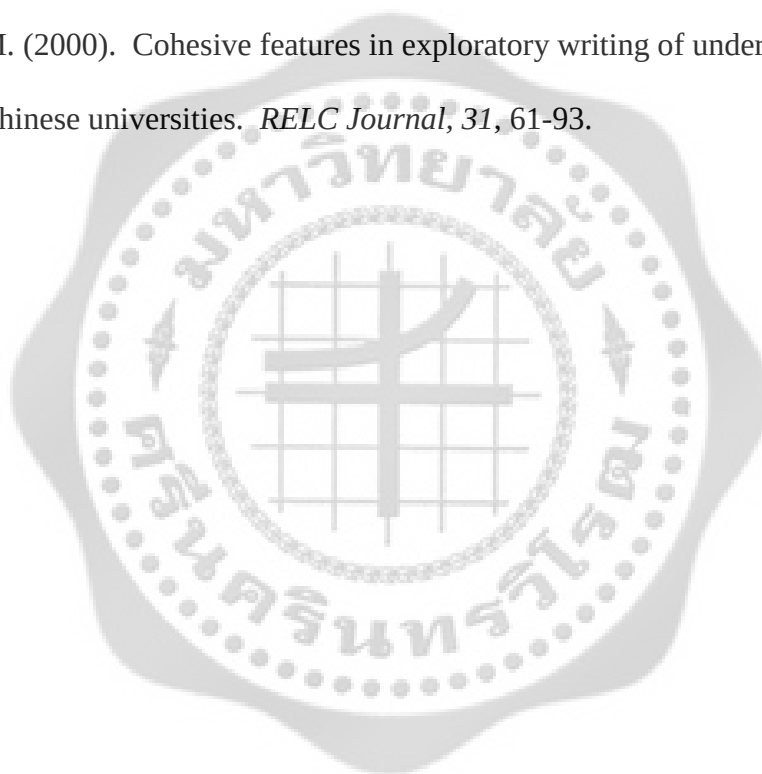
- Todd, R.W., Thienpermpool, P., & Keyurawong, S. (2004). Measuring the coherence of writing using topical-based analysis. *Assessing Writing*, 9, 85-104.
- Traxler, M. J., & Gernsbacher, M. A. (1995). Improving coherence in written communication. In M.A. Gernsbacher & Givon, T. (Eds.), *Coherence in spontaneous text* (pp. 215-239). Amsterdam: John Benjamins Publishing.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Tsai, H. M. (2009). Examining metacognitive performance between skilled and unskilled writers in an integrated EFL writing class. The 26th International Conference on English Teaching and Learning in the R.O.C. (pp. 678-689). Taipei: Crane. Retrieved February 21, 2013 from www.cit.edu.tw/110/20100814053319.pdf
- Tsui, A. B.M., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9, 147-170.
- Vande Kopple, W. J. (1980). *Functional sentence perspective and composition*. Paper presented at the Annual Meeting of the National Council of Teachers of English, Cincinnati, OH. (ERIC Document Reproduction Service No. ED 197354)
- Vann, R. J., & Abraham, R. G. (1990). Strategies of unsuccessful language learners. *TESOL Quarterly*, 24, 177-198.
- Wikborg, E. (1990). Types of coherence breaks in Swedish student writing: Misleading paragraph division. In U. Connor & A. M. Johns (Eds.), *Coherence in writing: Research and pedagogical perspectives* (p. 131-149). Alexandria, VA: TESOL.
- Witte, S. P. (1983a). Topical structure and revision: An exploratory study. *College Composition and Communication*, 34, 313-341.

Witte, S. P. (1983b). Topical structure and writing quality: Some possible text-based explanations of readers' judgments of student writing. *Visible Language*, 17, 177-205.

Witte, S. P., & Faigley, L. (1981). Coherence, cohesion, and writing quality. *College Composition and Communication*, 32, 19-204.

Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. *TESOL Quarterly*, 17, 165-187.

Zhang, M. (2000). Cohesive features in exploratory writing of undergraduates in two Chinese universities. *RELC Journal*, 31, 61-93.





APPENDIX A

Essay Rating Scale for the TOEFL Test of Written English

6 An essay at this level

- effectively addresses the writing task
- is well organized and well developed
- uses clearly appropriate details to support a thesis or illustrate ideas
- displays consistent facility in the use of language
- demonstrates syntactic variety and appropriate word choice, though it may have occasional errors

5 An essay at this level

- may address some parts of the task more effectively than others
- is generally well organized and well developed
- uses details to support a thesis or illustrate an idea
- displays facility in the use of the language
- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors

4 An essay at this level

- addresses the writing topic, but slight parts of the task
- is adequately organized and developed
- uses some details to support a thesis or illustrate an idea
- displays adequate but possibly inconsistent facility with syntax and use, and it may contain some errors that occasionally obscure meaning

3 An essay at this level may reveal one or more of the following weaknesses

- inadequate organization or development
- inappropriate or insufficient details to support or illustrate generalizations
- a noticeably inappropriate choice of words or word forms
- an accumulation of errors in sentence structure and/or usage

2 An essay at this level is seriously flawed by one or more of the following weaknesses

- serious disorganization or underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure or usage
- serious problems with focus

1 An essay at this level

- may be incoherent
- may be underdeveloped
- may contain severe and persistent writing errors

0 An essay will be rated 0 if it

- contains no response
- merely copies the topic
- is off-topic, is written in a foreign language, or consists only of keystroke characters

APPENDIX B

Holistic Coherence Scale

4 = Fully Coherent

- Writer identifies the topic.
- Writer does not shift topics or digress.
- Writer orients the reader by creating a context or situation.
- Writer organizes details according to a discernible plan that is sustained throughout the entire essay.
- Writer skillfully uses cohesive ties such as lexical cohesion, reference, etc. to link sentences and/or paragraphs together.
- Writer concludes with a statement that gives the reader a definite sense of closure.
- Discourse flows smoothly -few or no grammatical and/or mechanical errors interrupt the reading process.

3 = Partially Coherent

- If the writer does not explicitly identify the topic, s/he provides enough details so that the reader can probably identify the specific subject.
- Writer has one main topic but there may be minor digressions.
- Writer provides some reader orientation, either by briefly suggesting the context or by directly announcing the topic.
- Writer organizes details according to a plan, but may not sustain it throughout or may list details in parts of the essay.
- Writer uses some cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and/or paragraphs together.

- Writer does not usually conclude with a statement that creates a sense of closure.
- Discourse generally flows smoothly although occasional grammatical and/or mechanical errors may interrupt the reading process.

2 = Incoherent

Some of the following prevent the reader from integrating the text into a coherent whole:

- Writer does not identify the topic and the reader would be unlikely to infer or guess the topic from the details provided.
- Writer shifts topics or digresses frequently from the topic.
- Writer assumes the reader share his/her context and provides little or no orientation.
- Writer has no organizational plan in most of the text and frequently relies on listing.
- Writer uses few cohesive ties such as lexical cohesion, conjunction, reference, etc. to link sentences and/or paragraphs together.
- Discourse is irregular or rough because mechanical and/or grammatical errors frequently interrupt the reading process.

1 = Incomprehensible

Many of the following prevent the reader from making sense of the text:

- Topic cannot be identified.
- Writer moves from topic to topic by association or digresses frequently.
- Writer assumes the reader shares his/her context and provides no orientation.
- Writer has no organizational plan and either lists or follows associative order.
- Writer uses very few cohesive ties such as lexical cohesion, conjunction, reference, etc. and sentences do not seem connected or linked together.

- Discourse flow is very rough or irregular because writer omits structure words, inflectional ending and /or makes numerous grammatical and mechanical errors that continuously interrupt the reading process.

0 = Unscorable

- Essay consists of only one T-Unit.
- Writer writes only to reject the task.



APPENDIX C

Questionnaire on Opinions of Students concerning TSA Instruction

(English Version)

This questionnaire is aimed to elicit your opinions in the Composition 1 course in order to improve the teaching method and material of the course. Please respond to the questions according to your own opinions. Your answers will be confidential and no affect your scores in this course.

Section 1: Demographic information

Instruction: Put ✓ in the appropriate box or write the answers in the space provided in the following items.

1. Gender ☐ Male ☐ Female
2. Age _____
3. How often did you practice writing English in the secondary school?
☐ 1-2 times per week ☐ 3 times or more per semester
☐ 3 times or more per week ☐ Never
☐ 1-2 times per semester
4. Grades you received in these prerequisite courses
 EU 2301 English Reading & Writing Process 1 _____
 EU 2302 English Reading & Writing Process 2 _____
5. Write 1 in front of the knowledge you need the most when writing English and 5 in front of the one you need the least.

_____ Grammar	_____ Patterns of Organization
_____ Vocabulary	_____ Mechanics and Punctuation
_____ Content	

Section 2: Writing Experience

Instruction: Read the following statements carefully and choose a scale that is correspondent to your opinion.

5 = strongly agree 4= agree 3 = neither agree or disagree

2= disagree 1= strongly disagree

	Statements	5	4	3	2	1
	Before studying this course,...					
1.	I knew that the process of writing included planning, drafting, and revising.					
2.	I used various techniques in a planning step like outlining, listing, free writing, or clustering.					
3.	I included a topic sentence and its supporting details in each paragraph.					
4	When writing, I paid more attention on grammar and vocabulary than content and organization.					
5.	I usually translated sentences from Thai to English.					
6.	I check how to use a word or an expression before writing from a dictionary.					
7.	I wrote many drafts before the final drafts.					
8.	I asked other people to read my writing to see whether it is clear for them.					

Section 3: Writing Problems and Difficulties

Instruction: Read the following statements carefully and choose a scale that is correspondent to your opinion.

5 = strongly agree 4= agree 3 = neither agree or disagree

2= disagree 1= strongly disagree

	Statements	5	4	3	2	1
1.	I often lack of ideas to write on the topic given.					
2.	I do not know how to make an outline or the techniques to get ideas to write.					
3.	I often get stuck finding right words to express my ideas in English.					
4	I often make grammatical mistakes.					
5.	I cannot organize the ideas coherently when writing.					

Section 4: Opinions and Problems in the Writing Course

Instruction A: The statements below are about your opinions and problems in learning the topical structure analysis (TSA) in the Academic Writing course. Read the following statements carefully and choose a scale that is correspondent to your opinions.

5 = strongly agree 4= agree 3 = neither agree or disagree

2= disagree 1= strongly disagree

	Statements	5	4	3	2	1
1.	The class activity and teaching process were interesting.					
2.	The teaching materials were beneficial and easy to understand.					
3.	After learning TSA instruction, I become more aware of the importance of coherence in writing and understand its concepts clearly.					
4	Learning through TSA instruction helped me identify which sentences were relevant or irrelevant to the main topic of the text.					
5.	After learning TSA, I knew how to organize the ideas in an essay coherently.					
6.	Learning through TSA instruction helped me identify the topic of each sentence, so I could check the coherence in my essays by myself.					
7.	After learning TSA, I knew how to revise my essay and make all the ideas in the essay related to the main topic.					

8.	TSA was an effective strategy for revising of written texts.					
9.	The process of TSA was easy to follow when I revised my essays.					
10.	The combination of the teacher's feedback and TSA instruction helped me write an essay more coherently.					

Instruction B: Express your more opinions and problems in learning the topical structure analysis (TSA) in this course in the space below.

APPENDIX D

Questionnaire on Opinions of Students concerning TSA Instruction

(Thai Version)

แบบสอบถาม

ความคิดเห็นของนักศึกษาเกี่ยวกับวิธีการสอนการเขียนเรียงความ

แบบสอบถามนี้มีจุดประสงค์เพื่อสอบถามความคิดเห็นของท่านเกี่ยวกับวิธีการสอนในรายวิชาการเขียนเรียงความภาษาอังกฤษ (EU 3301) เพื่อพัฒนาวิธีการสอนและสื่อการเรียนการสอนของรายวิชาต่อไป กรุณาตอบแบบสอบถามตามความคิดเห็นของท่าน โดยคำตอบของท่านจะไม่มีผลใดๆต่อการประเมินผลการเรียนของท่านในรายวิชาดังกล่าว

ตอนที่ 1 : ข้อมูลส่วนตัว

คำชี้แจง : ใส่เครื่องหมาย / ในช่องที่เหมาะสมหรือเขียนคำตอบในช่องว่างที่กำหนดให้

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ
3. คุณได้ฝึกเขียนภาษาอังกฤษบ่อยเพียงใดในระดับมัธยมศึกษา

☐ 1-2 ครั้งต่อสัปดาห์	☐ 3 ครั้งต่อภาคเรียน
☐ 3 ครั้งขึ้นไปต่อสัปดาห์	☐ ไม่เคย
☐ 1-2 ครั้งต่อภาคเรียน	

4. ระดับผลการเรียนของคุณในรายวิชาต่อไปนี้

EU 2301 English Reading & Writing Process 1 _____

EU 2302 English Reading & Writing Process 2 _____

5. เขียน 1-5 หน้าองค์ประกอบของการเขียนที่คุณคิดว่ามีความสำคัญจากมากที่สุดไปหาน้อยที่สุด

.....ไวยากรณ์

.....รูปแบบการเรียบเรียงเนื้อหา

.....คำศัพท์

.....กลไกการเขียนและเครื่องหมายวรรคตอน

.....เนื้อหาการเขียน

ตอนที่ 2 : ประสิทธิภาพการเขียนของนักศึกษา

คำชี้แจง : อ่านข้อความต่อไปนี้แล้วเลือกระดับคะแนนที่ตรงกับความเห็นของท่าน

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วยมาก 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

	ข้อความ	5	4	3	2	1
	ก่อนเรียนรายวิชานี้ข้าพเจ้า.....					
1	รู้ว่ากระบวนการเขียนประกอบด้วยขั้นการวางแผน ขั้นการเขียนร่าง และขั้นการแก้ไขงานเขียน					
2	วางแผนการเขียนก่อนเขียนเสมอ					
3	เขียนประโยคที่แสดงหัวข้อเรื่อง (Topic sentence) และรายละเอียดที่เป็นใจความสนับสนุนของหัวข้อเรื่องในงานเขียนแต่ละย่อหน้า					
4	ให้ความสนใจกับไวยากรณ์และคำศัพท์มากกว่าเนื้อหาและวิธีการเรียบเรียงเนื้อหา					
5	มักจะแปลประโยคจากภาษาไทยเป็นภาษาอังกฤษ					
6	ตรวจสอบวิธีการใช้คำศัพท์และสำนวนต่างๆก่อนเขียนจากพจนานุกรม					
7	เขียนร่างหลายครั้งก่อนจะเขียนร่างสุดท้ายของงานเขียน					
8	ขอให้ผู้อื่นอ่านงานเขียนของข้าพเจ้าเพื่อดูว่าพวกเขาเข้าใจเนื้อหาอย่างชัดเจนหรือไม่					

ตอนที่ 3 : ปัญหาในการเรียน

คำชี้แจง : อ่านข้อความต่อไปนี้แล้วเลือกระดับคะแนนที่ตรงกับความเห็นของท่าน

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วยมาก 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

	ข้อความ	5	4	3	2	1
1	ข้าพเจ้ามักจะไม่มีประเด็น(Ideas)ในการเขียนตามหัวข้อที่ได้รับมอบหมาย					
2	ข้าพเจ้าไม่รู้วิธีการวางแผนการเขียนและเทคนิคต่างๆในการระดับความคิดในการเขียน					
3	ข้าพเจ้ามักจะติดขัดในการหาคำศัพท์ภาษาอังกฤษที่ถูกต้องเพื่อถ่ายทอดความคิดของข้าพเจ้าในการเขียน					
4	ข้าพเจ้ามักจะมีข้อผิดพลาดด้านไวยากรณ์ในการเขียน					
5	ข้าพเจ้าไม่สามารถเรียบเรียงเนื้อหาให้สอดคล้องสัมพันธ์กันได้ในกาเขียน					

ตอนที่ 4 : ความคิดเห็นและปัญหาในการเรียนรายวิชาการเขียนเรียงความ EU3301

คำชี้แจง : ข้อความต่อไปนี้เป็นข้อความเกี่ยวกับความคิดเห็นและปัญหาของท่านในการเรียนรายวิชา EU3301 การเขียนเรียงความ อ่านและเลือกระดับคะแนนที่ตรงกับความคิดเห็นของท่านมากที่สุด

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วยมาก 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

	ข้อความ	5	4	3	2	1
1	กิจกรรมในชั้นเรียนและกระบวนการสอน น่าสนใจ					
2	สื่อการสอนเป็นประโยชน์ต่อข้าพเจ้าและเข้าใจง่าย					
3	หลังจากเรียนรายวิชานี้แล้ว ข้าพเจ้าตระหนักถึงหัวข้อเรื่องของแต่ละประโยค (Sentence topic) และ ความเกี่ยวข้องของหัวข้อเรื่องของแต่ละประโยค กับหัวข้อเรื่องหลักของงานเขียน					
4	ข้าพเจ้าสามารถตรวจสอบได้ว่างานเขียนมีความ สอดคล้องสัมพันธ์กันหรือไม่ถ้าข้าพเจ้าสามารถ แยกแยะหัวข้อเรื่องของแต่ละประโยคได้					
5	การเรียนรู้วิเคราะห์โครงสร้างหัวข้อเรื่องของการงาน เขียนช่วยให้ข้าพเจ้าแยกแยะได้ว่าประโยคใด เกี่ยวข้องหรือไม่เกี่ยวข้องกับหัวข้อเรื่องหลัก					
6	หลังจากเรียนรายวิชานี้ข้าพเจ้าได้รู้วิธีการเรียบ เรียงเนื้อหาในงานเขียนให้สอดคล้องสัมพันธ์กัน					
7	ข้าพเจ้าคิดว่างานเขียนจะมีความสอดคล้อง สัมพันธ์กันมากขึ้นถ้าหัวข้อเรื่องของแต่ละประโยค ในเรื่องเกี่ยวข้องกับหัวข้อเรื่องหลักของงาน เขียน					
8	การวิเคราะห์โครงสร้างหัวข้อเรื่องของการงานเขียน เป็นกลวิธีในการแก้ในงานเขียนที่มี ประสิทธิภาพ					

	ข้อความ	5	4	3	2	1
9.	ขั้นตอนของการวิเคราะห์โครงสร้างหัวข้อเรื่อง ของงานเขียนเป็นขั้นตอนที่ปฏิบัติได้ง่ายเมื่อ ข้าพเจ้าแก้ไขงานเขียน					
10.	การสอนการวิเคราะห์โครงสร้างหัวข้อเรื่อง ร่วมกับการให้ข้อมูลย้อนกลับ (Feed back) ของ อาจารย์ช่วยให้ข้าพเจ้าเรียบเรียงงานเขียนได้ สอดคล้องสัมพันธ์กันมากขึ้นการสอนการ วิเคราะห์โครงสร้างหัวข้อเรื่องร่วมกับการให้ ข้อมูลย้อนกลับ (Feed back) ของอาจารย์ช่วยให้ ข้าพเจ้าเรียบเรียงงานเขียนได้สอดคล้องสัมพันธ์ กันมากขึ้นการสอนการวิเคราะห์โครงสร้าง หัวข้อเรื่องร่วมกับการให้ข้อมูลย้อนกลับ (Feed back) ของอาจารย์ช่วยให้ข้าพเจ้าเรียบเรียงงาน เขียนได้สอดคล้องสัมพันธ์กันมากขึ้น					

คำชี้แจง 2 : แสดงความคิดเห็นและปัญหาอื่นๆของท่านเกี่ยวกับการเรียนรายวิชานี้ได้ด้านล่างนี้

.....

.....

.....

.....

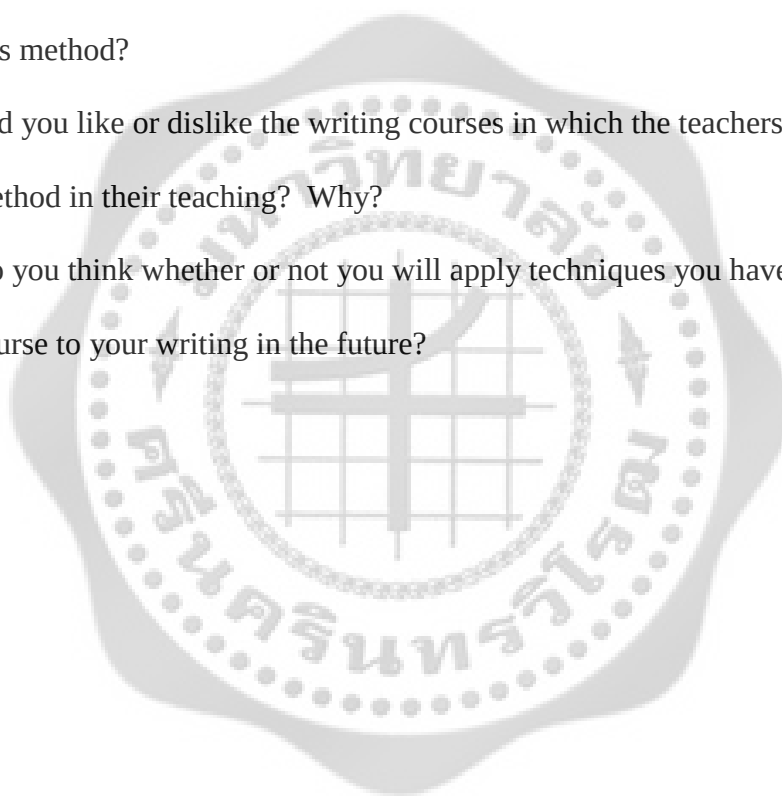
.....

.....

APPENDIX E

Interview Questions

1. What aspects of the teaching method did you consider most/least helpful for your writing? Why?
2. Did the teaching method help you to learn to write better? How?
3. What were your problems and difficulties in learning academic writing through this method?
4. Did you like or dislike the writing courses in which the teachers also use this method in their teaching? Why?
5. Do you think whether or not you will apply techniques you have learned in this course to your writing in the future?



APPENDIX E

Example of the Selected Essays and Topical Progression Diagrams of the Experimental Group

This section presents example of classification and comparison and contrast essays and topical progression diagrams of proficient and less proficient students in the experimental group to provide a clear picture of how these students develop the discourse of their texts after learning TSA as a revision strategy. The underlined words or phrases were sentence topics of T-units separated by slanted lines. The code PS and LPS referred to the proficient and less proficient students, respectively.

Example of classification essays and topical progression diagrams.

PS1

TV Program

There are three TV programs that I like./ First, Chingroychinglan on 7 channel is my favorite program because I can relax in my free time./ This TV program is a good game show./ Another reason I like the host of TV program. There are two person KhunPanya and KhunMayura./ They are friendly and good characteristic./ Second, to night show on 3 channel is my favorite TV program because I can get more knowledge about trip and culture of other country./ I do have a current knowledge./ The last one, English on tour on 3 channel is my favorite TV program because there are a lot of vocabulary in funny situation./ English on tour is a very interesting program./ If I follow every steps of TV program I should be able to speak English successfully./ Web applications have you visit if you miss or want to watch TV programs duplicate./ It is a fun program./ It provide knowledge about English and, it is not boring/

To sum up three TV program can make me happy in my free time./

Clause	Topical depth									Topic
No.	1	2	3	4	5	6	7	8	9	No.
1	Three TV programs that I like									1
2	Chingroy chinglan on 7 channel									2
3	This TV program									2
4	Another reason									3
5	Two person									4
6	they									4
7	Tonight show on 3 channel									5
8	I									5
9	English on tour on 3 channel									7
10	English on tour									7
11	I									6
12	Web applications									8
13	It									7
14	It									7
15	It									7
16	Three TV program									1

PS 2

TV Programs I like

There are four TV programs I like./ First of all, I like to watch football game./ and the football league I like is UFA Champions league./ UFA Champions league is the big football league in England,/ and every club in the world interest this football league because it make football club famous when they are champion,/ but only one team can do that./ I watch every match when my favorite team play in this league because the best player in my favorite team teach me techniques for playing football./ I'm happy when my favorite team win,/ so in every match I must cheer them./ The football game make me happy, /and I think it's make me know anything such as rule of football game, player name, and coach name etc./ Second, I like pop music program./ It makes me watch TV every day because the music is fun/ and it help me develop my listening skill./ Pop music is easy listening music for me,/ so every day and everywhere I feel good when I listen it./ This is the best music for me./ Third, every weekend my friend and I watch movie together in my house because this movie program It broadcast only Saturday/ and this movie program we call it is big cinema. /My favorite movie is action movie because it make me feel fun, /and I think it's exciting movie./ When I watch movies I always learn techniques of contention./ Fourth, I

like learning English with TV program,/ and I always learning English once a week./ My favorite program is Christ delivery./ It's broadcast every Thursday for TV 5 channel./ I think this program is a fun program,/ and it's can teach people to speak English. In conclusion, I watch TV every day for learning everything in the world,/ and I watch it for update myself./

Clause No.	Topical depth														Topic No.
1	Four TV programs I like														1
2	football game														2
3	The football league														2
4	UFA Champion league														3
5	Every club in the world														4
6	Only one team														5
7	I														6
8	I														6
9	I														6
10	The football game														2
11	it														2
12	I														6
13	It (pop music program)														7
14	it														7
15	Pop music														8
16	I														6
17	this														8
18	My friend and I														9
19	This movie program														10
20	My favorite movie														11
21	it														11
22	I														6
23	I														6
24	I														6
25	My favorite program														12
26	It														12
27	This program														12
28	It														13
29	I														6
30	I														6

PS 3

Football

There are three things that make me like football such as football team, football player, staff coach. My favorite football teams are Chelsea and Brazil. They are the best football team because they have many football players that is many technique in each person. In addition, I have my favorite football player in both team that they are Frank Lampard who is a football player of Chelsea and Ronaldinho who is football player of Brazil. Both men are many technique on football playing. Also, staff coach in football team is very important people of the

team that create the unity and technique of the team. Also, my favorite staff coach are Jose Muninho who is staff coach of Chelsea and Luis FibipeScholarly who is staff coach of Brazil. All in all, football team is my favorite sports and very entertainment.

Clause No.	Topical depth					Topic No.
	1	2	3	4	5	
1	Three things that make me like football					1
2		My favorite football team				2
3		they				2
4			My favorite football player			3
5			Both men			3
6				Staff coach		4
7				My favorite staff coach		4
8					football	5

PS 4

My books

There are 3 types of book that I like. The first type is Horror books. I like it very much because it is very interesting and I enjoy reading it. Moreover when I read it, I feel excited. The second type is Cartoon or Comic book. It is very fun makes me relax when am stressful. The last type is Magazine. It is entertaining and have a knowledge. For example, I know about the superstar's story, the news or the weather, etc.

All in all, the book is my best friend. They make me happy and I have a nice time when I read it.

Clause No.	Topical depth						Topic No.
	1	2	3	4	5	6	
1	3 types of book that I like						1
2		The first type					2
3			I				3
4			I				3
5			I				3
6				The second type			4
7				It			4
8					The last type		5
9					It		5
10			I				2
11	The books						1
12	They						1
13			I				2

LPS 1

My favorite three types of TV programs

There are three TV programs I like. The first program I like is woman to woman because program host she all beautiful and very bold. And they speaking adroit. The most they speaking at news content this is news modern. This program is useful and can be applied to everyday life. Such as eating fruit for good health and what kind of food with health benefits. The second program I like Luang Lab Tab Tak because I like Tukkie. She is program host Luang Lab Tab Tak. She is bold and she has many ability. And almost she is joker. When I watch this program is stressful and fun because the program host is joker. And the final program I like is Nut Khub Nut because this program is fun and useful can be applied to everyday life. This program is the short show and episodic. That reflects the life styles of society present moment. This is program I very like. It fun when I watch this program I feeling relaxed.

This is three TV programs I like. All programs useful and can be applied to everyday life for me. When I watch the programs I feeling is very fun and relaxed. And I think when everybody can watch the programs they would feeling same me.

Clause No.	Topical depth							Topic No.
1	Three TV programs I like							1
2		The first program I like						2
3			They (program host)					3
4			they					3
5		This program						2
6				The second program I like				4
7					She (Tukkie)			5
8					she			5
9					she			5
10					she			5
11						I		6
12							The final program I like	7
13							This program	7
14							That	7
15							this	7
16							It	7
17						I		6
18	Three TV programs I like							1
19	All program							1
20						I		6

LPS 2

There are three types of movies I like.

I like three types of movies. First, I like action movies such as Spider Man, X-Man Origins: Wolverine, 2012. I like 2012 because it is exciting and it is interesting movie. This story is problem around the world. Second, I like animation movies such as Snow White, Toy Story and Peter Pan. I like Snow White the most because Snow White is love girl, and the story is fun. Third, I like fantasy movies for instance, Watchmen, Harry Potter and The Half-Blood Prince, Lord of the Rings. I like Harry Potter and The Half-Blood Prince because the story is about magic and the story is fun and excite.

Finally, there are three types of movies I like. 2012 is exciting and interesting movie, Snow White is love girl and the story is fun and Harry Potter and The Half- Blood Prince is about magic and the story is fun and excite. Movies make me feel relax and fun.

Clause No.	Topical depth						Topic No.
	1	2	3	4	5	6	
1	I						1
2	I						1
3	I						1
4		It (2012)					2
5		This story					2
6	I						1
7	I						1
8			The story (Snow White)				3
9	I						1
10	I						1
11				The story (Harry Potter)			4
12					Three types of movies I like		5
13		2012					2
14			Snow White				3
15			The story				3
16				Harry Potter			4
17				The story			4
18					Movies		5

LPS 3

Music I like

There are three types of music I like. First, I like Pop music because it results happy, joyful and sweet. Every time listening I often sing along as well so result to the concentration and Pop music very like is way back into love of they music and lyrics. Second, Rock music because it result enjoy, pleasant to listen and excitation. Rock music has many forms and much rock 60 fution rock funky, slow rock, pop rock, ulter, heavy, metal, progressive lot more and Rock music very like is Hit that of his the Offspring. Third, Jazz music because it result relax funny and concentration Jazz music is very popular in Europe we can use jazz music to dance and Jazz music very like is Jazz crimes of Joshua Redman. Concluding my favorite types of music is 3 music that is Pop, Rock and Jazz because listen it result in happy such as relax use free time and concentration. I would like listen to music everyday

Clause No.	Topical depth							Topic No.
	1	2	3	4	5	6	7	
1	Three types of music I like							1
2		I						2
3		I						2
4			Pop music					3
5				Rock music				4
6				Rock music				4
7				Rock music				4
8					Jazz music			5
9					Jazz music			5
10						We		6
11					Jazz music			5
12	My favorite types of music							1
13		I						2

LPS 4

Fruit in Thailand

There are three kinds of fruit in Thailand I like. The first kind of fruit that I like is sour fruit because often helps in the digestive system. Sour fruit usually has a high vitamin C. There are many kinds of sour fruits such as tamarind, star gooseberry, and star apple. The second kind of fruit is sweet fruit because of the sweet fruit is sweet like sugar. There are many kinds of sweet fruits such as mangos teen, custard apple, and grape. The third kind of fruit is mixed flavor fruit because it tastes sweet and sour. It also provides many different vitamins that helps the body healthy There are many kind of mixed flavor fruit such as lychee, pineapple, and orange. To sum up, these three types of fruit that I like are delicious and good for health.

Clause No.	Topical depth				Topic No
	1	2	3	4	
1	Three kinds of fruit in Thailand I like				1
2		The first kind of fruit that I like			1
3		Sour fruit			2
4		Many kinds of sour fruits			2
5			The second kind of fruit		3
6			Many kinds of sweet fruits		3
7				The third kind of fruit	4
8				It (mixed favor fruit)	4
9				Many kinds of mixed favor fruit	4
10	These three kinds of fruit that I like				1

LPS 5

There are three kinds of books that I like

In my life I like to read three kinds of books which are News paper, Magazine, and Comedy book. Because I think it very interesting, fun, entertaining, and have a knowledge about news such as sport, health, Gossip star, and up to date.

The first I like to read a News paper every day because I think it very important for me and every body because in news paper have news about stealing and murder up to date, and have sport new etc.

The second I like to read Magazine because it is fun, interesting and important for me. In magazine have knowledge about health, beauty, star news, gossip star, and sport news. When I feel worried I read magazine then I feel very happy because it to relax.

The third I like to read comedy book in comedy book have interesting, fun. Because when I read comedy book I feel happy every time.

Clause No.	Topical depth						Topic No.
	1	2	3	4	5	6	
1	I						1
2	I						1
3	I						1
4		It (2012)					2
5		This story					2
6	I						1
7	I						1
8			The story (Snow White)				3
9	I						1
10	I						1
11				The story (Harry Potter)			4
12					Three types of movies I like		5
13		2012					2
14			Snow White				3
15			The story				3
16				Harry Potter			4
17				The story			4
18					Movies		5

Example of comparison and contrast essays and topical progression diagrams

PS 1

Differences between Chiangrai and Yala

Thailand has seventy-six provinces. Each province differs in many things. Especially, there are two province, Chiangrai and Yala that I want to compare because two provinces are most far. There are three differences between two provinces.

First, difference is seasons. Chiangrai, there are three seasons: summer, rainy and winter. Due to over all higher equator, mean temperatures in Chiangrai are typically cooler than in southern provinces of Thailand. However, Yala there are two seasons: rainy and winter.

Second, difference is food. Food of Chiangrai includes variety of noodle, especially Yunnanese and Burmese rice noodle. Special mention is to be made of famous Thai pork sausages or sai-ua. On the other hand, food of Yala is hot and spicy. Most people of Yala eat variety of cuisines, including Thai and international food and southern Thai cuisines. In general, Southern Thai food is original in Malaysia, Indonesian and Indian cuisines. Popular Southern dish include Massaman, an Indian style Muslim curry.

Third, difference is attractions. WatRongKhun of Chiangrai is the temple designed and build by artist ChaloechaiKhosiphaphat. A white ordination hall-PraUbosot is decorated with silver glittering pieces of mirrors. There are also large mural paintings of Lord of Buddha in different gestures. However, Yala has Bethong hot spring. It is five kilometers before reaching the Bethong city centre. At the hottest spot, eggs are cooked in seven minutes. Hot spring shower is also available. It is believed that hot spring can cure muscle pain and minor skin irritation.

Differ in weather, food and attraction are difference of two province. In my opinion, if you want to travel, Chiangrai is better than Yala because Chiangrai has good weather and there are many attractions.

Clause No.	Topical Depth																						Topic No.
1	Thailand																						1
2	Each province																						2
3	two province																						3
4	three differences between two provinces																						4
5	First difference																						5
6	three seasons in CR																						6
7	mean temperature in CR																						7
8	two seasons in Yala																						8
9	Second difference																						9
10	Food of CR																						10
11	Special mention																						10
12	food of Yala																						11
13	Most people of Yala																						12
14	Southern Thai food																						11
15	Popular Southern dish																						11
16	Third difference																						13
17	Wat Rong Khun of CR																						14
18	A white ordination hall																						15
19	large mural painting of Lord of Buddha																						16
20	Yala																						17
21	It (Bethong hot spring																						18
22	eggs																						19
23	Hot spring shower																						18
24	hot spring																						18
25	Difference of weather, food and attract																						20
26	Chiangrai																						21
27	many attractions																						22

PS 2

Different between city and country

Lifestyles the people who are living in the city and the people who are living in the country are different. In the world there are many interesting places for living, so people can live in the city or in the country for their lifestyle. There are three differences between two places.

The first difference between city and country is the lifestyle of people a lot of people want to live in the city because there is a lot of convenience such as technology, the best health center, etc, so people in the city are very crowded. Beside, people work hard, and they don't have enough time for their family, so many problems happen in the city such as crime. Moreover, everything in the city is very expensive, and the people must buy it because it is necessary for their lives, so they must spend very rich of their lives. On the other hand, the people in the countryside have a big family, and they are friendly to people in their community. Usually, they help their neighbors when they need help. Besides, the

people in country have good relationship because they have enough time for their family, and if the problems happen in their family they will help each other solve the problem. Moreover, the people in the country are very frugal because they live being self stuffiness.

Second, there are many big buildings in the city because the economic in the city are advance. Moreover, the people must use car for their working, so we will see a lot of car on the street, and it make many the problem happen in the city such as traffic jam, pollution, etc. On the other hand, the country has much natural beauty such as a lot of tree, waterfall, wild life, etc, so the air in the country is good and it's without pollution because a lot of tree in the country create oxygen. Beside, the people in the country have many animals in their farm such as horse, cow, buffalo etc. because the people pet them for sell and help their working in the farm.

Finally, environment in the city has much pollution because the people use a lot of car, motorcycle, etc. On the other hand, the country has good weather because in the country, the people live without technology such as car, motorcycle, etc, and a lot of tree growing around their village and their house.

Conclusion differences between city and country are lifestyle of people, place, and environment. In my opinion, the people have a different style of their living, so they should choose the best place for their lives.

Clause No.	Topical Depth																	Topic No.
1	Lifestyles of people																	1
2	many interesting places for living																	2
3	people																	3
4	three differences b/w two places																	4
5	the first difference....																	5
6	a lot of people																	6
7	people in the city																	7
8	people																	7
9	they																	7
10	many problems																	8
11	everything in the city																	9
12	the people																	7
13	they																	7
14	the people in the countryside																	10
15	they																	10
16	they																	10
17	the people in the countryside																	10
18	they																	10
19	the people in the countryside																	10
20	many big buildings in the city																	11
21	the people																	7
22	we																	12
23	it (a lot of car)																	13
24	the country																	14
25	the air in the country																	15
26	it																	15
27	the people in the country																	10
28	environment in the city																	16
29	the country																	14
30	a lot of tree																	17
31	differences b/w city and country																	4
32	people																	3
33	they																	3

PS3

Football and Basketball

Sport is one of exercise that makes your body strong. The people know many sports in the world. The popular sports in the world are football and basketball. Because both sports are different in three points such as number of players, scoring, and equipment.

A number of football players in each of the two team are 11 persons. In addition, they can substitute 3 players of the one game and spend 90 minutes in one game. On the other hand, a number of basketball team in each of the two team are 5 persons. Moreover, they can substitute a player all the time and spend 48 minutes in one game.

The second different is scoring. For football when the player shooting a ball to the goal, they get 1 point, but in basketball, when a player shooting a ball to a basket, they get 1-3 point that is 1 point from penalty, 2 points from shooting in semicircle area, and 3 points from outside the scope of semicircle.

Equipment of football is important thing for saving your body such as shoes for football, shin guard, and stocking. Also, Basketball has a equipment such as a canvas shoes and a basket. Likewise, Both sports have a ball for playing.

All in all, football and basketball are kinds of sports that are different such as a football have more players than basketball; scoring of basketball is more complicated, and an equipment of football can save your body more than basketball. As a result, between football and basketball, I choose to play football first for the best exercising.

Clause No.	Topical Depth														Topic No.
1	Sport														1
2		the people													2
3			the popular sports												3
4				both sports (football and basketball)											4
5					A number of football players										5
6					they										5
7						A number of basketball players									6
8						they									6
9							the second different								7
10								the player (football)							8
11									a player (basketball)						9
12										Equipment of football					10
13											basketball				11
14															4
15															4
16															12
17															13
18															10
19														I	14

PS 4

Mountain and Sea

When traveling, everyone would like to rest in the place where they like and have a nice time. There are many interesting places in Thailand, such as Mountain and Sea. You can have a good trip in those places, but you should consider something when you want to travel. Mountain and sea have three different points to consider.

One of different points to consider when you go to those places is natural beauty. If you want to go to the mountain you will see many species of flower and trees. You can see many kinds of flower in the high hill or on the green sward and also you will see the animals in the wood. On the other hand, if you go to the sea, you will see many natural beauties in this place such as the beautiful long beach, the coconut tree that grown near the beach and the most beautiful Blue Sea that you can enjoy doing many activities at sea.

A second different point to consider is activities. There are 2 activities on the mountain. If you love the exciting activity, climbing is the first answer. It is very interesting activity that you can do on the mountain. The second one is camping. You can go camping with your friends on the holiday. In contrast, if you go to the sea, you can do more activities than in the mountain. For example, you can walk on the beach or you can ride a banana boat with your friends/your parents. You can dive to see the beautiful coral in the sea and also you can surf on the water. It is very exciting activity for you, but you should notice the weather when you want to surf.

A third different point to consider is Climate. The climate is very important for you when you travel. It often rains on the mountain because the mountain is highly humid, and at the top of the mountain the temperature is low and cold. It is different from the sea. The sea is sunny. There are 2 seasons, summer and rainy, and the weather is nice. It is very comfortable to traveling and rest during the holiday.

To sum up, mountain and sea differ in natural beauty, activity and climate. In my opinion, Sea would be the better choice to travel because you can see many natural beauties and do activities more than the mountain.

Clause No.	Topical Depth																		Topic No.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	everyone																		1
2		many interesting place																	2
3			You																3
4			you																3
5				Mountain and sea															4
6					One of different points to consider														5
7			you																3
8			you																3
9			you																3
10			you																3
11					A second different point...														6
12						2 activities on the mountain													7
13							climbing												8
14							it												8
15								the second one (camping)											9
16			you																3
17			you																3
18			you																3
19			you																3
20			you																3
21			you																3
22								it (water surfing)											10
23			you																3
24									a third different point...										11
25									the climate										12
26									It (dummy subject)										13
27									the temperature										14
28									it										14
29										the sea									15
30										2 seasons									16
31											the weather								17
32												traveling and rest in the holiday							18
33				Mountain and sea															4
34												sea							15

PS 5

Differences between living in a big city and living in a small town

In Thailand, the areas that people live into is divided two areas: a big city and a small town. Most of people live in a big city than a small town. However, both a big city and a small town are different that you can choose to live. When deciding on living in a big city or living in a small town, you should compare the two places on 3 points.

The first point that you should compare between a big city and a small town is facility. In a big city, it's easy to access to shopping places. You can buy products, clothes, and the things that you want all the time. Moreover, there are different kinds of restaurant such as Chinese Restaurant, Japanese Restaurant, Italian Restaurant, etc. You can also find many good hospitals. On the other hand, there is a few grocery stores in a small town. There is not a variety of restaurants. Most of restaurants are Thai Restaurant and the Local Food Restaurant. Furthermore, there is a few hospitals. If you want to treat serious diseases, sometimes you have to go to the hospitals in a big city. Besides considering the

facility, you should consider about the traffic in a big city and the traffic in a small town.

The second point that you should compare between a big city and a small town is traffic. There is a lot of traffic jam in a big city. People often drive fast because of the hurry. Thus, there are more car accidents in a big city. On the other hand, there is no traffic jam in a small town, especially on weekends. People do not drive too fast because of no traffic jam. Thus, there are less car accidents in a small town. In addition to the traffic, you should consider about the air in a big city and the air in a small town.

The third point that you should compare between a big city and a small town is the air. In a big city, there is air pollution because of many factories. The weather is hot, especially in the summer. On the other hand, a small town has less air pollution than in a big city. There are not many factories in a small town. The weather is quite cool, especially in the early morning.

To sum up, it's easy to access to shopping places, restaurants and hospitals, but the traffic and the air are the problem for the people who live in a big city. Although a small town is not easy to access to find shopping places, restaurants, and hospitals, but you are safe because of no traffic jams. You are also healthy because of fresh air. In my opinion, a small town is the best choice for living.

Clause No.	Topical Depth																						Topic No.
1	the areas that people live																						1
2	Most of people																						2
3	both a big city and a small town																						3
4	you																						4
5	The first point that you should...																						5
6	a big city																						6
7	You																						4
8																							7
9	You																						4
10																							8
11																							7
12																							9
13																							10
14	you																						4
15	you																						4
16																							11
17																							12
18																							13
19																							14
20																							12
21																							15
22																							14
23	you																						4
24																							16
25																							17
26																							18
27																							19
28																							20
29																							18
30																							21
31																							22
32																							19
33	you																						4
34	you																						4
35																							19

LPS 1

Life styles between city and countryside

In Thailand have many provinces. Each province has different identity. Different life styles, so people in Thailand is separate city and countryside. Both people have clearly different. For example, life styles of people, different between city and countryside the first is life styles. Second, is economic and have everything are different.

The first is life style in city. Families in the city will not have time for each other or have the time at different because the parent are working alone, and the children will to learn to. That will not have time to meet together, they live isolate from family, so children will have a problem. For example, they are adhere to them friends, and them are self-centered. It also has many problem because lack of child care from parent. Moreover, society in the city are large society and there are many people, so cause living in the crowded community, and most

people in the city aren't have unity. Greater the people selfish; everyone will compete for a better position for looks the social. Moreover, works for economic in the city. People in the city occupation will have to choose a variety and most occupation people are industry more than agriculture, so income per person is well while the people in city high cost of living and sometime them expenditure are not sufficient from income. This makes the people have debt. Furthermore, in the city has very pollution because use has more of motor vehicles in the city like cars, smoke car or smoke from factory cause air pollution. The weather in city is hot because there not many trees while in the winter is not very cold or sometime is hot.

Although life styles in countryside. Families take care of one another. The family in countryside are nice and warm and the love for one another. Life style in countryside is the same as relatives and the countryside people share and help each other. Living are easy and saving. Most people have agricultural occupation by works fraction principle sufficiency and most low cost of living in countryside. Moreover, countryside atmosphere is good and has not pollution and is not very hot because in countryside have more trees and beautiful nature. In winter it is cold more than other regions.

City and countryside are different in three points which styles living of people are life styles, economic and climate. In my opinion countryside were livable because people in the countryside living are easy and saving. More than in the countryside atmosphere is good and is not very hot because in countryside have more trees and beautiful nature.

Clause No.	Topical depth																								Topic No.
1	Thailand																								1
2	Each province																								2
3	People in Thailand																								3
4	Both people																								3
5	Families in the city																								4
6	The children (also see the text)																								5
7	This																								6
8	children																								5
9	Many problem																								7
10	Society in the city																								8
11	Living in the community																								9
12	Most people in the city																								10
13	everyone																								10
14	Occupation of people in city																								11
15	income																								12
16	expenditure																								13
17																									14
18	Atmospheric pollution in cities																								15
19	Climate in city																								16
20	Family in countryside																								17
21	Family in countryside																								17
22	Life style in country																								18
23	The countryside people																								19
24	living																								20
25	Most people																								19
26	Country side atmosphere																								21
27	winter																								22
28	City and country side																								23
29	Country side																								24

LPS 2

Winter and Summer

In the world, there are different of season according to topography of each country. In Thailand, there are 3 seasons including summer, rain and winter. Thai people like winter and summer. Two of the more difference season between winter and summer.

The first difference between winter and summer is climate. Winter starts from in October to March. Winter is the coldest season of the year, marked by the shortest days and longest nights. There are fog in the morning and it is cold. Summer starts from in March to June. Summer is the warmest very hot and there are smoke from burning in the forests. It is marked by the longest days and shortest nights.

The second difference between winter and summer is fruit. Winter fruits, there are strawberry, apple and grape. Summer fruits, there are mango and water melon. It can make the food and desserts. Buying seasonal fruits to make cheap and fruits is high quality.

LPS 3**Different of Chiangrai and Bangkok**

Thailand is a tourist place of the foreign tourists interested in visiting and can generate revenue for the country quite a lot because each region has many attractions. Chiangrai and Bangkok are a tourist attraction that most people travel to an area. In fact, Chiangrai and Bangkok are different in three points.

First, the Climate of Chiangrai and Bangkok are completely different. Chiangrai has good weather and have three distinct seasons is hot, rainy and cool. This will enable tourist to travel most together. On the other hand, Bangkok has a hot climate, no fresh air, more pollution and winter is not very cold, so the climate in Bangkok not so good.

Second, the Traffic of Chiangrai and Bangkok are very different. Chiangrai does not have traffic jams because Chiangrai is small towns and communication have a few. However, Bangkok has traffic jams because Bangkok is capital city and communication have a very much.

Third, the living expenses of Chiangrai and Bangkok. People in Chiangrai have low cost of living and low income. Work is very rarely and most of occupation is agricultural, so people will most go to work in the city. On the other hand, people in Bangkok have high cost of living and high income. Work is very higher. This is the main reason people will go out to capital city.

In conclusion, Chiangrai and Bangkok are very different in three points including climate, traffic and living expenses. In my opinion Chiangrai is more than Bangkok because Chiangrai has fresh air, low cost of living and don't have traffic jams. Although Bangkok is to be a big city, but don't comfortable when you live.

Clause No.	Topical Depth															Topic No.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Thailand															1
2		Chiangrai and Bangkok														2
3		Chiangrai and Bangkok														2
4			The climate of Chiangrai and Bangkok													3
5				Chiangrai												4
6					This (climate in chiangrai)											5
7						Bangkok										6
8							winter									7
9								the climate in Bangkok								8
10									the traffic of Chiangrai and Bangkok							9
11				Chiangrai												4
12										communication						10
13						Bangkok										6
14										communication						10
15											living expense of Chiangrai and Bangkok					11
16												People in Chiangrai				12
17												work				13
18													most of occupation			13
19												people				12
20													people in Bangkok			14
21												work				13
22														this (more work)		15
23		Chiangrai and Bangkok														2
24			Chiangrai													4
25						Bangkok										6

LPS 4

The Korea and The Thailand

Thailand have four regions. The Korea and the Thailand are different Natural beauty; Climate and Accommodations.

The Korea is different from the Natural beauty , climate and accommodations. In Thailand and Korea are different about the beauty of nature weather and accommodations. Natural here is where the beauty different to Thailand is a hot spring , DoiSuthep , DoiInthanon , Doi Tung in Korea will change the flower color on Nami Island. Spa has played in the snow during winter.

Second the quahty of hotel in Thailand is quite good. Accommodations in Thailand very from basic to luxury.Accommodations in Thailand it is different from Korea are common to the most luxuriousaccommodations , but in Korea it is not luxury much depends on the majority of tourists will stay a difference in climate in Korea is spring and snow. The sea is perfect in Thailand during the summer.

The sum up , The Korea and the Thailand are very different. Each region has different things and have specific characteristics of it depending on people's preference such as people , climate and Natural beauty. The Korea is the best choice for traveling in the winter.

Clause	Topical Depth											Topic No
No.	1	2	3	4	5	6	7	8	9	10	11	
1	Thailand											1
2		The Korean and The Thailand										2
3			The Korea									3
4		Thailand and Korea										2
5				Natural here								4
6			Korea									3
7				Spa								5
8					the quality of hotel in Thailand							6
9						Accomodation in Thailand						7
10						Accomodation in Thailand						7
11							it (accommodation in Korea)					8
12								a difference in climate				9
13										The sea in Thailand		10
14		The Korea and the Thailand										2
15										each region		11
16			The Korea									3

LPS 5

Thailand and America

Thailand and America has many interesting, and important place to travel the world is beautiful and popular place for living. Thailand and America are to popular place for traveling. Because it a fresh air and beautiful place. Thailand and America are many different about Culture, Season, Traveling place and Food.

There are difference between the two places including Season, Traveling , Religion.

The First, different between Thailand and America are Seasons. Thailand have three season are Rains, Winter, Summer, And in America have four seasons are Rains, Winter, Summer, Fall. For example, for 22 September to 24 December in America is fall. Fall is interesting, important and beautiful place. The most

people like to traveling in the ranger winter because it is very fresh air have many beautiful flower and beautiful natural in the ranger winter.

Second, difference between Thailand and America are Religions. The most people in Thailand to respect Buddhism Thailand have many religions such as Buddhism, Christianity, Islam. And the most people in America to respect Christianity. The Buddhism is national religion in Thailand. And Christianity is national religion in America.

The last different between Thailand and America are traveling, The Temple such as WatRongKhun in Chiangrai and Wat Sri Soda in Chiangmai. Mountain, such as Phu Shi Fa in Chiangrai and DoiSuthep in Chiangmai. Water Fall, such as Khunkorn water fall in Chiangrai. And Sea in Samui. So the most people like traveling to Thailand, because Thailand has beautiful place, important, interesting place. And America have to traveling important place such as Empire State Building the most people like traveling America because it very beautiful.

Thailand and America are difference is Season, Traveling, Religion. Thailand and America is has nice place to traveling. Thailand and America have a nice Season and Religions important and beautiful; So the most people like to traveling in Thailand and America.

Clause No.	Topical Depth															Topic No.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Thailand and America															1
2	the world															2
3	Thailand and America															1
4	it															1
5	Thailand and America															1
6			difference b/w the two places													3
7				The first different...												4
8					Thailand											5
9						America										6
10							for 22 Sept to 24 Dec in America									7
11							Fall									8
12								The most people								9
13									Second difference...							10
14										The most people in Thailand						11
15					Thailand											5
16												The most people in America				12
17													The Buddhism			13
18														Christianity		14
19															The last different...	15
20								the most people								9
21						America										6
22								the most people								9
23	Thailand and America															1
24	Thailand and America															1
25	Thailand and America															1
26								the most people								9



VITAE

Name: Somlak Liangprayoon
Date of Birth: 3 July, 1974
Place of Birth: Lopburi
Address: 139/24 Moo 5, Tambon Bando, Muang District, Chiangrai 57100

Educational Background:

1995 B.Ed. in Teaching English as a Foreign Language,
Chiang Mai University
2000 M.Ed. in Teaching English as a Foreign Language,
Chiang Mai University
2013 Ph.D. in English,
Srinakharinwirot University