

**THE EFFECT OF THE TITLE ON THE TOPICAL STRUCTURE IN ESSAY
WRITING: A STUDY OF SRINAKHARINWIROT UNIVERSITY
ENGLISH MAJORS**

A MASTER'S PROJECT

BY

MR. SUTTHICHAIR BOONPRAJAK

Presented in partial fulfillment of the requirements

for the Master of Arts degree in English

at Srinakharinwirot University

October 2004

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AN ABSTRACT

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Thep-Ackrapong, Dr. Saengchan Hemchua, Mr. Michael Rudy.

This study aimed at analyzing the effect of the essay topic on the pattern of topical structure. The informants were 15 second-year English majors selected from the total of 90 students in five groups (three from each). Then, they were asked to write two essays of at least 300 words on two different topics. The analysis revealed that in each pair of essays written by an informant, most of the patterns of topical structure in the first and the second essays were different. Twelve out of 15 writers produced different patterns of topical structure on different topics. However, as a whole, there was no difference of the patterns of topical structure in the first and second writings. The students used the sequential progression with the highest frequency followed by the parallel progression and the extended parallel progression respectively. The results indicated that individually, the change of essay topic affected the pattern of topical structure. However, as a whole, the change of the essay topic did not affect the pattern of topical structure.

การศึกษาผลกระทบของหัวข้อการเขียนเรียงความต่อโครงสร้างแก่นประโยค
ของนิสิตเอกภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ

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การศึกษานี้มีวัตถุประสงค์เพื่อนำการวิเคราะห์โครงสร้างแก่นประโยค (topical structure analysis (TSA)) ของ Lautamatti (1978) มาวิเคราะห์การเขียนเรียงความภาษาอังกฤษ ของนิสิตชั้นปีที่ 2 มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อดูว่าเมื่อหัวข้อในการเขียนเรียงความต่างกัน นิสิตดังกล่าวจะมีลักษณะโครงสร้างแก่นประโยคที่แตกต่างกันหรือไม่ ประชากรจำนวนทั้งสิ้น 90 คน เป็นนิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 2 มหาวิทยาลัยศรีนครินทรวิโรฒ ซึ่งกำลังเรียนวิชา EN 231: การเขียนขั้นพื้นฐาน ในภาคเรียนที่ 1 ปีการศึกษา 2546 จำนวน 5 กลุ่ม เลือกกลุ่มตัวอย่างโดยวิธีการสุ่มอย่างง่าย กลุ่มละ 3 คน รวม 15 คน กลุ่มตัวอย่างแต่ละคนได้รับการทดสอบโดยการเขียนเรียงความภาษาอังกฤษ 2 ครั้ง ในหัวข้อที่แตกต่างกัน เพื่อบันทึกและคำนวณค่าเฉลี่ยของการใช้ลักษณะโครงสร้างแก่นประโยค 3 แบบ ได้แก่ การเขียนแบบซ้ำแก่นประโยค (parallel progression) การเขียนแบบเปลี่ยนแก่นประโยค (sequential progression) และการเขียนแบบย้อนกลับ (extended parallel progression) ผลการศึกษพบว่า ลักษณะโครงสร้างแก่นประโยคในการเขียนเรียงความของกลุ่มตัวอย่างระหว่างหัวข้อที่ 1 และหัวข้อที่ 2 เมื่อเทียบทีละคู่ มี 12 คู่จากทั้งหมด 15 คู่ ที่ลักษณะโครงสร้างแก่นประโยคแตกต่างกัน แต่เมื่อเปรียบเทียบในภาพรวม เปอร์เซ็นต์ของลักษณะโครงสร้างแก่นประโยคในการเขียนเรียงความระหว่างหัวข้อที่ 1 และหัวข้อที่ 2 ไม่มีความแตกต่างกัน กล่าวคือ ลักษณะโครงสร้างแก่นประโยคในทั้งสองหัวข้อ กลุ่มตัวอย่างใช้การเขียนแบบเปลี่ยนแก่นประโยค (sequential progression) มากที่สุด รองลงมา คือ การเขียนแบบซ้ำแก่นประโยค (parallel progression) และสุดท้าย คือ การเขียนแบบย้อนกลับ (extended parallel progression) สรุปได้ว่าหัวข้อการเขียนเรียงความภาษาอังกฤษที่ต่างกันอาจมีผลกระทบต่อลักษณะโครงสร้างแก่นประโยคของแต่ละคน แต่อาจจะไม่มีผลกระทบต่อลักษณะโครงสร้างแก่นประโยคในภาพรวมของการเขียนเรียงความภาษาอังกฤษของนิสิต ชั้นปีที่ 2 มหาวิทยาลัยศรีนครินทรวิโรฒ

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October, 2004

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CHAPTER 1

INTRODUCTION

Background

Writing is a process by which the writer interacts with the readers in words or sentences. It is a complicated skill that requires time to master. Writing is considered more difficult than listening, reading or speaking, as it relates to other linguistic skills such as grammar, comprehension, and written production (Dixon & Nessel, 1983). According to Hairston (1986), good writers must keep in mind what the purpose is, what they want to write, to whom they write or what they want to communicate. With such a demanding task, learning to write effectively is difficult for both L1 and L2 learners. Learners of English as a foreign and second language (EFL/ESL) often encounter several difficulties such as cohesion and coherence, grammar and sentence structures, and lexical and semantic features of writing (Buacomecote, 2003).

One important aspect of writing is coherence. It refers to the underlying organizational structure that unifies the words and sentences in discourse and, at the same time, is meaningful for the reader (Reid, 1993). There are two kinds of coherence: local and global. Local coherence refers to how topics are developed at the sentence level while global coherence refers to topical and propositional continuity across sentence boundaries (Connor & Farmer, 1990).

There have been many studies examining coherence in writing (e.g. Enkvist, 1985; Connor & Johns, 1987; Cerniglia, 1990; Wikborg, 1990). One strategy for determining effective coherence in writing is the topical structure analysis

(henceforth TSA), which was developed by Lautamatti (1978). The TSA examines coherence in text focusing on the semantic relationships that exist between sentence topics and the discourse topic. It is concerned with the semantic meanings of sentences and their sequencing to develop the overall discourse topic. Through the TSA, these relationships can be studied by looking at the sequence of sentences and examining how the sentence topics work through the text to build meaning progressively (Connor, 1987).

The TSA has been used in a number of studies to analyze coherence and as a revision strategy to improve writing. Witte (1983b), for example, adopted the TSA to study the textual stimulus for revision. Eighty L1 students were asked to revise an expository paragraph. These revised passages were rated and analyzed using the TSA. The analysis revealed that the low-scored revisions illustrated a lack of clear focus or coherence, indicating that the reviser was uncertain about what the discourse topic was. In another study, Witte (1983a), again using the TSA, studied patterns in 48 L1 freshmen' writing and compared those patterns with the quality rating of their essays. He found that the TSA was a fair predictor of writing quality. In other words, the TSA could predict the quality of L1 freshmen' writing.

Moreover, Connor and Farmer (1990) applied the TSA as a revision strategy to examine coherence in ESL students' writing. They found that teaching the TSA to students by having them revise their first draft had positive results. Their rewriting markedly improved. Also, Lee (2002) examined improvement in the coherence of essays written by four first-year students at the Hong Kong Polytechnic University. These students were taught to use the TSA and were required to write four essays on four different topics. They had to revise two essays two times and the other two three

times. The results showed that in the post-revision essays, the sentence topics were more elaborate than those of the pre-revision. The students also improved the overall coherence of their writing after conducting the revision based on the TSA. Recently, Kaewkaosai (2003) applied the TSA as a revision strategy to examine 22 Thai secondary school students' writing. The analysis revealed that after having been taught by the TSA, the students performed their writing in posttest essays better than in the pretest. The students benefited from using the TSA as a revision strategy after they wrote their first essays in the pretest.

From the previous research, the TSA showed positive results when it was used as a revision strategy. In this research, the TSA was used to analyze 30 essays on two different topics, 15 on each. The essays were written by the same student writers to see if the change of the essay topic would affect the pattern of the topical structure.

Objectives of the Study

This study attempted to answer the following research questions:

1. What are the patterns of topical structure in each pair of essays written on the first and the second topics by SWU English majors?
2. What are the patterns of topical structure in each group of essays written on the first and the second topics by SWU English majors?

Significance of the Study

The research results in this study will be beneficial as follows:

1. They can be used as guidelines for teachers to develop the students' writing.
2. They can help the students to see their own patterns of writing and ways to improve the quality of writing.

Scope of the Study

The scope of the study was as follows:

1. The content of the analysis covered 30 essays written on two different topics by 15 writers who were SWU second-year English majors. The first topic of the essay was "Why do you think people attend college or university?" The second topic was "Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?" The data were collected twice: the first one on July 21, 2003, the second on September 24, 2003. Other factors that might affect the student writers' writing were not included in the study such as the time lapse of data collection.
2. The topical structure analysis (TSA) was used to analyze these 30 essays to see the pattern of topical structure appearing in the first and the second essays.
3. Each pair and each group of essays written on two different topics were compared to examine if the change of the essay topic would affect the pattern of the topical structure.

Definitions of Terms

1. A **t-unit** is “an independent clause, and all its dependent clauses” (Gaies, 1980, p.56). The t-unit analysis is shown in the following:

1. I must control myself. (1 t-unit)
2. They never know someone before, but they can become close friends. (2 t-units)

Example 1 has one t-unit because there is one independent clause.

In example 2, there are two t-units because there are two independent clauses combined by the coordinating conjunction: but.

2. **Topical Structure Analysis (TSA)** refers to the model developed by Lautamatti (1978). It is used to describe coherence in texts focusing on the semantic relationships that exist between sentence topics and the overall discourse topic. The model is used to examine how topics repeat, shift, and return to earlier topics in discourse. Lautamatti identifies three possible progressions that result in coherent discourse: parallel, sequential, and extended parallel.

3. **Parallel progression (PP)** refers to a sentence topic which is semantically identical (Lautamatti, 1978). For example:

- (t-unit 1) People attend college and university because they want to get a good career. (t-unit 2) If they have a degree, they will have a career.
(t-unit 3) They will get salary.

(Essay 1a)

From the above pattern, the sentence topics are semantically the same; every sentence refers to People. Therefore, sentence 1 through sentence 3 show the parallel progression.

The diagram of the parallel progression can be drawn by placing the topics below each other as shown in Figure 1.

Figure 1. An Illustration of Parallel Progression (PP)

No.of T-Unit	Diagram of Topical Structure
1	People
2	They
3	They

4. **Sequential progression (SP)** refers to a new sentence topic which is different from the previous one, or the comment of the earlier sentence becomes the topic of the next sentence (Lautamatti, 1978). For example:

(t-unit 1) Everybody wants to study in the famous university, (t-unit 2) but it depends on how you to try. (t-unit 3) Moreover, some values are the most important point for making a decision where they should study at, (t-unit 4) such as, Chulalongkorn University is very famous and old, (t-unit 5) so the most students want to study at there.

(Essay 3a)

The pattern above is called the sequential progression because the sentence topics (Everybody, you, some values, Chulalongkorn University, and the most students) are all different from the previous topics.

The diagram of the sequential progression can be drawn by indenting topics as shown in Figure 2.

Figure 2. An Illustration of Sequential Progression (SP)

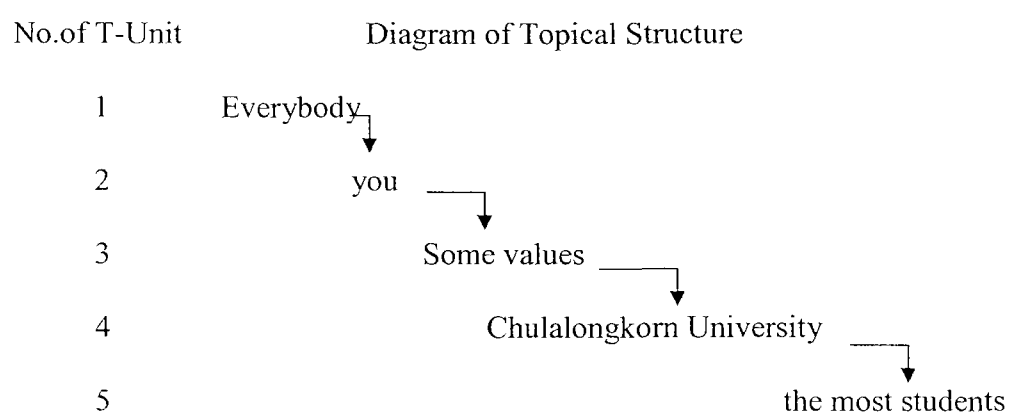


Figure 2 shows that the sentence topics are different. Sentence 1 through 4 show the sequential progression of the sentence topics. Each sentence topic (Everybody, you, some values, Chulalongkorn University, and the most students) is indented to one another.

5. **Extended parallel progression (EPP)** refers to the sentence topic which is temporarily interrupted by a sequential progression (Lautamatti, 1978). For instance:

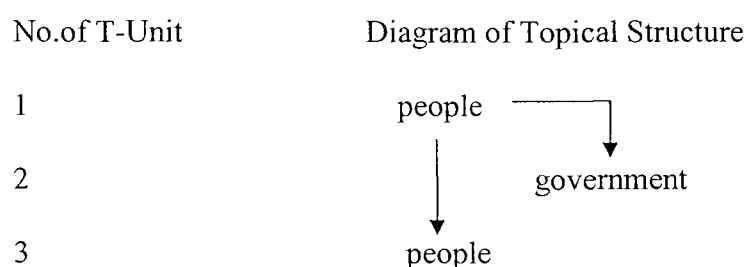
(t-unit 1) In the past almost people of Thailand didn't study in university because they hadn't enough money (t-unit 2) and government didn't care about education of people. (t-unit 3) When people study in college or university, they have a lot of reasons to study there.

(Essay 4a)

The pattern above shows the extended parallel progression. The sentence topic people in the last t-unit returns to the same sentence topic that places at the beginning of the text.

The diagram of the extended parallel progression can be drawn by aligning the topic under the parallel progression to which it refers as shown in Figure 3.

Figure 3. An Illustration of Extended Parallel Progression (EPP)



From Figure 3, the sentence topics in t-units 1 and 3 show the extended parallel progression. The topic in t-unit 2 is different. The writer returns to the topic

people mentioned earlier. Therefore, the topic people in t-unit 3 is aligned under the topic people in t-unit 1.

6. **Discourse topic** is a topic for writing an essay. There were two discourse topics in this research. The first one was “Why do you think people attend college or university?” The second was “Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?”

7. **Sentence topic** is the main idea of a sentence which is related to the discourse topic. The sentence topic can be expressed by using a noun, noun phrase or pronoun and can appear either at the beginning, in the middle or at the end of the sentence (Lautamatti, 1978). For example, in sentence “A child is very unlikely to survive,” the sentence topic is “A child.”

8. **Pair of essays** refers to the pattern of topical structure in each of 15 pairs of essays written on the first and the second topics. Each pair of essays was written by the same writer to see if the change of the essay topic would affect the pattern of topical structure.

9. **Group of essays** refers to the pattern of topical structure in all 15 essays written on the first and the second topics to see if the change of the essay topic would affect the pattern of the topical structure as a group.

In short, this study attempted to employ the TSA to analyze 30 essays on two different topics to see if the change of the essay topic would affect the pattern of the topical structure. The research results were expected to be a guideline for the teachers and students of English writing.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This review of the related literature is divided into three parts. The first part presents the concept and application of the t-unit analysis. The second introduces the TSA proposed by Lautamatti (1978) and the rest is devoted to the application of TSA to both L1 and L2 students' writing.

1. T-Unit Analysis

In this section, the background, the theory, and the application of the t-unit analysis are reviewed.

A t-unit is defined as “a main clause plus all subordinate clauses and nonclausal structures attached to or embedded in it (Hunt, 1970, p. 4).” The t-unit analysis was proposed by Hunt in 1970. Hunt (1970) tried to find a dependable and consistent way of segmenting student compositions, and he finally adopted the technique of dividing the body of writing into what he identified as minimal terminal syntactic unity (Cooper, 1976). The t-unit analysis system was applied and proposed by Polio (1997) as shown in the following:

- a. One simple sentence is counted as one t-unit. For example:

This is a changing life. (1 t-unit)

b. A compound sentence where a coordinating conjunction joins two simple sentences is counted as two t-units. For example:

They never know someone before, but they can become close friends. (2 t-units)

c. A complex sentence where a subordinating conjunction is used is counted as one t-unit. For example:

Every children should gain education when they are two- three olds. (1 t-unit)

d. A run-on sentence or a comma splice is counted as two t-units or more. For example:

Moreover, some values are the most important point for making a decision where they should study at, // such as, Chulalongkorn University is very famous and old, // so the most students want to study at there. (3 t-units)

I love reading, // I can read everything. (2 t-units)

e. A fragment is counted as one t-unit. For example:

The world of knowledge and friendship. (1 t-unit)

f. A question is counted as one t-unit. For example:

Why do you go to university? (1 t-unit)

The t-unit analysis is an effective system to analyze a text as it is supported by Polio's (1997) study. He studied three different types of measures to examine which one was the most reliable for linguistic accuracy of second language writing. The measures were a holistic scale, number of error-free t-units, and number of errors. There were 38 essays written by both undergraduate and graduate ESL students used for each measure. The results revealed that holistic measure might not be suitable for a homogeneous population. Both error-free t-units and error counts were more reliable measures for the range of proficiency examined in the study.

A t-unit analysis, therefore, can be used to measure the overall syntactic complexity of writing samples. In recent years, t-unit analysis has been applied in studies of second language learning to characterize the learners' syntactic maturity in their written products as Gaies (1980, p.59) supports that "it provides another lens through which relevant empirical data can be viewed. Therefore, it is a tool of which second language researchers should be aware."

In short, t-unit is an independent clause, and all its dependent clauses. It is an effective measure of linguistic accuracy of L2 writing. Polio's (1997) t-unit analysis system was adopted in this study.

2. Topical Structure Analysis (TSA)

The overall concept of Lautamatti's (1978) topical structure analysis is reviewed as follows:

Coherence has been an increasing interest for teachers and researchers around the world because it has proved to be of paramount importance for the study of written text. However, coherence is a complex phenomenon involving not only a

multitude of features within the text, but also the realization of readers expecting these features (Connor, 1987). Therefore, it is still an elusive concept, for there is no adequate definition of coherence. Phelps (1985, p.677), a rhetorician, defines coherence as “the experience of meaningfulness correlated with successful integration during reading, which the reader projects back into the text as a quality of wholeness in its meanings.” In other words, Phelps (1985) suggests that a text is coherent when readers can get the development of meaning during reading, and coherence can be examined by looking at its overall meaning.

A few linguists have attempted to describe coherence as Phelps (1985). A particularly promising strategy to proceed the task was developed by Lautamatti (1978). Lautamatti (1978) is a Finnish text linguist who originally developed topical structure analysis (TSA) for the purpose of describing coherence in a text. She suggests that coherence refers to the semantic relationships that exist between sentence topics and the discourse topic. Through the TSA, these relationships can be studied by analyzing how the sentence topics work through the text to build meaning progressively.

The analysis of the TSA can be clarified through these four steps:

Step 1- Number each sentence in the passage.

Step 2- Highlight the topic, word, or phrase which is the main idea in each sentence.

Step 3- Draw a diagram of the sentences in order to show the progression.

Step 4- Check for coherence of ideas in the passage.

(Kaewkaosai, 2003, p. 14)

According to Lautamatti's (1978) theory, the topic is the main idea of a sentence. In order to identify a sentence topic, the concept of the topical subject is needed. Lautamatti (1978) states that a lexical subject that relates directly to the discourse topic is the topical subject while subjects that are not directly related to the discourse topic are non-topical subjects. For example:

I think that education is value for my life.

In the above example, the subject of the main clause, I, is a non-topical subject, while the subject of the sub-clause, education, is a topical subject because it is related directly to the discourse topic.

There are other examples that cannot be topical subjects as shown in the following:

Consequently, ...

However, ...

For example, ...

To illustrate the point, ...

It seems probable, ...

Obviously, ...

Biologists suggests that ...

I doubt whether, ...

I would like to ...

Next, we shall discuss...

In later chapter I will attempt to ...

(Lautamatti, 1978, p. 90)

The above words, phrases, or clauses are non-topical subjects. The topical subjects are in the clauses or sentences written after the above non-topical subjects.

Furthermore, Lautamatti (1978) proposes that coherence in texts can be charted by using a system of three different kinds of progressions: parallel progression (PP), sequential progression (SP), and extended parallel progression (EPP).

In parallel progression, the sentence topics are semantically identical. That is, two or more consecutive sentences share the same topic while in sequential progression, the sentence topic is always different from the previous sentence, or the comment of the previous sentence becomes the topic of the next sentence. Finally, in extended parallel progression, a parallel progression may be temporarily interrupted by a sequential progression.

In these three kinds of progressions, Connor and Farmer (1990) explain that the parallel progression, which is the repetition of topic, is meant to reinforce the idea on the reader's mind. In the sequential progression, different sentence topics help to develop an individual topic by adding details to an idea, which is a requirement for good prose. However, too much development for a sentence topic, which is not the main idea of the essay, may distract the reader from the main idea. In the extended parallel progression, the writer returns to a topic mentioned earlier in the essay. This helps to unify the main idea of the essay.

In short, the theory of the TSA was originally developed by Lautamatti (1978) to describe coherence in text. The coherence of the text can be charted using three types of topical progressions: parallel, sequential and extended parallel. With this system, Lautamatti (1978) claims that topical structure analysis can be applied to explain coherence in a text.

3. Research Related to Topical Structure Analysis

The TSA has been used by many researchers to analyze coherence in English texts. It is also applied to essays written by L1 and L2 students. This review of previous research related to the TSA is divided into three parts: previous research applying the TSA to L1 and to L2 students and other research applying the TSA.

3.1 Research Applying the TSA to L1 Students

Lautamatti's (1978) TSA was firstly applied to L1 students in order to analyze coherence in the written text and as a revision strategy.

Witte (1983a) employed the TSA to study the argumentative essays written by 48 freshmen. The essays were rated holistically for overall quality by experienced readers of student writing, and then they were divided into two groups. One group was judged "high" in overall quality, the other group "low." The results of the study revealed that essays classified as "high-quality" were generally longer focusing on fewer topics than the "low-quality" essays. By using the TSA, he found that the better essays had more topical cohesion in the form of repetition of topical subjects while weaker essays did not include this type of topical repetition.

In another study, Witte (1983b), again using the TSA, studied the textual stimulus for revision. Eighty native English students were asked to revise an expository paragraph. These revised passages were rated and analyzed by using the TSA model. The analysis revealed that the low-scoring revisions illustrated a lack of clear focus or coherence, indicating that the revisers were uncertain about what the discourse topic was.

Moreover, Ceniglia (1990) applied the concept of the TSA with a computer program entitled STAR to teach coherence in a writing class at Purdue University in Indianapolis. He found that the TSA helped the students to be able to determine the focus of their writing more clearly and develop their subtopics more locally. The researcher further suggested that the STAR should be applied after the students had some introduction to coherence. After completing the STAR lesson, a student often needed the peer's and teacher's assistance to ascertain that they understood the concepts of the TSA clearly. These activities, as claimed by Cerniglia (1990), would help students overcome their weaknesses in writing.

Schneider and Connor (1991) applied the TSA to sample essays written for the TOEFL's Test of Written English and found that the TSA correlated well with reader's judgments of writing quality. The results of the study showed that more highly rated essays had a high proportion of sequential progression and an extended parallel progression, and this constantly helped pull the essay back to its discourse topic. Schneider and Connor (1991) considered that the TSA could be a productive approach to text analysis in composition research.

To sum up, although the TSA applied to L1 students is rare, the above studies showed the positive results which seem to suggest the TSA could improve L1 writing. Their writing can develop more cohesion and coherence. The TSA can be a productive approach that helps L1 students overcome their weaknesses in writing.

3.2 Research Applying the TSA to L2 Students

This part reviews the studies which have applied the TSA to L2 students. They include Connor and Farmer (1990), Anthony and Harama (1990), Simpson (2000), Lee (2002), Buacomecote (2003), and Kaewkaosai (2003) as shown in the following:

Connor and Farmer (1990) examined the effects of instruction with respect to students using the TSA as a revision strategy to check coherence in their own writing. Participants were some ESL students in intermediate and advanced-level writing classes at Indiana University in Indianapolis. Following the TSA, the students were asked to number the sentences in their passages and then highlight the topic in each one. They then drew diagrams of the passages, and finally they checked for the coherence of ideas and made changes accordingly. It was found that teaching the TSA to students by having them revise their first drafts had positive results in that their writing remarkably improved. Connor and Farmer (1990) recommended that the TSA be most useful for helping students to focus on the meaning of individual sentences and their interrelations; students became careful and critical readers of their own writing. They further claimed that the TSA could be used as a tool to analyze coherence in text as well as a revision strategy for a writing classroom.

In addition, the TSA was applied to examine coherence in a student's writing by Anthony and Harama (1996). The subject in the study was an international student from Japan studying for a master's degree at the University of Victoria. Copies of all the compositions that had been written by the subject since first coming to Canada as an ESL student four years earlier were used. The subject assisted the research by providing sample data and in addition described the contexts in which the

compositions were produced as well as other details about the instruction related to each composition. Six samples were selected for a detailed examination. These were chosen from consecutive periods spanning two years, from the initial ESL classes in Canada through the undergraduate period. The first three samples were non-narrative writing assignments from the ESL period, and the remaining three were regular undergraduate coursework assignments. Only the final versions submitted for grading were analyzed.

The researchers claimed that the subject was available to provide information about the intended logical structure of the text. Many of the samples were available with the teachers' grading comments. For example, a suspected divergence of topic could be confirmed by a teacher's marginal note such as a "?" or "?logic?" or "unclear." The researchers concluded that knowledge of topical structure on the part of teachers and students could provide a potent tool for communicating textual coherence.

Furthermore, Lee (2002) examined improvement in the coherence of essays written by four freshmen at the Hong Kong Polytechnic University. She taught the students six coherence topics: purpose, audience and context of situation; macrostructure; information distribution and topical development; prepositional development and modification; cohesion; and metadiscourse. In each topic, the students were taught similar instructional procedures. Firstly, they were introduced to a coherence topic and then they were asked to read handouts about those six coherence topics. Next, they did the coherence awareness-raising tasks. Finally, they did writing practice. The instruction was carried out for a 42-hour period.

Simultaneously, these students were required to write four essays on four different topics. They had to revise two essays two times and the other two three times.

After the students completed the pre-and post-revision tasks, the first and final drafts of each topic produced by four students were selected for an in-depth data analysis. Then, two kinds of data analyses were applied to the selected essays. First, the TSA was used to find out if students had improved the coherence of their writing between the first and final drafts and, secondly, two qualified raters were asked to indicate which draft was better in terms of overall coherence.

The results of the TSA analysis showed that in the post-revision essays, the students had elaborated on the sentence topics more than what they did in the pre-revision essays. They had also relied less heavily on sequential progression and were more likely to produce writing which had a clearer topical focus or coherence. They were, as a consequence, more likely to produce coherent writing. The results of the readers' evaluations clearly showed that the participants had improved the overall coherence of their writing after the revisions.

Recently, Buacomecote (2003) has applied the TSA to analyze patterns of topical structure which appeared in the junior Srinakharinwirot University (SWU) English majors' essays. Fifteen essays rated as three groups--the highest, middle, and lowest--were selected from a total of 56 essays. Each essay was divided into t-units (Polio, 1997). Then, Lautamatti's (1978) TSA was employed to plot the patterns of topical structure in those three groups of essays. The analysis showed that the writers of the high and middle rated essays employed similar patterns of topical structure. They used the parallel progression with the highest frequency followed by the extended parallel and the sequential progression respectively. Differently, in the

lowly rated essays, the most frequently used pattern was the parallel progression. The sequential and the extended parallel progression were used equally frequently.

However, the results also showed that there were no significant differences in the frequently used patterns of topical structure among those essays.

In addition, Kaewkaosai (2003) applied the TSA as a revision strategy to study Thai secondary students. Twenty-two students were assigned to write an essay of at least 100 words in the classroom. This assignment was considered the pretest. After the pretest, the students were taught the TSA for 10 weeks as a revision strategy. During the 10 weeks, the students were taught to look for the main idea, to identify sentence topic from a story, and to chart the progress of the sentence topics. Moreover, they were required to write and revise essays on different topics in order to practice writing skills and improve the coherence of their writing. After the instruction, the students were asked to write the posttest essay on the same topic as the pretest. Both the pretest and posttest essays written by the students were then rated by two Thai evaluators who were experienced and qualified in teaching English as a foreign language (EFL). The pretest and posttest scores were statistically analyzed using *t*-test in the SPSS/PC+ program. The results showed that after the students were taught the TSA as a revision strategy, they performed their writing in the posttest essays better than in the pretest. There was a significant discrepancy between the pretest and posttest scores. That is, the students benefited from using the TSA as a revision strategy after they wrote their first essays in the pretest.

3.3 Other Research Applying the TSA

The TSA has been applied not only to study L1 and L2 writing, but also to compare some linguistic features between two languages as shown in the following:

Simpson (2000) studied 20 paragraphs in English and 20 paragraphs in Spanish written in ten specific humanities journals. The paragraphs were analyzed in terms of their physical structure i.e. simple counts of the number of words, number of sentences, number of words per sentence, number of clauses and number of clauses per sentence and their topical structure. The results showed that in physical structure, the total number of words and the number of sentences in English were much greater than those in Spanish. However, these two languages held an average number of words per sentence. There were more clauses in the English paragraphs, but they had a lower number of clauses per sentence comparing to the Spanish paragraphs. In topical structure analysis, it was found that all 20 English paragraphs had some kinds of topical reoccurrences while some of the 20 Spanish paragraphs had no progressive topical development at all (4 paragraphs). This may suggest that in Spanish, the demand for coherence by repetition of topics was not as strong as it is in English.

To sum up, this chapter reviewed the t-unit analysis, the TSA (Lautamatti, 1978) and research involving the TSA to provide background to the current study. The t-unit was developed by Hunt in 1970. It is a technique of dividing the body of a student composition. Hunt's (1970) t-unit analysis system was applied and studied by Polio (1997). The t-unit analysis is an effective measurement to segment a student's writing. Moreover, the TSA is a model to describe coherence in text. Lautamatti (1978) states that coherence in text focuses on the semantic relationships that exist between sentence topics and the discourse topic. The TSA can be used to examine

how topics repeat, shift and return to earlier topics in discourse. In other words, three possible progressions result in coherent discourse: parallel, sequential, and extended parallel progressions. The TSA has been adopted by many researchers to analyze coherence in English texts. Also, it has been applied as a revision strategy for both L1 and L2 students. Many studies have shown that the TSA is a fair predictor of writing quality and as a revising tool. In other words, students can improve their writing when they are taught to use the TSA as a revision strategy. Their writings are better than the previous ones because the sentence topics are more related to the discourse topic.

CHAPTER 3

METHODOLOGY

This chapter describes the method used in selecting the informants and the procedures employed to analyze the data.

Informants

The informants of this study were 15 second-year English majors who enrolled in the course EN 231: Basic Writing in the Faculty of Humanities at SWU, in the first semester of the academic year 2003. The whole population was 90 students from five groups. In each group, three students' writings were randomly selected to analyze the pattern of topical structure.

Procedures

1. Data Collection

The data were collected two times. The first one was on July 21, 2003, and the second on September 24, 2003. The informants were asked to write two essays of at least 300 words on the topic “Why do you think people attend college or university?” for the first writing and the topic “Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?” for the second one. In both data collections, the students were given two hours to complete the tasks, and they were not allowed to use a dictionary.

2. Data Analysis

The data were analyzed as follows:

2.1 Based on the TSA (Lautamatti, 1978), coherence in text is focused on the semantic relationships between sentence topics and the discourse topic. Thus, grammatical errors were ignored in this study.

2.2 Each of the 30 essays was divided into t-units.

2.3 The sentence topic of each t-unit in each essay was then highlighted.

2.4 Lautamatti's (1978) TSA three forms of progressions--parallel, sequential, and extended parallel-- were used to plot the pattern of topical structure.

2.5 A diagram of topical structure of each essay was then drawn.

2.6 The t-units constituting the parallel, sequential, and extended parallel progressions in each essay were counted and calculated in percentage in order to find the frequency of the patterns of topical structure between the first and the second writing.

2.7 The results from both the first and second essays were tabulated and compared.

2.8 Conclusions and discussion were drawn from the findings.

Limitations of the study and suggestions for further studies were made.

Statistical Analysis

The t-units constituting the parallel, sequential and extended parallel progressions in each essay were counted and calculated in percentage using the following formula:

$$\text{The percentage of each progression} = \frac{\text{The number of t-units of each progression used} \times 100}{\text{The number of all t-units}}$$

In brief, the informants of this study were 15 second-year English majors selected from the total of 90 students in five groups (three from each). They were asked to write two essays of at least 300 words on two different topics. Then, 30 essays from the two tests were divided into t-units (Polio, 1997). Next, each essay was analyzed by adopting the TSA (Lautamatti, 1978). The frequency of each progression in both first and second writings was calculated in percentage. Then, the results from both the first and second essays were tabulated and compared to see whether the patterns of topical structure were different in the first and the second writings. Finally, conclusion and discussion were drawn from the findings. Limitations of the study and suggestions for further studies were made.

CHAPTER 4

FINDINGS

In this chapter, the pattern of topical structure and the percentage of frequency in each essay are illustrated in Tables 1-30. A comparison of the patterns of topical structure in each pair and each group of essays written on the different topics are shown in Tables 31-32 respectively. Under each Table, some plausible explanations are given. Remark that the alphabets a and b are added behind the number to separate the essays written on a different topic (a is used for the essays written on the first topic “Why do you think people attend college or university?” and b for the second one “Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?”) For example, essay 1a means that the essay was written by the first informant on the first topic, and essay 1b means that the essay was written by the first informant on the second topic.

1. Pattern, Frequency, and Percentage in Each Essay

In the following Tables, 1-30, the pattern of topical structure and the frequency and the percentage in each pair of the essays are shown.

Table 1 Topical Structure Analysis in Essay 1a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	colleges and universities	PP
2	The most of people	SP
3	the entrance examination	SP
4	people	EPP
5	they	PP
6	Companies	SP
7	people	EPP
8	They	PP
9	Studying	SP
10	relationship	SP
11	They	EPP
12	a lot of people	SP
13	they	EPP
14	they	PP
15	Some subject	SP
16	they	EPP
17	their English	SP
18	a fantastic experience	SP
19	they	EPP
20	Doing activities	SP
21	Teachers	SP
22	teachers	PP
23	Education	SP
24	Nobody	SP
25	they	EPP
26	we	SP
27	Someone	SP
28	they	PP
29	education	EPP
PP = 6 = 20.69%		
SP = 15 = 51.72%		
EPP = 8 = 27.59%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 1 shows the pattern of topical structure in the first informant's essay written on the first topic. It indicates that the highest frequently used topical structure in the essay 1a is the sequential progression (51.72%). The frequency of the extended parallel and the parallel progressions is almost the same (27.59% and 20.69%

respectively). The diagram shows that the writer frequently changes the sentence topic. However, the writer returns to the sentence topic mentioned earlier. Therefore, the sequential and the extended parallel progressions are frequently used. As a whole, this essay seems to be coherent because the writer can present and support her idea by using the sequential progression. Moreover, she can control her essay by using the extended parallel progression.

Table 2 Topical Structure Analysis in Essay 1b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	my life in the future	SP
3	people	SP
4	They	PP
5	they	PP
6	they	PP
7	They	PP
8	My mother	SP
9	she	PP
10	Her life	SP
11	my money	SP
12	my life	EPP
13	my money	EPP
14	my money	PP
15	the expensive things	SP
16	the cheap things	SP
17	they	PP
18	my money	EPP
19	my money	PP
20	a lot of money	EPP
21	my life	EPP
22	I	SP
23	I	PP
24	money	EPP
25	my money	EPP
26	my life in the future	EPP
27	Money	EPP
28	money	PP
29	Saving money	SP
30	everyone	SP
PP = 11 = 36.67%		
SP = 10 = 33.33%		
EPP = 9 = 30.00%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 2 shows the pattern of topical structure in the first informant's essay written on the second topic. It shows that all types of progression are almost equally used. The percentages of the use of the parallel, sequential, and extended parallel

progressions are 36.67, 33.33, and 30.00 respectively. Between the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the extended parallel progression and the parallel progression, whereas in the second one, the parallel progression is the most frequently used followed by the sequential and the extended parallel progression.

Table 3 Topical Structure Analysis in Essay 2a

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	college or university	PP
2	university	PP
3	their lifes	SP
4	They	SP
5	they	PP
6	students	SP
7	Somebody	PP
8	the reality	SP
9	lot of attention in studying	SP
10	they	EPP
11	they	PP
12	This paper	SP
13	it	PP
14	somebody	EPP
15	the students	PP
16	people	EPP
17	they	PP
18	Somebody	PP
19	they	PP
20	the students	EPP
21	they	PP
22	a student	PP
23	They	PP
24	yourself	SP
PP = 13 = 54.17%		
SP = 7 = 29.17%		
EPP = 4 = 16.67%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 3 shows the pattern of topical structure in the second informant's essay written on the first topic. In Table 3, the most frequently used type of topical progression is the parallel progression (54.17%). The second most frequently used is the sequential progression (29.17%), and the least used is the extended parallel progression (16.67%). The writer often writes the essay by using the same sentence topic; therefore, the pattern of the topical structure of this essay is mostly the parallel progression.

Table 4 Topical Structure Analysis in Essay 2b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	the question	SP
3	time	SP
4	money	EPP
5	four reasons	SP
6	my future education	SP
7	going to study abroad	SP
8	it	PP
9	it	PP
10	my parents' money	SP
11	they	SP
12	my own money	SP
13	the good start	SP
14	a job	SP
15	money	EPP
16	money	PP
17	the insurance	SP
18	it	PP
19	money	EPP
20	It	PP
21	saving money	SP
22	an accident, fire, flood, epidemic	SP
23	saving money	EPP
24	money	EPP
25	it	PP
26	for keeping	SP
27	for using	SP
28	money	EPP
29	some money	PP
30	my future	SP
31	using money	SP
32	the future	SP
33	money	EPP
34	money	PP
35	it	PP
36	my future's life	EPP
PP = 10 = 27.78%		
SP = 18 = 50.00%		
EPP = 8 = 22.22%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 4 shows the pattern of topical structure in the second informant's essay written on the second topic. It reveals that the sequential progression is the most frequently used (50.00%). The parallel progression is the second highest (27.78%). The least used is the extended parallel progression (22.22%). The diagram shows that the essay seems coherent. The writer focuses on the sentence topics money, and she gives some details to support the idea. The sequential progression, thus, is used the most. Between the first and the second writings, the patterns of topical structure are different. In the first writing, the parallel progression is the most frequently used followed by the sequential progression and the extended parallel progression, whereas in the second one, the sequential progression is the most frequently used followed by the parallel and the extended parallel progressions respectively.

Table 5 Topical Structure Analysis in Essay 3a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	University	PP
2	high school	SP
3	students	SP
4	university	EPP
5	Studying in the university	SP
6	every students	EPP
7	universities	EPP
8	university	PP
9	students	EPP
10	students	PP
11	everybody	PP
12	you	SP
13	some values	SP
14	Chulalongkorn University	SP
15	the most students	EPP
16	Students in the university	SP
17	way of thinking and more responsible	SP
18	The university	EPP
19	knowledge	SP
20	they	EPP
21	everything	SP
22	new environment	SP
23	many good experiences	SP
24	the university	EPP
25	Everybody	EPP
26	you	EPP
27	university	EPP
PP = 4 = 14.81%		
SP = 12 = 44.44%		
EPP = 11 = 40.74%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 5 shows the pattern of topical structure in the third informant's essay written on the first topic. It illustrates that the sequential progression is the most frequently used (44.44%). The extended parallel progression is the second highest (40.74%), followed by the sequential progression (14.81%). The diagram shows that the writer controls her idea effectively. She gives many details to explain why people

attend college or university. After some details, she returns to the topic she has discussed earlier. Therefore, the sequential and the extended parallel progressions are mostly used.

Table 6 Topical Structure Analysis in Essay 3b

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	it	PP
3	it	PP
4	money	PP
5	the clothes	SP
6	things that are really important for my life	SP
7	They	PP
8	money	EPP
9	money	PP
10	I	SP
11	Everyone	SP
12	the bank	SP
13	the best way	SP
14	The wrong ways of spending money	SP
15	many ornament, clothes, shoes	SP
16	The lottery and bets	SP
17	men	SP
18	women	SP
19	women	PP
20	the money	EPP
21	saving money	SP
22	something	SP
23	my money	SP
24	money	EPP
25	Something	EPP
26	money	EPP
27	money	PP
28	money	PP
PP = 9 = 32.14%		
SP = 14 = 50.00%		
EPP = 5 = 17.86%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 6 shows the pattern of topical structure in the third informant's essay written on the second topic. It indicates that the highest frequently used pattern is the sequential progression (50.00%). The parallel progression is the second rate (32.14%). The least used is the extended parallel progression (17.86%). The diagram shows that the writer always changes the sentence topic. Especially in t-unit 9-18, the sentence topics are changed from the word money to I, everyone, the bank, the best way, the wrong ways of spending money, many ornament, clothes, shoes, the lottery and bets, and men respectively. Between the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the extended parallel progression and the parallel progression. On the other hand, in the second one, the sequential progression is the most frequently used followed by the parallel and the extended parallel progressions respectively.

Table 7 Topical Structure Analysis in Essay 4a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	people	PP
2	people	PP
3	government	SP
4	government and people	SP
5	people	EPP
6	Someone	PP
7	Someone	PP
8	Someone	PP
9	Someone	PP
10	people	PP
11	People	PP
12	they	PP
13	college or university	SP
14	university	PP
15	they	PP
16	some activities	SP
17	Someone	EPP
18	someone	PP
19	They	EPP
20	Someone	EPP
21	They	PP
22	everyone	PP
23	they	PP
24	The world of knowledge and friendship	SP
PP = 15 = 62.50%		
SP = 5 = 20.83%		
EPP = 4 = 16.67%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 7 shows the pattern of topical structure in the fourth informant's essay written on the first topic. The diagram in Table 7 clearly shows that the sentence topics which constitute the parallel progression are found with the highest frequency (62.50%). The sequential and the extended parallel progressions are found less often (20.83% and 16.67% respectively). The diagram also shows that the writer uses four words to convey the same meaning: people (t-unit 1), someone (t-unit 6), they

(t-unit 12), and everyone (t-unit 22). Therefore, the parallel progression is the most frequently used.

Table 8 Topical Structure Analysis in Essay 4b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	the future	SP
3	The future	PP
4	the future	PP
5	many things	SP
6	money	EPP
7	money	PP
8	their culture	SP
9	my money	SP
10	money	EPP
11	my dream	SP
12	my money	EPP
13	my money	PP
14	someone	SP
15	my money	EPP
16	money	EPP
17	it	PP
18	anything	SP
19	money	EPP
20	one reason	SP
21	my parents	SP
22	everything	SP
23	they	EPP
24	one thing	EPP
25	love	SP
26	my love	PP
27	my money	EPP
28	it	EPP
29	my money	EPP
30	thinking of something	SP
PP = 7 = 23.33%		
SP = 12 = 40.00%		
EPP = 11 = 36.67%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 8 shows the pattern of topical structure in the fourth informant's essay written on the second topic. It illustrates that the pattern frequently used is the sequential progression (40.00%), followed by the extended parallel progression (36.67%). The parallel progression is used the least (23.33%). The diagram also shows that the writer always changes the sentence topic, but she returns to the topic mentioned. Therefore, the sequential and the extended parallel progressions are used more frequently than the parallel progression. If we compare the first and the second writings, the patterns of topical structure are different. In the first writing, the parallel progression is the most frequently used followed by the sequential progression and the extended parallel progression. On the other hand, in the second one, the sequential progression is the most frequently used followed by the extended parallel and the parallel progressions respectively.

Table 9 Topical Structure Analysis in Essay 5a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	Entrance Examination	PP
2	It	PP
3	Many of them	SP
4	some	PP
5	many students	PP
6	They	PP
7	Everybody	PP
8	4 main reasons	SP
9	knowledge	SP
10	Universities	SP
11	knowledge	EPP
12	Knowledge	PP
13	The library in university	SP
14	Searching in the library	SP
15	they	EPP
16	they	PP
17	We	SP
18	Someone	EPP
19	they	PP
20	Many companies	SP
21	companies	PP
22	they	EPP
23	someone	PP
24	their future	SP
25	some parents	SP
26	many children	SP
27	their parents	SP
28	many reasons	SP
29	a nice way	
PP = 11 = 37.93%		
SP = 14 = 48.28%		
EPP = 4 = 13.79%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 9 shows the pattern of topical structure in the fifth informant's essay written on the first topic. It reveals that the highest frequently used pattern is the sequential progression (48.28%). The parallel progression is the second highest

(37.93%), followed by the extended parallel progression (13.79%). From the diagram shown, the writer shifts her idea at the end of the essay. The sentence topics from t-units 23-29 are different: someone, their future, some parents, many children, their parents, many reasons, and a nice way respectively. This essay may not be coherent because the writer does not return to the previous sentence topic.

Table 10 Topical Structure Analysis in Essay 5b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	Saving my money...	PP
2	money	SP
3	money	PP
4	it	PP
5	Everybody	SP
6	some	PP
7	some	PP
8	most of all purposes	SP
9	their own money	SP
10	no one	SP
11	we	SP
12	it	EPP
13	life	SP
14	bad accident	SP
15	a lot of money	EPP
16	no one	EPP
17	what will happen	SP
18	saving money	EPP
19	This world	SP
20	our time	SP
21	bad accident	EPP
22	everything	SP
23	imperfect human	SP
24	our life	EPP
25	some money	EPP
26	the value of the money	SP
27	it	PP
28	2 persons	SP
29	his own money	SP
30	his parents	SP
31	that thing	SP
32	the first person	SP
33	his own money	EPP
34	a reasonable one	SP
35	saving money	EPP
36	the value of money	EPP
37	money	EPP
38	I	SP
39	reasons before buying it	SP
40	saving money	EPP
41	many benefits	SP
42	saving your own money	EPP
PP = 6 = 14.29%		
SP = 23 = 54.76%		
EPP = 13 = 30.95%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 10 shows the pattern of topical structure in the fifth informant's essay written on the second topic. The highest frequently used pattern is the sequential progression (54.76%). The extended parallel progression is the second rate (30.95%), followed by the parallel progression (14.29%). If we compare the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the parallel progression and the extended parallel progression. On the other hand, in the second one, the sequential progression is the most frequently used followed by the extended parallel and the parallel progressions respectively.

Table 11 Topical Structure Analysis in Essay 6a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	people	PP
2	university	SP
3	knowledges	SP
4	University	EPP
5	friends, activities, experiences	SP
6	Activities	PP
7	Its	PP
8	I	SP
9	I	PP
10	I	PP
11	activities	EPP
12	Its	PP
13	English major	SP
14	speaking, reading, writing in English	SP
15	the english	PP
16	I	EPP
17	Professors	SP
18	people	EPP
19	My dream	SP
20	the tour company	SP
21	University	EPP
22	Ecotourism Minor	SP
23	the english	EPP
24	Guide	SP
25	Many knowledge in university	EPP
26	the foreigner	SP
27	Many experiences in university	EPP
28	Friends	EPP
29	Friends	PP
30	Friends	PP
31	They	PP
32	University	EPP
33	the good things	SP
34	We	SP
35	We	PP
36	the new experiences, knowledges and ...	SP
37	The knowledges	EPP
PP = 11 = 29.73%		
SP = 15 = 40.54%		
EPP = 11 = 29.73%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 11 shows the pattern of topical structure in the sixth informant's essay written on the first topic. The diagram shows that it is a long essay because it has 37 t-units. The most frequently used topical structure is the sequential progression (40.54%), followed by the parallel and the extended parallel progressions which are equally used (29.73%). From the diagram, it seems that the writer always repeats, changes, and comes back to the topic. This is the reason why the parallel, sequential and extended parallel progressions are almost equally used.

Table 12 Topical Structure Analysis in Essay 6b

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	Each person	PP
2	money	SP
3	money	PP
4	money	PP
5	it	PP
6	money	PP
7	my parent	SP
8	The money saving	SP
9	money	EPP
10	things that is only useful	SP
11	the useless things	SP
12	money	EPP
13	money	PP
14	salary	PP
15	money	PP
16	money	PP
17	the future	SP
18	a lot of money	EPP
19	money	PP
20	money for my future	PP
21	The future	EPP
22	It	PP
23	my future	PP
24	money	EPP
25	the saving	EPP
26	what we buy	SP
27	money	EPP
28	money	PP
29	the salary	PP
30	money	PP
31	for saving	SP
32	for spending	SP
33	money	EPP
34	money	PP
35	money	PP
36	money	PP
37	things	SP
38	It	PP
39	Somethings	SP
40	somethings	PP
PP = 21 = 52.50%		
SP = 11 = 27.50%		
EPP = 8 = 20.00%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 12 shows the pattern of topical structure in the sixth informant's essay written on the second topic. The diagram in Table 12 clearly shows that the parallel progression is the most frequently used (52.50%), followed by the sequential progression (27.50%). The extended parallel progression is used the least (20.00%). The sentence topic money is used in 23 t-units out of 40 t-units because the writer tries to explain why we should save money. Therefore, the parallel progression is the most frequently used. If we compare the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the parallel progression and the extended parallel progressions which are equally used, whereas in the second one, the parallel progression is the most frequently used followed by the sequential and the extended parallel progressions respectively.

Table 13 Topical Structure Analysis in Essay 7a

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	People	PP
2	Each other	PP
3	people	PP
4	↓ Their parents	SP
5	↓ their children	SP
6	↓ the knowledge	SP
7	↓ nobody	SP
8	↓ money or poverty	SP
9	People	EPP
10	↓ our world	SP
11	↓ knowledge	SP
12	↓ The knowledge	PP
13	↓ a knowledge	PP
14	↓ an employee, a taxi driver, a thief or a criminal	SP
15	everybody	EPP
16	They	PP
17	↓ bachelor's degree	SP
18	Most of people	EPP
19	↓ master's degree	SP
20	↓ bachelor's degree	EPP
21	Everybody	EPP
22	↓ university	SP
23	↓ you	SP
24	↓ the knowledge	EPP
25	↓ knowledge	PP
26	↓ the goodness	SP
27	↓ knowledges and goodness	SP
28	↓ a good work, good family, and good life	SP
PP = 7 = 25.00%		
SP = 15 = 53.57%		
EPP = 6 = 21.43%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 13 shows the pattern of topical structure in the seventh informant's essay written on the first topic. It also shows that the highest frequently used topical structure is the sequential progression (53.57%). The parallel progression is the second highest (25.00%). It is almost equal to the extended parallel progression (21.43%). The diagram also reveals that there are similar patterns among t-units 3-8,

9-14, and 21-28. In each section of these t-units, the sequential progression is highly used. All of the sentence topics such as people, knowledge, and university are related to the discourse topic. Therefore, this essay seems to be coherent.

Table 14 Topical Structure Analysis in Essay 7b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	Money	PP
3	money	PP
4	money	PP
5	they	SP
6	you	SP
7	a big house	SP
8	You	EPP
9	You	PP
10	money	EPP
11	money	PP
12	some time in the future	SP
13	money	EPP
14	it	PP
15	an accident	SP
16	money	EPP
17	money	PP
18	everything	SP
19	what will happen	SP
20	Having money	EPP
21	your father or your mother	SP
22	children	SP
23	high education and good life	SP
24	the future	EPP
25	money	EPP
26	money	PP
27	money	PP
28	it	SP
PP = 10 = 35.71%		
SP = 11 = 39.29%		
EPP = 7 = 25.00%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 14 shows the pattern of topical structure in the seventh informant's essay written on the second topic. The highest frequently used pattern is the sequential progression (39.29%). The parallel progression is the second rate (39.29%), followed by the extended parallel progression (25.00%). Between the first and the second writings, the patterns of topical structure are similar. That is, in both writings, the sequential progression is the most frequently used followed by the parallel progression and the extended parallel progressions.

Table 15 Topical Structure Analysis in Essay 8a

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	people	PP
2	a job	SP
3	new experiences	SP
4	new friends	SP
5	lots of friends	PP
6	an adventure	SP
7	many students	SP
8	they	PP
9	Thai children	SP
10	you	SP
11	The knowledge	SP
12	it	PP
13	It	PP
14	You	EPP
15	You	PP
16	you	PP
17	you	PP
18	a good career	SP
19	good jobs, good money	SP
20	a little part of them	EPP
21	the populations	SP
22	they	PP
23	a big problem	SP
24	workers	SP
25	The companies	SP
26	we	SP
27	they	EPP
28	people	EPP
PP = 9 = 32.14%		
SP = 15 = 53.57%		
EPP = 4 = 14.29%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 15 shows the pattern of topical structure in the eighth informant's essay written on the first topic. It indicates that the most frequently used topical structure is the sequential progression (53.57%), followed by the parallel progression (32.14%). The least used is the extended parallel progression (14.29%). The diagram shows that the writer can control the idea of the essay. Although she frequently changes the

sentence topic at the beginning, she returns to the first sentence topic people. This pattern is almost the same among t-units 20-28.

Table 16 Topical Structure Analysis in Essay 8b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	the money	PP
3	lots of money	PP
4	an operation	SP
5	headache, cancer, or heart attack	SP
6	an accident	SP
7	the money	EPP
8	my family	SP
9	a lot of fighting for jobs	SP
10	my own business	SP
11	my children	SP
12	a lot of money	EPP
13	the money for spending	SP
14	this money	PP
15	money for travelling	SP
16	eating the foods	SP
17	my life	SP
18	the money for my children	SP
19	they	SP
20	they	PP
21	money	EPP
22	money	PP
PP = 6 = 27.27%		
SP = 13 = 59.09%		
EPP = 3 = 13.64%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 16 shows the pattern of topical structure in the eighth informant's essay written on the second topic. The sequential progression is used the most (59.09%), followed by the parallel progression (27.27%). The least used type is the extended parallel progression (13.64%). The diagram clearly shows a specific pattern of topical structure from t-units 3-20. In these t-units, the writer tries to explain why she should save money. She gives a lot of details to support her idea. For example, the reasons for saving money are in a case of an accident, for her family, her children, and her future. Thus, the sequential progression is highly used. In the last two

t-units, she returns to the main sentence topic money to conclude that why she wants to save money. If we compare the essay to the first writing, the writer uses the same pattern of topical structure. She uses the sequential progression the most followed by the parallel progression and the extended parallel progression respectively.

Table 17 Topical Structure Analysis in Essay 9a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	people	PP
2	they	PP
3	Education	SP
4	Education	PP
5	People	EPP
6	you	SP
7	they	EPP
8	they	PP
9	A college or an university	SP
10	knowledge or skills	SP
11	Education	EPP
12	employer	SP
13	a qualification	SP
14	the employer	EPP
15	you	EPP
16	Education	EPP
17	a businessman	SP
18	your business	SP
19	a big bonus, much salary and good social status	SP
20	a college or an university	EPP
21	An Education	EPP
22	knowledge and skills	EPP
23	a good life or bad life	SP
24	knowledge or skills	EPP
PP = 4 = 16.67%		
SP = 10 = 41.67%		
EPP = 10 = 41.67%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 17 shows the pattern of topical structure in the ninth informant's essay written on the first topic. It shows that the sequential progression and the extended parallel progressions are as frequently used (41.67%). The parallel progression is used the least (16.67%). The diagram shows that the writer always changes the sentence topic. For example, in t-units 17-19, the sentence topics are a businessman, your business, and a big bonus. They all are different. However, after changing the sentence topic, she always returns to the previous one. The sequential and the extended parallel progressions are equally used.

Table 18 Topical Structure Analysis in Essay 9b

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	my money	PP
2	my future	SP
3	a lot of money	SP
4	an unemploy	SP
5	my money	EPP
6	my money	PP
7	my money	PP
8	my parent money	SP
9	my money	EPP
10	a guitar	SP
11	My parents	SP
12	my money	EPP
13	my saving money	PP
14	my guitar	EPP
15	a master degree	SP
16	a lot of money	EPP
17	my money	EPP
18	money	EPP
19	a lot of money	PP
20	money	PP
21	a lot of money	PP
22	People	SP
23	his money	SP
24	a lot of saving money	EPP
25	money	EPP
26	my saving money	EPP
27	my money	PP

PP = 8 = 29.63%
 SP = 9 = 33.33%
 EPP = 10 = 37.04%

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 18 shows the pattern of topical structure in the ninth informant's essay written on the second topic. It also shows that the pattern of progression frequently used is the extended parallel progression (37.04%) followed by the sequential progression (33.33%). The parallel progression is used the least (29.63%). The diagram shows that the writer often uses the same sentence topic, changes, and

returns to it. Therefore, the parallel, sequential, and extended parallel progressions are almost equally used. Between the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential and the extended parallel progressions are the most frequently used followed by the parallel progression. On the other hand, in the second one, the extended parallel progression is the most frequently used followed by the sequential and the extended parallel progressions respectively.

Table 19 Topical Structure Analysis in Essay 10a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	the students	PP
2	They	PP
3	most people	PP
4	University	SP
5	It	PP
6	they	EPP
7	it	EPP
8	Someone	EPP
9	someone	PP
10	everybody	PP
11	Many things in university	SP
12	they	EPP
13	university	EPP
14	university	PP
15	value of people	SP
16	Someone	SP
17	Study in classroom and activities	SP
18	new experiences	SP
19	both of them	EPP
20	your limit ability	SP
21	Studying in university	SP
22	friends	SP
23	friends	PP
24	You and they	SP
25	your teacher	SP
26	new experiences	EPP
27	them	PP
28	a good future	SP
29		
PP = 10 = 35.71%		
SP = 11 = 39.29%		
EPP = 7 = 25.00%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 19 shows the pattern of topical structure in the 10th informant's essay written on the first topic. The most frequently used topical structure is the sequential progression (39.29%), followed by the parallel progression (35.71%) and the extended parallel progression (25.00%). The writer presents several reasons why

most people attend college or university. She develops her ideas by adding several supporting details. For example, she presents that when people attend college or university, they acquire new experience by studying, doing activities, and exchanging ideas with friends as shown in t-units 17, 18, 21, and 22.

Table 20 Topical Structure Analysis in Essay 10b

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	Saving money...	PP
2	money	SP
3	money	PP
4	many problems	SP
5	the value of money	SP
6	money	EPP
7	it	PP
8	a notebook	SP
9	everything that I spend money	SP
10	All this things	PP
11	saving money ...	EPP
12	my home	SP
13	money	EPP
14	some bank	SP
15	it	EPP
16	anything that will happen in the future	SP
17	money	EPP
18	car and house	SP
19	money	EPP
20	saving money	EPP
21	spending and saving	SP
22	the things	SP
23	this methods	SP
PP = 4 = 17.39%		
SP = 12 = 52.17%		
EPP = 7 = 30.43%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 20 shows the pattern of topical structure in the 10th informant's essay written on the second topic. It indicates that the sequential progression is the most frequently used (52.17%) while the extended parallel progression is in the second rate (30.43%) followed by the parallel progression (17.39%). If we compare the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the parallel and the extended parallel progressions. On the other hand, in the second one, the sequential progression is the most frequently used followed by the extended parallel progression and the parallel progressions respectively.

Table 21 Topical Structure Analysis in Essay 11a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	Studying	PP
2	they	SP
3	Attending in university	SP
4	most people	EPP
5	they	PP
6	they	PP
7	a knowledge	SP
8	information of each university	SP
9	the knowledge	EPP
10	the subject	SP
11	language for career major	SP
12	All students	SP
13	languages	SP
14	Someone	EPP
15	Someone	PP
16	languages	EPP
17	mathmatics	SP
18	Mathmatics	PP
19	the subjects	EPP
20	graduation	SP
21	jobs	SP
22	knowledge	EPP
PP = 5 = 22.73%		
SP = 11 = 50.00%		
EPP = 6 = 27.27%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 21 shows the pattern of topical structure in the 11th informant's essay written on the first topic. The sequential progression is used the most (50.00%) followed by the extended parallel progression (27.27%) and the parallel progression (22.73%). The sequential progression is used the most because the writer always changes the sentence topic. For example, from t-units 9-13, all sentence topics are different: the knowledge, the subject, language for career major, all students, and languages respectively.

Table 22 Topical Structure Analysis in Essay 11b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	it	PP
3	money	PP
4	money → many advantages	SP
5	money	EPP
6	money → money for curing	SP
7	money → you or your family's member	SP
8	a lot of money	EPP
9	money	PP
10	money → money for your new family's payment	SP
11	money → Anyone	SP
12	a lot of money	EPP
13	a lot of money → your child tuition's fee and many payments	SP
14	a lot of money → A family with financial problems	SP
15	money	EPP
16	money → something	SP
17	money	EPP
18	a big amouth of money	PP
19	a big amouth of money → your learning	SP
20	money	EPP
21	it	PP
22	it → financial problems	SP

PP = 6 = 27.27%

SP = 10 = 45.45%

EPP = 6 = 27.27%

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 22 shows the pattern of topical structure in the 11th informant's essay written on the second topic. The highest frequently used pattern is the sequential progression (45.45%). The parallel progression and the extended parallel progression are used at the same rate (27.27%). Between the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the extended parallel progression and the parallel progression. On the other hand, in the second one, the sequential and

the parallel progressions are the most frequently used followed by the extended parallel progression.

Table 23 Topical Structure Analysis in Essay 12a

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	people	PP
2	they	PP
3	many basic subjects	SP
4	work	SP
5	their dreams	SP
6	the dreams	PP
7	many subjects	EPP
8	Someone	EPP
9	They	PP
10	Someone	PP
11	They	PP
12	The people	PP
13	the people	PP
14	high school	SP
15	a Bachelor Degree	SP
16	it	PP
17	a guarantee paper	PP
18	university	SP
19	people	EPP
PP = 10 = 52.63%		
SP = 6 = 31.58%		
EPP = 3 = 15.79%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 23 shows the pattern of topical structure in the 12th informant's essay written on the first topic. It reveals that this essay is very short because it has only 19 t-units. The highest frequently used is the parallel progression (52.63%). The sequential progression is in the second rate (31.58%) followed by the extended parallel progression (15.79%). The diagram also shows that most sentence topics are on the word people (t-units 1, 2, 8-13, and 19). Thus, the parallel progression is the most frequently used.

Table 24 Topical Structure Analysis in Essay 12b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	money	PP
3	travelling	SP
4	the sea	SP
5	money	EPP
6	Similan Island	SP
7	a boring trip	SP
8	a diving certificate	SP
9	Samet Island	SP
10	a jet ski	SP
11	money	EPP
12	My close friend	SP
13	I	SP
14	tennis ticket	SP
15	Anddy Roddick	SP
16	a good time	SP
17	money	EPP
18	bachelor's Degree	SP
19	Advertising Create	SP
20	J Walter company	SP
21	England	SP
22	Saint Martin University	SP
23	It	PP
24	design	SP
25	design	PP
26	creation	SP
27	a lot of dog food	SP
28	the day	SP
29	money	EPP
30	other people	SP
PP = 4 = 13.33%		
SP = 22 = 73.33%		
EPP = 4 = 13.33%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 24 shows the pattern of topical structure in the 12th informant's essay written on the second topic. It also shows that the most frequently used type is the sequential progression (73.33%) while the parallel and the extended parallel progressions are equally used (13.33%). The diagram shows that the writer gives a

lot of details to support her idea what she will do when earning money. The sequential progression, therefore, is the most frequently used. The diagram also indicates that after changing the sentence topic, the writer returns to the main sentence topic money. This pattern is shown in t-units 1-5, 6-11, 12-17, and 18-29. Although the sequential progression is used the most, the writer also uses the extended parallel progression to pull the idea back to the previous sentence topic. This helps to control the idea of her essay. If we compare the first and the second writings, the patterns of topical structure are different. In the first writing, the parallel progression is the most frequently used followed by the sequential progression and the extended parallel progression. On the other hand, in the second one, the sequential progression is the most frequently used followed by the extended parallel and the parallel progressions which are equally used.

Table 25 Topical Structure Analysis in Essay 13a

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	People	PP
2	they	PP
3	Education	SP
4	Most young people in Thailand	SP
5	They	PP
6	They	PP
7	university or college	SP
8	a job	SP
9	the entrance examination	SP
10	university or college	EPP
11	knowledge	SP
12	people	EPP
13	friends or close friends	SP
14	a part of them	EPP
15	new friends, new teacher and new social	SP
16	knowledge	EPP
17	a student in university	SP
18	they	PP
PP = 5 = 27.78%		
SP = 9 = 50.00%		
EPP = 4 = 22.22%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 25 shows the pattern of topical structure in the 13th informant's essay written on the first topic. The highest frequently used pattern is the sequential progression (50.00%). The second rate is the parallel progression (27.78%), followed by the extended parallel progression (22.22%). The diagram shows that the writer often changes the sentence topic, especially from t-units 12-18. Thus, the sequential progression is the most frequently used.

Table 26 Topical Structure Analysis in Essay 13b

No.of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	U.S.A and France	SP
3	U.S.A	PP
4	money	EPP
5	it	PP
6	a rich person	SP
7	a poor people	SP
8	money	EPP
9	graduation	SP
10	Business Computer and Grahpfic Design	SP
11	a lot of money	EPP
12	money	PP
13	a Computer Programmer	SP
14	a little beakery	SP
15	flower shop	SP
16	money	EPP
17	the bank	SP
18	a value of money	SP
19	a luxurious person	SP
20	value of money	EPP
21	my dream	SP
22	money	EPP
23	money	PP
24	money	PP
25	money	PP
26	a rich person	EPP
PP = 7 = 26.92%		
SP = 12 = 46.15%		
EPP = 7 = 26.92%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 26 shows the pattern of topical structure in the 13th informant's essay written on the second topic. It illustrates that the sequential progression is used with the highest rate (46.15%). The parallel progression and the extended parallel progression are used at the same rate (26.92%). Between the first and the second writings, the patterns of topical structure are different. In the first writing, the sequential progression is the most frequently used followed by the parallel

progression and the extended parallel progression. On the other hand, in the second one, the sequential progression is the most frequently used followed by the extended parallel and the parallel progressions which are equally used.

Table 27 Topical Structure Analysis in Essay 14a

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	college or university	PP
2	trend for teenager in Thailand	SP
3	many teenager in Thailand	SP
4	they	PP
5	their parents	SP
6	they	PP
7	a force way	SP
8	education	SP
9	this information	PP
10	England	SP
11	teenager in many countrys	SP
12	They	PP
13	they	PP
14	they	PP
15	education	EPP
16	education	PP
17	education	PP
18	education	PP
19	High grade in university ...	SP
20	parents	EPP
21	a freedom for children	SP
PP = 10 = 47.62%		
SP = 9 = 42.86%		
EPP = 2 = 9.52%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 27 shows the pattern of topical structure in the 14th informant's essay written on the first topic. It indicates that the parallel and the sequential progressions are almost equally used (47.62% and 42.86% respectively). The least used is the extended parallel progression (9.52%). The high frequency of the parallel and the sequential progressions shows that the writer always changes the sentence topic and

elaborates on it. On the other hand, the extended parallel progression is rarely used.

It means that the writer does not go back to the previous topic.

Table 28 Topical Structure Analysis in Essay 14b

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	money	PP
2	money	PP
3	money	PP
4	salary	PP
5	money	PP
6	money	PP
7	you	SP
8	you	PP
9	salary	EPP
10	it	PP
11	money	PP
12	money	PP
13	an emergency situation	SP
14	money	EPP
15	you	EPP
16	the hospital	SP
17	a lot of money	EPP
18	a kind person	SP
19	a type of person	SP
20	the future	SP
21	it	PP
22	your own money	SP
23	school	SP
24	your degree	SP
25	money	EPP
26	other person money	SP
27	a great person	SP
28	a responsibility person	SP
29	your family and your friend	SP
30	your sister	SP
31	she	PP
32	a person who she loves	SP
33	money	EPP

PP = 12 = 36.36%
 SP = 15 = 45.45%
 EPP = 6 = 18.18%

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 28 shows the pattern of topical structure in the 14th informant's essay written on the second topic. It reveals that the pattern of progression frequently used is the sequential progression (45.45%) followed by the parallel progression (36.36%) and extended parallel progression (18.18%). Between the first and the second writings, the patterns of topical structure are different. In the first writing, the parallel progression is the most frequently used followed by the sequential progression and the extended parallel progression, whereas in the second one, the sequential progression is the most frequently used followed by the parallel progression and the extended parallel progression.

Table 29 Topical Structure Analysis in Essay 15a

No. of t-unit	Diagram of Topical Structure	Type of Progression
1	many students	PP
2	the education	SP
3	they	EPP
4	a faculty and major	SP
5	skills or ability	SP
6	knowledge and ability	PP
7	some experiences and friends	SP
8	their homework	SP
9	they	EPP
10	the hirer	SP
11	They	EPP
12	skills	EPP
13	he or she	EPP
14	their education in college or an university	SP
PP = 2 = 14.29%		
SP = 7 = 50.00%		
EPP = 5 = 35.71%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 29 shows the pattern of topical structure in the 15th informant's essay written on the first topic. This is the shortest essay in this study. There are only 14 t-units in it. The most frequently used is the sequential progression (50.00%), followed by the extended parallel progression (35.71%) and the parallel progression (14.29%). Although this essay is very short, it can answer why people attend college or university. The writer gives many supporting details to present her main idea. She presents that when attending college or university, people can acquire skills or ability, knowledge and ability, and some experiences and friends as shown in t-units 5-7.

Table 30 Topical Structure Analysis in Essay 15b

No.of t-unit	Diagram of Topical Structure	Type of Progress -ion
1	a job	PP
2	Master's Degree	SP
3	my education	SP
4	country	SP
5	the future	SP
6	a lot of experience	SP
7	money	SP
8	I	SP
9	class	SP
10	the lesson	SP
11	a good grade	SP
12	my father	SP
13	a good grade	EPP
14	an airhostess	SP
15	a lot of money	EPP
16	a job	EPP
17	a small restaurant	SP
18	money	EPP
19	selling food	SP
20	money	EPP
21	I	EPP
22	my uncle's money	SP
23	the last idea	SP
24	Bankok bank	SP
25	an office	SP
26	money	EPP
27	some dress	SP
28	sale items	SP
29	It	PP
PP = 2 = 6.90%		
SP = 20 = 68.97%		
EPP = 7 = 24.14%		

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 30 shows the pattern of topical structure in the 15th informant's essay written on the second topic. The highest frequently used pattern is the sequential progression (68.97%). The extended parallel progression is in the second rate (24.14%) followed by the parallel progression (6.90%). When we compare the

writing to the first one, the patterns of topical structure are similar. The sequential progression is the most frequently used followed by the extended parallel progression and the parallel progression respectively.

2. A Comparison of the Patterns of Topical Structure in Each Pair of Essays

After the patterns, frequency, and percentage in each essay have been shown in Tables 1-30, the patterns of topical structure in each pair of essays written on the first and the second topics are compared and illustrated as follows:

Table 31 A Comparison of the Patterns of Topical Structure in Each Pair of Essays

Written on the First and the Second Topics

No.of essay	% of PP	% of SP	% of EPP	Pattern of Topical Structure	Comparison
1a	20.69	51.72*	27.59	SP>EPP>PP	different
1b	36.67*	33.33	30.00	PP>SP>EPP	
2a	54.17*	29.17	16.67	PP>SP>EPP	different
2b	27.78	50.00*	22.22	SP>PP>EPP	
3a	14.81	44.44*	40.74	SP>EPP>PP	different
3b	32.14	50.00*	17.86	SP>PP>EPP	
4a	62.50*	20.83	16.67	PP>SP>EPP	different
4b	23.33	40.00*	36.67	SP>EPP>PP	
5a	37.93	48.28*	13.79	SP>PP>EPP	different
5b	14.29	54.76*	30.95	SP>EPP>PP	
6a	29.73	40.54*	29.73	SP>PP=EPP	different
6b	52.50*	27.50	20.00	PP>SP>EPP	
7a	25.00	53.57*	21.43	SP>PP>EPP	similar
7b	35.71	39.29*	25.00	SP>PP>EPP	
8a	32.14	53.57*	14.29	SP>PP>EPP	similar
8b	27.27	59.09*	13.64	SP>PP>EPP	
9a	16.67	41.67*	41.67*	SP=EPP>PP	different
9b	29.63	33.33	37.04*	EPP>SP>PP	
10a	35.71	39.29*	25.00	SP>PP>EPP	different
10b	17.39	52.17*	30.43	SP>EPP>PP	
11a	22.73	50.00*	27.27	SP>EPP>PP	different
11b	27.27	45.45*	27.27	SP>PP=EPP	
12a	52.63*	31.58	15.79	PP>SP>EPP	different
12b	13.33	73.33*	13.33	SP>PP=EPP	
13a	27.78	50.00*	22.22	SP>PP>EPP	different
13b	26.92	46.15*	26.92	SP>PP=EPP	
14a	47.62*	42.86	9.52	PP>SP>EPP	different
14b	36.36	45.45*	18.18	SP>PP>EPP	
15a	14.29	50.00*	35.71	SP>EPP>PP	similar
15b	6.90	68.97*	24.14	SP>EPP>PP	

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

Table 31 indicates that most of the patterns of topical structure in each pair of essays written between the first and the second topics are different (12 out of 15 or 80% of the 15 pairs). For example, as the first pair of essays (1a and 1b) show, in essay 1a, the sequential progression is the most frequently used (51.72%) followed by

the extended parallel progression (27.59%) and the parallel progression (20.69%).

On the other hand, in essay 1b, the parallel progression is the most frequently used (36.67%) followed by the sequential progression (33.33%) and the extended parallel progression (30.00%). However, although the patterns of topical structure in each pair of essay vary, the sequential progression is most frequently used while the use of the extended parallel progression is rare. That is, of the three progressions in all essays, the sequential progression is used either the most or second most while the extended parallel progression is used the least.

3. A Comparison of the Patterns of Topical Structure Between the Two Groups of Essays

The patterns of topical structure in all 15 essays written on the first and the second topics were compared to see if the essay topic would affect the pattern of the topical structure as a group, as illustrated in Table 32.

Table 32 A Comparison of the Patterns of Topical Structure in Each Group of Essays Written on the First and the Second Topics

No.of Topic	% of PP	% of SP	% of EPP	Pattern of Topical Structure	Comparison
1 st topic	32.80	43.28*	23.92	SP>PP>EPP	similar
2 nd topic	27.58	47.53*	24.89	SP>PP>EPP	

Note. PP = Parallel Progression, SP = Sequential Progression and EPP = Extended Parallel Progression

As the results show in table 32, the patterns of topical structure in each group of essays written on the first and the second topics are similar. In both writings, the sequential progression is the most frequently used (43.28%, 47.53% respectively) followed by the parallel progression (32.80%, 24.89% respectively) and the extended parallel progression (23.92%, 24.89% respectively). Table 32 suggests that there is a similar pattern of topical structure although the essays are written on two different topics. It seems that as a whole, the change of the essay topic does not affect the pattern of topical structure.

In short, this chapter illustrated the patterns of topical structure appearing in each of 30 essays written by the same writers on two topics. The patterns and the percentage of each progression in each essay were shown in Tables 1-30. The comparisons of the patterns of topical structure in each pair and each group of essays written on the different topics were shown in tables 31 and 32 respectively.

The results revealed that the patterns of topical structure appearing in each pair of essays were mostly different. On the other hand, the patterns of topical structure appearing in each group of essays were similar. In both writings, as a group, the sequential progression was the most frequently used (43.28% and 47.53% respectively) followed by the parallel progression (32.80% and 27.58% respectively). The least used of progression in both writing was the extended parallel progression (23.92% and 24.89% respectively).

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter consists of the conclusion of the study, the discussion of the results, the application, the limitations of the study, and recommendations for further studies.

Conclusion

The purpose of this study was to use the TSA to analyze if the change of the essay topic would affect the pattern of topical structure in each pair and each group of essays.

The informants were 15 second-year English majors who enrolled in the course EN 231: Basic Writing in the Faculty of Humanities at SWU, in the first semester of the academic year 2003. They all were asked to write two essays of at least 300 words on the first topic “Why do you think people attend college or university?” and the second topic “Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?” The students were given two hours to complete the tasks, and they were not allowed to use a dictionary.

In response to the first research question: What are the patterns of topical structure in each pair of essays written between the first and the second topics?, the results revealed that most of the patterns of topical structure in these essays were different. There were 12 out of 15 pairs of essays (80%) that produced different topical structure.

In response to the second research question: What are the patterns of topical structure in each group of essays written between the first and the second topics?, the results revealed that the patterns of topical structure appearing in these groups of essays were similar. In both groups of writings on the first and the second topics, the sequential progression was the most frequently used (43.28% and 47.53% respectively) followed by the parallel progression (32.80% and 27.58% respectively). The least used was the extended parallel progression (23.92% and 24.89% respectively).

Discussion

The findings of the study are discussed as follows:

Most of the patterns of topical structure in each pair of essays written between the first and the second topics were different. It seems that the change of the essay topic may have affected the pattern of topical structure in individual essays. On the other hand, the patterns of topical structure in each group of essays written between the first and the second topics were similar. The percentage of the difference between each essay in a pair was marginal. Therefore, when all the percentages were added up as a group, the patterns of topical structure were not different. Moreover, the comparison of the pattern of topical structure in these essays revealed that the sequential progression was the most frequently used followed by the parallel progression and the extended parallel progression. This pattern showed that most students preferred to develop a new sentence topic rather than repeat and return to the previous one. This may be the style of the students' writing. If so, this style of writing has some weaknesses as described in the following:

According to Connor and Farmer (1990), the parallel progression is meant to reinforce the idea on the reader's mind. The sequential progression helps to develop an individual sentence topic by adding details to an idea. However, too much development for a sentence topic may distract the reader from the main idea. In the extended parallel progression, returning to a sentence topic mentioned earlier helps to control the main idea of the essay. It seems that the students' writing might not have a main idea, and the students could not control the main idea of their essays because the students tended to develop a new idea. Therefore, in teaching writing, the students should be taught to revise their writing, to see if the main idea has been developed, or if there is any conclusion. Moreover, they should be taught not to introduce too many ideas at a time.

Limitations of the Study

1. Due to the fact that only 30 essays written by the same writers who were second-year SWU English majors, were analyzed, it may not be possible to generalize the research results to other Thai students' academic essays. The findings were specific to a particular group of students and to the specific context described in the study.

2. The time lapse of data collection was two months apart. It may have affected the results of the study.

Suggestions for Further Studies

1. The results of this study should be further applied to analyze students' writing in other fields.
2. There should be a study of the TSA in essays written by other groups of Thai students.
3. There should be a comparative study of the TSA in essays written by Thai learners and students of other nationalities or English native speakers.

In short, this chapter included the summary of the purpose, method, and findings of the study. The discussion was that most of the patterns of topical structure in each pair of essay written on the first and the second topics were different. It may be that the change of the essay topic might have affected the pattern of topical structure. On the other hand, as a whole, the patterns of topical structure were similar because the percentage of the difference between each pair of essay was slight. Moreover, from the results, it seems that the students wrote their essays without a main idea, and they could not control the main idea in their essay. Thus, the students should be taught to examine the existence of the main idea and conclusion in their writings. Also, they should be taught not to develop too many ideas at a time, as they may distract the readers from the main idea.

There were two limitations in this study. First, only 30 essays were analyzed. Therefore, the research results may not be generalized to other students. Second, the time lapse of data collection, which was two months apart, may have affected the results of the study. However, it is interesting to apply the results of this study to analyze students' writing in other fields, such as in essays written by other groups of Thai students.

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APPENDICES

APPENDIX A

ESSAYS WRITTEN ON FIRST TOPIC

Essay 1a

Why do you think people attend college or university?

(t-unit 1) Nowadays, there are a lot of colleges and universities because people are interested in studying more than in the past. (t-unit 2) The most of people want to study in well-known universities, (t-unit 3) so it has to have the entrance examination.

(t-unit 4) I think people attend college and university because they want to get a good career. (t-unit 5) If they have a degree, they will have a career. (t-unit 6) Companies want employees to have knowledge in order to develop their business. (t-unit 7) Moreover, I think people attend college or university because they want to have new experiences. (t-unit 8) They can not meet anything if they don't study. (t-unit 9) Studying makes them be intelligent, (t-unit 10) but the most important thing is relationship. (t-unit 11) They have to study in the university at least 4 years in order to get a Bachelor's Degree, (t-unit 12) so it makes them meet a lot of people. (t-unit 13) Sometime, they never know someone before, (t-unit 14) but they can become close friends because they study in the same subject. (t-unit 15) Some subject especially English subject, (t-unit 16) they have to interview foreigners in order to make a report. (t-unit 17) It makes them improve their English very much, (t-unit 18) and it is a fantastic experience. (t-unit 19) Sometimes It has a lot of problem that they must solve such as they don't understand subjects. (t-unit 20) Doing activities in the university make them be more responsible and can solve problems in good ways. (t-unit 21) Teachers are the person who advise them. (t-unit 22) If they have problems that can't solve, teachers will give good advices to them.

(t-unit 23) Education is very important thing in our life. (t-unit 24) Nobody can buy knowledge, (t-unit 25) except they learn by themselves. (t-unit 26) If we want to have a good life, we should study. (t-unit 27) Someone don't have chance to study in the university because they are poor. (t-unit 28) But they try to work hard in order to have money for studying. (t-unit 29) I believe education leads to be successful.

Essay 2a

Why do you think people attend college or university?

(t-unit 1) If someone pass the entrance exam, he or she will have a right to attend college or university. (t-unit 2) In this case I would called "university". (t-unit 3) They will meet that their lifes have already been changed. (t-unit 4) They will meet new friends, new people and new environment which they have to adapt themselves a lot. (t-unit 5) When they attend university, they are in the copy model of the real society. (t-unit 6) There in the university consists of many different students. (t-unit 7) Somebody is a leader and common student. (t-unit 8) It will be the way to prepare themselves to the reality. (t-unit 9) As students their have to pay lot of attention in studying to pass the exam. (t-unit 10) If they fail, they will not graduate from the university (t-unit 11) and they wouldn't get a significant paper, certificate. (t-unit 12) This paper is the garantee that they are completely perfect in knowledge (t-unit 13) and it is the gate way to get a good job in a good company. (t-unit 14) After they graduate, somebody choose to go on studying in the higher level to get more knowledge perhaps Master's degree or etc. (t-unit 15) Obviously, the students who go on studying in the next level of education will get in the field that they really

need which they don't get in their Bachelor' degree. (t-unit 16) The other reason why people go on studying is the higher salary. (t-unit 17) When people grow up, they will choose their dreams. (t-unit 18) Somebody choose to become a doctor, dentist, lawyer, police, teacher, etc. (t-unit 19) The way to make all that things come true is attend university in the direct field which they got dreams. (t-unit 20) These are the students to carry on their dreams by getting in the university (t-unit 22) and they are the future of our nation and our country. (t-unit 22) Even if all of the reasons I had said, their would be just an accident to become a student in that university for someone. (t-unit 23) They should proud of what they did because the successful life doesn't depend on where you are studying (t-unit 24) but it is yourself to make it success.

Essay 3a

Why do you think people attend college or university?

(t-unit 1) University is the place that everyone wants to study. (t-unit 2) Before I can entrance to the university, I studied at Saint Joseph Thippawan high school. (t-unit 3) I think almost the other students who study in high school want to be a student in the university because they'll proud of themself very much if they can entrance for the university, (t-unit 4) especially in the famous university. (t-unit 5) Studying in the university isn't easy as everyone thinks because many students try to take exams for getting higher score, a lot competition, that makes them so stress. (t-unit 6) But, every students try their best. (t-unit 7) In Thialand, it has many universities that students can choose, (t-unit 8) but each university has some differences. (t-unit 9) Some universities, students don't to take exams because they're

opened universities. (t-unit 10) If it's the government's university, students will take many exams and get a pretty good score. (t-unit 11) Of course, everybody wants to study in the famous university, (t-unit 12) but it depends on how you to try. (t-unit 13) Moreover, some values are the most important point for making a decision where they should study at, (t-unit 14) such as, Chulalongkorn University is very famous and old, (t-unit 15) so the most students want to study at there.

(t-unit 16) Students in the university are teenagers who are growing to be adult. (t-unit 17) They have many creative ways of thinking and more responsible for themselves. (t-unit 18) The university gives them many things, (t-unit 19) the main part is giving knowledges, (t-unit 20) besides, they can learn about life. (t-unit 21) When they can entrance to the university, they feel that everything changes from the high school very much, such as, getting new friends, more difficult lessons, more activities, and various social. (t-unit 22) So, they must adjust themselves for new environments very much, (t-unit 23) but they'll get many good experiences in the university. (t-unit 24) If they can adjust themselves, they'll be in the university happily. (t-unit 25) Everybody wants to get more knowledges when they entrance to the university, (t-unit 26) surely you can get them, (t-unit 27) the most important is you can learn about life and social because the university gives something much more than you think.

Essay 4a

Why do you think people attend college or university?

(t-unit 1) In Thailand people attend to study at college or university so much.

(t-unit 2) In the past almost people of Thailand didn't study in university because they hadn't enough money (t-unit 3) and government didn't care about education of people. (t-unit 4) However, in the present government and people support their children to study.

(t-unit 5) When people study in college or university, they have a lot of reasons to study there. (t-unit 6) Someone study at here because their parents need to see them have a lot of knowledge. (t-unit 7) Someone want to have new friends. (t-unit 8) Someone want to have knowledge about their jobs. (t-unit 9) Someone want to enjoy with activities of college or university. (t-unit 10) In the same way, people want knowledge and a new social.

(t-unit 11) People have many different reasons, (t-unit 12) they attend college or university. (t-unit 13) Someone want to have new experiences because college or university has method to study or teach different from high school. (t-unit 14) In university has a lot of activities, (t-unit 15) they make you have a lot of experiences (t-unit 16) and some activities make you have knowledge more than the other. (t-unit 17) Someone want to have new friends because in university you must meet a lot of people and various habits. (t-unit 18) For someone want to increase their knowledge. (t-unit 19) They have a lot of knowledge to them. (t-unit 20) Someone want to prepare for their career. (t-unit 21) They can choose major to study or choose some subject that they like to study because that subject or major will teach about everything that you must do when you'll work.

(t-unit 22) My personality, everyone want to study in college or university because they want to have knowledge about their jobs in the future. (t-unit 23) Although they won't get jobs that they're like but they know the new world that they don't know. (t-unit 24) The world of knowledge and friendship.

Essay 5a

Why do think people attend college or university?

(t-unit 1) Have you ever heard a big examination called "Entrance Examination"? (t-unit 2) It is a very big test for all high school students in Thailand. (t-unit 3) Many of them read many text books more than 8 hours per day, (t-unit 4) and some control themselves not to sleep all night for reading. (t-unit 5) These examples show that many students endeavor to pass this examination and overcome other people for studying in their favourite universities or colleges. (t-unit 6) They have many reason. Let's see.

(t-unit 7) Everybody has their own different opinions, (t-unit 8) but we can conclude to 4 main reasons. (t-unit 9) First of all is to increase their knowledge. (t-unit 10) Universities have enormous knowledge for all students. (t-unit 11) There are many sorts of knowledge such as languages, science, accounting and so on. (t-unit 12) There are many professionals teaching and increasing knowledge for all students. (t-unit 13) The library in university is great also because there are many kinds of books, knowledge that we can search for. (t-unit 14) Searching in the library is very nice way because there are many modern tools to help us get more informations and searching faster.

(t-unit 15) Second, they can get new experiences, social and friends. (t-unit 16)

Truthfully, when they change to study in university, they have new social and friends.

(t-unit 17) We must meet new people, new social. (t-unit 18) Someone like it because it seems challenge their abilities to adapt themselves to the others.

(t-unit 19) Third, they might get a good job. (t-unit 20) Many companies need qualification or something that can ensure them this person has knowledge for his job. (t-unit 21) Truly, the other companies need experiences (t-unit 22) but at least they must have education also. (t-unit 23) This seems that someone who have high educations will get better job and salary. (t-unit 24) It also seems that their future is brighter than any others.

(t-unit 25) Forth, some parents control their children to study. (t-unit 26) Sadly, this reason makes many children unhappy because it's not decisions. (t-unit 27) In the other side, some success in their future because their parents persuaded them. (t-unit 28) However, there are many reasons, (t-unit 29) it's a nice way for everyone.

Essay 6a

Why do you think people attend college or university?

(t-unit 1) I think that people attend college or university because they want to find their ways(For example, new friends, new knowledges, new society). (t-unit 2) In university have many things that we can learn. (t-unit 3) We get the knowledges from university.

(t-unit 4) University is the important. (t-unit 5) Not only the knowledge we will get but also friends, activities, experiences and anythings we can't find. (t-unit 6)

Activities is one important thing. (t-unit 7) Its make a lot of friend and know other people.

(t-unit 8) When I was a student. I was shy. (t-unit 9) But now I have a lot of friend. (t-unit 10) I courages to express my feeling. (t-unit 11) I attends to many activities. (t-unit 12) Its make me get the advantage.

(t-unit 13) I learns the English major because I wants to improve my language. (t-unit 14) I need to speaking, reading, writing in English better. (t-unit 15) Sometime I was tired because the english is difficult. (t-unit 16) But I will try to do it. (t-unit 17) Professors make me learn the english better.

(t-unit 18) people have dreams. (t-unit 19) My dream is a guid. (t-unit 20) I wants to work in the tour company. (t-unit 21) University have the subjects about the guide. (t-unit 22) I learns Ecotourism Minor. (t-unit 23) I takes the english uses in minor (t-unit 24) Guide must has the good skills in english.

(t-unit 25) Many knowledges in university can apply for daily life; (t-unit 26) for example maybe we meets the foreigner we can speak with them. (t-unit 27) Many experiences in university can teach us in many things. (t-unit 28) Friends are the important thing. (t-unit 29) Friends can help us in many things (for example, in learning, the life problem).

(t-unit 30) Friends make us funny. (t-unit 31) They give to consult in the good things. (t-unit 32) University have many things that we can learn. (t-unit 33) We ought to choose in the good things and try to find own way. (t-unit 34) We ought to know that what we want. (t-unit 35) We must do everything the best. (t-unit 36) Try to find the new experiences, knowledges and anythings else. (t-unit 37) The

knowledges that we get from university that we can use in the future, the career, the daily life.

Essay 7a

Why do you think people attend college or university?

(t-unit 1) People attend college or university for many reasons. (t-unit 2) Each other have different reason. (t-unit 3) For me I think people attend university because...

1. (t-unit 4) Their parents want their children to study at least bachelor's degree because they would be proud. (t-unit 5) And they expect that their children will bring up when they are old. (t-unit 6) They think that only the knowledge will help and stay with their children forever, (t-unit 7) nobody can steal knowledge. (t-unit 8) On the other hand, if they give their children with money or poverty, it's possibly be stolen.

2. (t-unit 9) People want to prepare for occupation and increase knowledge. (t-unit 10) Now our world is full of competition. (t-unit 11) If you want to have good work, good salary, you must have knowledge. (t-unit 12) The knowledge is very necessary. (t-unit 13) If you don't have a knowledge or you graduated just M.6, you wouldn't get a good work (t-unit 14) for example you will be an employee, a taxi driver, a thief or a criminal. (t-unit 15) So everybody have to alert and want to study in the university (t-unit 16) They want to graduated at least bachelor's degree. (t-unit 17) Now I think people who has bachelor's degree is common. (t-unit 18) Most of people have graduated. (t-unit 19) I think I want to graduated master's

degree (t-unit 20) but I don't know I will success or not because I think it's too difficult for me to graduated bachelor's degree.

(t-unit 21) However, Everybody have different reason to attend university.

(t-unit 22) If you can come in and have a chance to study in university, you should attend to study the most. (t-unit 23) It would help you seccess. (t-unit 24) But not just the knowledge will help you (t-unit 25) I don't think only knowledge is necessary (t-unit 26) I think you should do the goodness too. (t-unit 27) You'll have both of knowledge and goodness. (t-unit 28) It effects you to have a good work, good family, and good life.

Essay 8a

Why do you think people attend college or university?

(t-unit 1) I think that people attend college or university because they want to improve themselves and learn in what they are interested in. (t-unit 2) Because that's might help them get a job which is good that they are looking for. (t-unit 3) Another reason is that they want to have new experiences. (t-unit 4) First of all is that they want to have new friends (t-unit 5) becasue if you have lots of friends, it will be a benefit for you to stay in a social life. (t-unit 6) Second is an adventure (t-unit 7) because there are many students who come from the countryside and have to stay alone. (t-unit 8) So while they are studying here, they have to protect themselves from dangerous things, dangerous people around you. (t-unit 9) It is really hard for Thai children because they are always live with their parents and they never do anything by themselves (t-unit 10) but if you can get through all of this, you will become strong and smart person. (t-unit 11) And the last thing is the knowledge

(t-unit 12) but it is the most values and hardly find in your whole life. (t-unit 13) It is something that no one can teach you. (t-unit 14) You have to learn by yourself, learn from everything around you. (t-unit 15) You have to do it (t-unit 16) but if it's wrong, you got to make it right. (t-unit 17) And that will make you become better and better. (t-unit 18) And the last reason that people attend college or university is that they want to have a good career. (t-unit 19) I think that everybody want to get good jobs, good money and good honors. (t-unit 20) But there are a little part of them who can get all of these things. (t-unit 21) Because now the populations become more and more each day. (t-unit 22) And they have to fight for the job (t-unit 23) but it still be a big problem (t-unit 24) because there are more workers than the companies's desire. (t-unit 25) The companies will take the people who are graduate with high degree (t-unit 26) so that we have to learn as high as we can. (t-unit 27) I think it's unfair because they must decided the workers from their qualities not from their degrees. (t-unit 28) These are my reasons that why I do think people attend college or university.

Essay 9a

Why do you think people attend college or university?

(t-unit 1) I think people attend college or university because they want to have a career preparation for their work in the future. (t-unit 2) And they want a cerificate to show that they have a knowledge and a qualification to be an employee.

(t-unit 3) Education is the most importance thing in your life. (t-unit 4) Education make you have an experiences, friends, new social and new views.

(t-unit 12) but it is the most values and hardly find in your whole life. (t-unit 13) It is something that no one can teach you. (t-unit 14) You have to learn by yourself, learn from everything around you. (t-unit 15) You have to do it (t-unit 16) but if it's wrong, you got to make it right. (t-unit 17) And that will make you become better and better. (t-unit 18) And the last reason that people attend college or university is that they want to have a good career. (t-unit 19) I think that everybody want to get good jobs, good money and good honors. (t-unit 20) But there are a little part of them who can get all of these things. (t-unit 21) Because now the populations become more and more each day. (t-unit 22) And they have to fight for the job (t-unit 23) but it still be a big problem (t-unit 24) because there are more workers than the companies's desire. (t-unit 25) The companies will take the people who are graduate with high degree (t-unit 26) so that we have to learn as high as we can. (t-unit 27) I think it's unfair because they must decided the workers from their qualities not from their degrees. (t-unit 28) These are my reasons that why I do think people attend college or university.

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(t-unit 5) People have to work for earn money. (t-unit 6) If you don't have money you will die in social present. (t-unit 7) They have to work so that they have money to spend in everyday life. (t-unit 8) And the first step before they get a job, they have to have a knowledge to apply to job.

(t-unit 9) A college or an university is the institution to give knowledge or skills to you. (t-unit 10) If you have knowledge or skills, you can work better than the others who don't have it. (t-unit 11) Education help you to have a chance to apply a job. (t-unit 12) If the employer know that you don't have a knowledge or no skills, he maybe not accept your application (t-unit 13) because you lack of a qualification to work this job (t-unit 14) the employer want a cleaver, smart and efficiency employee to work with him.

(t-unit 15) So you have to learn. (t-unit 16) Education will give a basic skill or knowledge, (t-unit 17) for example, if you want to be a businessman, you have to know about management, account, administration or else. (t-unit 18) You will know how to manage your business. (t-unit 19) And finally you will get a big bonus, much salary and good social status. (t-unit 20) You will get all of things in a college or an university.

(t-unit 21) An Education is a career preparation. (t-unit 22) You will get knowledge and skills from a college or and university. (t-unit 23) In the future, you will have a good life or bad life, (t-unit 24) it's depend on knowledge or skills that you have it.

Essay 10a

Why do you think people attend college or university?

(t-unit 1) When the students complete the high school, most of them would like to study in college or university. (t-unit 2) They have different reasons (t-unit 3) but in my opinion I realize that most people would like to have new experiences such as new friends, new teachers, new places and new life.

(t-unit 4) University is the goal of most students. (t-unit 5) It is the first step for prepare to be adult and have a good job in the future. (t-unit 6) When people study in university, they will get many new things and new vision. (t-unit 7) Sometimes it can change people life. (t-unit 8) Someone is lucky that can do the favarite things, study in faculty that they want to be (t-unit 9) but someone can't do something like that. (t-unit 10) Although people come from diffent places, everybody would like to be successful in university.

(t-unit 11) Many things in university can teach them (t-unit 12) and they can learn from everything that around them in daily life. (t-unit 13) Something they haven't seen before but university can give you and it depends on you will receive or not. (t-unit 14) Except for knowledge, university can give freindship, social relation, many activities or your soulmate. (t-unit 15) You can learn value of people and how about how to use in your own life. (t-unit 16) Someone can chage your attitude, behavior and everything about you.

(t-unit 17) Study in classroom and activities are the most important for university life. (t-unit 18) If you choose to do only one thing, you will know that you don't get new experiences completely. (t-unit 19) Therefore you should do both of

them and do them as good as you can. (t-unit 20) You should know about your limit ability and do everything with confidence.

(t-unit 21) Studying in university can teach you about friends. (t-unit 22) Maybe you have the old freinds from your school but you should know the new freinds too. (t-unit 23) Not only your friends in your major but also other major or faculty. (t-unit 24) You and they can help each other and someone have indeed friend from university. (t-unit 25) Except for your friends, you can consult your teacher about your problem such as study, family friends or money.

(t-unit 26) All above that I mention, they are new experiences. (t-unit 27) And you can get them when you attend college or university. (t-unit 28) Just remember that if you have a good present, you will have a good future.

Essay 11a

Why do you think people attend college or university?

(t-unit 1) Studying is very important in now a day (t-unit 2) so many people think that they have to study graduation at least for their own reasons. (t-unit 3) Attending in university give them in many ways such as Knowledge, new experiences, living with the others, etc. (t-unit 4) In many opinion I think most people attend college or university for career preparation. (t-unit 5) Each person have a wish that they want to be in the future (t-unit 6) and they will success the wish. (t-unit 7) They have to have a knowledge for doing career that they hope to be. (t-unit 8) Before choosing the university, they will search information of each university which one has a major or faculty they interested in (t-unit 9) and they can used the knowledge from studying for the job. (t-unit 10) Many people said that why

we have to learn in the subject that they can't use it for doing job. (t-unit 11) For examples, in language for career major. (t-unit 12) All students love studying languages. (t-unit 13) They want to use languages for their job. (t-unit 14) Someone want to be steward. (t-unit 15) Someone wants to be guide. (t-unit 16) They want to do jobs that they can use languages, (t-unit 17) but in studying they have to learn statistic in mathmetics that is too difficult for them (t-unit 18) and they do not think that they will have to learn Mathmatics in this major. (t-unit 19) They want to learn the subjects that they can use it for the job. (t-unit 20) After graduation. (t-unit 21) They have to find jobs. (t-unit 22) In the company, if they want employees They will choose the people who have knowledge in the field that they want.

Essay 12a

Why do you think people attend college or university?

(t-unit 1) In my opinion, people who finished high school attend college or university. (t-unit 2) If they finished high school and don't study in university, they can not find a good work. (t-unit 3) In high school we study many basic subjects for life such as Thai, English, social, science (t-unit 4) but there are not enough to work. (t-unit 5) The people always have their dreams and want the dreams come true. (t-unit 6) The best way to make the dreams come true is study. (t-unit 7) In the university, they must study many subjects that can use in their occupations. (t-unit 8) Someone want to be a designer. (t-unit 9) They must study about Art such as painting, costume, fine art for be a good designer. (t-unit 10) Someone want to be a doctor. (t-unit 11) They must study "how to help the people" and should have a kind heart. (t-unit 12) The people who have a kind heart will be a good doctor.

(t-unit 13) In the university, the people study the subjects or how to be any occupation that they want. (t-unit 14) It can not study in high school. (t-unit 15) When the people go to apply a job, the first thing that they must have is a Bachelor Degree. (t-unit 16) Nowaday, it is very important for apply the job. (t-unit 17) It is like a guarantee paper that make sure for the company. (t-unit 18) In the university can make a people can be in anything that they want. (t-unit 19) I think, these are the answers for this questions “Why do you think people attend college or university.

Essay 13a

Why do you think people attend college or university?

(t-unit 1) Now a day people very serious about their life. (t-unit 2) For example they worry about their job, education or economic. (t-unit 3) And then, I think a big problem is education. (t-unit 4) Most young people in Thailand study at school and high school about 70% per year. (t-unit 5) After education they have to choices to do (t-unit 6) and they have to think that what’s they want to do in the future. (t-unit 7) The first choice they want to continue study at university or college about 80% (t-unit 8) and second choice the rest of them, want to do a job. (t-unit 9) Of course, most young people want to pass the entrance examination because they want to study in university. (t-unit 10) Why do they want to study in university or college? (t-unit 11) First I think they want to have knowledge and want to learn a specific subject such as economics, languages, arts etc. (t-unit 12) Second, people is a social animal and want to have a group. (t-unit 13) They want to have friends or close friends who want to know them and to be adviser when they have a problem.

(t-unit 14) I think people who want to study in the university a part of them want to be freshy. (t-unit 15) They want to meet new friends, new teacher and new social. (t-unit 16) And they want to use their knowledge to find a good career. (t-unit 17) However a student in university want to have a success in their life. (t-unit 18) And they knows that what they want to do in their life.

Essay 14a

Why do you think people attend college or university?

(t-unit 1) I have ever asked myself that why do I have to study in college or university? (t-unit 2) I think maybe because of trend for teenager in Thailand, (t-unit 3) many teenager in Thailand have to study in high education, (t-unit 4) even though they don't want to study. (t-unit 5) In the other hand may be their parents would like to make their dreams become true, (t-unit 6) such as they want their children grow to be a soilder, a nurse, a docter, a lawyer etc without their children accepction. (t-unit 7) Maybe we can call this way that "a force way". (t-unit 8) I have ever heard about education in many country (USA, England, Australia etc). (t-unit 9) I have known this information from my English teacher, (t-unit 10) he comes from England. (t-unit 11) He told me that almost teenager in many countrys when they have finished their highschool. (t-unit 12) They don't have to study imeadiately at university or college (t-unit 13) but they can spend their life with experience for grow up to be a perfect adult and can live with themselves. (t-unit 14) Then they decide to be continue studying at university or college without their family rejection. (t-unit 15) And I think this is a wide of difference in education in those country and Thailand. (t-unit 16) And all of the above that I explain I hope everyone can knew

that “How is difference education of Thai and other country.” (t-unit 17) I can accept that I am the one person who want to have an education as same as many country. (t-unit 18) And I hope in my deep heart that Thais parents can know and understand “What is a really education system?” (t-unit 19) High grade in university or experience in life. (t-unit 20) At the end of essay I would like tell something to almost parents in Thailand. (t-unit 21) “Please give a freedom for childrens to think about the life by themselves.”

Essay 15a

Why do you think people attend college or university?

(t-unit 1) I think many students who have finished their high school should further their education in college or university. (t-unit 2) Because nowadays, the education is very important to their life. (t-unit 3) When they want to find a job, they must have a license to appicate a job. (t-unit 4) So, they should choose a faculty and major that they love to learn or they have a skill to learn for develop their ability or their skill to prepare for their job. (t-unit 5) If they have no skill or ability to do their job, I think they have to find a new one. (t-unit 6) Because of lack of knowledge and ability to do a job. (t-unit 7) I think people attend college or university want to find some experiences and friends to consult each other about their works that they would like to do in the future. (t-unit 8) They have to practise their homework all the time when they study at a college or at an university.

(t-unit 9) When they get their Bachelor’s Degree, they have to find a job (t-unit 10) then the hirer ask them how do you do your job. (t-unit 11) They have to answer him or her. (t-unit 12) They should show their skills to him or her. (t-unit 13)

If he or she interested in them, he or she will give them a job. (t-unit 14) For promote their job, they would further their education in a college or an university to get Master's Degree or Dortor's Degree to have the best efficient to do their work.

APPENDIX B

ESSAYS WRITTEN ON SECOND TOPIC

Essay 1b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) I think if I earn money, I will save my money for some time in the future. (t-unit 2) I don't know what's happened in my life in the future. (t-unit 3) I've seen people who are very rich. (t-unit 4) They spend a lot of money in order to buy the expensive things. (t-unit 5) Finally they become poor. (t-unit 6) When they are illness, they don't have money to go to the hospital. (t-unit 7) They are suffered then they will be death. (t-unit 8) My mother works so hard (t-unit 9) and she saves her money. (t-unit 10) Her life is happy. (t-unit 11) Now I save my money for my better life in the future. (t-unit 12) I plan my life that I will study Master Degree because I want to get a good job and high salary. (t-unit 13) I want to buy a car by my money not my parents' money.

(t-unit 14) My ways to save my money are:

(t-unit 15) -Don't buy the expensive things such as the expensive clothes.

(t-unit 16) -I should buy the cheap things, (t-unit 17) and they are good quality.

(t-unit 18) -I should not spend my money for unimportant things such as cosmetics

(t-unit 19) -I should keep my money every month.

(t-unit 20) I think I will have a lot of money if do this way. (t-unit 21) I know my life has to have the serious problems that I can't solve them if I don't have money. (t-unit 22) I suppose that I am sick when I am 60 years old. (t-unit 23) What should I do? (t-unit 24) If I don't have money.

(t-unit 25) I am sure it is better to save my money for some time in the future.
 (t-unit 26) I can't predict my life in the future. (t-unit 27) Money is the thing that it is very important for everyone. (t-unit 28) We have to get money in good ways not steal. (t-unit 29) Saving money is the best way in order to have the good life in the future. (t-unit 30) I trust everyone can save your money.

Essay 2b

Is it better to enjoy your money when you earn it or is it better to save your money for
 sometime in the future?

(t-unit 1) "If one day I wake up in the morning and find that I have no money left, what will I do?" (t-unit 2) This is the question to for years. (t-unit 3) Now I still have time to make it better, (t-unit 4) so I choose to save money. (t-unit 5) I have four reasons why I save it. (t-unit 6) First of all, it is for my future education. (t-unit 7) When I was a child, I dreamt of going to study abroad. (t-unit 8) I know that it is very expensive, (t-unit 9) but for my dream I do want to do it. (t-unit 10) I don't want to use my parents' money, (t-unit 11) because they are too grateful for me that I am afraid of asking them to pay me that part. (t-unit 12) So I decide to use my own money, (t-unit 13) this is the good start to be ready for it. (t-unit 14) Second, when I grow up, it is important to have a job to get more money. (t-unit 15) It needs to use much money, (t-unit 16) so if I start gathering money from now, it will be my job and get more money. (t-unit 17) Third, the insurance is important for my future's life, (t-unit 18) because it is including so many things such as health, standard of living, safety, and etc. (t-unit 19) But to go to that point, money is necessary.

(t-unit 20) It will be paid to government. (t-unit 21) The last reason for saving money is for an emergency case which nobody doesn't know that what is going to happen and me, too. (t-unit 22) Perhaps, there will be an accident, fire, flood, epidemic, or something, (t-unit 23) so saving money will make sure that I am ready for all things that will happen. (t-unit 24) This is my ways to organize money when I earn it. (t-unit 25) I will divide it into two parts. (t-unit 26) The first part is for keeping. (t-unit 27) The other is for using. (t-unit 28) I choose to keep the money first, (t-unit 29) because it is guarantee that I do have some money with me when I am lack of money. (t-unit 30) Although it is hard to do, it is good for my future. (t-unit 31) I think using money is easier, because I pay for things everyday, (t-unit 32) but it will be trouble in the future. (t-unit 33) I will economically pay money to avoid lacking of money. (t-unit 34) The last thing I will do to save money is keeping it in a bank, because it is safer. (t-unit 35) I can make sure that it won't be lost or stolen. (t-unit 36) Only this ways of saving money, my future's life will be better.

Essay 3b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) When I can earn money, I will spend it more thoughtful and also save some money for my future. (t-unit 2) Because of money that I can earn, it's valuable. (t-unit 3) I can't spend it away for things that it seems like doesn't have any necessary for my life. (t-unit 4) For example, I will spend money for my clothes that is not out-of-dated so fast. (t-unit 5) I will buy the clothes which are long-lasting and I

can wear them in many occasions. (t-unit 6) I want to buy things that are really important for my life such as food, clothes, a place for living, and knowledge.

(t-unit 7) They are the basis in every life for living in this world. (t-unit 8) In the same time, I will save money for my future. (t-unit 9) Now, I can earn money of course, (t-unit 10) but one day when I'm old-I can not. (t-unit 11) Everyone has their own ways to save money such as saving in the bank account, buying insurance, collecting things which are valuable, etc. (t-unit 12) But, I think that I'd like to save in the bank account because it valued as real money no matter how long the time pass over.

(t-unit 13) I think it's the best way.

(t-unit 14) The wrong ways of spending money is paying a lot of money for lottery or every bets. (t-unit 15) Moreover, many ornament, many clothes, many shoes which are not in trend all the time. (t-unit 16) The lottery and bets are dangerous because they are not enough for someone-(t-unit 17) the most is men. (t-unit 18) For the ornaments or beautiful things, women like them very much, (t-unit 19) and they are not enough for women, too. (t-unit 20) That are the reasons why we can not save the money.

(t-unit 21) The good ways for saving money is knowing and telling myself all the time before I'll make up my mind for buying something. (t-unit 22) I'll think many times when I want to buy something. (t-unit 23) Moreover, I'll control my money in each month by seperating the salary in two parts- the first part for spending and the second part for saving.

(t-unit 24) In short, when I can earn money, I'll know how to save and spend money. (t-unit 25) Something is not important for my life, (t-unit 26) so I'll not spend money for them. (t-unit 27) I 'll spend money with reasons not feelings because if I

spend money without reasons, I can lose my money easily. (t-unit 28) And, the last reason is I'll save money for making happiness in my old life by travelling.

Essay 4b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) My personally when I earn money, I'll save it for some time in the future. (t-unit 2) Because I can't know that happen in the future. (t-unit 3) The future is not sure for my life so, (t-unit 4) I must to do everything at this moment so good enough to do anything else in the future.

(t-unit 5) I have many things to do in the future and, (t-unit 6) it must to spend money, (t-unit 7) example I think when I earn enough money, I'll go to Switzerland because, (t-unit 8) I want to learn about their culture. (t-unit 9) In the other hands, if I enjoy my money, I won't have enough money go to there. (t-unit 10) I think I save money for my life's plan, (t-unit 11) or in my dream that I want it to be come true, (t-unit 12) so I won't spend my money for somethings. (t-unit 13) I'll spend my money with something that I think it have useful. (t-unit 14) Perhaps in the future I haven't someone stay with me (t-unit 15) I'll bring my money that I used to save it to spend at that time. (t-unit 16) I think I save money for plan anything in my life. (t-unit 17) Although when I earn it, I must be try or bore. (t-unit 18) But I think it's better than I'm not to do anything. (t-unit 19) At least when I'll go to hospital, I'll have money for pay some medicines. (t-unit 20) I have one reason that very important for this. (t-unit 21) That's my parents. (t-unit 22) I want to give everything to them because, (t-unit 23) they give me everythings that you can give me. (t-unit 24) I'm not

forget to give one thing to them. (t-unit 25) That's love from me, (t-unit 26) it's not just a lot of money that I give them because I know it's not value to them more than my love.

(t-unit 27) I think I'm not enjoy my money. (t-unit 28) Although I might be enjoy it in some time but I'm not enjoy it everytime. (t-unit 29) I think it is better to save my money for some time in the future. (t-unit 30) All of this, it make me to thinking of something that it'll happen by I don't know.

Essay 5b

Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?

(t-unit 1) Saving my money for some time in the future is better than enjoying my money when I earn it. (t-unit 2) Because of money is a necessary thing in our life. (t-unit 3) We should save our money for many reasons. (t-unit 4) First, it will be an important fund for the future. (t-unit 5) Everybody have their own purpose of life, (t-unit 6) some want to study abroad, (t-unit 7) some want to have their own company and etc. (t-unit 8) In fact, most of all purposes must use their own money. (t-unit 9) If they didn't save their own money, who will give them? (t-unit 10) Absolutely no one. (t-unit 11) So we must help ourselves first in this selfish world.

(t-unit 12) Second, it will be an emergency fund also. (t-unit 13) Everyone know that life is not fair and not stable at all. (t-unit 14) We can see many terrible news that some people faced bad accident (t-unit 15) so they must use a lot of money to save their life. (t-unit 16) No one knows what will happen tomorrow indeed?

(t-unit 17) Do you know that next hour what will happen to you? (t-unit 18) So if you still don't know what will happen next, you should think of saving money also.

(t-unit 19) Someone ever said to me that "This world is full of prejudice and the world isn't fair" (t-unit 20) It's really true for our time now. (t-unit 21) Surely, Nobody wants to have bad accident (t-unit 22) but we can't control everything.

(t-unit 23) We are just imperfect human that can do sin. (t-unit 24) So the best thing we can control just do our best in our life (t-unit 25) and save some money for accident time.

(t-unit 26) Third, it makes us to appreciate the value of the money that we saved and the value of things that we bought also. (t-unit 27) Is it important for us to appreciate it? (t-unit 28) Absolutely such as 2 persons want to buy the same thing. (t-unit 29) One uses his own money (t-unit 30) but another one ask his parents to buy it for him. (t-unit 31) Who will love that thing more and practical use it most? (t-unit 32) Surely, the first person is. (t-unit 33) Because he knows that this thing is bought by his own money that difficult to save. (t-unit 34) By the other hand, it also makes us to be a reasonable one also. (t-unit 35) Why? Because of saving money is difficult (t-unit 36) so we'll know how much the value of money. (t-unit 37) We use that money, (t-unit 38) we will think many times that 'Should I buy it or not?' (t-unit 39) Surely, you must find enough reasons before buying it.

(t-unit 40) So that saving money is the necessary thing indeed for now on. (t-unit 41) It caused many benefits for us. (t-unit 42) When will you start saving your own money?

Essay 6b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) Each person may think different. (t-unit 2) Many people think that they should spend their money when they earn it. (t-unit 3) For me, I think that it is better to save my money when I earn it. (t-unit 4) In the future, I can spend my money that I have saved it. (t-unit 5) It is useful. (t-unit 6) If I want something, I can buy it by my money. (t-unit 7) I don't have to ask my parent. (t-unit 8) The money saving is good. (t-unit 9) It make me know that how to spend money. (t-unit 10) I will buy things that is only useful. (t-unit 11) I will not buy the useless things. (t-unit 12) If I can buy things by my money, I feel so proud. (t-unit 13) When I earn money, I should save money. (t-unit 14) In the future, if I do work and earn salary, I will buy a house. (t-unit 15) A reason that it is good to save money. (t-unit 16) When I am sick, I go to meet doctor and cure myself by my money. (t-unit 17) In the future, I don't know that how I am. (t-unit 18) Now, I may have a lot of money for spending, (t-unit 19) but in the future, I may not have money for spending. (t-unit 20) So, I should save money for my future. (t-unit 21) The future is not the stable things. (t-unit 22) It can be change. (t-unit 23) I can't know my future. (t-unit 24) So, in the present, I should save my money. (t-unit 25) I think that the saving isn't difficult. (t-unit 26) In each month, we should know that what we buy. (t-unit 27) In the present, we can't seek money by ourselves. (t-unit 28) We earn money from our parent. (t-unit 29) So, the salary in each month, (t-unit 30) we should divide our money. (t-unit 31) A part is for saving, (t-unit 32) and other parts are for spending. (t-unit 33) When I began to save money from the past to the present. (t-unit 34) Now, I have money to buy somethings.

(t-unit 35) I don't have to ask my parent because it is my money. (t-unit 36) A method that is good to save money. (t-unit 37) When I will buy things, I will think deeply. (t-unit 38) It should be suitable for cost. (t-unit 39) Somethings is expensive but it is useless. (t-unit 40) So, we should think more deeply before we will buy somethings.

Essay 7b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) Nowadays, money is very necessary for everybody. (t-unit 2) Money can bring power, honor, and happy life. (t-unit 3) In the future, if you can earn money by yourself, I think it is better to save your money for your future. (t-unit 4) For the first reason, you can to save money for your father and your mother. (t-unit 5) When they are old, (t-unit 6) and you don't want them to work. (t-unit 7) You can buy a big house for your parent. (t-unit 8) You can let them stop working and stay at home. (t-unit 9) You will be proud. (t-unit 10) For the next reason, I think money is not easy to find. (t-unit 11) If we can find money, we should not enjoy your money for the useless things such as brand-named goods, cell phone, or expensive clothes. (t-unit 12) Because if some time in the future, (t-unit 13) you must use money, (t-unit 14) it is not easy to find it immediately. (t-unit 15) For example, if you get an accident, (t-unit 16) but you don't have money to cure, you may die. (t-unit 17) Because today, money is more important than ethnic. (t-unit 18) Next reason, I think everything is not sure. (t-unit 19) We will not know what will happen to us.

(t-unit 20) Having money is better. (t-unit 21) For example, if your father or your mother is sick, you can cure him or her because you have money. (t-unit 22) Or in the future, when you are married, and you have children. (t-unit 23) You can make them get high education and good life. (t-unit 24) I think you should concern about the future. (t-unit 25) It is better to save your money. (t-unit 26) I think if you enjoy your money, you enjoy alone. (t-unit 27) But if you save your money for the future, you can share money to others, (t-unit 28) and I think it is happier than enjoy alone.

Essay 8b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) I think it is better to save my money for some time in the future.

(t-unit 2) I have to save the money for several reasons such as

(t-unit 3) I might need lots of money when I am in urgent situation. (t-unit 4)
For example, when I get an operation which cost is very high, (t-unit 5) when I was
sick-headache, cancer, or heart attack, (t-unit 6) or when I got an accident-car
crashed, gun shot, or broken leg. (t-unit 7) Then I have to save the money for the
stable of my family. (t-unit 8) For instance, it would guarantee that my family will be
in a good condition-(t-unit 9) have a lot of fighting for jobs with the other people
(t-unit 10) because if I have much money, I can do my own business. (t-unit 11) And
it would be good for my children for having high education (t-unit 12) because if I
have a lot of money, I can support of what my children want to learn or want to do.
(t-unit 13) Third I have to save the money for spending when I am getting older.

(t-unit 14) I can use this money when I was ill, (t-unit 15) or spend money for travelling to the place that I want to go, (t-unit 16) eating the foods that I want (t-unit 17) and of course living my life as happy as I can. (t-unit 18) Finally I will save the money for my children and their family in the future, (t-unit 19) so they will have good lives, good educations, and get a good job. (t-unit 20) But they still have to save their money too because my money might not enough for their whole lives.

(t-unit 21) All of these can not happened if I am still spending all of my money with the useless things, (t-unit 22) so I must save my money from now for my beautiful life and my wonderful future.

Essay 9b

Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?

(t-unit 1) In my opinion, I think save my money is better than enjoy my money according to several reasons. (t-unit 2) First of all, I cannot know my future. (t-unit 3) For example, today I earn a lot of money, (t-unit 4) but tomorrow I may be an unemploy. (t-unit 5) So before I spend my money, I will think about my future. (t-unit 6) Second, when I or my parents are sick, I can spend my money to the doctor and medical payment. (t-unit 7) Third, I save my money to buy things that I want to buy. (t-unit 8) I have not to borrow or spend my parent money. (t-unit 9) When I spend my money that I earn to buy things, I will be proud of myself. (t-unit 10) For example, when I was 16, I wanted to buy a guitar. (t-unit 11) My parents did not have money to me to buy a guitar. (t-unit 12) So I saved my money for 4 months to buy a guitar. (t-unit 13) I bought a guitar from my saving money. (t-unit 14) I loved my

guitar very much because I know it was very difficult to buy it. (t-unit 15) Fourth, I want to study in a master degree. (t-unit 16) So I have to spend a lot of money to pay the tuition. (t-unit 17) I have to save my money to my future. (t-unit 18) Finally, I have ever met someone that he did not save money to spend in his future. (t-unit 19) He spent a lot of money to buy cars, brand name goods, and the others. (t-unit 20) Last month ago, he had to borrow money from their friends and their relatives. (t-unit 21) Now he still spend a lot of money. (t-unit 22) People that have known him try to avoid to meet him because they afraid that he will borrow their money again. (t-unit 23) I think he would save his money to spend for some time in the future. (t-unit 24) I think if I have a lot of saving money, I can do something that I want to do. (t-unit 25) I have not to borrow money from my parent, my friends, and the others. (t-unit 26) Everytime that I spent my saving money to buy something, (t-unit 27) I proud of myself that I saved my money to buy it.

Essay 10b

Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?

(t-unit 1) Saving money for some time in the future is the best way for my life because it has many advantages. (t-unit 2) First, it makes me know that how to spend money for the most effective. (t-unit 3) When I earn money, I know that it is very difficult to earn it each time. (t-unit 4) I have to work hard and face many problems. (t-unit 5) All of them make me know the value of money. (t-unit 6) Next, I know about how to manage money for my own life. (t-unit 7) I have to organize it into many sections such as rent, food, favorite things, and saving. (t-unit 8) I have a

notebook for my budget each month. (t-unit 9) I note everything that I spend money in daily life. (t-unit 10) All this things make me to be a neat person. (t-unit 11) Third, saving money in the bank can give me many advantages. (t-unit 12) It is better than keep in my home because it is sometimes stolen. (t-unit 13) If I save money in the bank for a long time, I will get more money. (t-unit 14) Moreover, some bank give the good things to me such as priviledge, information, and scholarship. (t-unit 15) Finally, it can help me in the future. (t-unit 16) I can't know anything that will happen in the future, (t-unit 17) so I have to save money today. (t-unit 18) I would like to buy car and house for my parents and myself because I want to show that I love them very much and would like to make them happy. (t-unit 19) From this reason, I study as good as I can and save money although it is little money. (t-unit 20) I think that saving money has the advantage more than disadvantage. (t-unit 21) I think we should have balance of spending and saving, (t-unit 22) and buy the things what we need better than what we want. (t-unit 23) I think this methods can help me and others have happiness in the future.

Essay 11b

Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?

(t-unit 1) People who enjoy money when they earn it, would have many financial problems in the future, (t-unit 2) and they have to borrow it from the others, (t-unit 3) in the other hand, people who save money for the future don't have that problems (t-unit 4) and they have many advantages. (t-unit 5) There are four reasons that will make you start to save money. (t-unit 6) The first reason is you can use

money for curing. (t-unit 7) If you or your family's member were ill or had an accident, (t-unit 8) and you had to use a lot of money for payments, (t-unit 9) you could use your saved money to pay for it. (t-unit 10) The second, you have to save money for your new family's payments when you get married. (t-unit 11) Anyone want to have a happy new family. (t-unit 12) In the future, if you would married, you have to use a lot of money for your wedding party. (t-unit 13) Then you have to pay for your child tuition's fee and many payments. (t-unit 14) A family with financial problems doesn't happy. (t-unit 15) You should start to save money today because you have to use a lot of money for your new family. (t-unit 16) The third, you can buy something that you want even though it is so expensive. (t-unit 17) If you always saved money when you earn it, its amount is increase, (t-unit 18) then you will have a big amouth of money that you can buy an expensive thing, such as a new car, or a new house. (t-unit 19) Finally, you can pay it for your learning to connect bacholer degree or master degree to get more knowledge and new better job, (t-unit 20) then you will have more money to correct. (t-unit 21) If you have your own corrected money, you don't have to borrow it from the others when you want to use it for curing, your new family's payment, buying expensive thing, or learning, (t-unit 22) and make sure that you don't have any financial problems.

Essay 12b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) If I can earn money, I will spend it for my happiness, my dream, and my future. (t-unit 2) I will enjoy some of my money and save some of them in to the bank.

(t-unit 3) In my opinion, if I can earn money, I will enjoy some of my money for travelling. (t-unit 4) I often go to the sea when I have free time. (t-unit 5) First, I will spend my money to learn how to dive. (t-unit 6) Last year, I went to Similan Island with my friends. (t-unit 7) It was a boring trip because I could not dive. (t-unit 8) Nothing to do at there if you do not have a diving certificate. (t-unit 9) Second, I will go to Samet Island because has many water sport at there. (t-unit 10) I like to ride a jet ski because it is extremely fun. (t-unit 11) Third, I will spend my money to buy air ticket for going to America. (t-unit 12) My close friend studying at Brigham Young University in Utah. (t-unit 13) I miss her very much. (t-unit 14) Finally, I will buy tennis tickets “Tennis Thailand Open” for my mother and me. (t-unit 15) We love Anddy Roddick because he is young and he is a good player. (t-unit 16) I think that it is a good time to meet him because he will come to Thailand soon for competition.

(t-unit 17) I will save some of my money into the bank for many reasons. (t-unit 18) First, when I finish my bachelor’s Degree, I would like to further my Master’s Degree at Chulalongkorn University in Communication Art Faculty. (t-unit 19) I would like to major in Advertising Create and minor is Broadcasting.

(t-unit 20) I would like to work at J Walter company because it is a famous advertising company. (t-unit 21) Second, if I have enough money, I will go to study at England. (t-unit 22) My ideal university is Saint Martin University. (t-unit 23) It is a famous university about design. (t-unit 24) At there, I will study about design. (t-unit 25) “Why would I like to study about design?” (t-unit 26) This is my answer “There is no creation, there is nothing.” (t-unit 27) Finally, I will buy a lot of dog food and I will feed all of the dogs that live along the road near my house. (t-unit 28) Now, I feed the dog everyday but just only 4 dogs because I do not have enough money.

(t-unit 29) If I can earn my money, I will spend 30% of them for my happiness, 30% for my dream and 40% for my future. (t-unit 30) I will do everything that I want if it does not make other people feel bad.

Essay 13b

Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?

(t-unit 1) It is better to save my money for some time in the future. (t-unit 2) In the future I want to go to U.S.A and France. (t-unit 3) Moreover, I want to stay in U.S.A with my family. (t-unit 4) I think ‘money’ it is important thing, (t-unit 5) and it can make every thing that I want. (t-unit 6) I want to be a rich person because I want to travel around the world. (t-unit 7) If I am a rich person, I’ll help a poor people. (t-unit 8) I’ll donate my money for them and I’ll help them to improve their life. (t-unit 9) I know that graduation is the big important and I want to study at U.S.A after graduate of university. (t-unit 10) I want to study about Business Computer and

Grahpfic Desing. (t-unit 11) I know well that I must use a lot of money to study this major in U.S.A. (t-unit 12) Then I should save my money for it. (t-unit 13) I plan my future that I will be a Computer Programmer and I will stay with my family at U.S.A. (t-unit 14) I want to have a little beakery in New York, (t-unit 15) and I want to have own flower shop. (t-unit 16) I want to save my money for everything that I plan. (t-unit 17) When I was a little girl my mother always took me to the bank because she wanted to teach me how to save my money, (t-unit 18) and she teached me to know a value of money. (t-unit 19) I think a person who is a luxerious person. (t-unit 20) He or she doesn't know value of money. (t-unit 21) If I have a lot of money, I'll make my dream come true. (t-unit 22) However, I think money is important thing with me, (t-unit 23) so I should save my money for rush hour (t-unit 24) such as when I have a accident, or sick, I can pay my money to help my life, (t-unit 25) I can pay my money for study, (t-unit 26) and It can make me to be a rich person in the future.

Essay 14b

Is it better to enjoy your money when you earn it or is it better to save your money for sometime in the future?

(t-unit 1) When I earn money, I think it is better to save my money for sometime in the future. (t-unit 2) There are good five reasons for save money. (t-unit 3) First, if you spent all of your money without saving, you would lack of money in the end of month. (t-unit 4) For example, when you get your salary. (t-unit 5) You always enjoy your money for stupid things (t-unit 6) and in a few days at the end of month, you have no money for pay some bill or your important payment. (t-unit 7) Sure, you must be crazy about that. (t-unit 8) Second, what do you think?

(t-unit 9) When you receive salary, (t-unit 10) but you spend it a little bit. (t-unit 11) We save for now but enjoy money later. (t-unit 12) I think it is a good idea because you can plan money for spending. (t-unit 13) Third, have you ever think about an emergency situation? (t-unit 14) If you didn't have any money for pay in that situation, (t-unit 15) what would you do? (t-unit 16) For instance, one day, you need to cure yourself in the hospital for operation or something like that. (t-unit 17) The most important thing is you need a lot of money for your sickness. (t-unit 18) Who is a kind person who lends you a lot of money. (t-unit 19) It is hard to find a type of person like that in present. (t-unit 20) Fourth, is it a good thing to think about the future? (t-unit 21) Exactly, yes it is. (t-unit 22) Do you proud of yourself when you have a success in your life with your own money. (t-unit 23) For example, you are already done in your school and you work for a while. (t-unit 24) You have an idea to further your degree, (t-unit 25) so you start to save money for your education. (t-unit 26) You can stand on your legs without asking for other person money. (t-unit 27) I think if someone do that, they might be a great person. (t-unit 28) Finally, you will be a responsibility person in other other people sight if you are an economic person. (t-unit 29) Also, your family and your friend can trust you when they get a problem. (t-unit 30) For instance, if your sister got a problem about her money, (t-unit 31) who is the first person that she would think of then she would ask you for help. (t-unit 32) At that moment you would become a person who she loves and respects. (t-unit 33) In short, it is easy to make yourself to be a great person and have a nice life in the future if you save your money right now.

Essay 15b

Is it better to enjoy your money when you earn it or is it better to save your money for
sometime in the future?

(t-unit 1) If I finished my education, I would find a job suddenly. (t-unit 2)
Because I think I should work before I further in Master's Degree. (t-unit 3) I plan to
work for two years and then I will further my education at abroad. (t-unit 4) I do not
know what country I will go to study. (t-unit 5) I think it depend on the future.
(t-unit 6) My father told me that I had to find a lot of experience before I study at
abroad. (t-unit 7) I would have to save money for some future, if I earn my money.
(t-unit 8) I obeyed him. (t-unit 9) So, now I have to come in class and lecture when
my teacher teaching. (t-unit 10) Before I go to bed I review the lesson everyday.
(t-unit 11) I think I must have a good grade, (t-unit 12) otherwise my father will
blame me. (t-unit 13) I have to do it the best because a good grade can make me find
a good job. (t-unit 14) I ever thought that when I finished my Bachelor's Degree I
would be an airhostess at Bangkok Airways (t-unit 15) or I would find another job
that make a lot of money. (t-unit 16) If I could not find a job. (t-unit 17) I would ask
my parent to let me open a small restaurant. (t-unit 18) And I would ask them to
support me and share some money. (t-unit 19) I think selling food is the good idea
because it makes a lot of profit. (t-unit 20) I will ask my friends to share money and
help me to organize our business. (t-unit 21) If I cannot do this. (t-unit 22) I would
plan to work at my uncle's company (t-unit 23) but it is the last idea that I will do.
(t-unit 24) So, if I earned a lot of money in the future, I would save it in Bangkok
bank and I will not withdraw it. (t-unit 25) If I worked at an office, I would find an
office that let their employee dress up the uniform. (t-unit 26) Because it the good

ways to save money. (t-unit 27) I will not buy some dress. (t-unit 28) When I want to go shopping at shopping mall, I will buy sale items. (t-unit 29) It is not too expensive to buy.

VITAE

VITAE

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