

AN ANALYSIS OF THE RHETORICAL PATTERN USED IN
SRINAKHARINWIROT UNIVERSITY THIRD-YEAR MAJORS' WRITING

A MASTER'S PROJECT

BY

KITTIPORN RAKSASAT

Presented in Partial Fulfillment of the Requirement for the

Master of Arts degree in English

at Srinakharinwirot University

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AN ABSTRACT

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This study was to analyze the rhetorical pattern of English writing in Srinakharinwirot university third-year English majors' writing. The objectives were (1) to investigate if the informants were able to follow the preferable English overall organization: introduction, body, and conclusion. (2) to examine how the informants addressed and developed the topic within a paragraph. In the analysis, 16 students were assigned to write a compare and contrast essay. Then, each essay was parsed into t-units. The t-units were analyzed to investigate the overall organization and the rhetorical pattern in student's writings. The findings showed that informants understood and were able to follow the conventional overall organization of the English essay; however, they were unable to provide adequate specific support in the paragraph.

การวิเคราะห์รูปแบบการเขียนเรียงความภาษาอังกฤษของนักศึกษาวิชาเอกภาษาอังกฤษ

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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งานวิจัยนี้มีจุดมุ่งหมายเพื่อวิเคราะห์รูปแบบการเขียนเรียงความที่พบในการเขียนของนิสิต
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ภาษาอังกฤษตามหัวข้อที่กำหนดให้ การวิเคราะห์แบ่งออกเป็น 2 ส่วนใหญ่คือ การวิเคราะห์โครงสร้าง
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สนับสนุนใจความหลักและความต่อเนื่องในการเขียน

ผลการวิจัยพบว่า นิสิตทั้ง 16 คนมีความเข้าใจในการสร้างโครงสร้างใหญ่ในการเขียน
เรียงความภาษาอังกฤษได้ แต่ในการเรียบเรียงความตามโครงสร้างย่อย พบว่านิสิตไม่สามารถเขียน
เรียงความที่ประกอบไปด้วยข้อมูลเฉพาะได้เพียงพอ ข้อมูลส่วนใหญ่นิสิตใช้ในการสนับสนุนหัวข้อ
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The Master's Project Committee and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

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May ..*8*..., 2006

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TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	
Background.....	1
Objectives of the Study.....	3
Significance of the Study.....	3
Scope of the Study.....	4
Definitions of Terms.....	4
2 REVIEW OF THE RELATED LITERATURE.....	8
Coherence concepts.....	8
Problems in L2 writing.....	9
Related research and studies.....	12
Research in Thailand.....	15
3 METHODOLOGY.....	17
Informants.....	17
Data Collection.....	17
Data Analysis.....	18
4 FINDINGS.....	20
5 CONCLUSION AND DISCUSSION.....	28

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
6 REFERENCES.....	33
7 APPENDIX.....	35
8 VITAE.....	90

LIST OF TABLES

Table	Page
1 An Analysis of Overall Organization of the Essays.....	21
2 An Analysis of the Patterns of Topic Development within Paragraph..	22
3 An Analysis of topic development within Paragraph	26
4 An Analysis of the Overall Organization.....	85
5 An Analysis of the Thesis Statements.....	86
6 An Analysis of the Topic Sentences.....	87
7 An Analysis of Supporting Detail.....	88
8 An Analysis of the Concluding in Points in Body Paragraphs.....	89

Chapter 1

Introduction

For Thai students, English writing seems to be the most difficult area to learn and develop compared with the remaining three skills: reading, listening, and speaking. In their English writing classes, Thai students usually struggle to transform their thoughts into words and put them logically on paper. In other words, when students write in English, they do not create the text themselves; they only translate their thoughts word for word from Thai into English, often without the development of thought patterns. Consequently, they are likely to fail to build a well-organized essay in a rhetorical pattern expected by native speakers of English.

Benson and Heidish (1995) explain that differences in language structures, rhetorical patterns, writing styles, and other culturally varying factors affect the writings of second language learners. They explain that, for ESL students, obstacles to produce English writings of adequate quality can be caused from two fundamental factors. First, students have limited knowledge of the target language. Undoubtedly, they usually encounter surface-level problems such as spelling, word usage, and grammar. Second, there is cultural interference due to the difference in the traditional style of literary and thought patterns or rhetorical patterns of expression. When students fail to understand such difference, they fail to be aware of coherence in text, and are unable to organize and develop ideas in their own writing logically. In short, students writing in L2 generally produce texts that contain varying degrees of not only grammatical but also rhetorical errors. These kinds of errors or problems are common among L2 students who have a lot of ideas, but not enough experience to express what they want to say in a comprehensive way.

Problems in developing a rhetorical pattern in student's writing are important as Bander (1978) points out that one of the qualities of a good writer is the ability to shape ideas coherently in a well-organized rhetorical pattern. Similarly, Gocsik (2005) suggests that when working with ESL students' writings, one of the most important issues to be considered is contrastive rhetorical patterns. Contrastive rhetorical patterns are different ways people construct their arguments in different cultures. Each language offers particular conventions of thinking, speaking, and writing, which are often different from speakers of one language to those of other languages. It is important to understand that a text which seems disorganized and digressive might be following the student's native rhetorical pattern.

In order to understand problems in developing a desirable rhetorical pattern in students' writing, it is important to examine the topic development in their texts. Topic development and the overall organization of ideas also strongly affect rhetoric in student's texts (Bander, 1978). A breakdown of coherence usually occurs when students fail to build a successful topic development in their text, for example, where there is a sudden change of topic within a paragraph, or when there is an inference that is difficult to follow. This is considered a key factor that attributes to student's failure in writing in English. Bander (1978) and Wikborg (1987) point out that most of the paragraph problems in ESL student's texts occur at the topic-aspect level. This means that the topic development in a paragraph affects how students build a rhetorical pattern in their text. Therefore an analysis of students' writing in a topic-aspect level is a fundamental way to check if students understand how to elaborate their ideas based on the rhetorical strategies (Bander, 1978).

Having the same idea, Oshima (1991) suggest that if writing instructors teach ESL students how to analyze and plan the development of the topic sentence in their essays, it would benefit them to improve their skills in organizing their essays for the purpose of presenting a clear thesis and a logical text structure.

Therefore, in order to discover underlying problems that create writing obstacles for Thai students, the main purpose of this study is to analyze the rhetorical pattern used by 16 third-year English majors at Srinakharinwirot University (henceforth SWU). In order to investigate the students' ability to organize ideas in a well-organized rhetorical pattern, the overall organization and the topic development within a paragraph are examined.

Objectives of the study

To obtain further understanding of the rhetorical pattern used in SWU third-year English majors' writing, the objectives of the study were as follows:

1. To investigate if the informants were able to follow the preferable English overall organization: introduction, body, and conclusion
2. To investigate the characteristics of the topic development within paragraphs produced by the informants.

Significance of the study

The results of this study are beneficial as follows:

1. The findings of this study would benefit both teachers and students dealing with rhetorical and coherence problems.
2. The analysis of topic development can be adapted to the assessment of the writing of students.

Scope of the study

1. The data of the analysis covered 16 essays written by SWU third-year English majors.
2. Any errors in grammar, spelling, and punctuation were ignored.
3. The overall organizational pattern and the topic development within a paragraph were analyzed. The framework of the overall organizational pattern, and the topic development by Oshima and Hogue (1997) was applied to the analysis.

Definition of Terms**1. The Rhetoric Pattern**

The rhetorical pattern, or the organization of ideas, provides a structure of relating details to the main idea, thus determining relationships within a paragraph. An outline for a preferred rhetorical pattern in English writing is as follows:

- I. Thesis statement (controlling ideas)
- II. Topic sentence
 - A. Main supporting sentence
 - Supporting detail
 - Supporting detail
 - B. Main supporting sentence
 - Supporting detail
 - Supporting detail

(concluding sentence)
- III. Topic sentence
 - A. Main supporting sentence
 - Supporting detail

(concluding sentence)
- IV. Topic sentence
 - A. Supporting detail
 - B. Supporting detail

(concluding sentence)
- V. Concluding sentence(s)
 - Final thoughts

(Oshima and Hogue, 1997)

2. The topic development

The topic development consists of the main idea and its supporting details so that the reader can understand and follow what the writer presents. Each paragraph is a hierarchical unit of ideas consisting of the following parts:

1. topic sentence
2. main supporting points (controlling ideas of topic sentence)
3. specific details (examples, compare and contrast, etc.)
4. concluding points

(Oshima and Hogue, 1997)

3. T-Unit

T-unit or terminable unit (Hunt, 1965) is often used as a measurement unit to analyze written discourse. In a way, the average length of the t-unit is a measurement of language development. A t-unit is the smallest unit that could be terminable. In other words, it refers to a simple sentence, a complex sentence, and an independent clause in a compound sentence (Hunt, 1965). A complex sentence is counted as a t-unit, while a compound sentence is counted as two or more t-units. For example:

Tom called Joe. (1 t-unit)

Tom called Joe, who is my best friend. (1 t-unit)

Tom called Joe, but he was not at home. (2 t-units)

To sum up, this study aimed to investigate SWU third-year English majors' abilities to organize the rhetorical pattern in their English writing. Two main dimensions in each sample were examined: the overall organizational pattern, and topic development within a paragraph. In the analysis, t-unit (Hunt, 1965) was used as a measurement unit. After that, the rhetorical patterns of the student's writings were analyzed using Oshima and Hogue (1997)'s outline as the guideline.

Chapter 2

Review of the Related Literature

The review of the related literature includes three parts: coherence concepts, problems in L2 writing, and related research and studies. Coherence concepts and problems in a paragraph level in L2 writing are presented in the first two parts. The third part focuses on research on rhetorical organization and coherence both in foreign countries and in Thailand.

Coherence concepts

This section begins with a brief overview of Grabe and Kaplan's (1996), and followed by Johns' (1996) frameworks of text coherence.

Grabe and Kaplan (1996) summarize the following as the defining components of a coherent text:

1. having a discourse theme (an overall topic of discourse)
2. comprising a set of relevant assertions relating logically among themselves by means of subordination, coordination, and or superordination from the level of the sentence to the top level of structuring of a text.
3. being organized by information structure that guides the reader in understanding the theme (topic and comment, theme and rheme, given and new, focus and presupposition).

Johns (1996) proposes that coherence can be generally viewed in two aspects: text-based and reader-based. Text-based coherence concerns the unity of ideas, rhetorical styles, and cohesive devices. First, the unity of ideas requires that each idea must relate to the main idea (topic sentence) of a particular paragraph in which it is located, and also

to other ideas in the same paragraph. The main idea of that paragraph is in turn related to the controlling idea in the thesis statement of the essay. Second, the rhetorical style or organization of ideas concerns the need to progress in a logical sequence from the beginning to the end of the essay. Third, cohesive devices are associated with the surface marking of coherence. As mentioned earlier, they signal ties between sentences and points being made. Unlike the text-based coherence, reader-based coherence concerns the ability of the reader to understand a text. In this aspect, the content of a text must be consistent with the reader's knowledge. In other words, the text must have a sense of connectedness and appropriateness in terms of form and content. To sum up, coherence concerns the meaningfulness of a discourse, which leads to a successful interaction between the reader and writer of the text. The text-based coherence refers to the features associated with the internal structure of the text itself while the reader-based coherence is associated with the meaningful aspect of writer-reader interaction.

It can be concluded that the task is more difficult by the complicated nature of coherence when examining the text. While it is easy to explore the surface forms of cohesion, the nature of coherence is much more difficult to perceive because coherence deals with text structure as well as the reader's understanding of the text.

Problems in L2 writing

In this part, studies on ESL writing focusing on the characteristics of English organization and cultural thought patterns in ESL students' writings are presented. Studies of Kaplan (1966), Izzo (1995), and Chen (2001) are presented respectively.

Kaplan (1966) first submitted an assumption of cultural thought patterns by emphasizing the relationship between rhetoric, culture, and writing. In a study of inter-cultural thought patterns, Kaplan (1966) defines the Oriental thought pattern in an

expository paragraph as circular and indirect whereas the English paragraph is dominantly linear in its development. Moreover, paragraphs in Oriental writing usually do not contain topic sentences with relevant supporting ideas. Therefore, he concludes that each language and each culture has a paragraph order unique to itself and that sequence of thought and grammar are related in a given language.

Researchers' interest and emphasis have been greatly influenced by Kaplan (1966). Cultural thought patterns and rhetorical styles in ESL students' written English have become a popular trend for researchers, reflective in their focus on the variety of ESL writing performance. Among those research subject groups, Oriental students, especially Chinese and Japanese, are ones of the major research subject groups whose writing is usually investigated.

Many ESL teachers have conducted a variety of research pertaining to the problems in the English writing of their students. Several researches discuss errors made by ESL college students; for example, Benson and Heidish (1995), Cheng (1993), Narita (1997). The topic development within a paragraph is one identified writing weakness of ESL students. From the findings in their studies, Japanese students appear to have difficulty in presenting ideas in a logically organized and coherent manner that readers can readily understand.

A study proposed by Izzo (1995) indicates that paragraph development is an identified writing weakness of Japanese students. The data used in the study was obtained from responses to a survey sent to 159 universities, public and private, throughout Japan. From the results, the majority of the reported errors were related to paragraph development. Organizing and presenting ideas in logical and coherent manner appeared to be one of the most outstanding problems students faced.

Native English writers are taught to present detailed information so that the readers will not have to make interpretations that could result in misunderstanding of the ideas being presented. However, ESL writers tend to write around a topic and leave the readers with the task of interpreting the writer's message. This often results in writing that includes a broad range of ideas, most of which is not directly related to the topic of the writing (Izzo, 1995).

Chen (2001) studied university ESL writing of Chinese students in Taiwan. The study attempted to identify characteristics and problems of students' writing. Twenty-eight students were asked to write a self-reflective report on the topic: "My problems when writing in English." The problems of ESL writing stated by students were categorized by identifying key ideas and by counting the frequency with which they occurred in the students' reports. From the findings, understanding an English organization was one of the major problems that the students perceived. The students reported that because English organization was so different from that of Chinese, they had trouble in getting used to English discourse patterns. Not familiar with English writing organization, some reported that they did not know how to combine sentences together in a paragraph. Sometimes they lacked topic sentences, unity, or coherence, and then they lost the connection with the topic of the paragraph. Obviously, organization and presentation of ideas caused a lot of confusion for the students (Chen, 2001).

The general conclusion to be drawn from the studies is that building conventional English organization and paragraph development appear to be difficult for ESL students. This may be because ESL students are still influenced by their native language.

Related Research

The studies presented in this section are studies of rhetorical organization and coherence. The researchers presented in this section are Braddock (1974), Lautamatti (1978), and Wikborg (1985).

Braddock (1974) studied the topic development in magazine and journal articles. After analyzing professional writing, Braddock found that only 13% of the paragraphs had explicit topic sentences in the first sentence. This revealed that professional native-speaking English writers did not always write in a straight line beginning with a topic sentence. Instead, there were different variations apparent in general English texts. For example, the topic sentence could appear at the beginning at the middle or at the end of a paragraph.

Although Braddock's study (1974) was very limited and difficult applicable, the idea to focus an analysis on the topic sentence and its development is interesting. The topic sentence generally has received attention in writing instruction mainly as an important concept that emphasizes the logical reasoning about the subject and the coherence of ideas and the paragraph's development in one's writing (Braddock, 1974).

A method for analyzing discourse coherence was later developed by Lautamatti (1987) in the concept of Topic Structure Analysis (henceforth TSA). The TSA is used as a device to analyze text coherence. The topic-comment analysis is drawn from the theory of *theme* or topic of the sentence and *rheme* or *comment* of the Prague School of linguistics. According to Lautamatti (1987), *topic* is the main idea presented in the sentence. On the other hand, *comment* is what is being said about the topic. In the TSA analysis, Lautamatti (1987) identifies three progressions of the discourse topics: parallel progression or the repetition of the sentence topic, sequential progression, where the topic is the comment of the previous sentence, and extended progression or a parallel

progression interrupted by a sequential progression. In her study, Lautamatti (1987) adopted the TSA to analyze topical development in written discourse. She compared the original text to its simplified versions that students had been requested to write and attempted to see how the writing topics were developed. The results showed that the simplified texts had fewer sub-topics than the original text. In regard to the simplified versions, there was a slight increase in the use of parallel progression, while the use of extended parallel progression showed little change. In other words, when revising their writing, students used parallel progression more often. However, the researcher did not suggest which type of progression should be used in a well-written essay or which progression would make good topic development.

The TSA; however, is acclaimed to be one of effective models to be employed as a revision strategy for the writing classroom (Witte, 1983; Connor and Farmer, 1990).

Another study in coherence analysis is offered by Wikborg (1985). In her study, Wikborg (1985) aimed to investigate types of coherence breaks that occurred in students' text. She refers coherence breaks as the term to use for what happens when the reader's reading process is interrupted. This may occur for a number of reasons; for example, the reader may have trouble working out the main idea in a paragraph. In her study, 144 essays of students of the University of Stockholm were analyzed to see whether some coherence and structuring problems were more persistent than others. The coherence breaks identified in the sample fell into two types, topic-structuring problems and cohesion problems, as follows:

I. Topic-structuring problems

1. unspecified topic
2. unjustified change of topic
3. misleading paragraph division
4. misleading disposition (ordering of material)
5. irrelevance
6. misleading headings

II. Cohesion problems

7. uncertain inference ties
8. missing or misleading sentence connection
9. malfunctioning cohesive tie
10. too great a distance between the cohesive items in a cohesive chain
11. misleading distribution of given and new information within a sentence.

From the findings, of these 11 types, the most frequently appearing coherence break found in student texts was the misleading paragraph division. Wikborg (1985) points out that misleading paragraph division is similar in its effect on the reader, for it interrupts the reader's smooth processing of written discourse.

The research in this section showed that an analysis of rhetorical structure and coherence has always been agreed upon and employed by writing researchers as the significant and effective means of analyzing the writing style and the sequence of ideas and thoughts organized in one's writing.

Related Research in Thailand

In Thailand, Seedokmai (1999) analyzed the rhetorical pattern applied by SWU second-year English majors. The study aimed to see if their rhetorical patterns deviated from the norms expected by the English-native speaking audience. The method chosen for the analysis was topical structure analysis (TSA), originally developed by Lautamatti (1978). Seedokmai (1999) applied the topical structure approach to study differences in high- and low-rated essays. In her study, 70 in-class essays written by students were collected and rated. The 10 highest-rated and the other 10 of the lowest-rated essays were included in the study. Then, the progression of topical structures (the parallel, sequential and extended parallel progression) were analyzed and compared in order to find out whether there were significant differences in the use of topical structure patterns in the high- and low-rated essays. The findings indicated difference between the two groups. That is the high-rated essay writers wrote more t-units in sequential progression. There was not a significant difference in parallel progression and extended parallel progression. The results showed that the writers in the high-rated group were aware of the introduced topic, while the low-rated writers were not.

Later, many studies that have examined the rhetorical style in Srinakharinwirot university (henceforth SWU) students' English writing were conducted by drawing on the theory of TSA as of Seedokmai's; for example, Buacomecote (2003), Kaewkaosai (2003). The methods and results of their studies were quite similar to Seedokmai's. Studies that used other method of analysis are rarely found. Accordingly, research into other ways to understand the fundamental skills of Thai students in organizing thought patterns in their writing is needed.

In brief, this chapter discussed concepts of text coherence proposed by Grabe and Kaplan (1996) and Johns (1996). From the coherence concepts discussed earlier, it is

obvious that to identify the strength and weakness of student writing by looking at errors or cohesive links is not adequate. Text coherence is also a necessary aspect to be examined. Next, problems in L2 writing were discussed. A study of Kaplan (1966), Izzo (1995), and Chen (2001) showed that ESL students are not familiar with English discourse and rhetorical patterns. This may be the reason that they produce English writing with their native language characteristics. Last, related research and studies were presented. In this section research proposed by Braddock (1974), Lautamatti (1978), Wikborg (1985) and Seedokmai (1999) were examined.

According to the studies examined in this chapter, the researcher found that an analysis on the rhetorical organization should receive more attention. In a way, examining the topic development within paragraph will provide the means of measuring the student's inclination in characterization of the rhetorical pattern.

Chapter 3

Methodology

This chapter describes the methodology of the study. First of all, the informants' background is provided. Next, the research procedures, and the data analysis are presented.

Informants

The informants of this study were 16 third-year students enrolled in the course entitled EN331: Composition I in the Faculty of Humanities at Srinakharinwirot University in the second semester of the 2003 academic year. In the course EN331, students were trained to write English essays in the rhetorical pattern expected by the English native-speaking audience.

Data Collection

The data were collected at the end of the semester on March 12th, 2003. The students were assigned to write a compare and contrast essay in the classroom on the topic "Today's Thai teenagers' behavior to that of the teenagers in the past." In the data collection, the researcher gave the assignment without any suggestions. They were given two hours to complete the task. Each student received the same test instruction. They had to write the essay without using a dictionary or discussion the task with others. The data were promptly collected after the writing.

Data Analysis

In analyzing the written products, the writings were segmented into t-units (Hunt, 1965); then the following procedures were taken:

1. In order to investigate the overall organizational pattern, the informant's essays were analyzed into a three-part structure: Introduction, Body, and Conclusion, according to Oshima and Hogue (1997).
2. In order to investigate the topic development within paragraph, the characteristics of the topic development in each essay was analyzed. There were five steps undertaken in this analysis:
 - 2.1 The thesis statement in an introductory paragraph was underlined and examined whether it presented the controlling idea.
 - 2.2 The topic sentences in body paragraphs were underlined and examined whether it corresponded to the thesis statement, and whether it contained one single main point.
 - 2.3 The supporting details in body paragraphs were highlighted and separated between general detail and specific detail.
 - 2.4 The concluding point in body paragraph was made in italics.
 - 2.5 The characteristics of the topic development were described (see Appendix).
3. The findings were tabulated and calculated into percentages in order to find the frequency of the overall organization and the patterns of the topic development in informants' writings.
4. Conclusions and discussion were drawn from the findings. Limitations of the study and suggestions for further studies were made.

Briefly, in this study, 16 essays written by third-year English majors at SWU were divided into t-units (Hunt, 1965). Next, the pattern of overall organization (introduction-body-conclusion), and the characteristics of the topic development in each essay were analyzed and described. Then, the results were statistically analyzed and presented in percentages.

Chapter 4

Findings

In this chapter, the research findings are presented in tables. The two research objectives in Chapter One serve to organize the presentation of the findings. Under each table, some plausible explanations are given. Analyses of the organization and the rhetorical pattern of the students' writings are demonstrated in Appendix.

Objective One: To investigate if the informants were able to follow the preferable English overall organization: introduction, body, and conclusion

In Table 1, the findings show the occurrences of the overall organization of the essays produced by the informants. The frequency and the percentage in each occurrence of the organization are shown.

Objective Two: To investigate the characteristic of the topic development within paragraphs of the informants' essays

In Tables 2 and 3, the findings show the occurrences of the topic development of the essays produced by the informants. The frequency and the percentage in each occurrence of the topic development are shown.

Table 1 Analysis of the Overall Organization of the Essays

Number of Essays	Organization of the Essay	Frequency	Percentage
16	Conventional rhetorical pattern (introduction - body - conclusion)	13	81.25 %
16	introduction - body	2	12.5 %
16	body	1	6.25 %

Table 1 shows the result of an analysis of the overall organization of the essays produced by the informants. From the table, 81.25 % of the informants organized the essay following the English conventional rhetorical pattern (introduction – body – conclusion). Twelve point five percentage of the data presented only the introduction and body, while 6.25 % presented only the body.

Table 2 An Analysis of the Pattern of the Topic Development within a Paragraph

Number of essays	Pattern of Topic Development	Frequency	Percentage
16	Group 1 1. a thesis statement with controlling ideas 2. topic sentences corresponding to the thesis statement 3. specific supporting detail 4. concluding points in body paragraphs	2	12.5 %
16	Group 2 1. a thesis statement with controlling ideas 2. topic sentences corresponding to the thesis statement 3. no specific supporting detail 4. concluding points in body paragraphs	4	25 %
16	Group 3 1. a thesis statement with controlling ideas 2. topic sentences corresponding to the thesis statement 3. no specific supporting detail 4. no concluding point in body paragraphs	1	6.25 %
16	Group 4 1. a thesis statement without controlling ideas 2. topic sentences not corresponding to the thesis statement 3. specific supporting detail 4. concluding point in body paragraphs	2	12.5 %

Table 2 Continued

Number of essays	Pattern of Topic Development	Frequency	Percentage
16	Group 5 1. a thesis statement without controlling ideas 2. topic sentences not corresponding to the thesis statement 3. no specific supporting detail 4. concluding point in body paragraphs	1	6.25 %
16	Group 6 1. a thesis statement without controlling ideas 2. topic sentences not corresponding to the thesis statement 3. specific supporting detail 4. no concluding point in body paragraphs	2	12.5 %
16	Group 7 1. no thesis statement 2. topic sentences not corresponding to the thesis statement 3. specific supporting detail 4. no concluding points in body paragraphs	1	6.25 %
16	Group 8 1. no thesis statement 2. topic sentences not corresponding to the thesis statement 3. no specific supporting detail 4. no concluding point in body paragraphs	3	18.75 %

Table 2 shows the characteristics of topic development produced by the informants.

According to the pattern of topic development, the essays were divided into eight groups.

Group 1 (12.25 %) included the essays that showed full topic development: a thesis statement with controlling ideas, topic sentences that correspond to a thesis statement, specific supporting detail, and concluding points.

Group 2 (25 %) contained the essays that had a thesis statement with controlling ideas, topic sentences corresponding to the thesis statement, and concluding points; however, the informants failed to provide specific supporting detail in paragraphs.

Group 3 (6.25 %) presented a thesis statement with controlling ideas, and topic sentences corresponding to the thesis statement; however, no specific supporting detail and concluding point were produced.

In group 4 (12.5 %), the essays produced by the informants contained a thesis statement, topic sentences, specific supporting detail, and concluding points. However, the thesis statement found in this group lacked a controlling idea.

In group 5 (6.25 %), it was found that the essays in this group had only a general thesis statement, topic sentences and concluding points. No specific supporting detail was provided to support topic sentences in the paragraphs.

Group 6 (12.5 %) included the essays that contained a general thesis statement, topic sentences with specific supporting detail, but without a concluding point.

Group 7 (6.25 %) presented essays that showed only topic sentences with specific supporting detail; no thesis statement and concluding point were produced.

In group 8 (18.75 %), the essays presented only topic sentences. The essays in this group had neither a thesis statement, specific supporting detail, nor a concluding point. It means that most information in the essays was general.

Table 3 An Analysis of the Topic Development within a Paragraph

Essay number	thesis statement			topic sentence corresponding to thesis statement	Specific supporting detail	concluding point
	none	general	controlling idea			
1			√	√		√
2		√			√	√
3			√	√	√	√
4		√				√
5		√			√	
6	√					
7			√	√		√
8	√					
9	√					
10			√	√	√	√
11			√	√		√
12			√	√		√
13		√			√	√
14		√			√	
15			√	√		
16	√				√	
Frequency	4	5	7	7	7	9
%	25	31.25	43.75	43.75	43.75	56.25

Table 3 shows that in the thesis statement, 43.75 % of the data contained a thesis statement with controlling idea while 31.25 % had a thesis statement that contained general information, and 25 % failed to state a thesis statement. In the topic sentence, 43.75 % of the

overall data contained topic sentences that corresponded to the thesis statement of the essay. In the supporting part, 43.75 % of the overall data had supporting detail with specific information. In the concluding part, 56.25 % of the overall data showed a concluding point in body paragraphs.

In short, there are 3 tables presented in this chapter according to the two research objectives in Chapter One. Table 1 corresponded to first objective showing the occurrences of the overall organization of the essays produced by the informants. Tables 2 and 3 corresponded to the second objective showing the occurrences of the topic development of the essays produced by the informants.

Chapter 5

Conclusion and Discussion

In this chapter, the objectives of the study are addressed, concluded and discussed. Then, the implications and the limitations of the study are discussed. This is followed up by suggestions for further studies.

Conclusion

To obtain further understanding of the rhetorical pattern used in SWU third-year English majors' writing, the objectives of the study were as follows:

- 1. To investigate if the informants were able to follow the preferable**

English overall organization: introduction, body, and conclusion.

When examining the overall organizational pattern of 16 informants' English essays, most of informants (81.25 %) organized their English writing by following the convention of the three-part essay format. Therefore, Thai students' organizational pattern in English writing is dominated by this English organizational pattern in paragraph development. The finding suggested that Thai students were generally able to organize their English writing following the traditional writing patterns of English academic structure.

2. To investigate the characteristics of the topic development within paragraph produced by the informants.

The findings indicated that most informants were unable to address and fully develop the topic within a paragraph.

Regarding the thesis statement, the findings revealed that 43.75% of the data presented a thesis statement with controlling ideas, while 31.25% had a thesis statement with general information and 25% didn't have a thesis statement at all.

From the results, it can be concluded that most of informants did not clearly understand the significance of a thesis statement and did not realize how a thesis statement helped in paragraph development. Some informants seemed to understand the importance of a thesis statement, but they failed to raise it effectively.

Regarding topic sentences, informants presented a consistently a topic statement of each paragraph. All of the essays presented topic sentences with the main point in the beginning of a body paragraph. However, the problem was that the informants did not understand that a topic sentence should correspond to the thesis statement of the essay. Half of the informants (56.25 %) failed to make coherence between the thesis statement and topic sentences.

Regarding supporting ideas, the informants presented supporting details in their essays. Forty-five point seventy-five percentage of the data presented specific information in this part, while 56.25 % supported the topic sentence with generalities rather than specific detail or examples.

Regarding the concluding point, 56.25 % of the data contained concluding points in body paragraphs. There are two types of conclusion found in the data: a short summary, and a comment.

In conclusion, 12.25 % of the overall data showed a full topic development within paragraph, while the rest (87.75 %) lacked some parts of topic development. Lacking specific information either in the thesis statement or in supporting details was an outstanding characteristic found in informants' writings.

The research findings suggest that informants seemed to be aware of the rhetorical pattern in English expected by the native English speaking audience. However, they could not completely follow it. Informants could organize the essay into introduction, body and conclusion. However, they did not the deep details of the rhetorical pattern concerning general and specific supporting, and the relationship between the thesis statement and a topic sentence.

Discussion

This study results support Benson and Heidish's (1995) explanations. They pointed out that the topic development within paragraph is one outstanding writing weakness of ESL students. However, the result of this study did not support the idea in which they explained that ESL writers tend to write around the topic and includes a broad range of ideas, much of which is not related to the topic of the writing. Informants of this study tended to follow the overall organization of the essay. Most of them could provide related supporting details point by point logically.

In short, the findings showed the ability of informants in achieving the standard rhetorical pattern in English writing. It could be interpreted that informants understood and were able to follow the conventional overall organization of English essay. One significant characteristic pattern of rhetorical organization found in the data was that the informants were unable to provide adequate specific support into the paragraph.

Consequently, there is a need to emphasize student's awareness of the difference between general and specific information. If students are able to raise specific details or clear examples, it will make their essay more adequate and precise.

Implications

1. For writing research, not only can an analysis of the topic development be adapted in the exploration of Thai students' writing style, but it also can be expanded to analyzing text structures, written discourse, etc.
2. In the teaching of English writing skills to Thai ESL students, the writing teacher should raise the students' awareness of the mastery of writing skills, and the difference in rhetorical, academic and cultural conventions that are valued and preferred in written English.

Limitations of the Study

The study has the following limitations.

1. The number of data was very small. This limited a full establishment of reliability and extrapolation.
2. This study did not cover other grammatical and structural considerations. They may have impact on the interpretation of the essay.

Suggestions for Further Studies

1. This study focused on the rhetorical pattern used in the students' writing. There should be study of grammatical errors and cohesion in college students' writing.
2. Due to the limitation of the number of data and the short time period of the study, a large-scale study, including the use of a larger number of data from other linguistic and cultural groups is needed to establish the significance of the trend claimed in the present study. This has the potential to bring to light more defined differences or similarities in the rhetorical style of writing of Thai students.

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APPENDIX

ANALYSIS OF THE DATA

Essay 1

(t-1) Today Thai teenagers' behavior change a lot from the past. (t-2) As you can see in case of wording, clothing, and eating style. (t-3) Their behaviors change because nowadays parents do not have much time to take care of children. (t-4) When children have problems, they do not dare to talk with their parents. (t-5) As a result, they become an abandoned child. (t-6) And they change their behavior and make lots of serious and violent problems.

(t-7) First of all, one thing that is remarkable is wording that is teenagers today and in the past speak very differently. (t-8) Thai teenagers today don't speak in the sweet-sounding words. (t-9) That is most of all speak by using rude, vulgar, and slang words to other people. (t-10) These words are unpleasant and impolite. (t-11) It shows rudeness and inappropriateness. (t-12) Teenagers nowadays do not care what is polite or impolite. (t-13) They speak to their friends and older people at the same level of politeness. (t-14) Oppositely, teenagers in the past speak words which is flowery and sweet-sounding. (t-15) They speak polite speech and good words to people around them. (t-16) *I think it is a good idea to teach children today to speak more sweet and polite.* (t-17) *School should give attention on this point much more.*

(t-18) Second we will see in the way of clothing that most of children wear new-fashioned cloth in more western-like than in the past. (t-19) The fashion teenagers today mostly receive from the west. (t-20) It expresses an impolite and rude towards someone that looks at them. (t-21) They wear dresses like short skirts and small shirts. (t-22) This is not appropriate at all. (t-23) In the past, teenagers know what is appropriate to wear or not. (t-24) When they have to wear dress in Thai style or uniform, they accept it. (t-25) When they wear private dress, they wear dress that people in the society accept, too. (t-26) *For me, I think teenagers today should maintain and conserve Thai tradition more.* (t-27) *They should think more like those in the past.* (t-28) *They don't have to be shame to wear dress that shows Thai style.*

(t-29) Next, it is about eating norm that changed from home cooking to fast food. (t-30) Modern adolescences like to eating a fast food or junk food. (t-31) Teenagers love to go out to eat fast food because it is easy to eat and easy to buy. (t-32) At the moment children want everything that fast and easy. (t-33) And fast food is very convenient. (t-34) They can find this kind of restaurant everywhere in the city. (t-35) It is not healthy and expensive. (t-36) *I think this is why people today have worse health than in the past.*

(t-37) It is clear that children's behaviors are changed very much.

Analysis of Essay 1

Overall, the five-paragraph essay is well-organized with a thesis statement, a topic sentence in each paragraph and a conclusion in the final one. However, there is minor irrelevancy as well as inadequacy elaboration of ideas which mildly affect the quality of the essay.

Paragraph 1 = an introduction

A thesis statement is stated with controlling ideas

“(t-1) Today Thai teenagers’ behavior change a lot from the past. (t-2) As you can see in case of wording, clothing and eating style.”

The introduction has a thesis statement and controlling ideas.

Paragraph 2 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-7) First of all, one thing that is remarkable is wording that is teenagers today and in the past speak very differently.”

In the second paragraph, one controlling idea is elaborated, but there is no example to support it. The topic sentence corresponds to the first controlling idea—wording—in the introduction.

Supporting detail: no specific information is presented

In t-units 8 to 15, supporting detail is presented with generality. The writer compares the language used by teenagers today and that in the past. There is no example to support her elaboration of idea in the paragraph.

Concluding point: comment = t-unit 16 – 17

Paragraph 3 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-18) Second we will see in the way of clothing that most of children wear new-fashioned cloth in more western-like than in the past.”

The third paragraph presents a discussion of one single idea. The topic sentence elaborates the second facet of the thesis statement in the introduction – clothing.

Supporting detail: no specific information is produced

In t-unit 19 – 25, the informants compares the dressing style of today’s teenagers and that in the past by explaining that teenagers today dress more inappropriately. No specific information or examples are given.

Concluding point: comment = t-unit 26 - 28

Paragraph 4 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-29) Next, it is about eating norm that changed from home cooking to fast food.”

The fourth paragraph starts with a topic sentence which shows one controlling idea from the thesis statement.

Supporting detail: no specific information is produced

In t-unit 31 – 35, the topic sentence is supported with general details. No specific information or examples are given.

Concluding point: comment = t-unit 36

Paragraph 5 = Conclusion

“(t-37) It is clear that children’s behaviors are changed very much.”

The fifth paragraph is the conclusion of the essay. The paragraph contains only 1 t-unit. The conclusion is one sentence wrap-up type, and the idea is very general.

Essay 2

(t-1) Nowadays, many things in Thai society have completely changed. (t-2) Not only the environment of Thai society has changed, but also the people who lived in it. (t-3) People's behavior has changed including the teenagers'. (t-4) Today's Thai teenagers' behavior is different from that of the teenagers in the past in many ways. (t-5) To discuss in this essay, I think that some behaviors are changed in a good way. (t-6) Some are changed in a negative way.

(t-7) First of all, Thai teenagers' lifestyles nowadays are more flexible and less strict than the past because today the society is more opened. (t-8) In the past, teenagers spent most of their time at home. (t-9) Most of teenagers were not allowed to go out often except for **special occasions such as Songkran Festival or Loykratong festival.** (t-10) Unlike the past, teenagers today have more chance to go out. (t-11) Moreover, in the past the transportation was not convenient for them to go so far. (t-12) **They usually walked or used bicycle, etc.** (t-13) Teenagers today are lucky that there are modern transportation **such as BTS and subway.** (t-14) They can go anywhere easily and conveniently. (t-14) And with the support from school, government, etc., teenagers have more activities to do not only at school. (t-15) **For example, academic competitions, singing contests.** (t-16) These activities open up their world, (t-17) and they do not just stay only at home or school to learn the world. (t-18) In the past, students learned things from **TV, books, and teachers.** (t-19) *That's why their lifestyle was so narrowed not like today's teenagers life that is very opened and flexible.*

(t-20) Another thing that has changed is that today's teenagers' values are converted from being moderate to being more materialism. (t-21) In the past, teenagers lived their lives so simply and moderate. (t-22) The only thing that today's teenagers cherish is money and materials. (t-23) They become materialism and think only about getting money and getting modern things for life. (t-24) **Today's teenagers hold on to the thoughts that they must have to newest mobile phone, an expensive car, the trendiest clothes, etc. in order to be accepted from their friends.** (t-25) The society has hardened children's minds to be more materialism and think only about superficial things for their life. (t-26) *This value is very different from the past where children are more moderate.* (t-27) *I think the value of being materialism is making children to grow up in the wrong perspective of life.*

(t-28) In brief, today's teenagers' behavior is different from that of those in the past as I explained about their lifestyles that is more flexible, and values that become more materialism. (t-29) It is everyone's responsibility to look after teenagers' behavior to make sure that teenagers are walking in the right way in this changing world.

Analysis of Essay 2

Overall, the essay contains 4 paragraphs. The informant separates the essay into introduction, body and conclusion. The introduction does not present a clear and specific thesis statement; no controlling idea is presented. Hence, topic sentences made in body paragraphs do not correspond to the thesis statement. Each of body paragraphs clearly states the topic sentence. The topic sentences are elaborated point by point with illustrations in logical order. Moreover, the concluding point in each body paragraph is presented.

Paragraph 1 = an introduction

A thesis statement is stated without controlling ideas.

“(t-4) Today’s Thai teenagers’ behaviour is different from that of the teenagers in the past in many ways. (t-5) To discuss in this essay, I think that some behaviors are changed in a good way. (t-6) Some are changed in a negative way.”

In this paragraph, t-unit 1 – 3 are opening sentences leading to the thesis statement. The thesis statement is statement at the end of the paragraph. The thesis statement is not well written as it contains only a general statement without specifying the controlling idea. The reader does not know what the focus of the essay is.

Paragraph 2 = a body paragraph

A topic sentence presents single idea, but does not correspond to the thesis statement.

“(t-7) First of all, Thai teenagers’ lifestyles nowadays are more flexible and less strict than the past because today the society is more opened.”

In the second paragraph, the topic sentence is presented in the first t-unit of the paragraph. The topic sentence gives the controlling ideas: Thai teenagers’ lifestyles, and

the point to be elaborated: today's teenagers have more flexible and less strict lifestyle than that in the past.

Supporting detail: specific information is produced

In t-unit 8 - 18, the topic sentence is supported. The two subjects are contrasted by stating three causes of the change: time spending, transportation, and support from school to do activities outside school. Each of the three subpoints is elaborated with an illustration point by point.

Concluding point: a short summary = t-unit 19

Paragraph 3 = a body paragraph

A topic sentence presents single idea, but does not correspond to the thesis statement.

“(t-20) Another thing that has changed is that today's teenagers' values are converted from being moderate to being more materialism.”

In t-unit 20, the third paragraph begins with a topic sentence. The topic sentence gives a clear focus identifying the main idea of the paragraph.

Supporting detail: specific information is produced.

The elaboration of ideas is supported with specific information in t-unit 21 – 24 showing how today's teenagers become more materialistic.

Concluding point: a summary = t-unit 28 - 29

Paragraph 4 = conclusion

The fourth paragraph is a conclusion. The writer ends the essay by summarizing the main idea of the essay.

Essay3

(t-1) Teenagers are in the age that is easy to change. (t-2) They always want to be acceptable in their group and society. (t-3) So they will adapt themselves to the society. (T-4) When society is changed, behaviours of teenagers also are changed. (T-5) In a different ways, nowadays, teenagers become less respectful to adults, and addicted to internet.

(t-6) First of all, teenagers today are less respectful to adults than in the past. (t-7) Teenagers today sometimes act to their parents or teachers as similar as their friends. (t-8) They forget Thai customs that children must give respect to older people. (t-9) **For example, nowadays, it is rarely to meet the teenagers say greeting or apologize to adults.** (t-10) **They walk past their teachers without showing greeting or bending their back.** (t-11) This behaviour shows that Thai customs are being less and less important to Thai teenagers everyday. (t-12) In the past, the teenagers respected adults more. (t-13) The ways they talked and acted to adults were more polite and gentle. (t-14) **For example, they said greeting with they parents when they arrived and left home.** (t-15) **When go to see teachers in their office, they asked for permission before they went inside.** (t-16) *I think this behaviour is getting worse and worse.* (t-17) *I think it makes teenagers act more aggressive because they do not care who they should give respect or who they should be polite.*

(t-18) Second, teenager nowadays are addicted to computer especially internet. (t-19) Today there are many computer café which are crowded with teenagers. (t-20) **Someone plays game almost ten hours a day.** (t-21) **They addict to on-line game such as Football game.** (t-22) **Some students chat on the internet all night.** (t-23) They are addicted to the internet, (t-24) and it makes them to be less responsible to their daily duties like studying, or doing houseworks. (t-25) Unlikely, teenagers in the old day did not have this technology. (t-26) They just stayed at home. (t-27) **They did other things such as watching TV, reading cartoon books, or playing toys as they had nothing much to do with computer, internet, or technology.** (t-28) *Obviously, teenagers today concern more on internet and other technology because in the past teenagers did not receive that much technology development.* (t-29) *That is why today's teenagers addicted to computer much more than before.*

(t-30) There are many behaviours that are changed in Thai teenagers when the time pass by. (t-31) They are less respectful to the adults, and addict to computer.

Analysis of Essay 3

Overall, the essay contains four paragraphs: an introduction, two body paragraphs, and one concluding paragraph. The ideas are elaborated relevantly with adequate details and specific examples. The informant may understand the rhetorical pattern expected by the English native-speaking audience.

Paragraph 1 = an introduction

A thesis statement is stated with controlling idea.

“(T-5) In a different ways, nowadays, teenagers become less respectful to adults, and addicted to internet. “

The paragraph begins with the background of information, and introduces the thesis statement directly at the end of the paragraph.

Paragraph 2 = a body paragraph

A topic sentence presents one single idea and corresponds to the thesis statement.

“(t-6) First of all, teenagers today are less respectful to adults than in the past.”

The paragraph is organized logically and clearly. The topic sentence is stated directly at the first t-unit of the paragraph.

Supporting detail: specific information is produced.

In t-unit 7 – 15, the topic sentence is logically supported with enough specific supporting detail. The supporting detail is a well-balanced compare and contrast. The informant contrasts two subjects point by point with relevant examples.

Concluding Point: a comment = t-unit 16 - 17

Paragraph 3 = a body paragraph

A topic sentence presents one single idea and corresponds to the thesis statement. = t-unit 18

“(t-18) Second, teenager nowadays are addicted to computer especially internet.”

Supporting detail: specific information is produced = t-unit 19 - 27

Similar to the second paragraph, the third paragraph is fully developed containing a topic sentence, supporting points with specific details. The informant gives a clear concrete examples.

Concluding Point: a summary = t-unit 28 - 29

Paragraph 4: conclusion

In the fourth paragraph, the conclusion is formulated by making a short summary in t-unit 30 – 31. The conclusion is related to the ideas presented in the supporting paragraphs.

Essay 4

(t-1) Humans have never stopped developing and changing. (t-2) In the age of teens, it must be the age of greatly change both in physical and mental ways. (t-3) In my thought, today's Thai teenagers' behavior is different from that of the teenagers in the past in many ways as I will explain in the following paragraphs.

(t-4) The first difference is about western fashion which has an influence on dressing styles of today's Thai teenagers more than in the past. (t-5) The ways teenagers dress today are influenced by what they see from western culture. (t-6) Teenagers check out fashion trends more than education. (t-7) They try to dress like actors and actress or like western trends. (t-8) Unlike those teenagers, Thai teenagers in the past were not crazy on fashion that much. (t-9) Dressing in an appropriate way was what more important to them. *(t-10) It can see that in the past, teenagers thought before they dressed. (t-11) Oppositely, teenagers today think about being in trend first, and what is appropriate comes later. (t-12) They think western fashion is not inappropriate to their eyes.*

(t-13) Another difference is that today's Thai teenagers seem to be more confident and creative than Thai teenagers in the past. (t-14) Today's Thai teenagers are more confident to think by themselves and can create new idea by themselves, not like in the past. (t-15) We can always see that students are brave to answer in the classrooms although they are sometimes wrong. (t-16) They are confident to show their idea to other people. (t-17) In contrast, Thai teenagers in the past were less confident and did not show their opinion in public. (t-18) They only followed what they were taught in classes. (t-19) that's why students in the past were very passive. (t-20) They were just like receivers not learners as they just listened to what teachers said. (t-21) It looked impolite to make questions or arguments to teachers in the past. (t-22) In that way, they were afraid to give an opinion because they did not know what to do if the answer was wrong. *(t-23) As we can see that teenagers today and in the past are different in their confidence to show their thought and ability.*

(t-24) In short, today's Thai teenagers' behavior is completely different to that of the teenagers in the past. (t-25) They have been addicted to fashion world. (t-26) They are more confident in their own thoughts and always create some new things unlike teenagers in the past.

Analysis of Essay 4

In the overall organization of the essay, the informant can put the ideas in an expected rhetorical pattern. The essay contains an introduction, a body and conclusion. The thesis statement contains general ideas. In each body paragraph, the topic sentence, supporting detail, and concluding point are formulated in a sequence. The behaviors of the teenagers in the past and of the present are contrasted point by point. However, elaboration and examples are not provided adequately in the essay. The informant fails to develop the topic effectively as some ideas supporting ideas are so general that the reader does not get any further information.

Paragraph 1: an introduction

A thesis statement is stated without controlling ideas.

“(t-3) In my thought, today’s Thai teenagers’ behavior is different from that of the teenagers in the past in many ways as I will explain in the following paragraphs.”

The informant begins the essay with a short introduction of three t-units. The opening sentences lead the reader to a very general thesis statement. The writer mentions that she is going to explain many differences, but does not give any specific idea what exactly she is going to say; moreover, no controlling idea is presented.

Paragraph 2: a body paragraph

A topic sentence presents one single idea, but doesn’t correspond to the thesis statement.

“(t-4) The first difference is about western fashion which has an influence on dressing styles of today’s Thai teenagers more than in the past.”

In the second paragraph, the topic sentence is presented directly in the first t-unit of the paragraph. The topic sentence states clearly that the paragraph is going to talk about dressing style.

Supporting detail: no specific information

In t-unit 5 – 9, the topic sentence is developed with general supporting detail of both today's teenagers' behaviour and that of in the past. Examples are not presented.

Concluding Point: a summary = t-unit 10 – 12

Paragraph 3: a body paragraph

A topic sentence presents single idea, but doesn't correspond to the thesis statement.

“(t-13) Another difference is that today's Thai teenagers seem to be more confident and creative than Thai teenagers in the past.”

The third paragraph is another body paragraph. Similar to the second paragraph, the topic sentence is presented in the beginning of the paragraph. The topic sentence states the main idea of the paragraph.

Supporting detail: with specific information

In t-unit 14 – 22, the paragraph presents a well-balanced comparison and contrast talking about confidence and creativity in both today's teenagers and teenagers in the past. The informant gives illustrations.

Concluding Point: a summary = t-unit 23

Paragraph 4: Conclusion

In the fourth paragraph, the writer concludes the essay with a summary in t-unit 24 – 26.

Essay 5

(t-1) Thai teenagers' behavior today is different from the teenagers in the past in several ways. (t-2) They become more western than the past in many points. (t-3) They receive western culture. (t-4) They behave and think in the western way rather than follow Thai norms. (t-5) This is why today's Thai teenagers' behaviors are changed in many ways..

(t-6) First of all about the change of their behavior, it is the way Thai teenagers dress. (t-7) Today's teenagers sometimes wear inappropriate clothes without care. (t-8) Nowadays, it seems like teenagers do not really know how to wear appropriate to time and place. (t-8) They just care about how to dress update to fashion. **(t-9) For example, they wear spaghetti shirt of a very short skirt when they go to university. (t-10) This is not appropriate very much. (t-11) When teachers complain about their dressing, they excuse themselves that they do not have class. (t-12) They just do not know how to wear a proper dresses, and do not know when and where to wear private dress.**

(t-13) Another point is the way Thai teenagers respect adults. (t-14) Today's teenagers do not respect adults as much as they should do as Thai believe in giving respect to elder. (t-15) **For instance, students are supposed to say hello and give respect when they walk past teachers, (t-16) but they do not do it. (t-17) They sometimes even hit teachers and pretend like nothing happens. (t-18) They do not apologize or say sorry. (t-19) They just think it is nothing wrong with that.**

(t-20) Moreover, today's teenagers start to go out at night more often than the past. (t-21) Many teenagers today like to go out at night to an inappropriate place and do inappropriate things. (t-22) They go pubs or to parties where they can drink and smoke. **(t-23) You can see on news that when police goes to check in the pubs around Bangkok such as RCA, Silom or KaoSarn road, they find that pubs are full of teenagers who are under 18. (t-24) They love to go out at night and have fun instead of staying at home.**

(t-25) Nowadays, Thai teenagers are changed from the past. (t-26) We can see from their dress, respect adults, and night clubbing. (t-27) Many behaviors are not appropriate to Thai society, (t-28) but they think it's good for their life.

Analysis of Essay 5

Overall, the essay contains three parts: introduction, body and conclusion. The thesis statement is not found. In the supporting paragraphs, the topic sentence is stated with one-side of comparison and contrast with examples talking about today's teenagers only. No concluding point is presented in any body paragraph. Apparently the essay has inadequate of ideas.

Paragraph 1: an introduction

A thesis statement is not produced

The introduction does not offer a thesis statement. The orienting sentences in the introduction provide only general information about the change of teenagers that resulted from the western culture.

Paragraph 2: a body paragraph

A topic sentence presents single idea but doesn't correspond to the thesis statement.

“(t-6) First of all about the change of their behavior, it is the way Thai teenagers dress.”

In the second paragraph, the topic sentence is stated in the beginning of the paragraph in t-unit 6.

Supporting detail: with specific information

In t-unit 7 – 11, the details and examples support the topic sentence.

No concluding point

Paragraph 3: a body paragraph

A topic sentence presents single idea, but doesn't correspond to the thesis statement.

“(t-13) Another point is the way Thai teenagers respect adults.”

The third paragraph presents the topic sentence in the first t-unit of the paragraph.

One main idea is stated in the topic sentence.

Supporting detail: with specific information

In t-unit 14 – 19, the supporting detail is presented. Examples are added.

No concluding point

Paragraph 4 = a body paragraph

A topic sentence presents single idea, but doesn't correspond to the thesis statement.

“(t-20) Moreover, today's teenagers start to go out at night more often than the past.”

Supporting detail: with specific information

The topic sentence is elaborated with supporting detail and examples in t-unit 21 – 24.

No concluding point

Paragraph 5 = conclusion

The fifth paragraph is a conclusion. The paragraph concludes the essay with a summary in t-unit 25 – 28.

Essay 6

(t-1) As the time passes, everything is not the same as in the past. (t-2) The Society and the environment have been changed according to the time and the development. (t-3) When these things are changed, it makes people, especially teenagers, change, too.

(t-4) Thai teenagers nowadays behave in a negative and aggressive way which bring about more problems to the society than in the past. (t-5) In the past, Thai teenagers did not behave in a negative way like today's. (t-6) They were always at home with their parents. (t-7) They were overlooked well by their parents, (t-8) so they behaved well. (t-9) Parents paid attention to them closely and taught about moral and goodness to their children. (t-10) Children learned what was good and bad for them. (t-11) Unlike nowadays that parents have to go out doing their job to get money to raise their family. (t-12) Parents are busy, and have no time to overlook their children. (t-13) They go out to work and leave their children behind. (t-14) Children are always with their babysitter instead of their own parents. (t-15) Parents should not forget their role as a father and a mother. (t-16) They should pay more attention to their kids more than their work. (t-17) Otherwise they will lose the relationship with their children. (t-18) They, children may be led to the wrong ways by other people. (t-19) And finally they will bring many problems that it is late to be solved.

(t-20) Since Thai teenagers accept other cultures such as Japanese, European, etc., they have changed their dressing behaviors to be more western look than in the past. (t-22) Teenagers today, they always imitate a style of western dress. (t-23) In these days if you go out, you will see teenagers wear dresses in western or Japanese styles although it is very indecent. (t-24) It is normal to dress like that among them. (t-25) In contrast, teenagers in the past were taught to conform to Thai culture. (t-26) Thai teenagers in the previous day wore neat and polite dress.

(t-27) All in all, Thai teenagers' behaviors today and in the past are not alike. (t-28) Time makes things different as well as many things influence their behaviors to change. (t-29) We should support and encourage their good behaviors to make them to be good adults in the future. (t-30) I think teenagers can behave in a good way if society pay more attention on them, understand them, and support them to do good things.

Analysis of Essay 6

Overall, the essay is divided into three parts: introduction, body and conclusion. The thesis statement is not formed. The two body paragraphs do not provide relevant and adequate supporting detail and illustrations. The first body paragraph contains the misleading topic sentence which does not offer a controlling idea while the second body paragraph provides a topic sentence with details. Both paragraphs contain no conclusion. The concluding paragraph ends the essay with a comment.

Paragraph 1 = an introduction

A thesis statement is not produced.

In the first paragraph, the essay is introduced without a thesis statement. The sentences in the paragraph are general stating that all things, including teenagers, have been changed according to time and development.

Paragraph 2 = a body paragraph

A topic sentence presents single idea.

“(t-4) Thai teenagers nowadays behave in a negative and aggressive way which bring about more problems to the society than in the past.”

In t-unit 4, the topic sentence is presented focusing on the point of negative and aggressive behavior of today’s teenagers, which is different from the past.

Supporting detail: without specific information

(irrelevant to the topic sentence)

The supporting detail in the paragraph do not present any example or specific information. Moreover, instead of focusing on aggressive behaviors of the teenagers, the

informant talks about parenting. Therefore, the paragraph contains a topic sentence with irrelevant information.

No concluding point

Paragraph 3 = a body paragraph

A topic sentence presents single idea.

“(t-20) Since Thai teenagers accept other cultures such as Japanese, European, etc., they have changed their dressing behaviors to be more western look than in the past.”

The third paragraph contains the topic sentence that presents one main point of the paragraph.

Supporting detail: no specific information

In t-unit 22 – 26, the paragraph is exemplified with relevant details, but there are no examples or specific information given.

No concluding point

Paragraph 4 = conclusion

In the fourth paragraph, the informant concludes the essay with a comment saying that we should support and encourage teenagers to behave in a good manner.

Essay 7

(t-1) The teenagers are a group of people who has the important role in our society because they are the future of the society. (t-2) When time passes, teenagers have changed the way of life today too. (t-3) There are two things that are totally different from the past. (t-4) That is concerned about behavior toward morality and materialism.

(t-5) First, opposite to the past teenagers today neglect morality. (t-6) This change makes more problems in society. (t-7) In the past, Thai teenagers gave important to morality and religion. (t-8) Religion played an important role to the society. (t-9) Children in the past believed in religion and morality much more than it is today. (t-10) Today, teenagers lack morality, (t-11) and they do not give important to religion. (t-12) We can rarely see teenagers who believe in religion. (t-13) They are not interested in this matter at all. (t-14) They do not care about morality, good and bad actions, or sins. (t-15) They believe less about religion. (t-16) *I think this change makes them commit many crimes without thinking about goodness, badness, and sins.*

(t-17) Finally, today's teenagers are more materialism. (t-18) It is the way that teenagers are excessive regard to material concerns. (t-19) As we can see they are very fond of fashion and technology. (t-20) They like to buy brand name stuff. (t-21) They feel good to have an expensive watch, brand name clothes and shoes. (t-22) Furthermore, they fond of materials rather than goodness in mind. (t-23) They just think that it makes them fit the society and be accepted by people. (t-24) *All of these are the behavior that teenagers follow the progression of the world.* (t-25) *It is not bad to follow up development of the world or technology.* (t-26) *It is necessary that they should consider more about this behavior.*

Analysis of Essay 7

Obviously, the essay does not follow the standard convention of the English rhetorical organization: introduction, body, and conclusion. The essay presents only introduction and body paragraphs. However, the body paragraphs present topic sentences, supporting detail and concluding points accordingly. There is inadequate development of ideas as one of the body paragraphs has only generalities.

Paragraph 1 = an introduction

A thesis statement is stated with controlling ideas.

“(t-3)) There are two things that are totally different from the past. (t-4) That is concerned about behavior toward morality and materialism.”

The first paragraph is an introduction. It begins with orienting sentences, and ends with the thesis statement, which explains the controlling ideas of the essay.

Paragraph 2 = a body paragraph

A topic sentence presents single idea, and corresponds to the thesis statement.

“(t-5) First, opposite to the past teenagers today neglect morality.”

In the second paragraph, the informant explains the first facet of the thesis statement, which is directly presented in the first t-unit of the paragraph.

Supporting detail: no specific information

In t-unit 6 – 15, the paired subjects are contrasted with generalization. Obviously, rather the supporting detail repeat the idea of the topic sentence than gives the further information. The paragraph does not give specific details or illustrations on how today's teenagers neglect morality or how they are different from that in the past.

Concluding point: comment = t-unit 16

Paragraph 3 = a body paragraph

A topic sentence presents single idea, and corresponds to the thesis statement.

“(t-17) Finally, today’s teenagers are more materialism.”

The third paragraph presents the topic sentence that states one controlling idea of the thesis statement.

Supporting detail: no specific information

In this paragraph, the topic sentence is supported with general details in t-unit 18 – 23. No illustrations are provided.

Concluding point: comment = t-unit 24 – 26

No concluding paragraph

Essay 8

(t-1) Nowadays our country is being developed continuously, (t-2) and many things in our life are changed. (t-3) We cannot refuse that a cause of changes comes from the development of technology. (t-4) Because of technology, we can communicate with other people all around the world. (t-5) Simultaneously, we receive many new cultures from other countries, and learn many new things quickly. (t-6) Especially teenagers, they are eager to learn and receive new things quickly because they are in age of learning.

(t-7) The first difference is today's Thai teenagers have higher self-confidence to do things than teenagers in the past. (t-8) Today, they can do many things by their selves that teenagers in the past did not dare to do. (t-9) They dare to propose what they want and what they think to adults and public. (t-10) They do not feel shy to show their idea and their argument out loud. (t-11) They become more confident to speak out to public than in the past. (t-12) Teenagers in the past do not do anything that is unacceptable although they want to do it. (t-13) They are ashamed with other people who look at them. (t-14) They always do something that their parents or other people accept, and it is suitable.

(t-15) The second difference is today's Thai teenagers are lazier and be less responsible in their home duties than teenagers in the past. (t-16) They always refuse to help their parents' chores, and have many excuses to avoid to do it. (t-17) After school or on weekend, they are not at home to help their parents work. (t-18) Instead, they go out for the tutorial or stay with their friends. (t-19) By contrast, teenagers in the past their main job was to help their parents to do many chores. (t-20) At home, doing chores were their main duty. (t-21) They have never wasted the time as today's teenagers.

(t-22) A final difference is today's teenagers are more materialism, and care about money than teenagers in the past. (t-23) They spend a lot of money in their life to buy unnecessary things. (t-24) They do not realize the value of money. (t-25) They focus on materials and objects like fashion, technology stuffs, etc. (t-26) In contrast, teenagers in the past are not much materialism. (t-27) They lived so simply. (t-28) They don't give much attention on fashion or other useless things like today.

Analysis of Essay 8

Overall, the informant fails to create an essay that follows the rhetorical pattern expected by the English native-speaking audience. First of all, the informant does not separate her essay into an introduction, body and conclusion. Secondly, she starts the essay without a thesis statement. Each of body paragraphs, a topic sentence appears with supporting detail. However, the paragraphs lack specific details and a concluding point. In sum, there is an inadequate elaboration of ideas.

Paragraph 1 = an introduction

No thesis statement

In the first paragraph, 6 t-units are devoted for an introduction. However, the informant does not provide a controlling idea or any specific information to the reader. She presents this part with generalization.

Paragraph 2 = a body paragraph

A topic sentence presents single idea.

“(t-7) The first different is today’s Thai teenagers have higher self-confidence to do things than teenagers in the past.”

In the second paragraph, the topic sentence appears in the first t-unit. The topic sentence presents one main idea of the paragraph.

Supporting detail: no specific information

In t-unit 8 – 14, the details are presented one side at a time; however, they are without specific details or illustrations.

No concluding point

Paragraph 3 = a body paragraph

A topic sentence presents single idea.

“(t-15) The second difference is today’s Thai teenagers are lazier and be less responsible in their home duties than teenagers in the past.”

In the third paragraph, the topic sentence also appears in the first t-unit.

Supporting detail: no specific information

In t-unit 16 – 21, the supporting detail is brought up point by point but without any example or specific details.

No concluding point

Paragraph 4 = a body paragraph

A topic sentence presents single idea.

“(t-22) A final difference is today’s teenagers are more materialism, and care about money than teenagers in the past.”

In the fourth paragraph, t-unit 22 is the topic sentence.

Supporting detail: no specific information

The topic sentence is supported with details and examples in t-unit 23 – 28. The informant contrasts the two subjects with general ideas. The elaboration lacks specific details and examples.

No concluding point

No concluding paragraph

Essay 9

(t-1) Today's Thai teenagers' behavior and the teenagers' in the past are similar because both of them have Thai's greeting to show the unique of Thai culture. (t-2) Thai greeting is the thing that Thai people use for paying respect to other people. (t-3) Thai greeting is the important part of Thai people that we are used to behave in every generation. (t-4) This Thai tradition shows our beautiful behavior. (t-5) It makes Thai country to have a unique tradition of greeting.

(t-6) Other similar behavior, today's Thai teenager's behavior is similar to that of the teenagers in the past in the way of public mind. (t-7) Teenagers today have kindness as same as in the past. (t-8) They always help each other. (t-9) They will not hesitate to help a person who is in danger or need help. (t-10) Teenagers not only in the past but also today are always generous. (t-11) Moreover, they are similar because they have the same responsibility to the society as the future of the society. (t-12) There are many activities in the university that support students to do things for society. (t-13) They try to improve themselves to be the power and the voice of the country. (t-14) They believe that it is their duty to develop their country.

(t-15) Despite these similarities, Thai teenagers' behaviors today are different from the teenagers in the past in many ways. (t-16) Today's Thai teenagers have more confident to show their abilities and ideas than the past. (t-17) They are brave to do whatever they want. (t-18) They have more chance to do many social, music and sport activities than in the past because of their parents and school supporting. (t-19) Then children will grow up and become the confident teenagers at last. (t-20) The last thing that makes teenagers in the past differ from the teenagers in the present is the behavior of eating. (t-21) Because of the rush hour, it makes everything seems to be urgency. (t-22) Teenagers have this effect too. (t-23) They want something to eat faster and easier. (t-24) So, today's teenagers change their behavior of eating form Thai food to fastfood such as KFC, McDonald, Chester Grill, etc. (t-25) They go to fastfood restaurant rather than go to the market.

Analysis of Essay 9

Overall, the essay is underdeveloped and disorganized. The essay contains only body paragraphs without an introductory and concluding paragraphs are presented. The essay is not arranged in logical manner as two from the three paragraphs. Moreover, there are no specific details to support the topics stated in the essay. The informant raises many ideas, but she does not support them adequately.

No introduction

Paragraph 1 = a body paragraph

A topic sentence states single idea.

“(t-1) Today’s Thai teenagers’ behavior and the teenagers’ in the past are similar because both of them have Thai’s greeting to show the unique of Thai culture.”

The informant starts the essay with a body paragraph. The paragraph’s main idea is to compare greeting behavior of today’s teenagers and in the past. The first t-unit presents the topic sentence directly.

Supporting detail: no specific information

irrelevant to the topic sentence

The ideas stated in this paragraph are irrelevant to the discussion of the teenagers’ behaviour. Instead of focusing on the teenagers’ behaviour, ideas are mostly transited to the discussions of the importance of the Thai greeting. Therefore, the supporting detail tend to be off the topic.

No concluding point

Paragraph 2 = a body paragraph

A topic sentence states single idea.

“(t-6) Other similar behaviour, today’s Thai teenager’s behaviour is similar to that of the teenagers in the past in the way of public mind.”

In this paragraph, the topic sentence is stated in the beginning of the paragraph.

Supporting detail: no specific information

irrelevant to the topic sentence

There are no details or examples to elaborate the main point of the paragraph. The ideas are quite general. Moreover, in the middle of the paragraph the informant suddenly changes the topic to the discussion of teenagers’ responsibility for the society. She does not completely develop the point she has made at the beginning.

No concluding point

Paragraph 3 = a body paragraph

A topic sentence presents single idea.

“(t-16) Today’s Thai teenagers have more confident to show their abilities and ideas than the past.”

In the third paragraph, the topic sentence is presented in the beginning of the paragraph focusing on the confidence of teenagers.

Supporting detail: no specific information

The elaboration is formulated without illustrations. Again, in the middle of the paragraph, the informant raises a new topic which is not related to the first topic sentence at all. The discussion switches from confidence to the eating style of the teenagers.

No concluding point

No concluding paragraph

Essay 10

(t-1) Thai adults always compare and contrast today Thai teenagers' behavior to that of the teenagers in the past which is about fifty years ago. (t-2) After fifty years have passed, there are many changes in Thai society, such as the high cost of living, the more expensive food, higher technology, many housewives working outside, or more single women than married women, etc. (t-3) These changes in the society made Thai teenagers to behave differ from Thai teenagers in the past in one obvious way: behavior of respect toward older people is getting worse than the past.

(t-4)An obvious change is the behavior that teenagers today act and respect toward older people in Thai society that reflects in bad and inappropriate behavior. (t-5) Today's teenagers have less respect to elders. (t-6) The ways they act and talk to adults are quite aggressive. (t-7) They show inappropriate manners to older people. **(t-8) For example, when they walk past teachers or people who are older than them, there are just forty percents of teenagers who bend their backs or greet their teachers.** (t-9) Moreover, **when teachers carrying heavy books, we rarely see students today that offer to help their teachers.** (t-10) In contrast, teenagers in the past were in good and appropriate manners. (t-11) They respect older people. (t-12) The ways they acted and talked were gentler. (t-13) They greeted people with polite manners and words. **(t-14) They used 'ka' or 'krub' at the end of their conversations while teenagers today eliminate those words.** (t-15) **I think that teenagers today should not forget to behave in Thai manners as in the past.** (t-16) **Showing politeness and respect by saying words 'ka' or 'krub' , or doing 'Wai' to adults is the unique tradition of Thai society,** (t-17) **and teenagers should conserve it.** (t-18) *Clearly, today's teenagers have worse behavior in giving respect to adults.* (t-19) *We can see obviously from their actions to their teachers.* (t-20) *Today they forget how to show respect to adults while in the past teenagers always kept in mind about this point.*

(t-21) Indeed, the changes of Thai society have influences on Thai teenagers' behavior today. (t-22) In the next fifty years, Thai society will still be the important factor for Thai teenagers' behavior to change.

Analysis of Essay 10

Overall, the essay is organized after the standard convention of rhetorical organization: introduction, body and conclusion. She provides a clear thesis statement in the introduction. In the body, she compares today's teenagers and those in the past accordingly. The essay begins with a topic sentence, supporting detail, illustrations and endings with a concluding point.

Paragraph 1 = an introduction

The thesis statement is stated with controlling ideas.

“(t-3) These changes in the society made Thai teenagers to behave differ from Thai teenagers in the past in one obvious way: behavior of respect toward older people is getting worse than the past.”

In the first paragraph, the introduction begins with orienting sentences giving background information, which leads to a thesis statement in the end of the paragraph.

Paragraph 2 = a body paragraph

The topic sentence presents single idea and corresponds to the thesis statement.

“(t-4) An obvious change is the behavior that teenagers today act and respect toward older people in Thai society that reflects in bad and inappropriate behavior.”

Supporting detail: specific information is provided.

In t-unit 5 – 17, the informant provides enough specific details to fully support the point in the paragraph. A well-balanced contrast with illustration is provided.

Concluding point: a summary = t-unit 18 – 20

Paragraph 3 = conclusion

Essay 11

(t-1) Thai society has changed as the world changed. (t-2) Today's Thai teenagers and teenagers in the past are different according to the changing of the world. (t-3) There are many differences that can discuss. (t-4) The different behavior to discuss in this essay is about behavior that teenagers react toward their parents.

(t-5) Talking about the difference point toward parents, one thing that changes is that teenagers' behavior today mostly follow their own ideas rather than follow their parents' teaching. (t-6) A lot of teenagers today think that they do not have to believe or follow their parents' instructions because they are old-fashioned. (t-7) Moreover, they think that to believe their parents is boring. (t-8) They think that parents are always too strict and control them to do things that they do not want to do. (t-9) Instead of listening to their parents, they prefer to listen to their friends. (t-10) Teenagers in the past would never think that their parents' teaching is worse or boring because they understand the way of lives in Thai culture. (t-11) In the past, Thai culture played important part to people's life. (t-12) Teenagers at that time were taught about Thai manners. (t-13) One of these things is about the way to react to parents and follow their teachings. (t-14) *Therefore, the teenagers' today and the teenagers in the past behave different to their parents and teenagers' today behave in a more negative way.*

(t-15) In conclusion, the contrast between the teenagers' today and the teenagers in the past is their behaviors toward their parents' teaching. (t-16) It is the way Thai teenagers today listen to their parents less than before.

Analysis of Essay 11

The essay contains three paragraphs: introduction, body and conclusion. The essay is organized and developed logically. Details in a body paragraph relate to the controlling idea stated in the introduction. The informant ends the essay by summarizing the point that has been discussed in the body paragraph. One weakness of the essay is that a topic sentence in the body paragraph is supported with generalities, rather than specific details that are needed to convince a reader.

Paragraph 1 = an introduction

The thesis statement is stated with controlling ideas.

“(t-4) The different behavior to discuss in this essay is about behavior that teenagers react toward their parents”

In the first paragraph, the thesis statement is stated at the end of the paragraph.

The controlling idea to be further discussed in the body is about teenagers’ reaction toward their parents.

Paragraph 2 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-5) Talking about the difference point toward parents, one thing that changes is that teenagers’ behaviour today mostly follow their own ideas rather than follow their parents’ teaching.”

In the second paragraph, the topic discussed in the paragraph corresponds to the thesis statement. It appears in the first t-unit of the

Supporting detail: no specific information

The paragraph presents a contrastive analysis of the past and present teenagers.

However, it does not give specific details. Thus, the development of ideas is short. The

subpoints are developed without further specific details and illustration. Therefore, it is hard for the audience to know why parents' teaching is old fashioned or too strict in the eye of today's teenagers, or how teenagers in the past reacted to their parents. The informant should have supported the generalities with specifics.

Concluding point: summary = t-unit 14

Paragraph 3 = conclusion

The third paragraph is the conclusion of the essay. The informant makes a conclusion by making a brief summary in t-unit 15 – 16.

Essay 12

(t-1) Today, Thai teenager's behavior is quite different from that in the past. (t-2) It is because the world has been developed in every part such as education or technology. (t-3) I think there are two main differences of behavior that should be mentioned in this essay: the change due to the education and the change due to the change of the society.

(t-4) First of all, today's Thai teenagers become more educated as they get more education than those in the past. (t-5) So, they learn more new things and new discovery. (t-6) Moreover, they are supported to share their own ideas with public. (t-7) They have more knowledge and get more confident to present what they think and what they want to create. (t-8) Sometimes, many new inventions come from teenagers' idea. (t-9) Students today are more confident to compete with other people because they are confident that they have education as much as other people can have. (t-10) It is not like in the past that teenagers do not have a chance to study as today because education in the past was not developed as much as today. (t-11) Teenagers in the past finished their school in a low grade like grade sixth or at least grade ninth. (t-12) Moreover, knowledge they got was not as worldwide as today's. (t-13) That is why students in the past did not have much knowledge to create new ideas. (t-14) *In brief, Thai teenagers today change a lot because of education.* (t-15) *It made them to be more confident and more clever.*

(t-16) The second point is about the change due to the change of society that teenagers in today society have much self-confidence to show their talent as we can see from their acting. (t-17) They have courage to show their ability in public. This is because of the society. (t-18) The society today supports teenagers to do activities not only academic activities but also talented activities. (t-19) People in the society do not look down at those activities like in the past. (t-20) Dancing, singing, playing music, or playing sports are acceptable. (t-21) In the other hand, teenagers in the past behaved discreetly in the house. (t-22) They did not have exuberant personality like those in today. (t-23) Their duty was to study and help their parents to work. (t-24) In the past doing activities in school or activities about academic or about their study was not accepted by the society. (t-26) Doing activities concerned entertaining like dancing or acting was considered as an appropriated activity for people especially teenagers to do. (t-27) *As saying, the change in the society has change behavior of teenagers in the way of being confidence to show their talents.*

(t-28) All in all, teenagers' behavior in today society is different from that in the past. (t-29) Or we can say that their lives are changed by education and social development. (t-30) There are the change of their knowledge creativity and their confidence.

Analysis of Essay 12

Overall, the essay presents information in the sequence of introduction, body, and conclusion. Each of the body paragraphs offers a topic sentence with explanations of two subjects that corresponds to the thesis statement. However, in each body paragraph, the informant supports the main point with many points of details that they confuse the audience. In the concluding paragraph, a summary is made as a conclusion.

Paragraph 1 = an introduction

The thesis statement is stated with controlling ideas.

“(t-3) I think there are two main differences of behavior that should be mentioned in this essay: the change due to the education and the change due to the change of the society.”

In the first paragraph, the paragraph starts with the orienting sentences leading to the thesis statement at the end of the paragraph.

Paragraph 2 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-4) First of all, today’s Thai teenagers become more educated as they get more education than those in the past.

In the second paragraph, one controlling idea that has been stated in the introduction is elaborated. The first t-unit of the paragraph presents the topic sentence explicitly.

Supporting detail: no specific information

The informant brings up many ideas of how today’s teenagers are changed by education. Too many subpoints are raised without any examples to support them.

Concluding point: comment = t-unit 14 – 15

Paragraph 3 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-16) The second point is about the change due to the change of society that teenagers in today society have much self-confidence to show their talent as we can see from their acting.”

In the third paragraph, the second controlling idea is explained. The topic sentence is stated in the first t-unit.

Supporting detail: no specific information

Similar to that in the second paragraph, ideas are not logically sequenced and many subpoints are raised to support the topic sentence.

Concluding point: a brief summary = t-unit 27

Paragraph 4 = conclusion

The fourth paragraph contains 3 t-units of a summary of the essay.

Essay 13

(t-1) Today's Thai teenagers and teenagers in the past are different in terms of behaviour in several important ways. (t-2) In this essay, I will discuss two differences that we can see clearly.

(t-3) Nowadays, Thai teenagers' behaviour about showing manners in public has changed because it is interfered by Western culture. (t-4) Teenagers today show rude and inappropriate manners much more than teenagers in the past. (t-5) They behave in Thai manners less than before. **(t-6) For example, they do not greeting elder by Wai as often as before. (t-7) Moreover, they act rude behaviours like saying rude words in public such as shouting and saying words like "Ku" and "Meung" in front of many people without embarrassing feeling. (t-8) Another clear example is that teenagers today show their love in public such as hugging and kissing.** (t-9) In addition, sex before marriage is a big problem in Thai society today. (t-10) For Thai people, we traditionally believe that girls should keep their virginity until they marry. (t-11) Having sex before marriage is not a good thing to do. (t-12) Nowadays, teenagers think it is normal and acceptable. (t-13) They have sex since 15 or 16 because they think it is nothing wrong. *(t-14) Doing inappropriate behaviours and manners in public increase fast, (t-15) and it's not good for society.*

(t-16) Furthermore, eating behaviour is also changed. (t-17) Teenagers in the past eat nutrient food. (t-18) They are more concern about their healthy. (t-19) They eat good food such as **fresh vegetables, fruit, or their own cooking.** (t-20) It saves a lot of money, and it is good for their health. (t-21) In contrast, today's teenagers eat fastfood, which is called junkfood, such as **hamburger, pizza, nuggets,** etc. (t-22) Most of these foods have a lot of fat and cholesterol, and bad for health. (t-23) Moreover it wastes money. *(t-24) It is clearly that teenagers today prefer convenience food more than healthy food.*

(t-25) In brief, Western culture influences on today's Thai teenagers a lot. (t-26) Teenagers have been changed their behaviour. (t-27) Two obvious changes that we can see are about manners in public and about eating behaviour.

Analysis of Essay 13

The essay is divided into three main parts of the essay: introduction, body and conclusion. The thesis statement does not provide precise controlling ideas. The topic sentence, the supporting detail and the concluding point are presented in the body paragraphs. However, there is some irrelevancy of the supporting ideas which mislead the audience.

Paragraph 1 = an introduction

The thesis statement is stated with general ideas.

“(t-1) Today’s Thai teenagers and teenagers in the past are different in terms of behaviour in several important ways. (t-2) In this essay, I will discuss two differences that we can see clearly.”

In the first paragraph, the informant provides neither the background nor elaboration of the thesis statement. The thesis statement is stated promptly at the first t-unit.

Paragraph 2 = a body paragraph

A topic sentence presents single idea, but doesn’t correspond to the thesis statement.

“(t-3) Nowadays, Thai teenagers’ behaviour about showing manners in public has changed because it is interfered by Western culture.”

In the second paragraph, the topic sentence is stated in t-unit3 in the beginning of the paragraph.

Supporting detail: with specific information

Irrelevant to the topic sentence

The paragraph offers the supporting detail with illustrations in t-units 4 to 13. However, t-units 9 to 13 contain irrelevant details that do not match the topic sentence. The point stated in t-units 9 to 13 is about having sex before marriage. This point obviously wanders off the topic.

Concluding point: comment = t-unit 14 – 15

Paragraph 3 = a body paragraph

A topic sentence presents single idea, but doesn't correspond to the thesis statement.

“(t-16) Furthermore, eating behaviour is also changed.”

The third paragraph presents the topic sentence in the first t-unit of the paragraph focusing on the change of eating behavior.

Supporting detail: with specific information

A contrastive analysis of the present and past behaviour of teenagers is offered. The idea of the paragraph is that teenagers in the past have more concerned about healthy food, while today's teenagers prefer fast food.

Concluding point: a summary = t-unit 23 – 24

Paragraph 4 = conclusion

In the fourth paragraph, the ideas that have been discussed in the previous paragraphs are summarized.

Essay 14

(t-1) Our world has been changed all the time. (t-2) According to the change of the world and the society, it has changed people's thought and their behavior. (t-3) More important, the change of the world and the society also effect the change of behavior of Thai teenagers. (t-4) In my opinion, the behavior of Today teenagers and in the past are different in two ways.

(t-5) First, the lifestyle of Thai teenagers today has more freedom and more flexible than in the past. (t-6) In the past, teenagers had to stay at home and helped their family's work **such as working in the rice field or doing housework at home.** (t-7) They did not have many choices in their daily life. (t-8) Their society was quite small as they lived in a smaller community than today. (t-9) Their free time activities would be **just going to see the movie, going to temple fair, going to department stores, or going to public parks.** (t-10) They didn't have many alternative things to do like today. (t-11) Today's teenagers are more independent and have more freedom as the society is wider. (t-12) They become more aggressive and violent because of city's environment. (t-13) Some teenagers may go to nightclub and get drunk and cannot control themselves. (t-14) This causes bad effects especially to girls because they may be easy to be assaulted or rape. (t-15) For example, we often see from the news that a girl has been rape by a group of men. (t-16) Then, she committed suicide because she could not handle her shame. (t-17) Today's teenagers spoil themselves with material world. (t-18) They stick with luxurious things by not thinking about their financial status.

(t-19) Second, the thought and value about Thai culture of today's teenagers and teenagers in the past are not alike. (t-20) The idea about the culture about showing their attitude toward society has been changed. (t-21) In the past, teenagers were stuck with the idea that they should obey and listen to adults. (t-22) **For example, in the past if you argued your teacher in class, you would consider an assertive student.** (t-23) In contrast, today's teenagers brave to do it. (t-24) They believe in their abilities to think and to do things as good as the adults do. (t-25) **For example, students today are not afraid to show their opinion about politics which is very unlike the past.** (t-26) Moreover, adults listen to children's opinion much more than before.

(t-27) All in all, the behavior of today's teenagers and teenagers in the past are not alike. (t-28) This is because the society around them has changed. (t-29) Some behavior may change in a good way, some may change in a bad way. (t-30) Adults in the society should keep an eye on their behavior.

Analysis of Essay 14

Overall, the essay can be divided into introduction, body and conclusion. The informant fails to provide a precise thesis statement. The information given in the thesis is general. There is irrelevant information and inadequate elaboration in the body paragraphs. In sum, the essay is not effectively developed.

Paragraph 1= an introduction

A thesis statement is stated in general statement.

“(t-4) In my opinion, the behavior of Today teenagers and in the past are different in two ways.”

In the first paragraph, t-units 1 to 3 are orienting sentences that lead the audience to the thesis statement in t-unit 4. The thesis statement does not provide a controlling idea. The thesis just states that there are two points that are going to be explained in the essay.

Paragraph 2 = a body paragraph

A topic sentence presents single idea, but doesn't correspond to the thesis statement.

“(t-5) First, the lifestyle of Thai teenagers today has more freedom and more flexible than in the past.”

In the second paragraph, the lifestyle of Thai teenagers is the topic of the paragraph. The topic sentence in t-unit 5 gives the direction of the paragraph.

Supporting detail: with specific information

The paragraph contrasts the two subjects with details and examples. However, while starting to explain about the change of teenagers today, t-unit 12 to 18 seem unrelated to the main point of the paragraph. T-units 12 – 18 present two unrelated

subpoints without any transition. The informant discusses violence problems found among teenagers. Then, she switches to talk about materialism. These subpoints are not related to the point of freedom of teenagers at all.

No Concluding point

Paragraph 3 = a body paragraph

A topic sentence presents single idea, but doesn't correspond to the thesis statement.

“(t-19) Second, the thought and value about Thai culture of today's teenagers and teenagers in the past are not alike.”

In this paragraph, the topic sentence is stated in t-unit 19. The contrastive analysis is well-balanced, but without specific details or examples.

No concluding point

Paragraph 4 = conclusion

In the fourth paragraph, the conclusion is proposed by making a comment.

Essay 15

(t-1) Since the past decades, the behaviours of Thai teenagers have changed in many ways such as their chance to show their ability in the public and their right to choose what they want. (t-2) I will explain about these two changes in this essay.

(t-3) First of all, the opportunity to express their talents in the public of today's teenagers is quite opener than in the past. (t-4) The family, school, and the government encourage teenagers to be confident and be able to express themselves in the public. (t-5) For example, we can see that in our society teenagers are supported to participate in music competition such as Academy Fantasia, sport games such as university games, speech contest without any shy feeling. (t-6) They are not afraid of failing or being a loser, (t-7) but they feel that they want to express their ability. (t-8) There is no shame to do such a thing.

(t-9) The right to speak up to parents and teachers on what they want is a difference between today's teenagers and those in the past. (t-10) In the past, teenagers were taught that children must obey their parents and teachers. (t-11) They could not argue or have opposite opinions even they think sometimes adults show wrong attitude and idea. (t-12) However, things have changed. (t-13) Today's teenagers feel more confident to speak up or discuss on what they disagree. (t-14) In school, students are allowed to give opinion in class or argue teachers. (t-15) The government supports the Child Center learning technique, which school in the past did not have.

(t-16) The behaviours of teenagers will keep changing back and forth like this. (t-17) They can change things or remain things they want because at this age they like new things. (t-18) Some behaviours are good, (t-19) and some are not. (t-20) I think if they go too far, the society will know how to manage it.

Analysis of Essay 15

Paragraph 1 = an introduction

The thesis statement is stated with controlling ideas.

In the first paragraph, the introduction contains only 2 t-units. The thesis statement is explicitly stated in these 2 t-units.

“(t-1) Since the past decades, the behaviours of Thai teenagers have changed in many ways such as their chance to show their ability in the public and their right to choose what they want. (t-2) I will explain about these two changes in this essay.”

Paragraph 2 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-3) First of all, the opportunity to express their talents in the public of today’s teenagers is quite opener than in the past.”

In the second paragraph, the topic sentence stated in t-unit 3 corresponds to the thesis statement presented in the introduction.

Supporting detail: no specific information

The contrastive analysis is one-sided – that of today’s teenagers. The supporting detail is developed without examples.

No concluding point

Paragraph 3 = a body paragraph

A topic sentence presents single idea and corresponds to the thesis statement.

“(t-9) The right to speak up to parents and teachers on what they want is a difference between today’s teenagers and those in the past.”

In the third paragraph, the second facet of the thesis statement is explained. The topic sentence is stated in t-unit 9.

Supporting detail: no specific information

Explanations on both subjects are generated to support the topic sentence.

Specific details or examples are not provided in the paragraph. Supporting detail of the topic sentence are general.

No concluding point**Paragraph 4 = conclusion**

The fourth paragraph is the conclusion of the essay. The essay is concluded with a comment stating that the behavior of teenagers will keep changing.

Essay 16

(t-1) Nowadays, there are many changes and developments that are happening in everywhere in our country. (t-2) Everywhere and everything in Thai society are going to be changed. (t-3) We can easily compare our life from the way we were in the past. (t-4) We would see and realize that we never stop changing. (t-5) One group of Thai people who we can observe how do people change their life is teenagers.

(t-6) The first thing that shows how do teenagers in a different time act differently is the way they become lazier because of facility. (t-7) There were not many facilities in the past. (t-8) so teenagers at that time had less comfortable life. (t-9) They had to do everything by themselves, and not many facilities to help them. (t-10) **For example, they had to wash clothes by hands, cleaned the house with a mob, did the assignment by writing not typing, or travelled by foot or bus.** (t-11) This made them to be more patient and endured. (t-12) Oppositely, teenagers today grow up with facilities. (t-13) They do not have to do things by their own labour. (t-14) They are helped by many equipments such as **a washing machine, a remote controller for TV, a computer, etc.** (t-15) This makes them to have less effort and diligence to manage their lives.

(t-16) Another observation that expresses how do teenagers in the past are different from those today is their dressing style. (t-17) Teenagers in the past wore properly and neat when they went out, **for example, they wore a proper size of school uniform: not too small and not too short.** (t-18) On the contrary, today's teenagers dress like crazy sometimes. (t-19) **They try so much to catch at western trend such as wearing very short skirt and spaghetti shirt or wearing too small size of uniform to show their shape.** (t-20) I thing some of Today's teenagers pay an attention on fashion rather than education. (t-21) Fashion becomes more important for today's teenagers.

(t-22) To sum up, there are many differences between teenagers who grew in the past and for those who live in the today society. (t-23) Changing will never stop anyway. (t-24) It will stay in our society forever. (t-25) We can choose which way we prefer to go. (t-26) If teenagers get right advises or suggestions, they will be led to the appropriate ways of life. (t-27) If they are not taught and advised to behave in appropriate ways, they will be led to the wrong ways of life. (t-28) I think The behaviors of teenagers are not only about children themselves, (t-29) but adults should be responsible on their kids as well.

Analysis of Essay 16

Paragraph 1 = an introduction

No thesis statement

The first paragraph contains only background information. The thesis statement is not generated. T-unit 5 is an opening sentence. It is not precise enough to be a thesis statement.

Paragraph 2 = a body paragraph

A topic sentence presents single idea.

“(t-6) The first thing that shows how do teenagers in a different time act differently is the way they become lazier because of facility.”

Supporting detail: with specific information

A topic sentence is supported with examples in t-unit 7 – 15.

No concluding point

Paragraph 3 = a body paragraph

A topic sentence presents single idea.

“(t-16) Another observation that expresses how do teenagers in the past are different from those today is their dressing style.”

In the third paragraph, another main point is stated. The first t-unit of the paragraph is the topic sentence.

Supporting detail: with specific information

There are examples provided in the elaboration. The examples are relevant to the topic sentence.

No concluding point

Paragraph 4 = conclusion

In the fourth paragraph, 8 t-units are the conclusion of the essay. It is concluded with a comment.

Table 4 *An Analysis of the Overall Organization*

Essay number	Number of Paragraph	Number of Introductory Paragraph	Number of Body Paragraph	Number of Concluding Paragraph
1	5	1	3	1
2	4	1	2	1
3	4	1	2	1
4	4	1	2	1
5	5	1	3	1
6	4	1	2	1
7	3	1	2	0
8	4	1	3	0
9	3	0	3	0
10	3	1	1	1
11	3	1	1	1
12	4	1	2	1
13	4	1	2	1
14	4	1	2	1
15	4	1	2	1
16	4	1	2	1

Table 5 An Analysis of the Thesis Statements

Essay number	Thesis Statement	Thesis statement with controlling ideas
1	√	√
2	√	x
3	√	√
4	√	x
5	√	x
6	x	x
7	√	√
8	x	x
9	x	x
10	√	√
11	√	√
12	√	√
13	√	x
14	√	x
15	√	√
16	x	x

Table 6 An Analysis of the Topic Sentences

Essay number	Number of body paragraph	Number of topic sentence	Number of topic sentences that corresponds to the thesis statement
1	3	3	3
2	2	2	0
3	2	2	2
4	2	2	0
5	3	3	0
6	2	2	0
7	2	2	2
8	3	3	0
9	3	3	0
10	1	1	1
11	1	1	1
12	2	2	2
13	2	2	0
14	2	2	0
15	2	2	2
16	2	2	0

Table 7 An Analysis of Supporting Detail

essay number	Number of body paragraph	Number of body paragraph containing supporting details with specific information
1	3	0
2	2	2
3	2	2
4	2	0
5	3	3
6	2	0
7	2	0
8	3	0
9	3	0
10	1	1
11	1	0
12	2	0
13	2	2
14	2	2
15	2	0
16	2	2

Table 8 An Analysis of the Concluding Points in body paragraphs

Essay number	Number of body paragraph	Number of paragraph stating concluding point
1	3	3
2	2	2
3	2	2
4	2	2
5	3	0
6	2	0
7	2	2
8	3	0
9	3	0
10	1	1
11	1	1
12	2	2
13	2	2
14	2	0
15	2	0
16	2	0

VITAE

VITAE

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