

**A TOPICAL STRUCTURE ANALYSIS AS A REVISION STRATEGY:
A STUDY OF THAI SECONDARY STUDENTS**

A MASTER'S PROJECT

BY

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**Presented in partial fulfillment of the requirements
for the Master of Arts degree in English
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การศึกษาการเขียนของนักเรียนมัธยมไทย โดยใช้การวิเคราะห์แก่นประโยค
เพื่อเป็นนุทธวิธีการเขียนทบทวน

บทคัดย่อ

ของ

นางสาวจิระจิตรา แก้วขาวใส

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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งานวิจัยเรื่องนี้มีจุดมุ่งหมายเพื่อเปรียบเทียบความแตกต่างระหว่างคะแนนสอบการ
เขียนก่อนและหลัง ของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 โรงเรียนสาธิตมหาวิทยาลัยราม
คำแหง โดยการใช้การสอนการวิเคราะห์แก่นประโยคของ Lautamatti (1978) เพื่อเป็นยุทธวิธี
การเขียนทบทวนเป็นเวลา 10 สัปดาห์ โดยมุ่งหวังให้มีการพัฒนาความต่อเนื่องของใจความ
และคุณภาพของงานเขียน

กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ นักเรียนอายุระหว่าง 13-15 ปี ซึ่งเลือกเรียน
วิชาภาษาอังกฤษ (อ่าน-เขียน) จำนวน 26 คน ซึ่งได้รับการสอนการวิเคราะห์แก่นประโยค เพื่อ
ทบทวนการเขียน นักเรียนทั้งหมดเขียนเรียงความภาษาอังกฤษในหัวข้อ "ความสำคัญของ
ภาษาอังกฤษต่อนักเรียนไทย" 2 ครั้ง คือ ก่อนและหลังการสอนการเขียนทบทวน หลังจากนั้น
เรียงความจะถูกตรวจและวิจัยข้อมูลทางสถิติ เพื่อหาความแตกต่างระหว่างคะแนนทั้งสองครั้ง
โดยใช้การทดสอบด้วยค่า T-test

ผลการวิจัยพบว่า คะแนนการเขียนเรียงความก่อนและหลัง ได้รับการสอนการวิเคราะห์
แก่นประโยคมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 โดยนักเรียนสามารถ
เขียนได้ดีขึ้นในเรียงความหลังจากได้รับการสอนการเขียนทบทวน และมีการพัฒนาความต่อ
เนื่องของใจความ

อาจกล่าวได้ว่าการวิเคราะห์แก่นประโยคสามารถใช้เป็นยุทธวิธีการเขียนทบทวนในชั้น
เรียนการอ่านและการเขียน เพื่อช่วยให้งานเขียนของนักเรียนมีประสิทธิภาพมากยิ่งขึ้น

**A TOPICAL STRUCTURE ANALYSIS AS A REVISION STRATEGY:
A STUDY OF THAI SECONDARY STUDENTS**

AN ABSTRACT

BY

MISS JIRAJITTRA KAEWKAOSAI

**Presented in partial fulfillment of the requirements
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Jirajittra Kaewkaosai. (2003). *A Topical Structure Analysis as a Revision Strategy: A Study of Thai Secondary Students*. Master's Project, MA. (English).
Bangkok: Graduate School, Srinakharinwirot University. Advisor
Committee: Asst. Prof. Dr.Tipa Thep-Ackrapong, Dr. Nitaya Suksaeresup,
Mr.Gregory Jones.

Lautamatti's (1978) topical structure analysis was adopted over a ten-week period as a revision strategy with an aim of improving the coherence and general quality of Mattayom 2 student's written work. A selected class of 26 students was asked to write one pretest essay each on the topic 'The Importance of English for Thai Students.' Candidates were then subjected to a ten-week series of lessons using the topical structure analysis to analyze model texts. A second attempt on the same topic was then collected and a T-test statistical analysis was used to analyze the differences arising (if any) between student's first and second attempts. The results revealed that students performed significantly better in their post-test essays at the 0.01 level. This strongly indicates that topical structure analysis can be used as an effective revision strategy in a reading/writing classroom to enable students to improve the organization and general coherence of their written work.

The Master Project's Committee and Oral Defense Committee have approved this master's project as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University

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May 2003

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CHAPTER 1

INTRODUCTION

Rationale

Coherence is defined as a semantic property of textuality. It is an aspect of comprehension that is established in the reader's mind as a result of a perception of relatedness among a text's propositions and between the text and the knowledge that the reader possesses of the world (McCagg, 1990: 113).

Coherence seems to be a big problem for many Thai students who study English writing. As Hinds (1990: 97) points out that there is a common writing style among Thai writers called a delayed introduction of purpose. In this style, the Thai writer seems to write about many topics, and then he/she concludes the writing with the writing purpose. This style has an undesirable effect. The writing seems incoherent to the English speaking reader although the style does not have this effect on the Thai native reader.

Many researchers have noticed different rhetorical patterns produced by different nationalities of ESL (English as a second language) students. As such, the body of research in contrastive rhetoric grows. In line with such growth, as an attempt to address problems with ESL students' coherence, Connor and Farmer (1990) adopted the topical structure analysis proposed by Lautamatti (1978) in a writing class. They taught ESL students to revise their texts so that they could achieve coherence in writing essays. Though the research results obtained did not

show a significant discrepancy between the control and experimental groups, there was a tendency for the experimental group to perform better in their revised writing.

Topical structure is proposed by Lautamatti (1978) as a linguistic tool to analyze coherence in a text. In the analysis, the discourse topic, or the main topic of the text, is identified. Then in each sentence, the sentence topic is analyzed to see how the topic progresses from one sentence to another. Then all the sentence topics are analyzed again to see how they are related to the discourse topic. By this means, the textual relationships among sentences can be studied. Moreover, the relationship between the sentence topics and the discourse topic of the whole text can be examined. In other words, topical structure analysis can be used to analyze the text both at the local and global levels since it can explain if the ideas in sentences cohere, and moreover, if the sentence topics themselves are related to the discourse topic as a whole.

Revision strategies are important for basic student writers. Sommers (1978) studied how inexperienced and experienced writers differed in terms of revisions. The results showed that inexperienced writers tended to revise at the lexical level only, and follow inflexible rules of style and usage regardless of appropriateness. On the other hand, experienced writers tended to revise at all levels (e.g. lexical, phrasal, sentential). They were more likely to make efforts to shape the argument to fit the writer's purpose.

From Sommers' (1978) research results, inexperienced writers should be taught to revise their texts effectively so that they can improve the quality of their drafted writing. One way to improve the writing quality is to improve coherence in the text.

Therefore, to address Thai student writers' coherence problems, in this research, 26 students aged from 13 to 15 years old who chose English reading and writing course at the Demonstration School of Ramkhamhaeng University (henceforth DSRU) were taught topical analysis to revise their drafted writing for 10 weeks with an aim to improve the quality of their writing. By the end of the teaching session, the scores rated in the pretest and the posttest were examined.

In brief, in the Thai context, coherence seems to be a major problem in writing. To address such a problem, topical structure analysis proposed by Lautamatti was used as a revising tool in a group of secondary students with a goal that they would be able to write a coherent essay at the end of the instructions.

Objectives of the Study

The research attempted to answer the following questions:

1. Is there any discrepancy between the writing scores rated in the pretest and posttest?
2. If there is, what are the plausible explanations to account for it?

Null Hypothesis

There is no significant difference between the pretest and posttest scores.

Significance of the Study

The findings of the study will be beneficial as follows:

1. They can be used as guidelines to develop the students' writing ability.
2. They can be applied in the writing classroom as a revision strategy to help students revise their essays.

Scope of the Study

The scope of the study was as follows:

1. The content of the analysis covered 52 pretest and posttest essays written by DSRU students on the topic "The Importance of English for Thai Students." The writing quality and the overall coherence were rated by two qualified raters using the IELTS profile score band which is included in the appendices.
2. The students were taught topical structure analysis to revise their drafts for 10 weeks as a revision strategy in a writing class in order to improve the quality of their writing.
3. The discrepancy between the writing scores rated in the pretest and posttest essays was analyzed and compared statistically by using a T-test run by SPSS/PC+.

Definition of Terms

1. **Coherence** refers to the underlying organizational structure that makes the words and sentences in discourse unified and meaningful for the reader (Reid. 1993).

- 2. **Local coherence** refers to how topics are developed at the sentence level (Lautamatti. 1978).
- 3. **Global coherence** refers to topical and propositional continuity across sentence boundaries (Lautamatti. 1978).
- 4. **Theme** refers to what the sentence is about or the main idea. Sometimes, the theme is called ‘topic.’
- 5. **Rheme** refers to what is being said about the topic. Rheme is sometimes called ‘comment.’

For example:

Theme	Rheme
I	went to the museum yesterday.
Laura	listens to music.

- 6. **Revision** is a sequence of changes that occur continuously through the writing of a piece of discourse.
- 7. **Strategy** refers to what people do in order to learn and how they manage those effects.
- 8. **Topical structure analysis** is a semantic relationship between sentence topics and the discourse topics (Lautamatti. 1978).

9. **Parallel progression (PP)** refers to two consecutive clauses with the same topical subject.

For example:

(1) Chocolates are a national craving. (2) Records show they are sold in huge quantities - 11.2 pounds per capita per year. (3) Designer chocolates often sell for nearly \$30/lb. (4) It is obvious that these candies are America's number one choice.

1. Chocolates
2. they
3. Designer chocolates
4. these candies

(Cornor and Farmer. 1990: 131)

As shown in the above example, in the first sentence, chocolates, is the topic appears firstly in this text. Then the writer repeats and develops it by supporting more details.

10. **Sequential progression (SP)** refers to the rheme element of a clause becoming the theme element of the next clause.

For instance:

(1) Computer interviews are used by market researchers to assess product demand. (2) Using these, many different products are analyzed. (3) For example, people may be asked about detergents.

1. Computer interviews
2. products
3. detergents

(Cornor and Farmer. 1990: 131)

In the example, the writer introduces the first sentence which has Computer interviews as a topic. Then, the next sentence is derived from the comment or rheme of the first one; the sentence topic is products. Furthermore, the sentence topic in sentence 3 is detergents mentioned earlier as a rheme of sentence 2.

11. Extended parallel progression (EPP) refers to parallel progression temporarily interrupted by at least one sentence containing a different topic subject. In other words, the first and last topics of a text are the same, but they are interrupted by sequential progression.

For example:

- (1) Body language varies from culture to culture.
- (2) To say yes, Americans nod their heads up and down.
- (3) Japanese and Italians use the same nod to say no.
- (4) Body language is an important skill for international managers.

1. Body language
2. Americans
3. Japanese and Italians
4. Body language

(Cornor and Farmer. 1990: 131)

From the above example, the writer introduces the first sentence with Body language as the sentence topic. Then, the writer extends the progression by a sequence of different sentence topics such as Americans in sentence 2 and Japanese and Italians in sentence 3. Finally, the writer returns to the sentence topic Body language, mentioned earlier in the first sentence at the end of the passage.

Outline of the Study

This research consists of five chapters as follows:

Chapter One: Introduction

- Rationale
- Objectives of the Study
- Null Hypothesis
- Significance of the Study
- Scope of the Study
- Definition of Terms

Chapter Two: Review of the Related Literature

- Coherence
- Topical Structure Analysis
- Application of Topical Structure Analysis
- The Connection of Reading and Writing

Chapter Three: Methodology

- Informants
- Procedures
- The Statistical Analysis

Chapter Four: Findings

- Findings
- Plausible Explanations

Chapter Five: Conclusion and Discussion

- Summary of the Study
- Discussion
- Application
- Limitations of the Study
- Recommendation

References

Appendices

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This review of the related literature focuses on four major areas: coherence, topical structure analysis, application of topical structure analysis, and the connection of reading and writing. The first part presents the importance of coherence. The second part establishes the background of the topical structure analysis proposed by Lautamatti (1978). The third part is devoted to the application of topical structure analysis as a revision strategy. Then, the last part discusses the connection of reading and writing because the students in the research were taught to identify topic sentences in their writing through reading.

Coherence

Many researchers of ESL writing have studied coherence, seeking to discover the bases for underlying organization and comprehension in academic writing. Coherence is a complex phenomenon involving not only a multitude of features within the text, but also the realization of a reader's expectations with these features (Connor: 1996). Many issues remain unsolved and so many teachers and researchers intend to study the relationship between the cohesiveness of a piece of writing, its overall quality and coherence.

Although most teachers consider coherence an essential element of good writing, it remains difficult to teach to students. Many students still do not know how to write coherently. This is especially so for students who learn English as a foreign and second language as they have particular difficulty in writing coherent English texts.

Tannen (1984) states that coherence is a broader-based concept. It is the underlying organizational structure that makes the words and sentences in discourse unified and significant for the reader.

Moreover, Cox (1974: 267) suggests that the writer must obtain coherence both within and between paragraphs. In other words, sentences and paragraphs must relate to each other in such a way that one sentence leads logically to another and one paragraph to the next.

Cox points out that most incoherent writing is a result of thinking in isolation in sentences, whereas coherent writing naturally follows continuity of thought. To gain coherence between sentences, the writer should use transitional words or phrases by repeating key words and ideas in the preceding sentence.

Kies (2003) explains that coherence is a product of two factors: paragraph unity and sentence cohesion. Kies recommends that to achieve paragraph unity, a writer must ensure two things. First, the paragraph must have a single generalization that serves as the focus of attention. In other words, it is called a topic sentence. Secondly, the writer must control the content of every other sentence in the paragraph's body. As such, the body of paragraph contains more specific information than the topic sentence and maintains the same focus of attention as the topic sentence as well.

Similarly, Swales (1990) studied the organization and use of coherence devices in the introductions to research papers and found that teaching ESL graduate students, global coherence strategies helped them compensate for difficulties at the local level. Moreover, knowledge of the audience's attitudes, beliefs, and expectations of the writer were essential for coherent communication.

However, coherence is a difficult concept to analyze because it deals with properties of text as well as the reader's expectations and the reading and writing context.

Many attempts have been made by major schools of thoughts to establish discourse theories to account for coherence. Indeed, there are many names for discourse analysis such as text linguistics and discourse linguistics. In fact, they all refer to analyses of text (Connor: 1996). At least there are two major discourse theories that can be used as linguistic tools to analyze coherence.

First, the Prague school of linguistics proposes the study of theme and rheme. Theme and rheme concern the pattern of text coherence. The theme is a part of clause structure which establishes the subject matter or viewpoint whereas rheme is information given about the theme. Different terms are used to refer to theme and rheme such as topic and comment or topic and focus.

For example:

Joe came home from work and opened his mailbox. 'Joe' is the theme and the predicate, 'came home from work and opened his mailbox' is the comment on the topic.

Fries (1983: 124) states that most academic texts correlate with thematic progression which shows a high incidence of cross-referential linking the rheme of one sentence to the theme of the next. This is because scholarly texts present complex arguments in which each successive idea is an expansion of an idea in the previous sentence as shown in Figure 1.

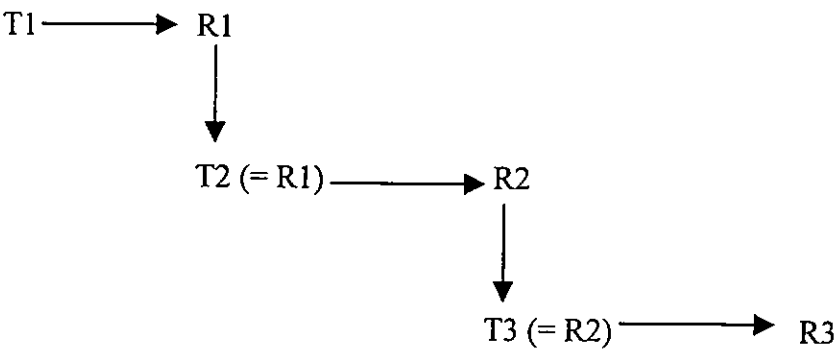


Figure 1 Progression of Ideas by Fries (1983)

Figure 1 shows the progression of ideas in a text. The rheme of the previous sentence becomes the theme of the next sentence.

Second, systemic linguistics, which was developed by Halliday (1976), has had an impact on educational studies throughout the world. His theory emphasizes the content of discourse as well as choices writers make when they use language. He explains that every text is a context for itself. A text is characterized by coherence. An important contribution to coherence comes from cohesion. Coherence is a property that a reader ascribes to a text while cohesion is a property that a text possesses.

In short, there are at least two major discourse theories to analyze coherence in text: the Prague school of linguistics and systemic linguistics. Lautamatti (1978) proposes to analyze text coherence patterns by looking at the semantic relationships between sentence topics and the discourse topic. This discourse theory can be adopted to analyze the writing quality and coherence in the text. On the other hand, functional grammar by Halliday (1976) is concerned with understanding how language is used, and how different situations shape linguistic structures.

Topical Structure Analysis

Among various teaching strategies, topical structure analysis can be taught to EFL students as a tool for improving coherence in their writing.

Lautamatti (1978) is a Finnish text linguist who originally developed topical structure analysis for the purpose of describing coherence in a text. It focuses on the semantic relationships that exist between sentence topics and the discourse topic. Through this analysis, the relations can be studied by looking at sequences of sentences and examining how the sentence topics work through the text to build meaning progressively.

The basis of topical structure analysis can be clarified through these four steps:

Step 1 – Number each sentence in the passage.

Step 2 – Highlight the topic, word, or phrase in each sentence.

Step 3 – Draw a diagram of the passage sentences.

Step 4 – Check for coherence of ideas and make changes accordingly.

Lautamatti (1978) originally uses and analyzes the expository paragraph titled “Language and Community,” which is shown in table 1. She numbers each sentence in the passage and then underlines the topic in each sentence. Then, she draws a diagram of the passage sentences in order to show the progression and check for coherence of ideas in the passage.

Table 1 An Illustration of Text and Diagram by Lautamatti (1978)

<u>Language and Community</u>
(1) When <u>a human infant</u> is born into any community in any part of the world <u>it</u> has two things in common with any other infant, provided neither of them has been damaged in any way either before or during birth. (2) Firstly, and most obviously, <u>new born children</u> are completely helpless. (3) Apart from a powerful capacity to draw attention to their helplessness by using sound there is nothing <u>the new born child</u> can do to ensure his own survival. (4) Without care from some other human being or beings, be it mother, grandmother, sister, nurse, or human group, <u>a child</u> is very unlikely to survive. (5) <u>This helplessness of human infants</u> is in marked contrast with the capacity of many new born animals to get to their feet within minutes of birth and run with the herd within a few hours. (6) Although <u>young animals</u> are certainly at risk, sometimes for weeks or even months after birth, compared with the human infant they very quickly develop the capacity to fend for themselves. (7) It would seem that <u>this long period of vulnerability</u> is the price that the human species has to pay for the very long period which fits man for survival as species.

Table 1 (continued)

(8) It is during this very long period in which the human infant is totally dependent on others that it reveals the second feature which it shares with all other undamaged human infants, a capacity to learn language. (9) For this reason, biologists now suggest that language is 'species specific' to the human race, that is to say, they consider the human infant to be genetically programmed in such a way that it can acquire language.

(10) This suggestion implies that just as human beings are designed to see three-dimensionally and in colour, and just as they are designed to stand upright rather than to move on all fours, so they are designed to learn and use language as part of their normal development as well-formed human beings.

1. a human infant
 2. new born children
 3. the new born child
 4. a child
 5. this helplessness of human infants
 6. young animals
 7. this long period of vulnerability
 8. the human infant
 9. language
 10. human beings
-

From this sample text and diagram by Lautamatti (1978), sentence 1 through sentence 4 are semantically identical; the topic is repeated to reinforce the idea for the reader. Sentences 5, 6, 7, and 9 are derived from the comment of the previous sentence by adding more supporting details. Besides, the writer returns to a topic mentioned earlier in the essay after he/she has extended a topic by supporting details as shown in sentences 8 and 10.

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).

First, in parallel progression (PP), we can see that the sentence topic is repeated and the writer develops the topic by providing additional supporting details. For example:

Shoes

- (1) When **the first men and women** had to travel over cold ground, hot deserts and hard stones, they covered their feet with animals skins and leaves.
- (2) **They** cut the skins and leaves and then sewed them together.
- (3) Then **they** tied grass and skins around their feet to keep the shoes in place.

(Method and Jones. 2001: 11)

From the above example, we can draw a diagram of topical structure progression as in figure 2.

Sentence No.	Topical Depth				Sub-topic
	1	2	3	4	
1.	The first men and women				1
	↓				
2.	They				1
	↓				
3.	They				1

Figure 2 An Illustration of Topical Structure of Parallel Progression (PP)

From figure 2, the sentence topics are semantically the same; every sentence refers to the first men and women. Therefore, sentence 1 through sentence 3 show the parallel progression of the sentence topic.

Second, in sequential progression (SP), each consequential topic in the text is semantically developed upon the proceeding topic.

For instance:

Dish Soap for Dinner

- (1) Joe came home from work and opened his mailbox.
 - (2) In his mailbox he found a yellow bottle of soap - soap for washing dishes.
 - (3) The dish soap was a free sample from a soap company.
 - (4) The company mailed small bottles of soap with a little lemon juice in it.
 - (5) The company wanted people to try it.
- (Heyer. 2001: 3)

From the above example, we can draw a diagram of topical structure progression as in figure 3.

Sentence No.	Topical Depth				Sub-topic
	1	2	3	4	
1.	Joe				1
2.	he				1
3.		the dish soap			2
4.			the company		3
5.			the company		3

Figure 3 An Illustration of Topical Structure of Sequential Progression (SP)

From figure 3, the sentence topics are different. Sentence 2 through 4 show the sequential progression of the sentence topics. The sentence topic of sentence 2 is he, and the sentence topic of sentence 3 is the dish soap whereas the sentence topic of sentence 4 is the company. All sentence topics are derived from the content of the comment or rheme of the previous sentence.

Third, extended parallel progression (EPP) shows the sequence of a given topic which is interrupted by at least one t-unit containing a different topic subject. For example:

Microwave ovens

(1) Microwave ovens have changed the role of the modern woman. (2) No longer does a housewife stand over a hot stove cooking pots of stew. (3) Today she works at a career, manages her family, and prepares satisfying meals in minutes. (4) The microwave oven has given her freedom from her traditional role.

(Cernilia, Medsker, and Connor. 1990:237)

From the above example, we can draw a diagram of topical structure progression as in figure 4.

Sentence No.	Topical Depth				Sub-topic
	1	2	3	4	
1.	microwave ovens				1
2.		a housewife			2
3.		she			2
4.	microwave oven				1

Figure 4 An Illustration of Topical Structure of Extended Parallel Progression (EPP)

In figure 4, sentences 1 and 4 show the extended parallel progression of the sentence topics. The writer returns to the topic mentioned earlier in the passage. The word microwave oven shows up at the end of the passage.

In brief, Lautamatti (1978) originally develops topical structure analysis for the purpose of describing coherence in a text which focuses on the semantic relationships between sentence topics and the discourse topic.

Application of Topical Structure Analysis

Many researchers have applied topical structure analysis proposed by Lautamatti (1978) in a writing class in order to improve the writing quality.

Connor and Farmer (1990) investigated topical structure analysis as a revision tool and coherence check in intermediate and advanced ESL classes at Indiana University. They adapted the ideas of Lautamatti (1978) to show students how to identify sentence topics, systematically chart topic progression, evaluate passage coherence, and how to employ strategies to improve their writing. The results of the study showed that the students' responses were positive as the procedures helped

them examine the meanings of their sentences and motivated them to relate these meanings to the main topic and purpose of their writing. Moreover, the students said that this revision tool helped them reorganize the essay and focus on reasons rather than on unrelated ideas.

Thus, the topical structure analysis can be used as a revision tool to improve student writing, especially in regard to writing with a clear focus and a development of subtopics. Moreover, it is useful for checking coherence in writing, which should be used in conjunction with teacher and peer comments.

Similarly, Witte (1983) explored the use of topical structure analysis as a way to understand some textual cues that might prompt revision and as a way to describe the effects of revision. He studied patterns in freshman level students' writing and compared them with the quality ratings of their essays. He found that topical structure analysis could be used as a predictor of writing quality.

In addition, Schneider and Connor (1991) explored sample essays written for the TOEFL's Test of Written English (TWE). They found that topical structure analysis correlated well with readers' judgements of writing quality. The results of the study showed that more highly rated essays had these characteristics: a high proposition of sequential progression and an extended parallel progression.

Likewise, Lee (2002) examined the improvement in coherence of essays written by four first-year students at the Hong Kong Polytechnic University. Lee (2002) taught the following six coherence topics to the students:

1. purpose, audience, and context of situation
2. macrostructure
3. information distribution and topical development
4. prepositional development and modification
5. cohesion
6. metadiscourse

While studying, the students were required to write four essays on four different topics. The findings suggested that at the end of the teaching of coherence, students improved the coherence of their writing and directed their attention to the discourse level of text while revising. Moreover, the students felt that teaching of coherence had enhanced their awareness of what effective writing should entail.

Besides, Walelign (2002) examined the link between aspects of local and global coherence and raters' judgements of writing quality. Twenty-three Amharic students at a two-year college in San Diego were asked to write essays. Then, the data were described in terms of the following independent variables: topical development at the sentence and discourse levels, proportion of coordinated t-units to the total number of sentences, and predominant proportional hierarchy that followed. The results showed that the association between topical structure and writing quality was not statistically significant. Walelign (2002) claimed that the multi-instrument design would be invaluable to text analysts for adopting a future study.

Furthermore, Fakhri (1995) compared the topical structure of Arabic and English in order to determine whether Arabs learners of English as a second language (ESL) transferred potential differences between Arabic and English in their English writing, or whether they used an altogether different topical structure indicative of development factors. The data were compared directly among different four sets of texts: Arabic texts, English texts, English essays by Arabic ESL learners, and English essays by non-Arabic ESL learners. The results showed no significant differences between the topical structures of Arabic, English, and the English writing of Arabic subjects.

Makinen (1992) investigated the relationship between coherence and writing quality. He applied the topical structure analysis by Lautamatti (1978) to examine the short compositions in English as a foreign language (EFL) written by 24 Finish high school students. The results indicated that topical structure development in such compositions could be one index of quality in composition writing for the students who studied English as a foreign language.

To sum up, many researchers have applied topical structure analysis in a writing class in order to improve the students' writing quality. Topical structure analysis could help the students realize patterns in their drafted writings and reorganize the ideas and the overall coherence through the three types of topical structure progression proposed by Lautamatti (1978).

The Connection of Reading and Writing

Many recent research studies in linguistics and applied linguistics have emphasized the connection between reading and writing. Reid (1993) points out that there are correlations between effective readers and writers because reading and writing have common cognitive processes. They are integrally linked as skills and as makers of knowledge.

She (1993) explains that both writing and reading are interactive and recursive processes which background knowledge, or schemata, plays an integral part. Both reading and writing skills activate schemata about the language, content, and form of the text and lead to the exploration of those schemata in discovering meaning as well.

Stotsky (1983: 627) states that the process of writing is highly related to the process of reading because readers and writers are both constructing meaning. In the reading process, we construct meaning from the author's text. Similarly, in the process of writing, we compose or construct meaning as we create text. Since reading and writing are closely related, reading helps students write better and writing helps students read better.

Rosenblatt (1988: 8) calls the relationship between the writer and the reader the 'transactional paradigm.' It refers to the human activity in which the individual, the social, cultural and natural elements interfuse. In other words, the writer actively discovers, constructs meaning, interprets, and re-interprets information for a reader whereas the reader reconstructs and rediscovers that meaning by actively bringing his/her prior knowledge and experience to the text.

Hence, teachers need to see writing and reading not merely as cognitive and constructive processes but also as social and communicative processes between writers and readers: good readers are often good writers and good writers are often good readers.

Dubin and Bycina (1991) suggest that students need pre-reading activities to stimulate and extend schemata as well as while-reading activities that allow them to interact with the text and author. Finally, post-reading activities investigate the link between writing and reading to help students discover how to write within the discursial demands of academic writing.

As a result of the connection between reading and writing, many studies have attempted to apply the process of the transference of reading skills to writing skills in the classroom. That is the students are given good prose as models in acquiring writing skills from analyzing and absorbing a variety of written passages.

However, in terms of writing skills, producing a coherent, fluent, and extended piece of writing is probably the most difficult task for many writers, especially for those who are foreign language learners. Therefore, one of the basic skills needed in writing is writing coherently which shows a logical organization according to the development of the main idea and supporting details.

In brief, there are correlations between effective readers and writers because reading and writing have common cognitive processes. As a result of these connections, the activities in a writing classroom usually consist of reading activities which can help the students improve their writing skills.

In summary, the discussion of the related literature has been divided into four parts: coherence, topical structure analysis, application of topical structure analysis, and the connection of reading and writing. Coherence seems to be an important element of good writing; however, it is difficult to teach it to ESL or EFL students. Therefore, topical structure analysis is adopted as a revision strategy to improve coherence in writing. In addition, the connection of reading and writing could be useful for a writing classroom because the students are taught to identify topic sentences in their writing through reading.

CHAPTER 3

METHODOLOGY

In this chapter, the method to conduct the research, the informants, the procedures, and the statistics to analyze the data are presented.

Informants

The informants of this study were 26 students ranging in age from 13 to 15 years old. All of them studied in Mattayom 2 (Grade 8), 14 boys and 12 girls, who chose an English reading and writing course at DSRU. All of them had studied English as a foreign language for ten years since kindergarten. These samples were selected purposely in order to assess the quality of their writing.

Procedures

The students were assigned to write an essay of at least 100 words in the classroom on Tuesday 12, November 2002, on the topic 'The Importance of English for Thai Students.'

The writing session lasted two hours, and the students were not allowed to use a dictionary in order to ascertain their writing ability. This assessment was considered the pretest. After that the students were given the essays back.

After the pretest, the students were taught the topical structure progression for 10 weeks as a revision strategy. Each week, the instruction lasted for two hours.

While studying, the students were required to read a story from the textbook, *Top line 2* (Methold, K. and Jones, H. , 2001). They also did exercises related to the topical structure analysis. The lesson plans are included in the appendix A.

To apply the topical structure analysis as a revision strategy for teaching coherence in writing, the most important and challenging activities which students learnt during 10 weeks were looking for a main idea, identifying sentence topics from a story, and charting 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.

The activities for teaching coherence in a classroom focused on two learning skills: reading and writing, since there are significant correlations between reading and writing. As Janopoulos (1986) points out that writing and reading skills are cognitively similar, both the reader and writer construct and interpret meaning from a text. Therefore, reading has always been a part in the ESL writing classroom.

Finally, the students were assigned to write an essay on the same topic as of the pretest on Tuesday 18, February 2003. It was considered the posttest. Each essay was rated by two Thai evaluators who were experienced and qualified in teaching English as a foreign language. Each of them assessed the writing scores using the IELTS profile score band. To maintain the interreliability between the raters, both raters were trained to use this profile score band before evaluating the informants' pretest and posttest. In the process of evaluating the essays, each essay did not indicate whether it was the pretest, posttest or informant's name.

The IELTS profile score band consists of holistic scales. The band is considered valid in being selected as a tool for evaluating essays. Reid (1993: 238) points out that the greatest advantage of holistic scoring is its efficiency; raters can score substantial numbers of papers in a relatively short period of time.

Generally, holistic scoring assesses the overall competence of a piece of writing, but it neither diagnoses problems nor prescribes remedies for the writing. In other words, the evaluator reads each paper without marking anything and then rates the paper as a whole, assigning a single score within a given range. The IELTS score band along with its interpretation ranges from 0 to 9 points. The two raters assessed the essays by comparing the writing quality to the IELTS marking criterion which is divided into three sections: task fulfillment, coherence and cohesion, and vocabulary and sentence structure. This profile score band is included in the appendix B.

The Statistical Analysis

1. The differences of the scores between pretest and posttest essays were calculated to find the interreliability of the two raters.
2. A T-test was used to find if there was a significant discrepancy between the pretest and posttest scores rated by the two evaluators.

In short, the method of the research was that students at DSRU were assigned to write a pretest in order to assess the writing quality. The writing session lasted two hours and the students were not allowed to use a dictionary. Then, the pretest was given back to the students. Next, the students were taught the topical structure progression for 10 weeks as a revision strategy. Then, the students were assigned again to write the posttest on the same topic as the pretest. Both the pretest and posttest were rated by two evaluators. Finally, the raters' scores were analyzed to find interreliability. The differences of the pretest and posttest scores were statistically analyzed by using a T-test to find whether there was a significant discrepancy.

CHAPTER 4

FINDINGS

In this chapter, the research findings are discussed. The pretest and posttest scores were statistically analyzed to find the interreliability of the two raters. Moreover, a T-test run by SPSS/PC+ was used to find whether there was any significant discrepancy between the pretest and posttest scores. The findings are tabulated and some discussions of the interreliability of the two raters, the discrepancies of the rating scores and T-test are provided.

The illustration of interreliability of the pretest and posttest scores by two raters are shown in tables 2 and 3. Finally, a statistical analysis of the pretest and posttest scores by the two raters and a comparison of the mean score, the standard deviation, the t-value are shown in table 4. Under each table, some plausible explanations are given.

Table 2 The Interreliability of Pretest Scores by the Two Raters

Interreliability of Pretest	N	Rater 1	Rater 2	Sig.
Rater 1	26	1	0.84**	.01
Rater 2	26	0.84**	1	.01

From table 2, the results revealed that these two raters had a correlation of .84. Noticeably, the correlation of the two raters was very high; therefore, the scores rated should be acceptable as statistically valid.

Table 3 The Interreliability of Posttest Scores by the Two Raters

Interreliability of Posttest	N	Rater 1	Rater 2	Sig.
Rater 1	26	1	0.78**	.01
Rater 2	26	0.78**	1	.01

From table 3, the results revealed that the interreliability of the posttest score of the two raters was .78. Even though the interreliability of the posttest scores is lower than the pretest, the posttest scores should be acceptable because it was close to .80, an acceptable level.

Table 4 A Statistical Analysis of the Pretest and Posttest Scores by the Two Rat
ers

Essay	N	X	S _D	\bar{X}_D	\bar{S}_D	t-value	Sig.
Pretest	26	5.84	0.72	0.33	0.42	3.94**	.01
Posttest	26	6.17					

From table 4, the mean score of the pretest is 5.84 and the mean score of the posttest is 6.17, and the standard deviation is 0.72. The difference of the mean score of the pretest and posttest is 0.33 and the standard deviation difference is 0.42.

The t-value is 3.94 and the discrepancy between the pretest and posttest is significant at the .01 level.

The above table indicates that the value of T-test is 3.94. It can be interpreted that there is a significant discrepancy between the pretest and posttest scores at the .01 level. Thus, the null hypothesis is rejected. That is the pretest and posttest scores differ significantly. According to the two raters, the students could write better in the posttest essays.

In short, in this chapter, the pretest and posttest scores were statistically analyzed and compared using SPSS/PC+ program. The findings revealed that there was interreliability of the two raters. Both of them highly agreed in the scores in the pretest and posttest. The correlation of two raters in the pretest and posttest scores was very high, so the scores rated should be acceptable. Moreover, there was a significant discrepancy between the pretest and posttest scores, so the null hypothesis was rejected at the .01 level. It means that the students could write better in the posttest essays according to the two raters.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, the study and findings are summarized. Finally, the application, the limitations of the study, and recommendation are discussed.

Summary of the Study

Fifty-two pretest and posttest essays entitled “The Importance of English for Thai Students” written by the DSRU students in the classroom were analyzed in this study. Two experienced and qualified Thai raters rated both the pretest and posttest essays by using the IELTS writing scores band in order to see whether the students had improved the writing quality and formed coherence in the posttest essays after they had learnt topical structure analysis as a revision strategy for 10 weeks. Then, the data were statistically analyzed to find the interreliability of the two raters and to see whether there was any significant discrepancy between the pretest and posttest scores by using a T-test.

Objectives of the Study

The research aimed at answering the following questions:

1. Is there any discrepancy between the writing scores rated in the pretest and posttest?

It was found that there was interreliability of two raters rating the pretest and posttest essays. Besides, there was a significant discrepancy between the writing scores rated in the pretest and posttest; therefore, the null hypothesis was rejected at the .01 level.

2. If there is, what are the plausible explanations to account for?

The plausible explanations for the significant discrepancy between the pretest and posttest scores are as follows:

Firstly, according to the two raters, the significant discrepancy between the pretest and posttest scores showed that the students could develop their performance in writing after they had been taught to organize and check coherence in their writing. Hence, topical structure analysis proposed by Lautamatti (1978) could be beneficial to students and be used as a revision tool. The procedures for applying this theory in the classroom helped students examine the meanings of their sentences and force them to relate these sentential meanings to the main topic and purpose of their writing. The students then could focus clearer and better development of ideas in the posttest than in the pretest.

Secondly, the activities (e.g. finding a main idea, identifying a sentence topic, and drawing a diagram) in each week while studying topical structure analysis motivated them to be aware of coherence in their writing. The more the students practiced their skills in the classroom, the more they could develop coherence in their writings.

Thirdly, the students connected the relationships between reading and writing skills for effective revision in posttest essays as Stotsky (1983) states that reading and writing are closely related, reading helps students write better, and writing helps students read better. Similarly, Witte (1983) states that a revision task provides a useful way of exploring the relationship between reading and writing which controls both the text features and the content to which writers must respond during revision. Therefore, in analyzing topical structure progression, the students should be able to practice two skills: reading and writing together, in order to revise their text.

Finally, because of the effect of returning the pretest essays to the informants, the students might have more time to improve their papers. This may drastically affect the quality of the posttest essays.

In brief, to answer the research questions, the findings of this research showed that there was interreliability of the two raters rating the pretest and posttest essays. Furthermore, the statistical analysis of the findings revealed that there was a significant discrepancy between the pretest and posttest scores; therefore, the null hypothesis was rejected at the .01 level. The effect of returning papers back might also affect the quality of the posttest essays. However, according to the raters, the students performed their revised essays better in the posttest after they were taught topical structure analysis as a revision strategy.

Discussion

In this research, it was found that after the students were taught topical structure analysis developed by Lautamatti (1978) as a revision strategy, they performed their writing in posttest essays better than in the pretest. The students would benefit from using topical structure analysis as a revision tool after they wrote their first essays in the pretest.

Due to the results of Connor and Farmer's research (1990), the coherence check became a heuristic tool that helped them sort out their ideas. The students improved their writing, especially in regard to adding the extended parallel progression and improving a ratio of parallel and sequential progressions in their revised writing. However, Connor and Farmer's research results did not show a significant discrepancy between the control and experimental groups. However, Connor (1990) claimed that there was a tendency for the experimental group to perform better in their revised writing.

Witte's results (1983) showed the significant difference between the high and low-rated essays. The low-rated essays lacked coherence because they showed an unattached connection between one idea and the next. Witte (1983) pointed out that the low-rated students might be uncertain of the original text's gist; they seemed to develop a number of sentence topics within each essay, but they did not relate them to the discourse topic. That means the students could not achieve either local or global coherence through the selection and ordering of sentence topics. On the other hand, the high-rated students maintained a consistent and clear focus on the sentence topics.

Moreover, the effect of returning the pretest essays to the students might affect the coherence and writing quality in the posttest essays. The students might copy and memorize from their own pretest essays to the second one.

To sum up, the recent research's results rather support the findings of the previous studies about topical structure analysis (Connor and Farmer: 1990; Witte: 1983). The results showed that the students improved their writing quality and organized their ideas logically and coherently in the posttest essays after they learnt topical structure analysis. However, returning the pretest essays could affect the students' performances in the posttest as well. There was a significant discrepancy between the pretest and posttest scores at the .01 level. Topical structure analysis can be efficiently used as a revision strategy in a writing classroom. The activities and exercises in class can help the students reorganize their essays and focus on coherence in their revised writing.

Application

From the research results, it is suggested that topical structure analysis can be used as a revision tool in a classroom. The students would learn how to organize ideas and to revise essays by applying topical structure analysis proposed by Lautamatti (1978). The students practiced their writing skills and expressed logical ideas by using three types of topical structure progression as a revision strategy for 10 weeks, so they could improve and achieve their writing quality and coherence in the posttest essays.

Hence, topical strategy analysis can be a useful tool not only for the students in a writing classroom, but also for those who want to improve and organize their ideas logically. It can be adopted as a revision strategy in the class of EFL or ESL and in other courses such as translation, reading, and writing. Moreover, it can be applied to use in other languages such as Thai.

In short, the topical structure analysis can be used as guidelines or a revision strategy in class in order to improve the students' writing quality and encourage them to create the overall coherence in text.

Limitations of the Study

1. The limitation of this study was the number of informants. They were only 26 students in a writing classroom, which was rather low.
2. The period of time for teaching topical structure analysis as a revision strategy was limited in 10 weeks. It should be longer.
3. The effect of returning the pretest essays back might drastically affect the coherence and writing quality of the posttest essays. The students could memorize, edit any errors, and copy to the posttest essays, the pretest essays should not have been returned to the informants.

Recommendation

1. Due to the limitation of the number of informants in this study, further study should be undertaken with more informants.
2. To apply topical structure analysis as a revision strategy, the teacher should have more time to force the students to reorganize and focus on the logical ideas.
3. Due to the activities in class for applying topical structure analysis as a revision strategy, it seems that there is a close relationship between reading and writing skills which is necessary for effective revision. A further study should be conducted in a reading classroom in order to check how the students understand the coherence in the reading text.
4. Further studies should explore a comparison of topical structure analysis in essays written by Thai students and other native or non-native students at different levels of education.
5. Because of the limitation of returning the pretest essays, the teacher should not return the papers back to the students.

In summary, the present research's results showed that there was interreliability of the two raters rating the pretest and posttest essays and also a significant discrepancy between the pretest and posttest scores. According to the raters, the students performed their revised essays better and improved the writing quality and coherence by applying topical structure analysis (Lautamatti. 1978) as a revision strategy through the relationship of writing and reading activities in class as well as an effect of returning the pretest essays to the students.

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APPENDICES

APPENDIX A
LESSON PLAN

Lesson Plan

Week 1 (November 12, 2003)

Objectives:

Upon completion of the unit, the students should complete writing a pretest essay.

Activities:

The students are assigned to write an essay of at least 100 words in the classroom on the topic 'The Importance of English for Thai Students.' The writing session lasts two hours. The students are not allowed to use a dictionary.

Evaluation

1. From the students' essays.

Lesson Plan

Week 2 (November 19, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Look for the main idea in a story from a textbook.
2. Identify topic sentences in paragraphs in the same story.

Content:

Unit 1: Picnics

Most people like having a picnic. But what does the word mean? Where does it come from? What is a picnic?

For most people a picnic is a meal they eat outside the home, usually in a park, by a river, or even sitting in a car if the weather is cold and wet. At one time, however, people had picnics at home at their own dinner tables.

The word 'picnic' comes from the French words *piquer* – which means 'to pick' or 'take' – and *pique-nique* – which means 'a small coin.' Everyone who came to a picnic brought something to eat. They brought it on plates from which everyone took some food. They took – or picked – small pieces of food from each plate. They had a *pique-nique*. This kind of meal was popular in Britain. The British used the French words for it but changed the letters to make 'picnic.' This is the way we write it today.

In some countries there are big picnics on special days. Lots of people go to parks on these picnics. For most people, however, a picnic is a family party. The

family puts some food and drink in a basket, gets in the car and goes off to a nice place in the country or by the sea (Methold, K. and Jones, H. , 2001: 1).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 1: *Picnics* from *Top line 2* (Method, K. and Jones, H., 2001).
4. Do exercises to practice finding the main idea and topic sentences
5. Answer questions from a story.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 3 (November 26, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify sentence topics in a passage.
2. Skim a passage to get the main idea.

Content:

Unit 2: Staying alive at sea

It can be dangerous to travel by sea. Ships sometimes sink far away from land. When this happens, the sailors have to get into small boats. If another ship does not come and help them and they do not have enough food or water, they may die.

Most people believe we must not drink sea water. They believe that if we do, we shall be very ill because of all the salt in the water. A doctor called Alain Bombard did not believe this. He thought that people could stay alive by drinking sea water and eating small fish, animals and plants from the sea. On the 19th October 1953, he set out in a small boat to cross the Atlantic Ocean. He did not take any food or water with him.

Every day Dr. Bombard drank just a little sea water. He also caught fish and they had water in them. He drank this water. He could not cook the fish, so he ate them as they were. He took small plants from the sea, which gave him more food.

Dr. Bombard became hot, tired and quite ill, but after 65 days at sea he was still alive. He travelled 2,750 miles from one side of the Atlantic Ocean to the other, and on the 24th December 1953 he reached Barbados.

He lost 20 kilos, but he showed that people can live on sea water and the animals and plants in the sea (Methold, K. and Jones, H. , 2001: 6).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 2: *Staying alive* at sea from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Answer questions from a story.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 4 (December 3, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify sentence topics in a passage.
2. Skim a passage to get the main idea.

Content:

Unit 3: Shoes

When the first men and women had to travel over cold ground, hot deserts and hard stones, they covered their feet with animal skins and leaves. They cut skins and leaves and then sewed them together. Then they tied grass and skins around their feet to keep the shoes in place.

Later, people who lived in hot countries made sandals to keep their feet clean and cool. There were many different kinds of sandals. Poor people wore very cheap ones, but rich people sometimes put jewels in theirs. In cold countries people wore shoes made out of sheepskin. Today many people still wear sheepskin shoes because they are so warm.

Before there were machines, shoes like the ones we wear today took a long time to make. In 1846 Elias Howe made a strong sewing machine, and then in 1858 Lyman Blake changed this machine so it could sew shoes. In 1875 Goodyear Welt made a new machine for making shoes quickly. It was called the Goodyear Welt sewing machine. With this machine Goodyear made cheap shoes from rubber. Today we remember Goodyear because he has made other things with rubber.

Today people wear shoes made from animal skins, cloth, rubber and plastic. Shoes have come a long way from the first skin and leaf shoes – and with new machines they will change a lot more (Methold, K. and Jones, H. , 2001: 11).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 3: *Shoes* from *Top line 2* (Method, K. and Jones, H., 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Answer questions from a story.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 5 (December 17, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Skim a passage to get the main idea.

Content:

Unit 4: The world's biggest animal

Many people think that the dinosaur is the biggest animal that ever lived. They are wrong. The world's biggest animal is still living, and it lives in the sea. It is called the Blue Whale. Blue Whales can be as long as 30 metres and weigh as much as 1,000 kilos. The largest dinosaurs weighed only 500 kilos.

The whale is not only the world's biggest animal, it is also one of the cleverest. We know that whales can talk to each other though we do not know what they are saying. We do not yet know how to 'speak' whale! One day perhaps we shall learn to speak to whales, and then they will be able to tell us about themselves.

Whales are part of a family of animals called 'cetaceans.' These are animals that live in the sea but unlike fish, do not lay eggs. They have live babies in the same way that cows and cats do, and give their babies milk.

There is a famous White Whale called Moby Dick. He was in a story by the American writer, Herman Melville. In this story, a sailor called Captain Ahab spends a lot of time trying to find and kill Moby Dick.

Sadly, there are many kinds of whales left. Men have killed them for thousands of years for food and other things. However, there are now laws to stop people killing most kinds of whales, so perhaps there will be more of them in the years to come (Methold, K. and Jones, H. , 2001: 16).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 4: *The world's biggest animal* from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 6 (December 24, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Skim a passage to get the main idea.

Content:

Unit 5: Hijack!

Some people are afraid of flying. They are worried that the plane will crash or that someone may hijack it. A person who hijacks a plane usually says he will blow up the plane if he does not get money. Sometimes hijackers do not want money, however. They want other things. They sometimes want their friends let out of gaol or to go to another country.

The first hijacking happened on the 16th June 1984 on a plane travelling from Macau to Hong Kong. Some men with guns told the pilot they wanted money. The pilot fought them, but the hijackers shot him. The plane crashed into the sea, and nearly everyone in it died. Only one man lived. His name was Wong-yu Man. When the police brought the plane out of the sea, they looked at it very carefully and found bullet holes in the walls of the plane. They knew then that there had been a hijack.

A policeman sat near Wong-yu Man's bed in the hospital. Before long Wong-yu started to talk in his sleep. 'Where are my men?' he said. 'Are they all right? Did they get the money?' The policeman wrote everything down. He knew Wong-yu's

word meant something. He thought Wong-yu was one of the hijackers. He was right. When Wong-yu came out of hospital, he went to gaol for a long time (Methold, K. and Jones, H. , 2001: 21).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 5: *Hijack!* from *Top line 2* (Method, K. and Jones, H., 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 7 (January 14, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Draw the diagrams corresponding to the topical structure of a passage.
3. Skim a passage to get the main idea.

Content:

Unit 6: Levi Strauss

Levi Strauss was born in Bavaria in Europe in 1829. He moved to America when he was 17 years old. His brothers sold cloth, and he worked for them although he could not speak English very well. At this time many people were moving to California because there was gold there. Strauss went to look for gold too.

Strauss took a lot of cloth with him to San Francisco. He thought it would make good tents in the gold fields. But when he got there, he saw that people needed clothes more than they needed tents. Clothes did not last very long in the gold fields. At first Strauss made pants out of canvas. They were very strong – much stronger than other pants. Soon everyone was wearing them. He decided that he would stop looking for gold and would only make pants. He opened a small shop and made a lot of money of from selling pants.

After a while, Strauss found an even stronger cloth than canvas. It came from a town in France called Nimes. The French called it serge de Nimes which means 'cloth from Nimes.' The Americans called it 'denim.' Strauss also bought some cloth from Genoa, a town in Italy. To Americans this name sounded like 'jeans', so they called his pants 'jeans.' The cloth Strauss used was always blue, so people also called his pants 'blue jeans' and 'blue denims.' Other people called them 'Levi's.'

Today Levi Strauss jeans are one of the best-selling jeans in the world. They last a long time and are very comfortable (Methold, K. and Jones, H. , 2001: 26).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 6: *Levi Strauss* from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.
6. Do exercises to practice drawing diagrams.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 8 (January 21, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Draw the diagrams corresponding to the topical structure of a passage.
3. Skim a passage to get the main idea.

Content:

Unit 7: Computer crime

Computers can help many workers. They can also help thieves. There was one thief who worked in a United States bank. He paid for everything he needed by cheque. Then he told the computer not to take any money from his account for the cheques he wrote. The bank's computer did what he said. It gave the shops money for his cheques, but it did not take any money from his bank account. One day the computer broke down. People had to do the computer's work. They soon found out what was happening.

Another thief who worked for a bank saw people filling in deposit forms. Many these people did not know their account numbers, so they wrote only their names on the forms. They left empty the place for their account numbers. The thief wrote his own account number in this place. When the computer read these forms it looked only at the account numbers. It did not look at the customers' names. It paid the money on these deposit forms into the thief's account.

Then there was the bank worker who told the bank computer to take ten cents off every customer's account each month and put it into his own account. For a long time the bank's customers did not notice that they were losing ten cents every month. But then someone did notice and told the bank. That was the end of that little game!

No one really knows how much computer crime is costing the banks, but some people believe it is millions of dollars a year (Methold, K. and Jones, H. , 2001: 31).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 7: *Computer crime* from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.
6. Do exercises to practice drawing diagrams.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 9 (January 28, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Revise and edit a passage.

Content:

Unit 8: Finding the criminal

The police find most criminals because somebody tells them who the criminals are. They find other criminals by using science and their computers. When there is a bank robbery, the police first look through their computers for the names of bank robbers they know about. Then they go and talk to any of these robbers who are not in gaol. They ask them where they were at the time of the robbery. If any of these people cannot give a good answer, the police will often use science to find out if one of them is the robber.

Many criminals leave something of themselves at the place of the crime, like a fingerprint or a hair. Or they take something away on their shoes or clothes, like dirt or animal hair. If they leave behind some of their blood or a hair or a piece of skin, it will have their DNA inside it.

Everyone's DNA is different in the same way that their fingerprints are different. Therefore, if a criminal cuts himself during a robbery or leaves a hair, or even a small piece of skin, scientists can find out what his DNA is. The police can

then ask the person they think is the robber to give them one of his hairs or some blood and see if it has the same DNA. Many criminals are in gaol today because of this kind of evidence (Methold, K. and Jones, H. , 2001: 36).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 8: *Finding the criminal* from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.
6. Do exercises to revise a passage.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 10 (February 4, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Revise and edit a passage.

Content:

Unit 9: Esperanto

In the past there have been many important languages. These have all been languages that many people in any different countries have used. The most important of these have been Latin, French, Spanish and English. At one time, Latin was the international language. A hundred years ago, it was French. Now it is English.

One man tried to make a new language – a language that everyone would use. His name was Ludovic Zamenhof. He was born in 1859 in Bielostock, Poland. He wanted to make a new language because the people of Bielostock spoke many different languages – Russian, Polish and German – and did not want to learn each other's languages. Zamenhof thought they would learn a new language. He called his language 'Esperanto.' Although he had to work during the day as an eye doctor, he used all his free time to make his new language. He spent 15 years on his first book about Esperanto although it was only 14 pages long.

Esperanto is very easy to learn. At one time many people were interested in learning Esperanto. They believed it was the answer to many of the world's problems. Esperantists – people who speak Esperanto – met and spoke Esperanto together. They even wrote books in the language.

Although there are many good things about Esperanto, it has never become as international language and perhaps it never will. So many people speak English in business, travel and education that there is now no need for a new language.

(Methold, K. and Jones, H. , 2001: 41).

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 9: *Esperanto* from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.
6. Do exercises to revise a passage.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 11 (February 11, 2003)

Objectives:

Upon completion of the unit, the students should be able to do the following:

1. Identify topical structure progression either it is parallel, sequential, or extended parallel in a passage.
2. Revise and edit a passage.

Content:

Unit 10: Basketball

Basketball is one of the most popular games in the world. People play it in most countries. It is a good game for rich or poor, and some basketball players have become rich from playing the game. Some people think it is a very old game, but the basketball people play today is quite new.

Dr. James A. Naismith invented basketball in America in 1891. He invented it because he wanted a game people could play inside or outside, in the daytime or at night. He wanted it to be a team game and one that both men and women would like and could learn easily. He wanted it to be exciting to watch and to play. He wanted the players to use a ball but not a bat. The ball had to be large and light. He wanted it to be easy to catch and throw but not easy to hide. The winning team would be the team that could throw the ball the most times through a high basket. It is from the word 'basket' that the game got its name. In Naismith's game there were only 13 rules, but these changed many times until 1934. In that year people stopped changing the rules.

Although Naismith's basketball is a new game, the Mayan people of Mexico played a game like it many thousands of years ago. However, this was not a very nice game. The captain of the winning team cut off the head of the captain of the losing team, and people watching the game had to give their clothes and jewels to the winning team.

The most famous basketball team is American and is called the Harlem Globetrotters. (Methold, K. and Jones, H. , 2001: 46)

Activities:

1. Skim the text to find the main idea of the story.
2. Identify topic sentences in paragraphs.
3. Read a story in Unit 10: *Basketball* from *Top line 2* (Method, K. and Jones, H. , 2001).
4. Do exercises to practice finding the discourse topic and sentence topics.
5. Do exercises to practice analyzing topical structure.
6. Do exercises to revise a passage.

Evaluation:

1. From the students' performances in the exercises.

Lesson Plan

Week 12 (February 18, 2003)

Objectives:

Upon completion of the unit, the students should complete writing a posttest essay.

Activities:

The students are assigned to write an essay of at least 100 words in the classroom on the topic 'The Importance of English for Thai Students.' The writing session lasts two hours. The students are not allowed to use a dictionary.

Evaluation

1. From the students' essays.

APPENDIX B
THE IELTS PROFILE SCORE BAND

The IELTS Profile Score Band

Task Fulfillment	Coherence and Cohesion	Vocabulary and Sentence Structure
9. The writing fulfills the task in a way which satisfies all requirements.	The message can be followed effortlessly. Coherence and cohesion are so skillfully managed that they attract no attention.	A wide range of vocabulary and sentence structure is used accurately and appropriately.
8. The writing fulfills the task in a very satisfactory manner.	The message can be followed with ease. Coherence and cohesion are very good.	The range of vocabulary and sentence structures used is good, and well controlled for accuracy and appropriacy. There are no significant errors in word formation or spelling.
7. The writing generally addresses the task relevantly, appropriately and accurately, however it could be more fully developed.	The message can be followed throughout and usually with ease. Information is generally arranged coherently, and cohesion within and between sentence is well managed.	A satisfactory range of vocabulary and sentence structures occurs, usually used appropriately. There are only occasional minor flaws in word formation and in control of sentence structure. Spelling errors may occur, but they are not intrusive.
6. The writing mostly addresses the task. However, the reader notices some irrelevant, inappropriate or inaccurate information in areas of minor importance. Minor details may be missing.	The message can be followed throughout. Information is generally arranged coherently, but cohesion within and/or between sentences may be faulty with misuse, overuse or omission of cohesive devices.	Vocabulary and sentence structures are generally adequate and appropriate, but the reader may feel that control is achieved through the use of a restricted range. In contrast, examples of the use of a wider range of structures are not marked by the same level of accuracy. Some errors in word choice, word formation and spelling may occur, but they are only slightly intrusive.

The IELTS Profile Score Band (continued)

Task Fulfillment	Coherence and Cohesion	Vocabulary and Sentence Structure
5. The writing is generally adequate, but the inclusion of irrelevant, inappropriate or inaccurate material in key areas detracts from its fulfillment of the task. There may be some details missing.	The message can generally be followed, although sometimes with difficulty. Both coherence and cohesion may be faulty.	The range of vocabulary and the appropriacy of its use are limited. There is a limited range of sentence structures and the greatest accuracy is achieved on short, simple sentences. Inappropriate choice of words and errors in areas such as agreement of tenses or subject/verb agreement are noticeable. Word formation and spelling errors may be quite intrusive.
4. The writing attempts to fulfill the task but it is prevented from doing so adequately by omission of key details, and by irrelevance, inappropriacy, or inaccuracy.	The message is difficult to follow. Information is not arranged coherently, and cohesive devices are inadequate or missing.	The range of vocabulary is often adequate and/or inappropriate and limited control of sentence structures, even short, simple ones, is evident. Choice of words can cause significant problems for the reader. Errors in such areas as agreement of tenses or subject/verb agreement, word formation and spelling can cause severe strain for the reader.
3. The seriousness of the problems in the writing makes it difficult to judge in relation to the task.	There are only occasional glimpses of a message. Neither coherence nor cohesion is apparent.	Control of vocabulary and sentence structures is evident only occasionally and errors predominate.
2. The writing does not appear to be related to the task.	There is no recognisable message.	There is little or no evidence of control of sentence structure, vocabulary, word form or spelling.
1. The writing appears to be by a virtual non-writer, containing no assessable strings of English writing. Answers of less than two lines are automatically scored as Band 1.		
0. Should only be used where a candidate did not attend or attempt the question in any way.		

Source: IELTS profile score band, Paul Conroy, 2000.

APPENDIX C
PRETEST AND POSTTEST ESSAYS

Pretest and Posttest Essays entitled
‘The Importance of English for Thai students’

Essay 1a

English is the international language which is used around the world. Therefore it is necessary for everybody. It is very useful, such as, we can speak with the foreigners on business, trading and studying etc. We can say that English is very important and useful for our daily lives. When we go to anywhere, we speak in English. The foreign merchants will invest on trading in Thailand, we must speak to them in English. Finally, Thai students ought to practice speaking English from now on. Because it will be useful for them in the future.

Essay 1b

English is the international language and people use English language to communicate other people around the world. Therefore it is necessary for everybody. It is very useful. For example, we can speak with the foreigners on business, trading and studying etc. We can say that English is very important and useful for our daily lives. When we go to anywhere, we speak in English.

Nowadays the advance in technology enables us to communicate with others who speak with them in English. The foreign merchants will invest on trading in Thailand, we must speak to them in English. Finally, Thai students ought to practice speaking English from now on. Because it will be useful for them in the future.

Essay 2a

At the moment. The English language are international. Every country need to be spoken English. Other wise they will not communication understand. So the English is necessary for Thai people. Especially Thai students because now when you will apply a job you must a good English writen and spoken. This is basic requirement of company. On the other hand the Thai students or Thai people are not interested English because Thai students and Thai people are thinking English language difficult for them and they are thinking English language are not in use everyday. When the foreigner come to Thailand. They get lost the way. They will ask Thai people. Thai people will not answer and ran away soon because Thai people are of speak not correct.

So we should be Thai people practice English more than these for avoidable not fear the foreigner. Finally we should be practice English because the English language are international.

Essay 2b

At the moment, The English language is international. Every country needs to speak English. Otherwise they will not understand, so English is necessary for Thai people, especially Thai students because now when you will apply a job, you must be good in English written and spoken. This is basic requirement of company. On the other hand, Thai students or Thai people are not interested in English because Thai students and Thai people think English language is difficult for them and they think English language does not use everyday. When foreigners come to Thailand. If they get lost the way, they will ask Thai people. Thai people will not answer and run away because Thai people cannot speak correctly.

Thai people should practice English because English language is international.

Essay 3a

English is one of many language that people know well. English is an international language. In the schools of many country, English is one of important subject that many students have to learn. Thailand is one of these country. The most of Thai students have to learn English but any students do not know Why they must learn English? What do they get from it?

My opinion for English is important subject. Because you can find English (Language) everywhere in the world example in computer, when you surf internet, many websites use English language. In education if someone wants to learn in high-class. They must know English well. Because most of the books maybe wrote in English etc. So Thai students must learn and get the second language (English) to speak to everyone in the world, (Who can listen). In the future if Thai students get the second language (English). Thai people maybe have good things, good health, wealth, good everything and the most important, Thai people will have good life (everyone).

Essay 3b

English is one of many languages that people know well. English is an international language. In the school of many countries, English is one of the most important subjects that many students have to learn. Thailand is one of these countries. Most students have to learn English but many students do not know why they must learn English and what do they get from it.

In my opinion, English is important subject. Because you can use English everywhere in the world such as in computer. When you surf internet, many websites use English. In education, if someone wants to learn in high-class, they must know English well. Because most of the books are written in English. So Thai students must learn and know the second language (English) to speak with everyone in the world. In the future, if Thai students know the second language (English), Thai people might not have good things, good health, wealth, and good life.

Essay 4a

The English language is the international language of the world. Many people use it as their first language.

In Thailand English language is very importance. Because it can be use in many countries of the world. And some lesson is an English.

Essay 4b

English language is the important language of the world. It's international language. The most people use it as their first language or second language.

Although in Thailand, English isn't the most important language. But it should be important in the future. Because people who can speak it they can talk to many people in the world. So Thai students would to learn it.

Essay 5a

Nowadays English is the international language. So that we can say English is very important for us.

After we had learnt Thai which is our language. But we have to continue learning English, Because today we must contact with foreigners, that's why we need to use English. Even we do not use English with Thai people. But is we meet foreigners and we don't what about they say or we don't contact with them. What do you happen? On the other hand, if we can contact with them. How proud of I am?

So that, we should try to use English, that we had learnt in the classroom for use in daily day.

Essay 5b

Nowadays English is the international language, so we can say English is very important for us.

We have to learn both Thai and English because Thai is our main language and English is the international language. Most people communicate in English. Although we are children but we have to communicate with the foreign teachers. Therefore we have to learn how to write, read, speak and listen to English. We may meet the foreigners asking for the directions if we know English we will be able to answer them.

Therefore, we should try to use English that we had learnt in the classroom for using in daily day.

Essay 6a

About one billion people, one fifth of the world's population can speak English. Some people speak as their first language, and they use it as Their second language.

In most countries of the world. English is the most popular language. In Thailand, today English is the main foreign language which use in international and as a school subject. We started to study English from the age of about six.

We study in Nursery School, Primary School, Secondary School Aand in University. We use it to speak, read, write, and reserch.

Studying English is importance for Thai students all the time.

Essay 6b

About one billion people, one fifth of the world's population can speak English. Some people in some country speak as their first language, and some people use English as their second language such as Malaysia, Singapore, Phillippines, etc.

In most countries of the world, English is the most popular language. In Thailand, today English is the main foreign language which uses as an international language and English is important for marketing trading, business, etc. We started to study English from the aged six.

We study in nursery school, primary school, secondary school and University. We use it to speak, read, write, and research.

Studying English is important for Thai students all the time.

Essay 7a

Today English is an international language. It same the others language. It has the evolution. English was spoken by people of Britain about two thousand years ago. However not only people of Britain can speak English, today people all over the world can speak it.

Mostly of people use this language if they want to communicate with another man who they don't know. Because everybody in every country understand it.

For the school of Thailand. Thai students must learn English. But it very strange, the European have not learn Thai language. Because Thai isn't popular for all over the world as same as the English. English is very important for everybody. However Thai student don't interested in because they think if not important and they don't use it frequently.

But this idea was wrong. Because English is a basic of every job. When you grow up, you must use this language everywhere.

So that, English is very important for everyone.

Essay 7b

Today, English is an international language. It is as same as other language. It has the evolution. English was spoken by people of Britain two thousand years ago. However, not only people of Britain can speak English, but today people all over the world also speak it.

Most of people use this language if they want to communicate with another man who they don't know because everybody in every country understands it.

For the school of Thailand, Thai students have to learn English. But it is very strange, The Europeans don't learn Thai because Thai isn't popular for all over the world as same as the English. It is very important for everybody. However, Thai student aren't interested in it because they think it isn't important and they don't use it frequently.

But this idea was wrong because English is a basic requirement of every job. When you grow up, you have to use this language everywhere, so English is very important for everyone.

Essay 8a

“English” is the international language because everybody use English language for communicate, sell and buy something or work the business with foreigners. English language is the central language for everybody in the world.

In Thailand, English is important language for Thai people and Thai students. In Thai schools, the students must to study English. Thai language is the first language and English is the second language for Thailand. Although English is important but there are many students don't know this language. This cause is make Thailand don't develop country. Therefore in the present we must to teach about English for Thai students more than past. For in the future Thailand is the development country equal another countries all over the world.

Essay 8b

“English” is the international language because everybody uses English language for communication, selling and buying something or working the business with foreigners. English language is the central language for everybody in the world.

In Thailand, English is important language for Thai people and Thai students. In Thai schools, the students must study English. Thai language is the first language and English is the second language in Thailand. Although English is important but there are many students don't know this language. This cause makes Thailand not to be a developing country. Therefore, in the present we must teach about English for Thai students more than the past. In the future, Thailand will be the developing country which is as equal as another countries all over the world.

Essay 9a

Today the world growth very quickly. We have the chance for more communicate. So the language is important for us. Such as contact the business, trade, exchange the opinion and so on.

So that, English is the international language for communicate each other. Most of all countries interesting English, not only Singapore, China, Veitnam, but also Thailand specially Thais students. They try to practice English. Because we have business with other countries. That cause they want staffs, officers who have ability in foreign language.

In my opinion I think English is important in this reign. Many schools have foreign teacher and there are many international schools in Thailand. We like to send our children to learn in these schools because They are going to learn in English. Learning in its spend the fee more expensive than general schools but reasonable.

Essay 9b

Today the world grows very quickly. We have the chance for more communication, so the language is important for us such as contact the business, trade, exchange the opinion and so on.

So that, English is the international language for communicating each other. Most people of all countries are interested in English, not only Singapore, China, Vietnam, but also Thailand especially Thai students. They try to practice English because we have business with other countries so they want staffs, officers who have ability in foreign language.

In my opinion, I think English is important nowadays. Many schools have foreign teachers and there are many international schools in Thailand. We like to send our children to learn in these schools because they are going to learn in English. Learning in there spends more expensive fees than general schools but it is reasonable.

Essay 10a

How important of English is. Why do Thai people have to learn English? But why the Europeans do not have to learn Thai. I think Thai people have all of these questions in their minds, but they do not know the answers for these questions. If you want to know the answers. You should to read this. And then you will find all the answers that you need to know.

Why I must learn English. I asked myself when I was young. I do not understand. Actually English is not our language, but we have to learn and learn it. I asked my mom, we learn English, for what? My mom told me about how useful it is, but I have not understood yet. Just only one thing I knew when I was young. I hated it, because I had to write the vocabulary. And I do not like to memorize the vocabulary. That is a reason why I do not like English.

Now I grow up. I know English is very important for us. And I can tell you the idea that I had been thought "I don't like English." It was a stupid idea. Now I know English is important. People all over the world use this language. It is the international language. If you know English you can go everywhere you want. We use English to contact the others. And sometimes we use English in our daily life. English is very useful. It is very important, especially for Thai students.

Now I know Thai people are lucky, because they know two languages at the same time. They know language more than the Europeans know. So if you are Thai. You can be pround of yourself. And tell yourself you are not stupid, but you are very special.

Even Thai language is not the international language as same as English, but it is the most important language for Thai people. We should keep this for the next generation.

And now you know the answers for the question. We have to learn English, because it is very important. However, we are still Thai, we should keep our language which made by our ancestors. Anyway Thai and English are both important for Thai students.

Essay 10b

How important of English is. Why do Thai people have to learn English? Why don't the Europeans have to learn Thai? I think Thai people have all of these questions in their minds, but they do not know the answers for these questions. If you want to know the answers, you should read this. And then you will find all the answers that you need to know.

Why I must learn English, I asked myself when I was young. I do not understand. Actually English is not our language, but we have to learn and learn it. I asked my mom, we learn English, for what? My mom told me about how useful it is, but I have not understood yet. Just only one thing I knew when I was young. I hated it because I had to write the vocabulary. And I do not like to memorize the vocabulary. That is a reason why I do not like English.

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Essay 11a

About one billion people, one fifth of the world's population can speak English. Some people speak as their first language, and they use it as their second language.

In most countries of the world. English is the most popular language in Thailand. Today English is the main foreign language which use in international and as a school subject. We started to study English the age of about six.

Studying English is importance for Thai students all the time.

Essay 11b

English is important for Thai students and people in another country of the world because English is international language. Every people must learn this language.

In Thailand, English language is the second language for Thai people. We use them in international.

Today English is a subject in many schools. We started to study English from the aged of six.

Essay 12a

Do you know that nowadays, there is many foreigners in our country. In 1990s, our economy wasn't good at all. Long time ago, a monetary unit of \square and \$ is approximately 20:1, but today it is 40:1. You can see that many company were bought by foreigners. So, by that reason, we must learn English to talk with the foreigners that came to buy our company (It will be our country), this is a reason that why we must learn English. For the students, English, the important subject, can be useful. In the future, there will be many, many foreigners in our country, so if we intend to learn English today, we can use it easily in the future. When you want to travel to a foreign country, the only language that we can use is English. So, English is important for us ' If you didn't learn English before, you can't read my essay."

Essay 12b

Do you know that nowadays, there are many foreigners in our country? In 1990s, our economy wasn't good at all. Long time ago, a monetary unit of \square and \$ was approximately 20:1, but today it is 40:1. You can see that many companies were bought by foreigners. So, by that reason, we must learn English to talk with the foreigners that came to buy our company (It will be our country), this is a reason that why we must learn English. For the students, English, the important subject, can be useful. In the future, there will be many foreigners in our country, so if we intend to learn English today, we can use it easily in the future. When you want to travel to a foreign country, the only language that we can use is English. So, English is important for us ' If you haven't learnt English before, you can't read my essay."

Essay 13a

Now English language is very important for communicate with foreigner because many people very prefer to use English language. In Thailand, English language is the second language after Thai language. When you learn English language you can see English language give anything to you. For the example, can communicate with foreigner, you can do it if you learn Grammar, Conversation, Speaking and Listening or can read the English book, you can do it when you know Reading and Vocabulary or use it in apply for a post etc. You can see English language is ver useful. Government try to give knowledge about English language to people because they can see necessity from English language.

Essay 13b

Now English language is very important for communication with foreigner because many people prefer to use English language. In Thailand, English language is the second language after Thai language. When we learn English language, we can do it if you learn grammar, conversation, speaking and listening or reading English book, we can do it when you know reading and vocabulary or using it to apply for a job etc. We can see English language is useful. Government tries to give knowledge about English language to people.

Essay 14a

English is the most important language in the world. Many countries use English. In Thailand, every school teaches English to student.

Today our life use English more than past. For example communication, education and show. For that reason we study English. We must contact with foreigner for business, knowledge, data and news.

Today many thing happen nearly every minute, we have to know news from all over the world. We use English to study, some knowledge can't explain in Thai we must to study in English. And entertainment, we read books, watch movies and listen to music, all this makes we enjoy, fun.

The important thing is that if you can speak English you can speak same language with all people in the world.

Essay 14b

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Today we use English more than the past such as communication, education and shows. For that reason we study English. We must contact with foreigners for business, knowledge, data and news.

Today we have to know news from all over the world. We use English to study, some knowledge can't explain in Thai, we must study in English. For entertainment, we read books, watch movies and listen to music, all these make us enjoy and fun.

The important thing is that if you can speak English, you can speak same language with all people in the world.

Essay 15a

Today most people who lived on earth are able to speak at least one language. Do you know which is the second language that they would speak? Of course it's English but do you know why? Because British, America and some other big countries used English as the first language in those countries. And almost business that is going on today has to deal with American people or English language so they have to know how to speak English. So today people know that English is the international language as we can see the tourists who came and visited our country, but they still speak English because they believed that English is international language. So English make people from other country or other language understands each other. Even in Asia people start to know how importance is English so they try to go to English school for 2 hours a day but they are about 40 years old or above or English school or English university. People go there for only one reason "just want to speak English" and if you were looking for a job they would recommend people who can speak more than one language. May be in the future people will need more than three or four languages to live in the world.

Essay 15b

Today most people who live on earth are able to speak at least one language, do you know which is the second language that they would speak? Of course it's English but do you know why? Because British, America and some other big countries use English as the first language in those countries. And almost business that is going on today has to deal with American people or English language, so they have to know how to speak English. So today people know that English is the international language as we can see the tourists who come and visit our country, but they still speak English because they believe that English is international language. So English makes people from other countries or other languages understand each other. Even in Asia, people start to know how important of English, so they try to go to English school for 2 hours a day. People go there for only one reason "just want to speak English" and if you are looking for a job, they would recommend people who can speak more than one language. Maybe in the future people will need more than three or four languages to live in the world.

Essay 16a

The importance of English for Thai students Because, English language becomes to the international language. And people use English language to communicate other people around the world!!

Nowadays the advance in technology enables us to communicate with other who live abroad via the internet, the medium that people use in the internet is English so if we study English, we could benefit from it.

Essay 16b

The importance of English for Thai students because, English language becomes to the international language and people use English language to communicate other people around the world.

Nowadays the advance in technology enables us to communicate with others who live abroad via the Internet, the medium that people use in the Internet is English so if we study English, we could benefit from it.

Therefore, English is too benefit for us to communicate people and use in the Internet because English is the international language that people use around the world.

Essay 17a

Why we must learn English? It's the most question in English class. My friend told me in the English class he want to know why we learn English. I can't answer to him on that day. But now I can answer his questions "Because English is the international language."

English is use around the world. Most of people can speak English. Why? Because when you want to do something with other country and you can't speak his or her language you need to use English to communication with them. English is important for everybody not only students. Example if you must to go to other country and you can't speak their language you can use English to communicate with them, but if you can't speak English when they ask you something you can't answer them. They will think why you come to their country and what do you want. This example show you English is important if you don't know how to use English you will can't communication with other people on other country.

English is important for this time in IT world. If you don't know it you will stupid people in your society.

Essay 17b

English isn't important only for Thai students, but English is important for everybody because English is international language.

Now English is used around the world. For example, you can communicate with other people from other countries by using English, this example shows English is international language and can be used around the world. Then if you can go to study in other countries and you can't speak English, why can you communicate with them, you need a manner to communicate with your friend what do you want to tell them. Is it tedious? And in the same way if you can speak English, this sample can be easily to talk to your friend.

English is important because it is used everywhere not only in other countries but it is also used in Thailand, too.

Essay 18a

English language is very important in nowadays because English language is an international language. If we cannot communicate with foreigners, read information from the internet because it is in English, almost books are written by foreigners, travelling abroad or doing business with foreigners are difficult. Ability to communicate with English language will provide us with a good chance in our lives.

Today many international schools and bilingual schools are established in Thailand because everyone realizes the importance of English language. With this reason, people try to teach their children to speak, read, write English clearly. And I wish one day I could speak English language fluently.

Essay 18b

English language is very important in nowadays because English language is an international language. If we cannot speak English, so we cannot communicate with foreigners, read information from the internet because it is in English. Most books are written by foreigners and travelling abroad or doing business with foreigners are too difficult. Ability to communicate with English language will provide us with a good chance in our lives.

Today many international schools and bilingual schools are established in Thailand because everyone realizes the importance of English language. With this reason, people try to teach their children to speak, read, write English clearly. And I wish one day I could speak English fluently.

Essay 19a

When you ask everybody from over the world, how important of English for everybody who are students. I think, they will answer English has many advantages and students should learn this language.

For students of every country even Thai students have to learn English because it contained in a curriculum. This language is very important because it is a main language of the world. When you have a business with a foreigner. You must use this language too and when you travel to a foreign country, you will conduct to talk with people in that country in English. I think almost people who live in three must know English especially for the country that has a tour, students, tradewomen, merchants, guides even waters and waitress must learn English, too.

This is a reason why Thai students and foreign students need to learn English in order to earn a living when they grow up. If you compare between the students who know English and the students who don't know English. I think the students who know English will be succeed in their life more than who doesn't know English.

Essay 19b

When you ask everybody from over the world, the important of English for Thai students. I think, they will answer English has many advantages and students should learn this language.

The students of every country even Thai students have to learn English because it contained in a curriculum. This language is very important because it is a main language of the world. When you have a business with a foreigner, you must use this language too and when you travel to a foreign country, you will talk with people in that country in English. I think almost people who live there must know English especially for the country that has a tour, students, tradewomen, merchants, guides even waiters and waitress must learn English, too.

This is a reason why Thai students and foreign students need to learn English in order to earn their living when they grow up. If you compare between the students who know English and the students who don't know English. I think the students who know English will succeed in their lives more than who doesn't know English.

Essay 20a

About one billion people, in the world use English for contact. Some people speak as their first language.

In most countries of the world English is the popular language. Today English is the main foreign language which use in international. We must learn English in the school in the age about six. Because you must use it for contact with another country people.

Study English is importance for Thai all the time.

Essay 20b

Today English is international language. We use it to communicate with people in another country. It very useful, we can speak with the foreigners on business and trading. When we go to anywhere, contacting with another people. You must use English to do.

Today, we must learn English in the school in the aged about six because you will use it in the future.

Essay 21a

In present the lesson is importance and a constituent of persons for living in the world.

Not only that, the lesson is importance to earn a living in future as well.

Sum up, the students to intend in the lesson for in future.

Essay 21b

At the present, the lesson is important for living in the world.

Not only that, the lesson is important to earn a living in future as well.

To sum up, the students intend in the lesson for the future.

Essay 22a

Nowadays, In the world there has many languages. And language that play an important role is English. English is an important language because almost countries use English as medium for communication.

In new economy age, English is used in all kinds of business. Only Thai language may not enough anymore. They might be lied when we go aboaurd because we don't understand what they talk. We might not understand textbook because most of them are writen in English.

There fore, Thai students should know English very well. English language subject is added to Thai curriculum and Thai students can study English since they all young.

Essay 22b

Nowadays, In the world there are many languages. The language that plays an important role is English. English is an important language because almost countries use English as medium for communication.

In new economy age, English is used in all kinds of business. Only Thai language isn't enough anymore. Foreigners might be lie when we go abroad because we don't understand what they talk. We might not understand textbook because most of them are written in English.

Therefore, Thai students should know English very well. English subject is added to Thai curriculum and Thai students can study English since they were young.

Essay 23a

English is important for Thai student because some Thai student want to go to england to study english more than in Thailand. But if they do not learn English they can't speak English with English people. When Thai student learn English student but if you not learn english language you are feel lonely because you are not have friends. At last English is very useful. We'll study English at the best. It will be good for you.

Essay 23b

English is important for Thai student because some Thai students want to go to England to study English more than in Thailand. But if they do not learn English language, then they can't speak English with English people. When Thai students learn English language and understand it, they can go to college and learn English with English students but if you do not learn English language, you feel lonely because you do not have friends. At last English is very useful. We'll study English at the best. It will be good for you.

Essay 24a

In the world there has many languages. One of them is everyone in the world to be acquainted with English. Majority of the person in the world can speak English.

Every school in Thailand are teach English to Thai students. Why Thai students must learn English? The answer is now there are foreigners in Thailand when we want to trade with them. We must speak English to them. English gives may use to Thailand Thai students such as when we go to England etc. We can speak with them with English, when we want to trade with foreigner. We must speak English. English is importance for Thai students and everyone in the world. Thereby Thai students must learn English.

English have many useful to everyone in the world. Thai must learn English because English is the importance language.

Essay 24b

In the world there are many languages. One of them is English. Everyone in the world is acquainted with English. Most people in the world can speak.

Every school in Thailand teach English to Thai students. Why must Thai students learn English? The answer is now there are foreigners in Thailand. When we want to trade, we must speak English to them. English gives many advantages to Thai and Thai students. For example, when we go to England. We must speak with them in English, when we want to trade with foreigner, we must speak English. English is important for Thai students and everyone in the world. Thai students must learn English.

English is very useful for everyone in the world. Thais must learn English because English is the important language.

Essay 25a

English is very important for Thai students, because nowadays we have to use this language. We must be intimate with English. And one thing that we can see how important English for us is the words that we say. Most of words came from English such as furniture sofa aircondition lift etc. Until when we pick up the telephone, we don't say Thai, but we say "Hello."

English is the international language. People from all over the world use it. Actually we are Thai but we should learn English for the future. In the future English'll be very useful because a lot of occupations must use English such as the business man who must contract with foreigners, the doctors have to learn and know English for read their books. And other occupations use English too. A man who know English that means he has chance to get job more than the others. Nowadays Thailand supports Thai people to learn English. They taught English for the children. They taught the children when the children were young because they want to make children have good thinks for English. Somebody thinks English isn't important. Because they don't know how useful it is. But if they know its useful, they will know how important it is. We can use English to find and get job, for learning, and to talk with the foreigners. English that we learn today, it's about listening, speaking, reading and writing. All of these I say can use in dialy.

So that we know how important English it is. We should pay attention with it. We must try to read, write or speak English. And make ours mind to love it.

Essay 25b

English is very important for Thai students because nowadays we have to use this language. We must be intimate with English. And one thing that we can see how important English for us is the words that we say. Most of words came from English such as furniture, sofa, aircondition, lift, etc. Until when we pick up the telephone, we don't say Thai, but we say "Hello."

English is the international language. People from all over the world use it, actually we are Thais but we should learn English for the future. In the future English'll be very useful because a lot of occupations must use English. For example, the businessman who contacts with foreigners, or the doctors have to learn and know English for reading their books. Other occupations use English too. A man who knows English means he has a chance to get job more than the others. Nowadays Thailand supports Thai people to learn English. They teach English for the children. They teach the children when the children were young because they want the children having good attitudes for English. Somebody thinks English isn't important. Because they don't know how useful it is. But if they know its useful, they will know how important it is. We can use English to find and get a job, to learn, and to talk with the foreigners. All of these can use in daily life.

So that we know how important English it is. We should pay attention in it. We must try to read, write or speak English. And we should make our mind love it.

Essay 26a

There are many languages in the world. And we have to communicate with the other countries. How can we understand what they say? Must we learn all languages? It is not necessary because now we have got English as the main language of the world. So we have to learn English.

We learn English in order to communicate with the foreigners. Because we cannot live alone, we must talk to the others. And we have to deal a business with the other countries because we cannot produce everything. For example, Thai can grow crops, but Thai cannot produce high technologies as fast as Europe and USA can. Nowadays Thailand is a democracy country as Thais can sell goods by themselves. They can export or import the products with the other countries on their owns, unlike in the past Thais had to sell it to the foreigners. So it was necessary for Thais to learn English. However at the present time, we must learn English because if we do not understand English, the foreigners may defraud us.

At the present time is the age of technologies. Thailand is not an industrial country, so we have to import the high technologies from other countries e.g. Japan, USA and Europe. Almost the countries we communicate use English as their mother language. And many technologies we have imported are ordered in English such as PCs, computer programmes, Internet, robots, electric appliances etc. And we have imported some technologies in order to improve the agriculture. For example, tractors are used in order to increase the dairy products. So we have got plenty of crops and then we export to the other countries. Finally we bring lots of money back. Anyway we still lack the trade proposition. Because crops are cheaper than the engines. So

we must improve the technology by employ the foreign engineers or teaching on the English textbooks.

Almost the textbooks in the universities are English such as the modern doctor textbooks, engineering theories, medicine textbooks etc. Every subject is an English book. And the foreigners do many researches. These researchers are all new knowledge. It is not easy to avoid English textbooks and researches. So it is necessary to be good at English. If you are not, you will not understand them.

Almost Thai students are weak in English because they do not have an opportunity to speak English. And when the chance comes they are too shy to speak. Another reason is English is only the second language in Thailand because Thailand had never been the dependency of Europe.

However we should learn English and pay attention in class. And the most important thing is trying to practise English anytime and anywhere, you have a chance. Thai students should be good at English because in the future English will be more important. And we must use English for learning, working and maybe in your daily life.

Essay 26b

There are many languages in the world. We have to communicate with the other countries. How can we understand what they say? Must we learn all languages? It is not necessary because now we have got English as the main language of the world. Therefore, we have to learn English.

We learn English in order to communicate with the foreigners because we cannot live alone, we must talk to the others. And we have to deal a business with the other countries because we cannot produce everything. For example, Thai can grow crops, but Thai cannot produce high technologies as fast as Europe and USA can. Nowadays Thailand is a democracy country as Thais can sell goods by themselves. They can export or import the products with the other countries on their owns, unlike in the past Thais had to sell their goods to the government and then the government would sell it to the foreigners. In the past, it was not necessary for Thais to learn English. However at the present time, we must learn English because if we do not understand English, the foreigners may defraud us.

At the present time, it is the age of technologies. Thailand is not an industrial country so we have to import the high technologies from other countries e.g. Japan, USA and Europe. Almost the countries we communicate use English as their mother language. Many technologies we have imported are ordered in English such as PCs, computer programmes, Internet, robots, electric appliances etc. We have imported some technologies in order to improve the agriculture. For example, tractors are used in order to increase the dairy products so we have got plenty of crops and then we export to the other countries. Finally, we bring lots of money back. Anyway we still lack the trade proposition because crops are cheaper than the engines. Therefore, we

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However, we should learn English and pay attention in class. The most important thing is trying to practise English anytime and anywhere, we have a chance. Thai students should be good at English because in the future English will be more important. We must use English for learning, working and maybe in your daily life.

Note: Essay -a refers to the pretest essay.

Essay -b refers to the posttest essay.

APPENDIX D
PRETEST AND POSTTEST SCORES

Pretest and Posttest Scores Rated by Two Raters

Essay	Rater 1		Rater 2		Mean	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1	5	6	6	6	5.50	6.00
2	6	6	6	6	6.00	6.00
3	6	6	6	6	6.00	6.00
4	5	6	6	6	5.50	6.00
5	6	7	6	7	6.00	7.00
6	6	6	6	6	6.00	6.00
7	6	7	6	7	6.00	7.00
8	6	6	7	7	6.50	6.50
9	6	6	6	6	6.00	6.00
10	7	7	8	8	7.50	7.50
11	6	6	6	6	6.00	6.00
12	6	6	6	6	6.00	6.00
13	5	6	5	6	5.00	5.50
14	6	6	5	5	5.50	5.50
15	6	7	6	7	6.00	7.00
16	5	6	5	6	5.00	6.00
17	6	7	6	7	6.00	7.00
18	6	6	6	6	6.00	6.00
19	6	7	6	6	6.00	6.50
20	5	5	5	5	5.00	5.00

Pretest and Posttest Scores Rated by Two Raters (continued)

Essay	Rater 1		Rater 2		Mean	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
21	5	5	5	6	5.00	5.50
22	5	5	5	5	5.00	5.00
23	5	5	5	5	5.00	5.00
24	5	6	5	6	5.00	6.00
25	7	7	7	7	7.00	7.00
26	7	7	8	8	7.50	7.50

VISTA

VISTA

Name: Miss Jirajitra Kaewkaosai

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