

A TOPICAL STRUCTURE ANALYSIS OF ESSAYS WRITTEN BY FOURTH-YEAR
ENGLISH MAJOR STUDENTS

A MASTER'S PROJECT
BY
KAMONWAT PHUWICHIT

Presented in partial fulfilment of the requirements
for the Master of Arts Degree in English
at Srinakharinwirot University
October 2004
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การวิเคราะห์โครงสร้างของแก่นประโยคในความเรียงที่เขียนโดยนักศึกษาไทย

สารนิพนธ์

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

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AN ABSTRACT
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This study is an investigation of ESL writing adopting topical structure analysis proposed by Lautamatti's (1978). The study attempted to: 1) identify what topical structure is characteristic of essays composed by Thai university students and 2) judge how well the students organize their essays. The sentences in the 34 essays written by fourth-year English major student at Srinakharinwirot University were analyzed to identify the types of combination of the three elements of the sentence and progressions of topical subjects.

The analysis at the sentence level revealed that the participants exhibited a Thai idiosyncratic writing style, specifically, the conversational inductive style. They created most of the sentences in their essays using personal pronouns especially, *I*, *you*, and *we* as sentence subjects and moved the actual subject matters to the rhyme parts of the sentences.

At the discourse level, the analysis revealed that the participants made alternate discussion of the sub-topics being compared and contrasted point by point, which resulted in the highest frequency of occurrence of extended parallel progression. Sequential progression with each case covering approximately two sentences was found second most frequently used by the participants. This suggested that the participants preferred developing their sub-topics by detailing them with subsidiary topics; however cases of sequential progression were found short. Parallel progression with each case consisting of approximately three sentences was found least frequently used.

From the data analysis it was found that the participants could write well-organized essays. However, one weak point was the overuse of sentences of type 6 combination found in these essays.

การวิเคราะห์โครงสร้างของแก่นประโยคในความเรียงที่เขียนโดยนักศึกษาไทย

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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
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การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อวิเคราะห์โครงสร้างของแก่นประโยคในเรียงความ และ
คุณภาพของเรียงความที่เขียนโดยนักศึกษาไทย โดยใช้กลยุทธ์การวิเคราะห์ Topical Structure
Analysis ที่เสนอโดย Liisa Lautamatti (1978) กลุ่มตัวอย่างในการศึกษาค้นคว้านี้เป็นนักศึกษาวิชาเอก
ภาษาอังกฤษชั้นปีที่สี่ของมหาวิทยาลัยศรีนครินทรวิโรฒจำนวน 34 คน นักศึกษาแต่ละคนเขียน
เรียงความเชิงเปรียบเทียบระหว่างประเด็นที่แตกต่างกันสองประเด็นที่ผู้วิจัยกำหนดให้ จากนั้น
เรียงความทั้ง 34 ชิ้นถูกนำมาวิเคราะห์ทั้งในระดับประโยค (sentence level) เพื่อหาลักษณะการรวม
ส่วนของประโยคทั้งสามส่วนที่ Lautamatti เสนอไว้เข้าเป็นประโยค และวิเคราะห์ในระดับข้อความ
(discourse level) เพื่อหาลักษณะโครงสร้างของแก่นประโยค

การวิเคราะห์ในระดับประโยคพบว่าผู้เขียนมีวิธีการรวมส่วนของประโยคที่เป็น
ลักษณะเฉพาะของการเขียนแบบไทยที่ไม่สามารถจัดเข้าหมวดหมู่ที่ Lautamatti เสนอไว้ได้
กล่าวคือผู้เขียนสร้างประโยคที่มีลักษณะเป็นการสนทนาระหว่างตนกับผู้อ่าน และไม่นำประเด็นที่
ต้องการอภิปรายขึ้นมาวางในตำแหน่งประธานของประโยค หรือ ของอนุประโยค แต่จะใช้สรรพ
นาม I, you, we เป็นประธานของประโยคแทน

การวิเคราะห์ในระดับข้อความพบว่ากลุ่มตัวอย่างอภิปรายประเด็นที่นำมาเปรียบเทียบ
สลับกันแบบประเด็นต่อประเด็นทำให้พบการใช้โครงสร้างของแก่นประโยคแบบ extended
parallel progression มากที่สุด รองลงมาคือแบบ sequential progression และแบบ parallel
progression พบน้อยที่สุด นอกจากนั้นยังพบว่าผู้เขียนมักอภิปรายประเด็นที่ยกขึ้นมาโดยสร้าง
sequential progression และ parallel progression เพียงสั้นๆ โดยมีประโยคในแต่ละครั้งของการใช้
โครงสร้างแบบ sequential progression ประมาณสองประโยค และแบบ parallel progression
ประมาณสามประโยค

ผลการวิจัยสรุปได้ว่าผู้เขียนส่วนใหญ่ใช้วิธีการเขียนเปรียบเทียบแบบ point by point ซึ่ง
เป็นวิธีการที่ผิดวิธีหนึ่งในการเขียนเรียงความลักษณะนี้ จึงทำให้พบลักษณะโครงสร้างของแก่น
ประโยคแบบ extended parallel progression มากที่สุดในเรียงความเชิงเปรียบเทียบ จึงสรุปได้ว่า
กลุ่มตัวอย่างในการศึกษาค้นคว้านี้เขียนเรียงความเชิงเปรียบเทียบได้อย่างมีประสิทธิภาพ อย่างไรก็ตาม
ตามยังพบจุดอ่อนที่เกิดจากการที่ผู้เขียนใช้รูปแบบการเขียนที่เป็นของไทยซึ่งอาจเป็นอุปสรรคต่อ
การอ่านของผู้อ่านที่คุ้นเคยรูปแบบการเขียนแบบอังกฤษ

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

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The Chairperson of the Graduate Program

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This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in English of Srinakharinwirot University.

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October, 2004

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CHAPTER I

INTRODUCTION

Rationale

The study of language in the past was focused on the sentence level. Linguists analyzed sentences in a text to see whether or not they were grammatical. In this approach, a clear distinction was made between grammatical and ungrammatical sentences. The primary concern was with the form of grammatical structures and their relationships to one another rather than their meanings or uses in different contexts.

Studying texts in this way, linguists could not give answers to questions such as how the effect of the utterance on the receiver is different when different structures are used, what the effect is of choosing one structure over others to convey the intended message, what features of the context lead the writer/speaker to select one expression rather than others, and so forth. These weaknesses caused the decline of formal analysis, and linguists of the later period have focused their interest on the acceptability and appropriateness of the text rather than its grammatical accuracy (Lock, 1996).

To find answers to the questions stated above as well as to respond to the new concerns about acceptability and appropriateness of a piece of text, scholars of this period have extended their analysis beyond the boundary of individual sentences. A text is analyzed as a whole in order to see why it makes sense to its readers. The term “make sense” brings coherence into light, as when a text makes sense to readers, it is a coherent text.

There are several approaches to the analysis of coherence in written texts.

Examples of such approaches are cohesion analysis proposed by Halliday and Hasan (1976); semantic content structure analysis studied by Mallery (1991); topic and comment (given and new information) studied by many scholars such as Halliday and Hasan (1976), Bardovi-Harlig (1990), and many of the Prague School linguists such as Firbas (1972) and Fries (1983); speech act theory studied by many researchers such as Jacobs and Jackson (1980) and Lock (1996); argumentative structure analysis proposed by Hyland (1989); and so forth. Among these approaches, topical structure analysis, proposed by Lautamatti (1978), has proved to be very beneficial to both teachers teaching writing and students, and it has been used by many scholars as a framework to analyze text coherence (e.g. Connor & Farmer, 1996 and Witte, 1983).

According to Agnew (1994), ESL students, and especially those from Oriental cultures, are often considered poor learners because of their writing skills. Even students who show general English proficiency on tests such as the Test Of English as a Foreign Language (TOEFL) or the Test of Written English (TWE) demonstrate lower than expected levels of writing proficiency (Bell, 1995; Carrell, Sillberstein, Kroll & Kuelin, 1990; Connor, 1996). One possible problem for these students may be that they cannot write coherently (Agnew, 1994).

Thai students who write in English also face the problem of the lack of coherence (Hinds, 1990). To help them write more coherent essays, a clear picture of how students write is necessary since it would enable teachers to identify points that might

cause writing problems or those that alternatively render a good discourse.

Consequently, revision of the weak points and maintenance of the good points of the piece of writing in question could be made.

Since it has been considered by many scholars e.g. Witte (1983) and Connor and Farmer (1996) to be a practical tool for checking text coherence, topical structure analysis might be an approach that can provide the picture needed. The reason is that the focus of topical structure analysis is on how sentences in a discourse are structured and how those sentences progress to form a discourse. Topical structure analysis, therefore, yields a picture coming from a perspective which may be different from the others and could be of help. As Witte (1983) has pointed out, topical structure analysis could be used to study text coherence. It indicates a clear picture of how a writer develops his essay through its topical structure and it helps one to determine whether or not the writer succeeds in selecting effective discourse-related sub-topics to develop his discourse topic; therefore, topical structure analysis may yield a picture that make the remedy easier and may help students write better.

Purpose of the Study

By adopting topical structure analysis, this study, therefore, attempted to analyze Thai students' essays to identify their writing characteristics and how well they organize

their essays. The results obtained from this study may reveal significant information that would enable suggestions and recommendations for more coherence in students' writing.

Research Questions

To meet the purpose of the study, two research questions were posed:

1. What topical structure is characteristic of Thai students' essays?
2. How well, from the perspective of topical structure analysis, do Thai students organize their essays?

Significance of the study

The results of this study may provide information on how students develop the topical structure of their essays both at the sentence and the discourse levels. The problems that the students face when they write an essay in English may also be found. The results would be beneficial for teachers who teach English writing in that they would better understand the writing of their students. Specifically, how students structure sentences in discourse, how they select the sub-topics to develop the discourse topic, and how they form sentences in discourse could be a practical tool for teachers to check coherence in their students' writing. Consequently, they would be better able to help their students write with more coherence. For students, they may use the results of this study as both pre-writing and revision tools. To be specific, before writing,

students could use the results to carefully prepare their writing. In particular, they could avoid the writing practice that could result in an incoherent piece of discourse and adopt the practice that could result in coherent writing. After writing, students could check if they write well-organized essays by looking at topical progression of their essays.

CHAPTER II

RELATED LITERATURE

This chapter consists of four main parts. The first part focuses on coherence, the second is discussion of topical structure analysis in detail, the third part deals with applications of topical structure analysis, and the final part concerns research on contrastive rhetoric.

Coherence

There are many definitions of and perspectives to coherence. Regarding the definitions, Connor (1996) defines coherence as the involvement of the text properties and the audience's expectations. His definition is similar to Baker's (1997), which states that coherence is not only the network of relations which organizes and creates the text but also the judgement and perception from the readers. Van Dijk (1977) defines coherence as the relationship of the meanings of individual sentences that are fit together to form the whole text. The establishing of coherence, which is a condition to successful interpretation, may be regarded as an adopting of new knowledge (i.e. new relations) to established knowledge, as an act of relating new ideas to old ones.

In terms of perspectives, some of the latest works on text theories view coherence neither as a linguistic nor a textual problem but as a general principle in the interpretation of all human activities. It is this general principle that scholars apply to the interpretation of texts. Petöfi (as cited in Heydrich et al., 1989, 266), who considers coherence analogously to textuality, states "I do not consider textuality (coherence) as

an inherent property of a verbal object. I believe rather that it is a property assigned (or not assigned) to a verbal object, in whatever form, in a special context by an interpreter.”

It can be said, from Peötfi's perspective, that whether or not a text is coherent depends on the interpreter of that text. Different interpreters, therefore, may differently judge the degree of coherence of the same text.

Regarding the perspective of Hatakeyama, Katsuhiko, Petöfi, Janos, and Sözer (1984), coherence is a function of the background knowledge of the interpreter. That is, the interpreter must use his knowledge, belief or summation that he thinks is related to the text he is reading to interpret it. Hatakeyama et al. (1984) also states that whether or not the interpreter can interpret the text depends on the relations between what is expressed in the text and the interpreter's world fragment, a particular piece of information that is related to the text being interpreted. The text would not be coherent if the interpreter cannot assign a world fragment to it. The relations and their relevance to the background information depend on how the cognitive universe of the interpreter is structured on his cognitive framework (Hatakeyama et al., 1984).

Many studies have been conducted in order to explain coherence in texts (e.g. Bardovi-Harlig, 1986; Hinds, 1980; and McCagg, 1984). The results of these studies yielded a similar conclusion. That is, what conveys coherence is background knowledge rather than linguistic forms.

It can be seen, from the above discussions on coherence, that most scholars define and view coherence similarly. That is, a coherent text depends not only on the text properties but also on the interpreter. The interpreter must be able to link what he has in his brain with what is expressed in the text in order to understand it.

In addition to the definitions and perspectives mentioned above, scholars have studied coherence further, trying to provide more ideas about coherence. One interesting idea is that of De Beaugrande and Dressler (1981). They view coherence as the way in which the textual world, the things that the text is about, are mutually understandable and related. The textual world consists of concepts and relations. A concept is defined as “a cognitive content that a person can recognize or activate almost orderly and consistently in the mind,” and relations as “the connections between concepts presented in a textual world” (De Beaugrande and Dressler, 1981, 4). They classify some of the most common relations into two major types, namely causality relations and time relations.

Causality relations occur when one situation or event causes the occurrence or the condition of the other. De Beaugrande and Dressler propose four sub-types of causality relations: cause, enablement, reason, and purpose.

- (a) Cause: David hit the ball so hard that it flew over the hedge. The event of the ball flying over the hedge is the necessary result that is caused by the action of David hitting the ball so hard.

- (b) Enablement: Tabitha lay quietly in the sun and Tomas crept over and pulled her tail. The action of Tabitha lying quietly in the sun is not the necessary conditions that make Tomas creep over and pull her tail. However, it is sufficient to enable Tomas to do so. This relation is weaker than cause relation.
- (c) Reason: Because I have been writing about text linguistics all day, I deserve a rest this evening. In this case, the event that the subject of the sentence (I) deserves a rest is a logical response to the event that he/she has been writing about text linguistics all day. However, it is not caused or enabled by the first event.
- (d) Purpose: You are reading this to find out about text linguistics. In this case, although the second action is enabled by the first, it is the outcome of the first event that has been planned in advance. This differentiates enablement relation and purpose relation.

Time relations concern the arrangement of events in time. De Beaugrande and Dressler divide time relations into two sub-types: forward directionality and backward directionality. In case of forward directionality, "a former event causes, enables, or provides the reason for the later one" (De Beaugrande and Dressler, 1981: 4). Cause, enablement, and reason relations, therefore, can be said to involve forward directionality. For backward directionality, the later event is the purpose of the earlier event. Purpose relation, therefore, involves backward directionality.

Winter (as cited in Malmkjear, 1991: 465) classifies clause relations into two types: logical sequence relations and matching relations. He defines logical sequence relations as “relations between successive events or ideas, whether actual or potential.” Winter’s view on logical sequence relations is quite similar to that of time relations suggested by De Beaugrande and Dressler. They include:

- (a) Condition-Consequence, signaled by, e.g., if (then)
- (b) Instrument-Achievement, signaled by, e.g., by (means of)
- (c) Cause-Consequence, signaled by, e.g., because, so.

According to Winter, matching relations “are relations where statements are “matched” against each other in terms of identity of description” (as cited in Malmkjear, 1991, 465). Matching relations include: (a) contrast, signaled by, e.g., however; (b) compatibility, signaled by, e.g., (and), (similarly).

Lautamatti (1978) classifies coherence into two sub-types: global coherence and local coherence. Global coherence occurs when sentences in texts are correspondent to the discourse topic. Local coherence occurs when individual sentences reveal connection from one sentence to another. Connor (1997) states that when any texts contain global and local coherence the readers have a high tendency to comprehend them.

In his investigation of coherence in scientific text, Lundquist (as cited in Heydrich, Neubauer, S. Petöfi, & Sözer, 1989, 122) expresses a similar idea to that of Lautamatti’s global and local coherence; however, he uses slightly different terms:

global rule and local rule. He suggests that to create global rule and local rule an interpreter must use specific kinds of knowledge. The interpreter uses the knowledge of semantics and syntax to create local rule. Global rule, on the other hand, is established through the interpreter's pragmatic knowledge and knowledge of text types. Lundquist found that when they wrote a scientific text non-expert writers relied on local rule while expert writers relied on global rule. Comparing Lundquist's findings to Lautamatti's global and local coherence, we may infer that non-expert writers create coherence mostly at the sentence level while expert writers, on the other hand, create it at the text level.

From the discussion of coherence made so far, it can be seen that coherence is a key to text interpretation, which is a complicated process involving various properties within the text as well as requiring association of readers' expectations and knowledge of the world. The study of coherence, therefore, involves not only semantics and syntax, which help create local coherence, but also pragmatics, genres, and context, which help build global coherence.

Topical Structure Analysis

Topical structure analysis was originally developed by Liisa Lautamatti, a Finnish linguist, to study coherence in texts. Topical structure refers to the structure of a piece of writing which results from how the sub-topics of that piece of writing are developed to achieve the discourse topic. The analysis of topical structure focuses on the semantic relationships between the topical subjects of the sentences of the discourse, its sub-topics, and its discourse topic, in particular how those topical subjects are developed to form a piece of discourse. In her framework, Lautamatti analyzes essays using the following two steps:

1. identifying the topical subject of each sentence and
2. identifying the progressions of the topical subjects.

Step 1: Identifying the topical subject of each sentence

In her model, Lautamatti focuses on three elements of the sentence: the mood subject, the topical subject and the initial sentence element (ISE). The mood, or grammatical, subject is defined by Lautamatti as an element that is structurally in the position of the subject of the main clause. The mood subject can be either a lexical subject or a dummy subject such as *it* and *there*. The topical subject relates directly to the discourse topic, and it is this kind of subject that is the focus of topical structure analysis. The ISE is the first element that comes at the beginning of the sentence; it may or may not be the mood or the topical subjects. Lautamatti illustrates these three terms following examples.

Example 1 John is running.

In this sentence, the word John serves three functions at the same time: it is the mood subject, the topical subject of the sentence, and the ISE.

Example 2 Biologists suggest that newborn children are

Providing that *newborn children* is the discourse topic, the word biologists serves two functions: it is the mood subject and the ISE. The phrase *newborn children*, the subject of the sub-clause, on the other hand, is the topical subject as it directly relates to the discourse topic newborn children.

Lautamatti (1978) states that in English, one idea or thought can be expressed in several ways using different sentence structures, and the differences in these structures are the results of the writer's placing of the ISE, the mood subject, and the topical subject in different positions. To illustrate her point, she uses these sentence examples to show possible ways to express one thought:

- a. Newborn infants are completely helpless.
- b. Biologists suggest that newborn children are helpless.
- c. There are many newborn children who are helpless.
- d. It is clear that newborn children are helpless.
- e. I doubt whether newborn children are helpless.
- f. Although newborn children are helpless, biologists suggest that

In all of the above sentences, the idea the writer wants to express is the same: *newborn children are helpless*. However, none of the sentences has a similar pattern.

In sentence a, for example, the ISE, the mood subject, and the topical subject (that is, Newborn infants) coincide. In sentence b, the ISE and the mood subject, *biologists*, coincide while the topical subject, *newborn children*, is separate.

Being able to express one thought using different sentence patterns helps a writer to avoid the lack of variety in his writing as well as to make smooth connections among sentences. The changing of the positions of the three elements, on the other hand, also affects the structure of discourse as these elements are used in a discourse to help fit other discourse material together and to aid the development of the discourse. It is this changing of the position of the ISE, the mood subject, and the topical subject that Lautamatti refers to as topical structure. In short, it is topical structure that causes differences in the structure of a discourse. Since the ways these three elements of the sentence are structured play a crucial role in the development of a discourse, Lautamatti focuses one step of her analysis on the identification of how they are combined to form a sentence. She classifies the combinations of the ISE, the mood subject and the topical subject into five possible types. She uses the authentic text cited below to illustrate these combinations.

(1) When **a human infant** is born into any community in any part of the world, it has two things in common with any other infant, provided neither of them has been damaged in any way either before or during birth. (2) Firstly, most obviously, **newborn children** are completely helpless. (3) Apart from a powerful capacity to draw attention to their helplessness by using sound, there is nothing the **newborn child** 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, **a child** is very unlikely to survive. (5) **This helplessness** of human infants is in marked contrast with the capacity of many newborn animals to get to their feet within minutes of birth and run with the herd

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

(8) It is during this very long period in which the human infant is totally dependent on others that it reveals the second 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 color, 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

(as cited in Connor and Kaplan, 1987, 92)

Type 1. The ISE, the mood subject and the topical subject coincide.

Example This helplessness of human infants is in marked
contrast (S5)

Type 2. The mood subject and the topical subject coincide while the ISE is
separate.

Example Without care from some other human beings ... a child is
very unlikely to survive. (S4)

The ISE, *Without care from some other human beings*, in this example is
a topical adjunct (i.e. the supplement that is directly related to the
discourse). The word *a child* serves the functions of the mood and the
topical subject at the same time.

Type 3. The ISE and the mood subject coincide while the topical subject is separate.

Type 3 can be divided into two sub-types: type 3a and type 3b. In type 3a, the mood subject of the initial main clause is a dummy. The main clause of this type also represents the topical material, the information that relates directly to the discourse topic.

Example It is during a very long period in which the human infant
is totally dependent on others that it reveals

This example sentence appears at the beginning of the second paragraph of the text. Its ISE, *It is during a very long period*, is the summary of what has been said in the former paragraph--the previous sub-topic. Then the writer links the summary with the topical subject human infant and the anaphoric referent *it*.

In type 3b, the initial main clause is a non-topical material; it does not present any information that relates to the discourse topic. The topical subject, on the other hand, appears in the following sub-clause:

Example It would seem that this period...is the price that the
human species has to pay (S7)

The ISE and the mood subject of this sentence is *it would seem that*, and the topical subject is *this period*.

Example This suggestion implies that just as human beings are
designed ... so they are designed (S10)

In this sentence, the ISE and the mood subject is *This suggestion*, and
the topical subject is *they*.

Type 4. The ISE and the topical subject coincide, while the mood subject is
separate.

There are two cases of this type in the example text: sentences 1 and 6. In
both sentences, the topical subjects, human infant and young animals, are in
the initial sub-clauses. The anaphoric pronouns function as the mood
subjects.

Examples When the human infant is born ... it has two
things(S1)

Although young animals are at risk ... they very quickly
develop (S6)

According to Lautamatti, type 4 is used to introduce or change the
topical subject. As can be seen, this structure appears in the first
sentence of the example text, and the second sentence example
introduces a sub-topic that derives from the comment of the preceding
sentence.

Type 5. The ISE, the mood subject and the topical subject are all separate.

Two cases of type 5 can be found in the example text.

| | |
|-----------------|---|
| <u>Examples</u> | <p>Apart from a powerful capacity to draw attention to their</p> <p>[sic] helplessness ... there is nothing the new born child</p> <p>can do (S3)</p> <p>For this reason, biologists now suggest that language</p> <p>is (S9)</p> |
|-----------------|---|

This type of sentence combinations is the most complicated one, and it yields a more various interaction of discourse materials than the other types. The ISE, *Apart from a powerful capacity to draw attention to their [sic] helplessness*, and the main clause, *there is nothing*, in sentence 3 serve the function of the topical material. The word *there* is the mood subject of the main clause. The purpose of using *there* is to move the topical subject to the successive clause. The ISE in sentence 9, *For this reason*, is a discourse connective. The main clause, *biologists now suggest*, is a modality marker, and the topical subject of the sentence, *language*, is in the sub-clause.

In her analysis, Lautamatti further suggests that there is another kind of discourse material that is necessary for the development of texts. She names such material non-topical linguistic material since it is not directly related to the discourse topic. As a part that helps form a discourse, non-topical linguistic material, however, is

important to the discourse in several ways. For example, it may connect the discourse (named by Lautamatti as discourse connectives); indicate the illocutionary force of the statement (illocution markers), the truth value of the information being discussed (modality markers), or the writer's attitude to what is being discussed (attitude markers); and finally, approach the reader by commenting on what or how to read (commentary).

According to Lautamatti, these non-topical linguistic materials play two major roles in a discourse: they help form the internal organization of the discourse or they help readers link the ideas presented in the text to a larger framework of discourse. Non-topical linguistic material, therefore, cannot be ignored when a text is analyzed. Instead, it needs to be closely considered together with other discourse materials in order that analysts could effectively follow the direction or the frame of the discourse, which would help them with the identification of topical subjects of sentences.

Step 2: Identifying the Progressions of Topical Subjects

To describe how the discourse topic is built throughout a piece of text, Lautamatti (1978) identifies three possible progressions of topical subjects of sentences: parallel, sequential and extended parallel. She illustrates these progressions with the following text.

(a) Since teenagers are the target audience for slasher films the victims in them are almost always independent, fun-loving, just-out-of-high-school partyers. (b) Could it be that the filmmakers believe that the teenage audience somehow identifies with other youths being decapitated, knifed, and electrocuted? (c) But the kids portrayed in the movies die so quickly that viewers don't get much chance to learn about them, much less identify with

them. (d) The girls all love to take latenight strolls alone through the woods or skinny-dip at midnight in a murky lake. (e) The boys, eager to impress these girls, prove their manhood by descending alone into musty cellars to restart broken generators or chasing psychotic killers into haylofts and attics. (f) Entering dark and gloomy houses, men and women alike decide suddenly that now's a good time to save a few bucks on the end-of-the-month electric bill---- so they leave the light off. (g) After hearing the noise within the house, they always foolishly decide to investigate, thinking it's one of their missing friends or pets. (h) Disregarding the "safety in number" theory, they branch off in separate directions, never to see each other again. (i) Or the teenagers fall into the common slasher-movie habit of walking backwards, which naturally lead them right into you-know-who. (j) Confronted by the axe-wielding maniac, the *senseless* youths lost their will to survive, close their eyes, and scream.

In parallel progression, the topical subjects of a set of successive sentences are semantically identical or the same. Sentences a – c, f – h, and i - j of the text show the parallel progression of the topical subjects. The diagram corresponding to the parallel progression of the topical subjects of sentences (a), (b), and (c) is illustrated as follows:

- (a) Teenagers
- (b) Teenager audience
- (c) The kids

In sequential progression, the topical subjects are always different, as the comment of the previous sentence becomes the topic of the next sentence, and so on. Sentences d – f of the text show the sequential progression of the topical subjects. The diagram corresponding to the sequential progression of the topical subjects of sentences (d), (e), and (f) is illustrated as follows:

- (d) the girls
- (e) the boys
- (f) men and women

There is a specific feature of sequential progression named by Lautamatti as topical depth, the number of successive sequential progressions. For example, in sentences d - f, the introduction of the topical subject, the girls, by sequential progression creates the topical depth of 3.

In extended parallel progression, a parallel progression may be temporarily interrupted by a sequential progression. Sentences a – c, and j of the example text illustrate the extended parallel progression. The diagram corresponding to the extended parallel progression of the topical subjects of sentences (a), (b), (c) and (j) is illustrated as follows:

- (a) Teenagers
- (b) Teenager audience
- (c) The kids
- .
- .
- .
- (j) the senseless youths

It is obvious that topical structure analysis can be a tool to help the writer control the directions of the texts. It can be compared with a blueprint for building a house. That is, while the blueprint tells workers the skeleton of the house and how to fit each part together, topical structure shows every sentence in discourse and how the writer fits sentences together to form it. Topical structure is useful both during and after writing. During writing, the writer can trace how well he has developed his discourse so far and after writing he can make changes on his drafts by looking at topical

progression of the essay. Due to its wide range of applications, topical structure analysis, therefore, is very informative for anyone whose interest is writing.

Applications of Topical Structure Analysis

Being one of the most effective approaches in coherence analysis, topical structure analysis has been used by a number of scholars. Lautamatti (1978) adopted the approach to compare the patterns of topical development in authentic and simplified discourses to see the strategies the participants employed when they produced simplified versions. Of the simplified texts, four were found to show the characteristics of topical structure. Lautamatti analyzed these four simplified texts and found two changes occurring consistently: slight decrease in the number of sub-topic presented and slight increase in frequency of sequential progression at the topical depth of 1 (the number of successive sentences that occur in the case of sequential progression). Comparing to the original text, she found the frequency of extended parallel progression showed little changes among the four simplified versions. It can be concluded from Lautamatti's study that reducing the number of sub-topics and producing the stretch of sequential progression at not more than the topical depth of 1 could be the most popular strategies to make a text easier to read.

Witte (1983) studied the strategies in revising texts using, as the subjects of the study, copies of the expository paragraph originally used and analyzed by Lautamatti (1978) titled "Language and Community." The copies were distributed, and students

were asked to revise the passage so that it would be "easier to read and understand."

These revisions were first holistically rated and categorized according to whether they were scored lowly or highly and were then submitted to topical structure analysis. The analysis revealed that the low-scoring revision exhibited a lack of clear focus (or coherence), indicating that the reviser was uncertain as to what the discourse topic was. Witte found that this technique allowed him to be able to predict the quality of writing.

Witte's study is a good example of how TSA can be applied as a tool to check coherence. By examining the ways the students structured topical subjects of the discourse, Witte could easily determine whether or not his students structured topical subjects in a good pattern. In addition, the sub-topics the students had introduced revealed to Witte how well his students understood the discourse topic they had simplified.

Connor and Farmer (1996) taught topical structure analysis as a revision tool to ESL students in intermediate and advanced level writing classes at Indiana University, Indianapolis. They explained to students the steps in topical structure analysis, and then they analyzed some texts as examples. Then students applied what they had been taught to analyze their own writing, and Connor and Farmer went over the diagrams that show topical development in their writings with them individually to help interpret what they meant. Students quickly became comfortable with this technique, and the diagram--even if not required--became part of many students' writing folders or portfolios along with prewriting, drafts, peer comments, and other facilitative procedures.

Connor and Farmer recommended that students would benefit most by applying topical structure analysis after their first draft as at that point in the writing process students were still prepared to make substantive changes. For many students, this technique became a heuristic that helped them sort out their ideas.

Connor and Farmer (1996) reported that students' responses to TSA had been positive; many had remarked that the procedure helped them examine the meanings of their sentences and forced them to relate these meanings to the main topic and purpose of their writing. When Connor and Farmer taught topical structure analysis as a revision tool, they noted improvement in student writing, specifically in regard to clearer focus and better development of subtopics.

Burneikaitė and Zabaliūtė (2004) studied the relationship between the holistic score and topical structure of Lituania learners' essays. In their study, they randomly selected 58 argumentative essays written by Lituania learners as the subjects. The essays were holistically rated and were divided into three groups: the low-rated, the medium rated, and the high-rated groups. Burneikaitė and Zabaliūtė found from the data analysis that the low-rated and the medium-rated essays exhibited the highest frequency of occurrence of sequential progression, followed by parallel progression extended parallel progression respectively. In the high-rated essays, sequential progression occurred the most frequently, followed by extended parallel progression and parallel progression respectively. Burneikaitė and Zabaliūtė concluded that the high-rated essays exhibited a sensible use of sequential progression. That is sequential

progression was used in a good balance with the other types of progression. The overuse of parallel progression may be considered redundant by the readers, while the absence of extended parallel progression may indicate the lack of focus.

Walelign (2002) conducted a study to investigate the relationship between local and global coherence and raters' evaluation of writing quality. The subjects of the study were 23 essays written by Amharic students at a two-year college in San Diego. The essays were analyzed in terms of topical development at the sentence and the discourse levels and predominant hierarchy that followed. The data analysis revealed that there was no statistically significant relationship between the quality of the essays judged by the raters and the topical development of those essays.

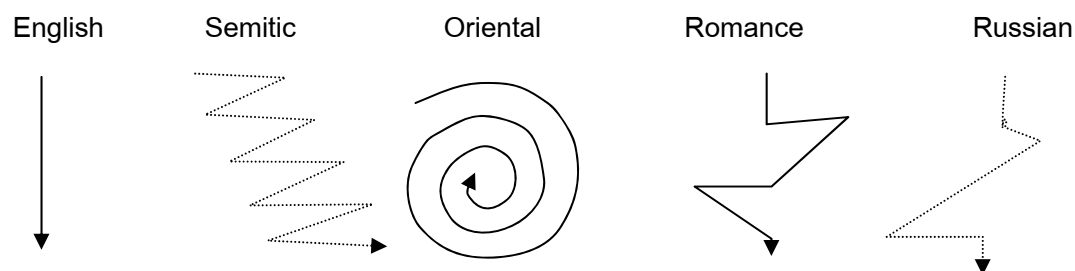
Kaewkaosai (2003) conducted an experimental study to determine the effectiveness of topical structure as a revision tool. Twenty-six students in Matayom 2 at the demonstration school of Ramkhamhaeng University participated in the study. Each participant was asked to write an essay as the pre-test. Then, Kaewkaosai taught topical structure as a revision tool. The process lasted for ten weeks. After that, the participants were asked to write post-test essays on the same topic as that of the pre-test. The pre-test and the post-test essays were scored using the IELTS profile score band and the pre-test and the post-test scores were compared. Kaewkaosai found that the participants performed significantly better in their post-test essays.

The results of the studies discussed above assert that topical structure analysis can be a practical tool for checking coherence in writing. However, topical structure

analysis has not been widely used to study essays written by writers who are not English native speakers. It is interesting, therefore, to adopt the approach with texts written by ESL students.

Research on Contrastive Rhetoric

One major area of discourse analysis is the study of cross-cultural rhetorical patterns. Kaplan (1966) is regarded as the pioneer who brought this field of study to light. He proposes that the organization of a text written in any language by the non-native writer of that language is influenced by the rhetorical pattern of the writer's native language. Nevertheless, the rhetorical differences do not always indicate the differences in the pattern of thinking but may result in differences in writing conventions that have been learned. Kaplan provides a diagram to show the different thought patterns among different language families.



Many studies influenced by Kaplan's idea have been conducted using different methods. Most research results confirm that rhetorical styles differ from one culture to another. An example of the studies that is most relevant to this present study is that of Hinds (1982). Hinds analyzed the organization of compositions of oriental languages

including Japanese, Korean, Chinese, and Thai and compared them to those of English. He found that the organizing styles of these languages were deductive. That is, the writers wrote from specific to general, and the purpose of the writing was revealed in the final paragraph.

In Thailand, not many contrastive analyses of rhetoric have been carried out. However, the results of those studies that have been done with Thai students supported Kaplan's theory. For example, Thai ESL students' rhetoric was studied by Indrasuta (1988), who found both similarities and differences of narrative written discourse between Thais and Americans. Thirty American students from a high school in Urbana, Illinois and sixty Thai students from a Thai secondary school in Bangkok were selected as the subjects of this study. American students wrote in English while Thai students wrote two versions; one in Thai and the other in English. Two research techniques were used: linguistic technique and discourse analysis. Regarding the first technique, interviews of students, teachers, and experts in writing in the two cultures were conducted to investigate the functions and models of narrative in the two cultures. For the second technique, the students were asked to write narrative compositions during 40 minutes of their usual class work. The data collected for this study consisted of one narrative composition from the American students and two narrative compositions from the Thai students, one in Thai and the other in English. Each group had to write a narrative composition on the topic "*I Succeeded, at Last*" or "*I Made a Hard Decision.*" The 90 students' compositions were analyzed and the judgment in the analysis was

based on the presence or absence of certain cohesive devices of Halliday and Hasan (1976). The two techniques of analysis used in this study revealed both similarities and differences of narrative written discourse of the two cultures, and the study suggested that the factors that influenced the differences seemed to be cultural rather than linguistic factors. In the linguistic analysis, it was found that differences in linguistic systems were not the only factors that caused the differences in the written discourse of the two cultures. The American group used more pronoun reference than the Thai group did. This indicated that the article "the" existed at a lower frequency in Thai compositions. Moreover, Thai writers preferred to use nouns instead of pronominal references and this might be influenced by Thai rules of language. In the discourse analysis, cultural factors seemed to be conspicuous. The American students planned their compositions to enhance the reader's interest. They also selected specific lexical items and had certain kinds of narrative components to serve the narrative functions purposely. The Thai students chose appropriate content, followed the conventional rhetorical structure, and applied the appropriate choice of lexical items in order to fulfill the expectation of the teachers. Many similarities between the compositions written in English and those written in Thai by the Thai group implied that as the Thai students wrote in a second language, they brought with them the appropriateness of language use and the conventional rhetorical style in their first language.

Furthermore, a descriptive study reflecting writing in English and Thai conducted by Bickner and Peyasantiwong (1988) also provides interesting results for

rhetoric researchers. A total of 90 high school student essays were used in this study, 40 from the United States written in English and 50 from Thailand written in Thai on the same topic which was selected from seven alternative topics provided for them to write in their classroom.

The study suggested several interesting points of contrast between native speakers of Thai and native speakers of American English in their attitudes toward language use, their concepts of essay structure, and their analytical styles. That is, the Thai compositions tended to be impersonal and formal, with a conversational tone and much vocabulary that was normally associated with speech rather than with writing, while many of the English essays written by American students illustrated more formal written vocabulary. This, Bickner and Peyasantiwong explained, might be that the Thai speakers' language had been adjusted to different modes--spoken or written--by the culture they lived in, and they were not aware of the distinction between spoken and written forms.

It can be seen from the discussion made so far that coherence can be said to be the key to success in communication. The process of establishing coherence is quite complex since it involves not only with the properties of the text being interpreted but also with the interpreters' expectations, realization of semantics, syntax and pragmatics as well as the knowledge of the world that relates to the text. The study of coherence, therefore, has to be done with help from other fields of linguistics, for instance sociolinguistics and contrastive rhetoric.

Because of its importance, many researchers have studied coherence in writing in order to provide bases for describing and interpreting texts, and many approaches have been used to analyze coherence in texts. Among them is topical structure analysis proposed by Lautamatti (1978). This present study is another investigation attempting to describe coherence in writing of essays written by Thai university students by applying topical structure analysis.

CHAPTER III

METHODOLOGY

This chapter concerns three main parts. The first part discusses the subjects of this study in detail. The second part presents the analysis procedures and an example of the analysis with its explanation. The final part deals with the data analysis.

Participants in the Study

The participants in this study were thirty-four fourth-year English major students at a university in Bangkok who took an advanced composition writing course which lasted one semester. The students were considered advanced learners since they had taken at least two basic writing courses before this course. At the end of the course, each student was asked to write an essay as the final examination. The thirty-four essays collected from the participants were used as the subjects for this study.

Procedures

1. Each participant wrote a compare and contrast essay on one of the following topics:

Topic 1: "Which is more important between knowledge from books and knowledge from experience? Why?" and Topic 2: "you have received a gift of money. The money is enough to buy a piece of jewelry you like or a ticket of concert you want to attend. Which would you buy?" During writing, the participants were not allowed to use dictionaries or other vocabulary sources. The writing session lasted two hours.

2. All the thirty-four essays were analyzed to determine the characteristics of topical structures in students' essays. Lautamatti's (1978) topical structure analysis was adopted following these procedures:

2.1 Any mistakes due to grammar or spelling were not corrected.

2.2 All sentences of each essay were numbered.

2.3 The topical subject of each sentence was identified and underlined.

2.4 The type of combinations of the three sentence elements--the ISE, the mood subject, and the topical subject--of each sentence was identified.

2.5 Topical progression of each essay was identified, and diagrams corresponding to the topical structure of each essay were drawn: topical subjects with parallel progression were placed exactly below each other, sequential progressions were indented progressively, and extended parallel progressions were aligned under the parallel topic they referred to. Certain symbols and signs were used in this stage of the analysis:

a. Arrows were used to illustrate the ways the topical subjects were structured: parallel progression, sequential progression, and extended progression

b. Asterisks were placed in front of sentences with no topical subjects.

c. S (number) { stood for a case of sequential progression

d. P (number) { stood for a case of parallel progression

e. E (number) { stood for a case of extended parallel progression

3. The diagrams were examined to determine the overall characteristics of the topical structures in the thirty-four students' essays.

The following is the example of the step-by-step analysis of a sample essay.

The essay was written under Topic 1. (Which is more important source of knowledge: books or experience and why?). Thus, the discourse topic of this essay could be said to include "knowledge/ books/ experience". The essay consisted of 28 sentences and discussed 7 sub-topics. As shown below, the essay was first numbered, and then the topical subjects in the essays were identified and underlined.

(1) Having a good knowledge is very important for people at the present time because it can help them get a good job and be acceptable in this competitive society. (2) Someone increases his knowledge by reading books. (3) While someone argues that increasing knowledge from experience is more important. (4) Therefore, it is interesting to find out which one is more important between knowledge from books and knowledge from experience.

(5) Reading books are very advantageous for people who like to study by themselves. (6) There are many kinds of books for people to read. (7) They can choose anyone what they want. (8) If only they open a big book and take time only a couple of days, they can have a specific knowledge in that thing. (9) Also, reading books are an easy way because it is easy to find and read. (10) You can take them to anywhere and read them in anyplace.

(11) However, reading books will not be advantageous for you if you read it by without these things. (12) First of all, while you read a book, you should also use your brain in thinking and considering. (13) For example, you should think about good or bad, some ideas, and mottos. (14) Moreover, reading will not be advantageous for you if you do not practice it because it is easy for you to forget. (15) Also, you will have a good brain, but lack of skill.

(16) Therefore, raising your knowledge only from the book is not much enough. (17) Also, it should go together with experience. (18) Having knowledge from real experience will support you to have wider attitude and be able to build an imago easily. (19) Having experience outside is a good chance for you to adapt, practice and use your knowledge. (20) Moreover, it will not only help you have skill but also help you how to solve problems. (21)

Sometimes learning from real experience can possible have some problems that you have never learned from books. (22) So, it is necessary for you to ask someone. (23) Therefore, this will also teach you how to make friend and work with others.

(24) In conclusion, it is not only knowledge from books which is important, but also knowledge from experience. (25) Both of them support to each other. (26) Reading books are an important basic for your brain. (27) While gaining experiences are as important basic for your skill. (28) Therefore, if you would like to be a perfect person, you should have those two things.

After the topical subject of each sentence was identified, the types of combination of the three sentence elements were next examined. In Lautamatti's model, there are five possible types of combination of these three sentence elements, which have been discussed at length in the previous chapter. However, when the thirty-four essays were analyzed, there were many sentences in which the topical subjects could not be identified and consequently these sentences could not be fit into the five types of combination of sentence elements (for the notice of distinction, no subjects were in bold type and underlined in these sentences in the sampled essay). In these sentences the subjects of the main clause could not be said to be the topical subjects, for, semantically, they demonstrated no relationships with the discourse topic. In addition, there were no other subjects of other clauses in these sentences that served the function of topical subject. Sentences 2 and 12 of the sampled essay are examples of sentences that exhibit this characteristic.

- Someone increases his knowledge by reading books. (S2)
- First of all, while you read a book, you should also use your brain in thinking and considering. (S12)

In both sentences the mood subjects of the main clauses (someone and you), had nothing to do with the discourse topic “*knowledge/ books/ experience.*” In addition, in the other clause of sentence 12, the subject, you, could not be said to serve the function of the topical subject of this sentence either. Hence, in order to deal with such sentences, a new type of combination was set up and was named type 6.

Type 6. The ISE and the mood subject may or may not coincide, while there is no topical subject in the sentence.

Examples For example, you should think about good or bad, some ideas, and mottos.

We should not make ourselves feel happy only but it is also important to make everyone feel happy, right?

The first example sentence was taken from a student essay written under Topic 1 (Which is more important source of knowledge between books and experience and why?). Thus, its discourse topic can be said to include “*knowledge/ books/ experience.*”

The sentence started with the ISE, For example, a non-topical linguistic material signaling that the successive clause is the example of the previous statement. The word you, the mood subject of the main clause, had no semantic relationship to the discourse topic, knowledge/ books/ experience, and thus could not be considered the topical subject of the clause. The second sentence was written in response to the essay prompt “you have received a gift of money. The money is enough to buy a piece of jewelry you like or a ticket of concert you want to attend. Which would you buy?” It

bears the discourse topic “concert ticket/ jewelry.” It is obvious that neither the word *we*, which functioned as the ISE and the mood subject of the main clause, nor the word *it*, which was the dummy subject of the other clause, directly related to the discourse topic. Therefore, no topical subject could be identified in this sentence.

The following table is the illustration of how the sentences of the sampled essay were classified into the six types of combination of sentence elements.

Table 1: Types of combination of the three sentence elements

| Sentence Number | Topical Subject / *Non-topical Subject | Type of Combination of the ISE, the Mood Subject, and the Topical Subject |
|-----------------|---|---|
| 1 | Having a good knowledge | 1 |
| 2 | *Someone | 6 |
| 3 | increasing knowledge from experience | 3b |
| 4 | which one | 5 |
| 5 | Reading books | 1 |
| 6 | *There | 6 |
| 7 | *They | 6 |
| 8 | *they | 6 |
| 9 | reading books | 2 |
| 10 | *You | 6 |
| 11 | reading books | 2 |
| 12 | *you | 6 |
| 13 | *you | 6 |
| 14 | reading | 2 |
| 15 | *you | 6 |
| 16 | raising your knowledge only from the book | 2 |
| 17 | it | 2 |
| 18 | Having knowledge from real experience | 1 |
| 19 | Having experience outside | 1 |
| 20 | it | 2 |
| 21 | learning from real experience | 2 |
| 22 | *it | 6 |
| 23 | this (asking someone) | 2 |
| 24 | which | 3a |
| 25 | Both of them | 1 |
| 26 | Reading books | 1 |
| 27 | gaining experiences | 2 |
| 28 | *you | 6 |

*Asterisks were marked to indicate that only the mood subject could be identified

In the final step of the analysis, the diagram that showed the progressions of topical subjects of the essay was drawn. As mentioned previously in the analysis procedure part, subjects with parallel progression were placed exactly below each other, sequential progressions were indented progressively, and extended parallel progressions were aligned under the parallel topic they referred to. The diagram corresponding to the progressions of the sampled essay can be illustrated as follows.

Table 2: Example of Diagram for Checking Topical Development

| Sentence | | Topical Depth | | | | | | | | Sub-topic | | |
|----------|----|-------------------------|---------|--------------------------------------|----------------------------------|------------------------------|-------|--------------|---|-----------|--|---|
| No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | No. | | |
| 1 | S1 | Having a good knowledge | | | | | | | | 1 | | |
| 2 | | | Someone | | | | | | | | | * |
| 3 | | | | Increasing knowledge from experience | | | | | | | | 2 |
| 4 | | | | | Which one.... | | | | | | | 3 |
| 5 | | | | | | Reading books | | | | | | 4 |
| 6 | | | | | | | There | | | | | * |
| 7 | | | | | | | | They | | | | * |
| 8 | | | | | | | | they | | | | * |
| 9 | | | | | | Reading books | | | | | | 4 |
| 10 | | | | | | | | you | | | | * |
| 11 | | | | | | Reading books | | | | | | 4 |
| 12 | | | | | | | | you | | | | * |
| 13 | | | | | | | | you | | | | * |
| 14 | | | | | | reading | | | | | | 4 |
| 15 | | | | | | | | You (| | | | * |
| 16 | | | | | | Raising knowledge from.. | | | | | | 4 |
| 17 | | | | | | It | | | | | | 4 |
| 18 | | | | | Having knowledge from experience | | | | | | | 5 |
| 19 | | | | | Having experience outside | | | | | | | 5 |
| 20 | | | | | it | | | | | | | 5 |
| 21 | | | | | Learning from real experience | | | | | | | 5 |
| 22 | S2 | | | | | it | | | | | | * |
| 23 | | | | | | this | | | | | | 6 |
| 24 | | | | | | which (Knowledge from books) | | | | | | 4 |
| 25 | S3 | | | | | | | Both of them | | | | 7 |
| 26 | | | | | | reading books | | | | | | 4 |
| 27 | | | | | gaining experiences | | | | | | | 5 |
| 28 | | | | | | | | you | | | | * |

Data Analysis

The frequency of occurrence of the six types of combination and the three types of progression was counted and was converted to a percentage.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of this study. The discussion of each finding is made in order to obtain the answers to the two research questions:

1. What topical structure is characteristic of Thai students' essays?
2. How well, from the perspective of structure analysis, do Thai students organize their essays?

The topical structure of the thirty-four essays was analyzed firstly at the sentence level and secondly at the discourse level. At the sentence level, the analysis focused on how the three sentence elements (the ISE, the mood subject, and the topical subject) were combined. At the discourse level, the focus was on how those sentences formed sequences. The results of the topical structure analysis of the thirty-four essays at both levels were as follows:

Finding 1: Types of combination of the three sentence elements

The types of combination of the three sentence elements were analyzed in terms of their frequency of occurrence. As mentioned earlier, the combinations of the three sentence elements were classified into six types; the first five types were proposed by Lautamatti (1978), while type 6 was set up in this study in order to deal with sentences in which the combination did not conform to the first five types. In this

study, all types of combination were found in the essays written by the thirty-four participants. Examples of sentences of each type found in the essays are illustrated below.

Type 1: the ISE, the mood subject, and the topical subject coincide.

- Examples
- **Having a good knowledge** is very important for people at the present time because it can help them get a good job and be acceptable in this competitive society. (2/1) *
 - **A piece of jewelry** brings me several times of happiness. (26/20)
 - **Knowledge** is the fact, information, understanding and skills that a person has acquires through experience or study (from book). (13/1)

* The first digit in parenthesis refers to the essay included in order in the appendix and the second refers to the sentence appearing in that essay.

In these sentences, the noun phrases *Having a good knowledge* and *A piece of jewelry* as well as the word *Knowledge* serve three functions at the same time: the ISE, the mood subject, and the topical subject of the sentence.

Type 2: the mood subject and the topical subject coincide while the ISE is separate.

- Examples
- On the other hand, **knowledge from experience** offers people greater learning. (4/12)

- In addition, the value of jewelry might go up in values than it used to be. (28/11)
- For students, in order to pass an exam, academic knowledge from book seems to be important. (14/11)

In the first sentence, the phrase *knowledge from experience* functions as the mood and the topical subject at the same time, while the ISE, *On the other hand*, is separate. In the second sentence, *the value of jewelry* functions as the mood and the topical subject; the ISE, *In addition*, is separate. The phrase *For students, in order to pass an exam* stands as the ISE of the third sentence, while the mood subject and the topical subject, *academic knowledge from book*, coincide.

Type 3: the ISE and the mood subject coincide, while the topical subject is separate. There are two sub-types of type 3: type 3a and type 3b.

Type 3a: the ISE and the mood subject coincide while the topical subject is separate; the main clause is topical material representing information which is directly related to the discourse topic.

- Examples
- This speech infers that to discover something by using our own experience are more important than to get information of things by reading only. (1/3)

- Despite those things are just materials, but **they** can make someone happy to possess. (26/17)
- Although experience is more important, **it** should have been supported by knowledge from books. (6/18)

In these examples, the clauses *This speech infers that, Despite those things are just materials*, and *Although experience is more important* serve the functions of the ISE and, at the same time, the mood subject of the sentences; they directly referred to ideas mentioned earlier in the discourse. The topical subject of each sentence is *to discover something by using our own experience, they, and it*.

Type 3b: the ISE and the mood subject coincide while the topical subject is separate; the main clause is non-topical material representing information which is indirectly related to the discourse topic.

Examples

- It is argue that whether **knowledge from books or knowledge from experience** is more important. (3/6)
- I believe that **knowledge from experience** can make us be cleverer and sharper than knowledge from books. (7/26)
- I don't mean **books** are bad resource but I think it is

difficult to update a book to serve the learner in these days when the world had change all the time.
(23/ 11)

The clauses *It is argue that*, *I believe that*, and *I don't mean* in these sentences function as the ISE and the mood subject at the same time. They were the writers' attitude markers of the successive clauses and did not directly refer to any idea discussed earlier. The topical subject of each sentence is *knowledge from books or knowledge from experience, knowledge from experience, and books*.

Type 4: the ISE and the topical subject coincide, while the mood subject is separate.

Examples

- For example, when **babies** get hungry, *they* will cry.
(15/7)
- When **students** make a mistake, *they* remember it and try to correct it. (22/14)
- **(30)** As we have been told that before **those Chinese** became success like at present, *they* were ordinary workers who did not know how to read. (18/17)

The clauses *For example, when **babies** get hungry*, *When **students** make a mistake*, and *As we have been told that before **those Chinese** became success like at present* function as the ISE in each sentence. The topical subjects

babies, students, and those Chinese appear as a part of the ISE in each sentence.

Type 5: The ISE, the mood subject, and the topical subject are separate.

- Examples
- In contrast, *you* can observe from my essay that **the process of gaining knowledge by having experience** is more important. (21/8)
 - Next, when you buy a tapes or CD, *you* just listen to the songs where **they** come from studios. (27/16)
 - But if we look at the reality, *I* am positive that we can find a lot of **successful people** who started from the word “uneducated.” (18/8)

In these examples, the phrase *In contrast* and the clauses *Next, when you buy a tapes or CD* and *But if we look at the reality* serve as the ISE in these sentences. The pronouns *you, you, and I* function as the mood subjects of the sentences, and the topical subjects are *the process of gaining knowledge by having experience, they, and successful people*.

Type 6: The ISE and the mood subject may or may not coincide, while there is no topical subject in the sentence.

- Examples
- I am a fourth year student at Srinakharinwirot University. (3/1)

- People will gain this process from two main sources.
(34/2)
- Basically, we usually classify kinds of knowledge from
sources of learning. (11/3)

In the first and the second examples, *I* and *people* function as the ISE and the mood subject. In the third example, the ISE *Basically* and the mood subject *we* are separate. Table 3 shows the frequency of occurrence of each type of combination found in each essay.

The frequency of occurrence of each type of combination shown in Table 3 can be divided into two groups. For the first group, the frequency was higher than 200 cases. It included type 6 (267 cases, 28.52%), type 2 (258 cases, 27.56 %), and type 1 (203 cases, 21.68%). For the second group, the frequency was lower than 100 cases. This group included type 5 (82 cases, 8.76%), type 3b (52cases 5.55 %), type 3a (47 cases, 5.02%), and type 4 (27 cases, 2.88%). Remarkably, the frequency of type 6 was the highest of all although it was close to those of types 2 and 1. It occurred seven times more frequently than type 3a and type 4, five times more frequently than type 3b, and three times more frequently than type 5. The frequency of occurrence of types 2 and 1 were also high; however, type 2 was found more frequently than type 1. The occurrence of types 3, 4, and 5 were very low compared to those of the first group.

Discussion:

The highest frequency of occurrence of sentences of type 6--in which most subjects of the sentences were *I*, *you*, and *we* while the topical subjects were moved to the rhematic part of the sentences and could not be identified--suggested that the participants had an idiosyncratic style in structuring their discourse. That is, they tended to write essays in spoken or conversational mode rather than written mode. The use of *I*, *you*, and *we* as subjects of sentences made the essays sound like the writers were talking to their audience; also, it could help them gain more intimacy with their audience. The absence of topical subjects in sentences of type 6 further suggested

that the writers did not place the topics they wanted to discuss as the topical subjects of the sentences. Instead, they moved them to the rhematic part of the sentences and replaced them with non-topical subjects *I*, *you*, and *we*. As a result, the topics that the writers wanted to discuss were stated indirectly, and the readers needed to identify the writers' intended messages by themselves after they finished reading the entire essay. The idiosyncratic writing practice the participants demonstrated through the use of sentences of type 6, therefore, was conversational inductive style.

The conversational inductive writing style the participants demonstrated in this study supported what Kaplan (1966) has stated about the transfer of the writer's first language writing convention to his writing of a second language. He states that when a writer writes a text in any language other than his native language, the rhetorical pattern of his native language influences the organization of the text being written. Thus, this present study confirmed Kaplan's statement since the results appeared to be influenced by Thai rhetorical style, which was characterized as conversational and inductive by several researchers who studied Thai students' writing.

The conversational style--in which the subjects of most sentences were the pronouns *I*, *you*, and *we*--supported what had been found by Indrasuta (1988) and Bickner and Peyasantiwong (1988). Indrasuta's study of Thai writing revealed that the factor that influenced the writers most was cultural rather than linguistic. She further suggested that when Thai students wrote in a second language, they brought with them the conversational rhetorical style of their first language. Also, Bickner and

Peyasantiwong (1988) found in their descriptive study of Thai and English writing styles that Thai compositions tended to be impersonal and informal, with the conversational tone and much vocabulary that was normally associated with speech rather than with writing. The inductive style--in which the writers' intended messages were pushed to the rhematic part of the sentences--found in the essays of this study was congruent with Hinds' (1980) findings. Hinds studied the rhetorical style of English and compared it with those of oriental languages including Thai. He found that the oriental rhetoric pattern was inductive. That is, the writers did not directly tell the audience their messages; readers concluded by themselves what the writers wanted to discuss after they finished reading the whole essay.

The reason for the higher frequency of occurrence of types 2 and 1 over types 3, 4, and 5 might be that types 2 and 1 are the most direct way to propose the topics the writers want to discuss. In sentences of type 1, the coincidence of the ISEs, the mood subjects and the topical subjects allows the topical subjects to be positioned at the front part of the sentences as the subjects of the main clauses. This could be beneficial for the writers in that they are able to tell their readers directly what they want to discuss as the topical subjects always stand at the beginning of the sentences and are easily identified by the readers. Although sentences of type 2 begin with the ISEs, the coincidence of the mood subjects and the topical subjects still allows the topics the writers want to discuss to be positioned as the subjects of the main clauses. Therefore, the readers can easily identify the writers' intended topics.

Remarkably, sentences of type 2 were found more frequently than those of type 1 even though the use of the ISE at the beginning of the sentence may take the writers more time to compose. Using the ISEs--to signal the link of the text, an illocutionary force of the statement, the truth value of the message, the writers' opinions, or the directions for the readers to know what or how to read--could help the writers make smooth connections between sentences. This benefit of transitional items might be the reason for the participants' use of ISEs wherever they thought was necessary. This might result in the more frequent occurrence of sentences of type 2 than those of type 1.

The reason for the low frequency of occurrence of types 3, 4, and 5 might be that combinations of these types do not allow topical subjects to be placed at the front position of the sentences. In sentences of types 3a, 3b, 4, and 5, the topical subjects are introduced as the subjects of clauses other than the main clauses. As a result, it is more difficult for the readers to identify the topical subjects in sentences of these types. Also, higher skills and complex thinking are required to compose sentences of these types since these sentences are usually long and consist of more than one message. The participants' writing proficiency, which was limited to some extent, might not allow them to write these types of sentences easily. Therefore, sentences of types 3, 4, and 5 were not frequently found.

To conclude, the positions in which topical subjects were introduced might be the factor that accounted for the frequency of occurrence of types 2 and 1 over types

3a, 3b, 4, and 5. That is, sentences with the combinations that allowed topical subjects to be positioned at the most forward part of the sentences tended to occur more frequently than those with the combinations that allowed topical subjects to be positioned further away from the beginning.

Finding 2: Progression of topical subjects

In this study, the three types of progression of topical subjects were analyzed in terms of the following aspects: the frequency of occurrence of the three types of topical progression, the number of sentences each case of the three progressions stretched over, and the frequency of occurrence of extended parallel progression at each topical depth. The findings are as follows:

2.1 The frequency of occurrence of the three types of topical progression

As discussed in Chapter 3, parallel progression is the sequence of sentences in which the topical subjects are semantically the same, sequential progression is the sequence where the topical subject of the successive sentence derives from the rhematic part of the preceding sentence, and extended parallel progression is a parallel progression that is temporarily interrupted by sequential progression or parallel progression of different sub-topics. Among the thirty-four essays analyzed in this study, all types of progression were found. The following is an example essay from the 34 essays showing how the writer employed the three progressions.

(1) **Knowledge** is an information and skills that human being has acquired from education or experience. (2) Human can get the knowledge from many sources such as books, magazines, newspaper and television etc. (3) Nowadays, **technology development** spreads everywhere in the world. (4) So people can get an information easily. (5) In order to get news and information rapidly **people** can do it easily by turning on television or clicking the button on computer. (6) People can acquire knowledge all around. (7) **Both of knowledge from books and knowledge from experience** are significant in learning of human. (8) **Both of them** have different advantage in many aspects.

(9) First, if we learn anything from books, we will get only academic from them. (10) **Learning from book** is a method that used in a school because it is an easy way for students to get academic knowledge. (11) For students, in order to pass an exam, **academic knowledge from book** seems to be important. (12) Sometimes, **the matter in books** cannot bring to adapt in daily life because it is not update. (13) If we learn from book, we don't know that **the matter in books** is real or not. (14) In contrast, if we learn from experience, we know the reality of everything because we learn it by ourselves. (15) Moreover, **the knowledge that we get by ourselves** gives us wider vision. (16) As we know that, in a former time people have no book and get knowledge from their experience. (17) They passed on their way of life, culture and knowledge to next generation by writing in book. (18) Because of the knowledge from their experience **it** leads our world to be developed.

(19) In conclusion, **learning everything from experience** will make us more wiser. (20) Besides, **it** will give us wider vision and see the reality of society.

| SENTEN CE No. | TOPICAL DEPTH | | | | | | | | No. OF SUB- TOPICS |
|------------------|---------------|------------|--|---|---|---|---|---|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | Knowledge | | | | | | | | 1 |
| 2 | | Human | | | | | | | * |
| 3 | | | technology development | | | | | | 2 |
| 4 | | people | | | | | | | * |
| 5 | | people (s) | | | | | | | * |
| 6 | | people | | | | | | | * |
| 7 | | | Both of knowledge from books and knowledge from experience | | | | | | 3 |
| 8 | | | both of them | | | | | | 3 |
| 9 | | we | | | | | | | * |
| 10 | | | learning from books | | | | | | 4 |
| 11 | | | academic knowledge from books | | | | | | 4 |
| 12 | | | the matter in books | | | | | | 4 |
| 13 | | | the matter in books | | | | | | 4 |
| 14 | | we | | | | | | | * |
| 15 | | | the knowledge that we get by ourselves | | | | | | 5 |
| 16 | | people | | | | | | | * |
| 17 | | They | | | | | | | * |
| 18 | | | it | | | | | | 5 |
| 19 | | | learning everything from experience | | | | | | 5 |
| 20 | | | it | | | | | | 5 |

Asterisks (*) indicate non-topical subjects

Five cases of parallel progression were found in this essay. The first case was a parallel progression of the non-topical subject *people* in sentence 4, which was the

repetition of the non-topical subject *Human* in sentence 2. The sequence started at sentence 4 and ended in sentence 6, covering three sentences. The second case covered two sentences (sentences 7 and 8). It was the discussion of the topical subject *both of knowledge from books and knowledge from experience*, which was built out of the rhematic part of sentence 6. For the third case, the writer discussed the topical subjects--which were built out of the rhematic part of sentence 9--*learning from books*, *academic knowledge from books*, and *the matter in books*. Semantically, they were the same topic. The case covered four sentences (from sentence 10 to 13). For the fourth case, the non-topical subject *people* was re-assumed from sentence 14. The sequence covered two sentences (sentences 16 and 17). The last case covered three sentences (from sentence 18 to 20). It re-assumed the topical subject *it*, which referred to *knowledge that we get by ourselves* from sentence 15.

Four cases of sequential progression were found. The first case, which stretched over sentence 1 – 3 and covered three sentences, was the discussion of the sub-topic *knowledge*. The discussion introduced two successive sub-topics, *human* and *technology development*. In the second, the third, and the last cases, only two sentences each were involved. For the second case (sentence 6 – 7), the non-topical subject *people*, which progressed in parallel sequence from sentence 5, introduced the topical subject *both knowledge from books and knowledge from experience*. Similarly, in the third case (sentence 9 – 10), the non-topical subject *we*, which was readopted from sentence 6, introduced the topical subject *learning from books*. The last case

(sentence 14-15) was also similar to the second and the third cases: the non-topical subject *we*, which was brought back into discussion from sentence 9, introduced the topical subject *the knowledge that we get by ourselves*.

Five cases of extended parallel progression were found. Four cases of them were used to readopt a non-topical sub-topic; the last case was the repetition of a topical sub-topic. The first case occurred in sentence 4. It was the readopting of the non-topical sub-topic *Human* mentioned previously in sentence 2; the case extended over three sentences (sentence 2 – 4). In the second case, the non-topical subject *we*--which was semantically the same subject as *people* in sentence 6--was re-assumed in sentence 9. The case stretched over sentence 6 – 9, covering four sentences. In the third case, in sentence 14, the writer re-assumed, from sentence 9, the non-topical subject *we* again. Thus, this case began at sentence 9 and ended at sentence 14, covering six sentences. For the fourth case, the non-topical subject *people* mentioned in sentence 14 was brought back into discussion one more time in sentence 16. The case covered three sentences (sentence 14 – 16). The last case, which occurred in sentence 18 covering four sentences (sentence 15 – 18), was extended parallel progression of the topical subject *the knowledge that we get by ourselves*, which was mentioned earlier in sentence 15. Table 4 shows the frequency of occurrence of the three types of topical progression found in the 34 essays.

Table 4. Frequency of Occurrence of Each Type of Topical Progression

| Essay No. | Frequency of Occurrence | | | |
|--------------|-------------------------|------------|-------------------|----------------------|
| | Parallel | Sequential | Extended Parallel | |
| | | | Topical Subjects | Non-topical Subjects |
| 1 | 1 | 4 | 9 | 5 |
| 2 | 3 | 3 | 9 | 6 |
| 3 | 5 | 4 | 3 | 4 |
| 4 | 5 | 3 | 2 | 2 |
| 5 | 7 | 5 | 5 | 10 |
| 6 | 2 | 5 | 5 | 1 |
| 7 | 4 | 5 | 9 | 7 |
| 8 | 3 | 6 | 8 | 4 |
| 9 | 2 | 5 | 5 | 1 |
| 10 | 6 | 4 | 1 | 2 |
| 11 | 2 | 6 | 4 | 4 |
| 12 | 5 | 7 | 6 | 2 |
| 13 | 3 | 5 | 9 | 2 |
| 14 | 4 | 5 | 1 | 4 |
| 15 | 2 | 8 | 3 | 4 |
| 16 | 3 | 3 | 5 | 3 |
| 17 | 5 | 3 | 8 | 2 |
| 18 | 6 | 8 | 5 | 1 |
| 19 | 2 | 5 | 2 | 7 |
| 20 | 2 | 3 | 6 | 3 |
| 21 | 2 | 3 | 5 | 4 |
| 22 | 5 | 3 | 5 | - |
| 23 | 3 | 4 | 5 | 4 |
| 24 | 4 | 4 | 4 | 6 |
| 25 | 2 | 2 | 1 | 1 |
| 26 | 4 | 6 | 6 | 5 |
| 27 | 8 | 6 | 5 | 5 |
| 28 | 3 | 6 | 5 | 8 |
| 29 | 4 | 5 | 4 | 2 |
| 30 | 5 | 5 | 4 | 8 |
| 31 | 8 | 6 | 6 | 9 |
| 32 | 5 | 3 | 4 | 3 |
| 33 | 5 | 3 | 5 | 3 |
| 34 | 4 | 5 | 7 | 4 |
| | | | 171 | 139 |
| | | | 28.40 | 23.08 |
| Total | 134 | 158 | | |
| % | 22.25 | 26.24 | 310 | |
| | | | 51.49 | |
| | | | 602 | |

Among the thirty-four essays, 602 cases of the three progressions were found. Of the 602 cases, extended parallel progression was found the most (310 cases, 51.49 %), sequential progression occurred the second most (158 cases, 26.24 %), and parallel progression occurred the least (134 cases, 22.25%). The frequency of occurrence of extended parallel progression was approximately two times more frequently than those of parallel and sequential progressions, while the frequency of occurrence of parallel and sequential progressions were close. In addition, two types of extended parallel progression were found: extended parallel of topical subjects (171 cases, 28.40%) and extended parallel of non-topical subjects (139 cases, 23.08%).

2.2 The proportion of a sub-topic to the number of sentences used in discussing that sub-topic

The proportion of a sub-topic to the number of sentences the writers used in discussing that sub-topic was examined in this study in order to determine the amount of detail the participants used to discuss their topics. The results are shown in Table 5.

Table 5: The Proportion of a Sub-topic to the Number of Sentences Used in Discussing that Sub-topic

| Number | | | Average |
|-------------------------|------------|------------------|---------|
| Number of sentences per | sentences | 936 (sentences) | 3.33 |
| sub-topic | sub-topics | 281 (sub-topics) | |

In this study, the participants wrote 936 sentences to discuss 281 sub-topics. The average number of sentences per sub-topic was 3.33. This means that the writers used approximately three sentences in discussing each sub-topic they introduced.

2.3 The number of sentences each case of the three progressions stretched over

The number of sentences that each case of the three progressions extended over was examined in order to see how long the writer produced each case of the three progressions for the discussion of a sub-topic. This could indicate how strongly the writers supported their topics. The results are presented in Table 6.

Table 6: Number of sentences Each Case of the Three Progressions Stretched Over.

| | | | Number | Average |
|---|------------|----------------------|------------------|---------|
| Number of sentences each case of the three progressions stretched over | Parallel | | 134 (cases) | 2.92 |
| | | | 392 (sentences) | |
| | Sequential | | 158 (cases) | 2.38 |
| | | | 377 (sentences) | |
| | Extended | Topical Subjects | 171 (cases) | 6.44 |
| | | | 1102 (sentences) | |
| | Parallel | Non-topical subjects | 139 (cases) | 5.05 |
| | | | 702 (sentences) | |

The table shows that 134 cases of parallel progression were found in this study. They stretched over 392 sentences, which means that each of this kind of progression covered approximately three sentences. In the case of sequential progression, the frequency was higher than that of parallel progression. One hundred and fifty-eight cases of sequential progression were found, and each case covered approximately two sentences. Cases of extended parallel progression were most frequently found (310 cases, covering 1804 sentences in all). This included 171 cases of extended parallel progression of topical subjects, covering approximately six sentences per case, and 139 cases of extended parallel progression of non-topical subjects, covering approximately five sentences per case.

2.4 The frequency of occurrence of extended parallel progression at each topical depth.

In this study, the topical depth at which extended parallel progression appeared was examined in order to see how well the participants kept their readers' interest on the topics they focused on. According to Lautamatti (1978), the topical depth at which extended parallel progression appears could indicate if the writers bring their readers back to the discussion of appropriate sub-topics. If they are successful in doing so, they would be able to maintain their readers' interest on the topics they focus on. Thus, in this study, the frequency of occurrence of extended parallel progression at different topical depths was examined to see whether or not the participants could hold the readers' attention on their intended message, and the findings are presented in Table 7.

Table 7: Frequency of Occurrence of Extended Parallel Progression at Each Topical Depth.

| Essay | Frequency of Occurrence | | | | | | | Total |
|-------|-------------------------|-------|-------|------|------|------|------|-------|
| | Topical Depth | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 1 | 1 | - | 1 | 5 | 3 | - | - | 10 |
| 2 | - | - | 2 | - | 6 | - | 4 | 12 |
| 3 | 3 | - | - | - | 3 | - | - | 6 |
| 4 | 3 | - | 1 | - | - | - | - | 4 |
| 5 | 9 | 5 | - | - | - | - | - | 14 |
| 6 | 2 | 3 | - | - | - | - | - | 5 |
| 7 | 4 | 7 | 4 | - | - | - | - | 15 |
| 8 | 7 | 3 | - | - | - | - | - | 10 |
| 9 | 1 | 3 | - | - | - | - | - | 4 |
| 10 | 1 | - | 1 | - | - | - | - | 2 |
| 11 | 4 | - | 5 | - | - | - | - | 9 |
| 12 | 2 | 3 | 3 | - | - | - | - | 8 |
| 13 | 3 | - | 6 | 2 | - | - | - | 11 |
| 14 | - | 4 | 1 | - | - | - | - | 5 |
| 15 | 2 | 6 | - | - | - | - | - | 8 |
| 16 | 7 | - | 1 | 1 | - | - | - | 9 |
| 17 | 1 | 4 | 5 | - | - | - | - | 10 |
| 18 | 5 | - | - | - | - | - | - | 5 |
| 19 | 4 | - | 4 | 2 | - | - | - | 10 |
| 20 | 2 | 2 | 2 | - | - | - | - | 6 |
| 21 | - | 2 | - | 1 | 2 | 1 | - | 6 |
| 22 | - | - | 2 | 1 | 2 | - | - | 5 |
| 23 | 4 | 3 | - | - | 1 | - | - | 8 |
| 24 | 7 | 2 | - | - | - | - | - | 9 |
| 25 | - | 2 | - | - | - | - | - | 2 |
| 26 | 3 | 5 | 3 | - | - | - | - | 11 |
| 27 | 1 | 4 | 5 | - | - | - | - | 10 |
| 28 | 6 | 5 | 1 | 1 | - | - | - | 13 |
| 29 | 1 | 1 | 4 | - | 1 | - | - | 7 |
| 30 | 2 | 7 | 1 | - | 1 | - | - | 11 |
| 31 | 1 | 9 | 5 | 1 | - | - | - | 16 |
| 32 | 4 | 2 | - | - | - | - | - | 6 |
| 33 | - | 5 | 2 | - | - | - | - | 7 |
| 34 | 3 | 8 | - | - | - | - | - | 11 |
| Total | 91 | 95 | 59 | 14 | 19 | 1 | 4 | 283 |
| % | 32.15 | 33.56 | 20.84 | 4.94 | 6.71 | 0.35 | 1.41 | 100 |

The occurrence of extended parallel progression at each topical depth ranking from the highest to the lowest frequency was depth 2 (95 cases, 33.56%), depth 1 (91 cases, 32.15%), depth 3 (59 cases, 20.84%), depth 5 (19 cases, 6.71%), depth 4 (14 cases, 4.94%), depth 6 (1 case, 0.35%), and depth 7 (4 cases, 1.41%) respectively.

Discussion:

The findings presented in the previous section revealed how the participants organized the sentences to form the essays through the three types of progression. The organization of the essays, therefore, is discussed based on the frequency of occurrence of the three types of progression.

The highest frequency of occurrence of extended parallel progression--where the discussion of a sub-topic is interrupted by a sequence of the discussion of another sub-topic--suggested that sub-topics were re-assumed several times throughout the essays. The participants' frequent reassuming of sub-topics indicated that they made alternate discussions of the sub-topics being compared and contrasted point by point. As a result, the essays of this study appeared to be well-organized.

The reason for the highest frequency of occurrence of extended parallel progression might result from the genre of the essays the participants wrote. In this study, each participant was asked to write a compare and contrast essay to respond to the discourse topics "*Which is more important source of knowledge: books or experience?*" and "*Which is better: a concert ticket or a piece of jewelry?*" One of the

most common patterns of writing compare and contrast essays is to compare and contrast two different ideas or subject matters point by point. In doing so, the writers introduce a claim of the sub-topic A and develop it. Later, they introduce a claim of sub-topic B to compare or contrast with that of sub-topic A. This pattern of writing compare and contrast essays resulted in the highest frequency of occurrence of extended parallel progression in this study. The following is an example essay showing how a participant compared and contrasted the subject matters point by point, which resulted in the highest frequency of occurrence of extended parallel progression.

(1) In my opinion, it is very hard to earn some money, so before spending every single baht I have to be sure that **something I am going to buy** is an appropriate thing so that the person who gives me the money will feel happy. (2) I think that I should buy a piece of jewelry instead of buy a ticket of concert. (3) Actually, it is very hard for me to make a decision between to buy a piece of jewelry or a ticket of concert that I want to attend because I'd like to buy both of them. (4) I am a girl who really adore in jewelry and music. (5) **They both** are beautiful things which I would like to get. (6) What should I do then?

(7) **Music** is like a part of my spirit. (8) **It** is one of the most wonderful things in this world. (9) I appreciate it so much because I can feel relax from any hard things which I have to face day after day. (10) Now I have got a chance to get what I like. (11) I think that I will change my mind to buy a ticket and go to attend the orchestra concert which I really love. (12) But **what about the jewelry?** (13) I want to get a little golden ring too.

(14) If music is a part of my spirit, **jewelry** is also a part of my soul. (15) **It** is as fascination as the music. (16) I have dreamt since I am a little girl when I grow up I will buy a little golden ring and were it everyday like my cousins. (17) Today **my dream** will come true if I just go out and buy it I will not have to feel jealous on my cousins anymore. (18) But **what about the orchestra concert?** (19) I have never been to orchestra concert yet.

(20) I think that better I should go to the concert. (21) I knew that **the real concert and the music from CD** are not the same thing. (22) **They** are totally different. (23) Though, it is the same song, **my heart** can feel the differences if I go to the real concert. (24) Moreover, **the impression** that I would get from the concert will never end though the concert will ready end. (25) **It** is very important for my heart. (26) **The jewelry** is not suit me because I am studying by this time. (27) I think that it is better to forget about the ring and go to the concert now.

(28) Can I really forget about the ring? (29) I know that it is not appropriate because now I am a student. (30) I should not have any expensive jewelry. (31) Anyway, I also know that if I miss this chance to buy it, I will have to wait for another year to get it. (32) If I buy it now and forget about the concert, I will not lose any money. (33) I think that to buy gold is just a process of making money to become gold. (34) The person who give me money will see it. (35) It is more concrete than I tell him that I go to attend the orchestra concert for ten hours and I still feel impressive about the concert. (36) I do not want to tell him that way. (37) I do not want to speak. (38) Then it is better to let the ring speak to him itself.

(39) Sometimes, I think that we should not only look into ourselves too much to find out the reasons, but we should also look around ourselves and try to look into other people's mind to understand them as well as we know our desire. (40) We should not make ourselves feel happy only but it is also important to make everyone feel happy, right? (41) I have got a solution now. (42) I will buy a little ring. (43) Do you agree with me?

| SENTENCE | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|----------|---------------|-----------------------------|--|---|---|---|---|------|---------------------|
| | No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 1 | S1 | something I am going to buy | | | | | | | 1 |
| 2 | | | → I (a piece of jewelry) | | | | | | * |
| 3 | | | I (hard decision) | | | | | | * |
| 4 | | | I (a girl who adore jewelry and music) | | | | | | * |
| 5 | S2 | | → they both (concert and jewelry) | | | | | | 2 |
| 6 | | | I (what should then) | | | | | FN1* | * |
| 7 | | | Music | | | | | | 3 |
| 8 | | | It | | | | | | 3 |
| 9 | | | I (music) | | | | | | * |
| 10 | | | I (what I like) | | | | | | * |
| 11 | | | I (attend the orchestra concert) | | | | | | * |
| 12 | S3 | | → What about the jewelry | | | | | | 4 |
| 13 | | | I (a little golden ring) | | | | | | * |
| 14 | | | jewelry | | | | | FN3 | 4 |
| 15 | | | It | | | | | | 4 |
| 16 | | | I (a dream of having a little golden ring) | | | | | | * |
| 17 | | | my dream | | | | | | 5 |
| 18 | | | what about the orchestra concert | | | | | | 6 |
| 19 | | | I (the orchestra concert) | | | | | | * |
| 20 | | | I (the concert) | | | | | | * |
| 21 | | | the real concert ... | | | | | | 6 |
| 22 | | | They | | | | | | 6 |
| 23 | S4 | | my heart | | | | | | * |
| 24 | | | → the impression | | | | | | 7 |
| 25 | | | | | | | | | 4 |
| 26 | | | The jewelry | | | | | | 4 |
| 27 | | | it (concert) | | | | | | * |
| 28 | | | I (the ring) | | | | | | * |
| 29 | | | it | | | | | | 4 |
| 30 | | | I (jewelry) | | | | | | * |
| 31 | | | I (jewelry) | | | | | | * |
| 32 | | | I (jewelry) | | | | | | * |
| 33 | | | to buy gold | | | | | | * |
| 34 | | | the person who give me money | | | | | | 4 |
| 35 | | | It (jewelry) | | | | | | 8 |
| 36 | | | I | | | | | | 4 |
| 37 | | | I | | | | | | * |
| 38 | | | it (the ring) | | | | | | * |
| 39 | | | We (looking into other people's mind) | | | | | | * |
| 40 | | | We (to make everyone feel happy) | | | | | | * |
| 41 | | | I (solution) | | | | | | * |
| 42 | S5 | | I (the ring) | | | | | | * |
| 43 | | | → you | | | | | | * |

Asterisks (*) stand for extended parallel progression of non-topical subjects

In her introductory paragraph, the writer stated that it was a hard decision to make between buying a piece of jewelry and a concert ticket. Thus, in sentence 6, which was her thesis statement, she questioned herself what she should do. The writer started comparing and contrasting *jewelry* and *concert ticket* from sentence 7 on. She discussed music *and concert* first in sentences 7-11. After that, she switched to the discussion of *jewelry* in sentences 12-17. The sub-topic *music* was brought back to the discussion again in sentences 18-25. In sentence 26, she re-assumed the sub-topic *jewelry* again. After that, in sentence 27, the sub-topic *concert* was brought back to the discussion. In sentences 28-38, the discussion of *jewelry* was readopted again. In sentences 39-40, the writer took the readers back to her introduction and in sentence 41-42, she answered the question she asked as the thesis statement and made the final remark in her last sentence. This essay could be considered to be well-organized since the sub-topics *jewelry* and *concert ticket* were equally discussed point by point.

By looking only at the subject matters the writer discussed without looking at their positions in the sentences, this example essay appeared to be very well organized. However, there was a point that could weaken this essay. If we look at the positions of those subject matters in the sentences, most of them were not usually placed as the topical subjects of the sentences. Instead, they were usually pushed to the rhematic parts of the sentences and were replaced with non-topical subjects, most of which were *I*. In order to determine what the writer wanted to discuss, the readers needed to consider the rhematic parts of the sentences. This could cause readers a lot of

difficulties and might be a time-consuming and irritating process. Thus, the non-topical subject the writer readopted as the subjects of the sentences did not help the readers read easily. In contrast, they could prevent the readers from identifying the message the writers wanted to discuss.

The second highest frequency of occurrence of sequential progression--where new sub-topics are built out of the rhematic parts of their former sentences--suggested that the participants preferred to develop their sub-topics by detailing them with subsidiary topics. Doing so could be beneficial for their writing because subsidiary sub-topics could help develop the sub-topics more clearly. Also, this method could indicate how deep the writers knew about the sub-topic they were discussing. The use of subsidiary sub-topics to develop the sub-topics, therefore, resulted in the essays consisting of several pieces of information, which could take the readers more careful reading and more time to comprehend the message conveyed if the participants had built long sequences of sequential progression. However, it was found that the participants built only short sequences of this progression, with only approximately two sentences per case. Thus, the essays of this study might not be much complicated and not require a very careful reading from the readers.

The least frequency of occurrence of parallel progression--where topical subjects of the successive sentences are the same or semantically the same as those of their former sentences--suggested that the participants did not often develop sub-topics by using the same or semantically the same subjects as the topical subjects of the

successive sentences. In his study, Witte (1983) found that an essay, whose information is easy to follow, had a high proportion of parallel progression. Based on what Witte found, the information discussed in the essays of this study could be slightly difficult to follow since they had a lower proportion of frequency of occurrence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with four topics. Firstly, the findings of this study are summarized. Next, the discussion of the study is made. After that, applications of the study are stated. Finally, suggestions for further studies are provided.

Summary of the findings

This study adopted Lautamatti's (1987) topical structure analysis to analyze the topical structure of Thai students' essays. To determine the essays' topical structure, the types of combination of the ISE, the mood subject, and the topical subject and the types of sentence progression were analyzed. The analysis of the types of combination revealed that the participants most frequently employed type 6 combination. Regarding the sentences whose combinations conform to the five types identified by Lautamatti, most of the sentences in this study were written in types 2 and 1, whose structures allow topical subjects to appear at the most forward part of the sentences, respectively. Sentences of types 3, 4, and 5, whose structures do not allow topical subjects to appear at the beginning of the sentences, were found the least in this study.

In terms of sentence progression, it was found that the participants organized their essays using extended parallel progression the most, followed by sequential and parallel progressions respectively. In the essays of this study cases of extended parallel progression took place approximately every six sentences and most cases

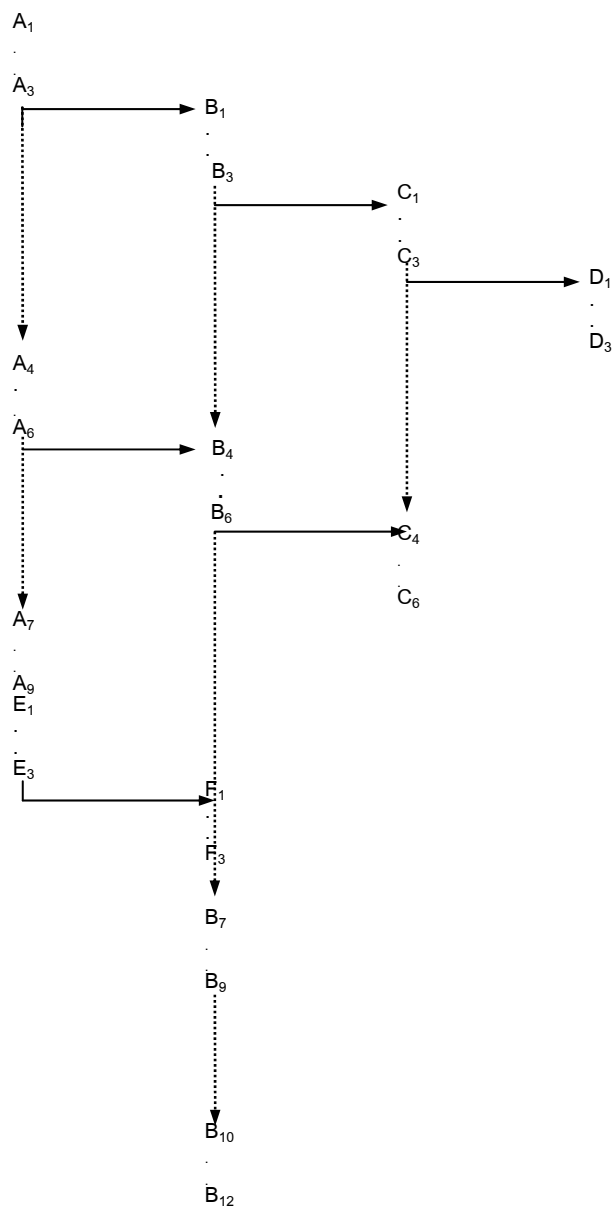
appeared at topical depth 2, followed by topical depths 1 and 3. The analysis further revealed that the participants did not build long sequences of sequential and parallel progressions; each case of sequential progression consisted of approximately three sentences and each case of parallel progression consisted of about two sentences.

Discussion of the study

In this study, the analysis focused on how the ISE, the mood subject and the topical subject of a sentence were combined (types of the combinations), and how the topical subjects were organized to form different types of progression (types of the progressions). Two research questions were posed: what topical structure is characteristic of Thai students' essays and how well, from the perspective of topical structure analysis, do Thai students organize their essays. Thus, the discussion in this section is made based on the two questions.

Concerning the first research question, the findings and discussions made earlier lead to the picture of topical structure that is characteristic of essays written by Thai students. The picture can be illustrated and explained as follows:

Diagram 1: The overall picture of the topical structure of the thirty-four essays.



Letters A, B, C, D, E, and F stand for different sub-topics.

The diagram illustrates the typical organization of essays that Thai students are most likely to create when they are to write a text in English. The students usually start their essays with parallel progression that stretches over a few sentences

(approximately 3 sentences) to discuss a sub-topic (A_1 to A_3). Next, they possibly introduce a successive new sub-topic (B_1) out of the preceding one (A_3) by building sequential progression. A parallel progression, which covers a few sentences, then, may be introduced to discuss that sub-topic (B_1). After that, the writers may raise a new sub-topic (C_1) using sequential progression covering a few sentences out of its preceding sub-topic (B_3) and then use a short stretch of parallel progression to discuss it (C_1 - C_3) before moving to another sub-topic (D_1). The writers may switch their discussion back to the first sub-topic (A) again; this will result in extended parallel progression, which extends over about six sentences. After that, the sub-topics B, C, and D may be readopted and the students tend to make the alternate discussion of these sub-topics throughout their essays. Later, the writers may start a new stretch of progression by introducing a sub-topic that is not built out of the rhematic parts of the preceding sentence or not re-assumed from the sub-topic previously discussed. This sub-topic, therefore, starts at topical depth 1 and the writers may develop other sub-topics out of it (E, F, and etc.) in the same way as they do with the first sub-topic. The topical depth at which extended parallel progression appears could reach topical depth 7. However, it is most likely that the writers most frequently readopt the sub-topics at topical depth 2 (symbolized by the letter B in the diagram).

Regarding the second research question, the findings suggested that the essays of this study were well-organized. The highest frequency of occurrence of extended parallel progression indicated that the participants often re-assumed the sub-topics

throughout the essays. In other words, they made point by point, alternate discussions of the two sub-topics, which is one common strategy in writing compare and contrast essays. The participants also used short sequences of sequential progression to develop the sub-topics they discussed. This could make their essays more interesting and convincing because developing sub-topics by detailing them with subsidiary sub-topics helped reduce the repetition of the same sub-topics and indicated the writers' deep knowledge of the topics they were discussing. Parallel progression did not appear to play a significant role in the essays of this study because the participants used this type of progression the least frequently. However, there appeared to be one weak point in the essays written by the participants. That is, they tended to write the essays in Thai rhetorical style. They usually made their essays sound conversational by writing most of the sentences in the essays in type 6 combination, where the actual subject matters were usually moved to the rhematic parts of the sentences and were replaced with pronouns *I*, *you*, and *we* as the sentence subjects. Since the subject matters in these sentences were not directly stated, they were more difficult to identify than in sentences that the subject matters were directly stated. Even though these sentences are still comprehensible and could be considered coherent by Thai readers, they might be judged to be incoherent by the readers whose rhetorical style is English.

Applications of the study

1. It was found from the results of this study that topical structure analysis could be used to determine whether the participants wrote well-organized essays or not. Thus, it would be beneficial for students who study writing that teachers teach topical structure as a revision tool. Teachers do not need to teach their students to identify the types of combination and to draw the diagram of topical progressions because these two steps are not used in revising essays and can be omitted. Instead, they can simply suggest what students should emphasize when they revise essays using topical structure. Particularly, students should be encouraged to put their subject matters as the topical subjects of the sentences, to be aware of the relationship between the sub-topics and the discourse topic, and to develop their sub-topics carefully by using the three types of progression.
2. In this study, Thai rhetoric, which is inductive conversational style, was found. This style resulted from the overuse of sentences of type 6 combination, where non-topical subjects *I*, *you*, or *we* were used the non-topical subjects of the sentences. Identifying the subject matters which were usually stated indirectly in sentences of type 6 combination could cause difficulties for the readers whose rhetorical style is English because Thai and English rhetorics are different. Therefore, when they write in English, students should hold on to English rhetorical style. In particular, they should reduce the use of personal pronouns and replace them with topical subjects that are directly related to the discourse topic.

3. As shown in the data analysis of this study, the use of sequential progression can be an effective way to develop sub-topics since it helps the writer to fully detail his or her sub-topics with different related-subsidiary topics. Also, using sequential progression shows that the writer has deep knowledge in the topic he or she is discussing, which would result in a more interesting and convincing essay. To achieve such a result, the writer needs to carefully select subsidiary sub-topics, which are closely related to the topics being discussed, and organize them so that he or she will not go off the topic and the readers can see the development of the information.

Suggestions for further studies

1. Since this study was conducted without classifying the writers' language proficiency by using a standardized testing, the results might be affected by the limitation of the writers' ability in communicating the information they wanted. In further studies, therefore, standardized tests should be used to distinguish high and low language proficiency students. Subjects whose language proficiency has been established are suggested in order to minimize this limitation.
2. The topical structure of the thirty-four essays illustrated in Diagram 1 is that of compare and contrast essays and may be different from the topical structures of other types of discourse. In the further studies of topical structure, therefore, different types of essays such as argumentative, persuasive, or descriptive essays

should be analyzed in order to see if there are any problems in writing and if the results show any similarities to or differences from those of this present study.

3. The present study was conducted with a small group of participants. In the further studies, a larger group of subjects should be added to participate in in order to obtain more reliable information, which may help generalize to wider population.

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APPENDIX: STUDENTS' ESSAYS

Essay 1

(1) One said that “**Hundreds of words** can’t explain things than one picture. (2) And **hundreds of picture** can’t compare with one own experience.” (3) This speech infers that **to discover something by using our own experience** are more important than to get information of things by reading only. (4) But in real life, we can’t discover everything we want to know by using only our own experiences. (5) That is because **something** is too harm to do or too hard to try. (6) Then, what we want to know, sometimes, we can get it from books.

(7) **Knowledge from books** offer us a short time to gain an information of things and explain us about thins which we need to know but we can’t do it. (8) For example, we want to know about the effects of the drug taking but we can’t try it. (9) **It** may have very bad effects to us, we can addicted to it. (10) So we learn it from reading them from books instead. (11) **Books** offer us get various knowledge by using a piece of time. (12) We understanding many thing by reading their informations from books.

(13) Nevertheless, sometimes **hundreds of words in books** can’t explain or describe the whole thing into make us really acknowledge it. (14) We have to use our own real touching to understand something; for instance, how good the words describe the fragrance of flowers, we will not know it until we have smell it by ourselves. (15) In general, **something or some situations we have encountered by ourselves** make us understand them better than only reading from books. (16) Then, we can say that **knowledge from experience** is more important than knowledge from books. (17) That is because **what things we met by ourselves** will make us get it and remember it well.

(18) In conclusion, **knowledge from books** offers us lots of informations we want to learn but sometimes can’t do it in real life. (19) On the other hand, **knowledge from experience** made us understand things better and remember them well. (20) **It** depends on what kind of thing we want to know and choose the appropriate way to find that out.

| Sentence Number | Topical Subject | Types of Sentence Combination |
|----------------------------|---|--|
| 1 | hundreds of words | 3b |
| 2 | hundreds of picture | 2 |
| 3 | to discover something by using our own experience | 3a |
| 4 | we | * |
| 5 | something | 2 |
| 6 | we | * |
| 7 | Knowledge from books | 1 |
| 8 | we | * |
| 9 | it (effects of drugs taking) | 2 |
| 10 | we | * |
| 11 | Books | 1 |
| 12 | We | * |
| 13 | hundred of words in books | 2 |
| 14 | We | * |
| 15 | something or some situations we have encountered | 2 |
| 16 | knowledge from experience | 5 |
| 17 | what things we met by ourselves | 2 |
| 18 | knowledge from books | 2 |
| 19 | knowledge from experience | 2 |
| 20 | It (summary of the previous sentences) | 1 |

Essay 2

(1) **Having a good knowledge** is very important for people at the present time because it can help them get a good job and be acceptable in this competitive society. (2) Someone increases his knowledge by reading books. (3) While someone argues that **increasing knowledge from experience** is more important. (4) Therefore, it is interesting to find out **which one** is more important between knowledge from books and knowledge from experience.

(5) **Reading books** are very advantageous for people who like to study by themselves. (6) There are many kinds of books for people to read. (7) They can choose anyone what they want. (8) If only they open a big book and take time only a couple of days, they can have a specific knowledge in that thing. (9) Also, **reading books** are an easy way because it is easy to find and read. (10) You can take them to anywhere and read them in anyplace.

(11) However, **reading books** will not be advantageous for you if you read it by without these things. (12) First of all, while you read a book, you should also use your brain in thinking and considering. (13) For example, you should think about good or bad, some ideas, and mottos. (14) Moreover, **reading** will not be advantageous for you if you do not practice it because it is easy for you to forget. (15) Also, you will have a good brain, but lack of skill.

(16) Therefore, **raising your knowledge only from the book** is not much enough. (17) Also, **it** should go together with experience. (18) **Having knowledge from real experience** will support you to have wider attitude and be able to build an imago easily. (19) **Having experience outside** is a good chance for you to adapt, practice and use your knowledge. (20) Moreover, **it** will not only help you have skill but also help you how to solve problems. (21) Sometimes **learning from real experience** can possible have some problems that you have never learned from books. (22) So, **it** is necessary for you to ask someone. (23) Therefore, **this** will also teach you how to make friend and work with others.

(24) In conclusion, it is not only **knowledge from books** which is important, but also knowledge from experience. (25) **Both of them** support to each other. (26) **Reading books** are an important basic for your brain. (27) While **gaining experiences** are as important basic for your skill. (28) Therefore, if you would like to be a perfect person, you should have those two things.

| Sentence Number | Topical Subject | Types of Sentence |
|-----------------|---|-------------------|
| | | Combination |
| 1 | Having a good knowledge | 1 |
| 2 | Someone | * |
| 3 | increasing knowledge from experience | 3b |
| 4 | which one | 5 |
| 5 | Reading books | 1 |
| 6 | There | * |
| 7 | They (people) | * |
| 8 | they | * |
| 9 | reading books | 2 |
| 10 | You | * |
| 11 | reading books | 2 |
| 12 | you | * |
| 13 | you | * |
| 14 | reading | 2 |
| 15 | you | * |
| 16 | raising your knowledge only from the book | 2 |
| 17 | it | 2 |
| 18 | Having knowledge from real experience | 1 |
| 19 | Having experience outside | 1 |
| 20 | it | 2 |
| 21 | learning from real experience | 2 |
| 22 | it | * |
| 23 | this | 2 |
| 24 | knowledge from books | 4 |
| 25 | Both of them | 1 |
| 26 | Reading books | 1 |
| 27 | gaining experiences | 2 |
| 28 | you | * |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.2.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|-------------------------|---------|--------------------------------------|---------------|---------------|-------|------|----------------------------------|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | Having a good knowledge | | | | | | | | 1 |
| 2 | | Someone | | | | | | | * |
| 3 | | | increasing knowledge from experience | | | | | | 2 |
| 4 | S1 | | | which one.... | | | | | 3 |
| 5 | | | | | Reading books | | | | 4 |
| 6 | | | | | | There | | | * |
| 7 | | | | | | | They | | * |
| 8 | | | | | | | they | | * |
| 9 | | | | | | | | reading books | |
| 10 | | | | | | | | You | |
| 11 | | | | | | | | reading books | |
| 12 | | | | | | | | you | |
| 13 | | | | | | | | you | |
| 14 | | | | | | | | reading | |
| 15 | | | | | | | | you (s) | |
| 16 | | | | | | | | raising knowledge from..... | |
| 17 | | | | | | | | it | |
| 18 | | | | | | | | having knowledge from experience | |
| 19 | | | | | | | | having experience outside | |
| 20 | | | | | | | | it | |
| 21 | | | | | | | | learning from real experience | |
| 22 | | | | | | | | it | |
| 23 | | | | | | | | this | |
| 24 | | | | | | | | Knowledge from books | |
| 25 | | | | | | | | Both of them | |
| 26 | | | | | | | | Reading books | |
| 27 | | | | | | | | gaining experiences | |
| 28 | | | | | | | | you | |

E4

E1

E5

E6

E7

P1

P2

E8

E2

E3

E9

Essay 3

(1) I am a fourth year student at Srinakharinwirot University. (2) For me, **being a fourth year student** is not like being a first year student. (3) As **my year** is apparently more like a final step of being a teenager and a first step of being an adult. (4) **The last year student** must carry a lot knowledge to face the outside world alone. (5) And when it comes to knowledge **the source of knowledge** is as important as the knowledge itself. (6) It is argue that whether **knowledge from books or knowledge from experience** is more important. (7) For me, there are many reasons that I think **knowledge from experience** is more important than the other.

(8) I think **knowledge from experience** is more important than knowledge from books because knowledge from experience is the easiest way to gain the knowledge and indeed the best of knowledge; it is unlike knowledge from books that you must find the free time to read them. (9) However, **the knowledge from experience** is differ from the books one. (10) It doesn't matter where you are, you can learn from your environment. (11) For example, you are in the kitchen cooking dinner for all of your members in family. (12) From this event, you can learn how to chop the chicken and fry them until the skin turns yellow. (13) **This learning** is better than you reading the cook book without doing all cooks. (14) You just think of your experience as a lesson that you can learn from. (15) Another reason I think knowledge from experience is more important because **this knowledge** is an unlimited and endless one. (16) **It** is always updating for the new one, unlike the book that you turn to the last page of the book. (17) **The experience you face** will automatically teach you what to do or how to solve the problem. (18) For example, you cook the dinner and your fried chicken are not crispy outside. (19) But **it** burnt and turn dark brown what will you do to solve this problem. (20) Apparently, just **the text from cook book** doesn't tell you how to solve this problem. (21) But **your real life experience** know how to figure it out. (22) Undoubtedly, you are going to face **more and more experience** that never comes to the last experience.

(23) In conclusion, the knowledge from experience is more important than the knowledge from the book because **the knowledge from experience** are the best and the endless knowledge that one people can get and they are all around waiting for you to achieve one. (24) In order to gain that, you must learn from your life, think of it as an valuable experience not just something that comes and goes.

| Sentence | Topical Subject | Type of Sentence |
|----------|---|------------------|
| Number | | Combination |
| 1 | I | * |
| 2 | being a fourth year student | 2 |
| 3 | my year | 2 |
| 4 | The last year student | 1 |
| 5 | the source of knowledge | 3a |
| 6 | knowledge from books or knowledge from experience | 3b |
| 7 | knowledge from experience | 5 |
| 8 | knowledge from experience | 3b |
| 9 | knowledge from experience | 2 |
| 10 | you | * |
| 11 | you | * |
| 12 | you | * |
| 13 | This learning | 1 |
| 14 | You | * |
| 15 | this knowledge | 3a |
| 16 | It | 1 |
| 17 | The experience you face | 1 |
| 18 | you | * |
| 19 | it (chicken) | 2 |
| 20 | the text from the cook book | 2 |
| 21 | your real life experience | 2 |
| 22 | more and more experience | 5 |
| 23 | the knowledge from experience | 4 |
| 24 | you | * |

Essay 4

(1) Every day when you wake up from your dream and let yourself get out of your bed, you learn all the time. (2) You can obtain knowledge from not only an academic literature but also a real experience happening in your life. (3) There are **many factors** that make each one more important for each person. (4) However, it seems that **knowledge from experience**, in my opinion, is more important.

(5) First of all, it is true that **books** which are considered major printed materials, are used to teach student from kindergarten to university. (6) **They** learn a lot of new information in order to get various knowledge. (7) But **books** provide just theories to people that they may not understand practically. (8) In addition, **the state or fact of knowing written in books** are actually from real experiences before they are edited. (9) Most examples from real situations, **researches or experiments** are used to give more explanation so that learners can really understand things following each theory. (10) And **knowledge from books** is limited. (11) It is possible just to see that **the pictures** are literal information printed on papers.

(12) On the other hand, **knowledge from experience** offers people greater learning. (13) **Experiences** always let you encounter real apprehension through your mind, senses, or emotions. (14) You are able to know more than in books, gain dissimilar knowledge, and perceive senses easily. (15) For example, when you study science, you never really know facts until you do experiment. (16) Or when you learn language, you can't speak if you don't use your wonderful experience whole practicing yours. (17) At last it's possible that you can get more marvelous chances to learn new things from experiences, which you may not find in books. (18) **Cultural learning from each group of people** is an effective example for this case.

(19) In conclusion, there can be no doubt that we can gain familiarity, awareness of understanding through study and experience. (20) We acquire erudition from both of them. (21) Although we have different point of views to those ways of knowing depending on individual ideas, we can adjust them into proper relationship to form brilliant creations and make progressions from knowledge we can earn as a result of creativity for this vivacious world.

| Sentence | Topical Subject | Type of Sentence |
|----------|---|------------------|
| Number | | Combination |
| 1 | you | * |
| 2 | You | * |
| 3 | many factors | 5 |
| 4 | knowledge from experience | 5 |
| 5 | books | 5 |
| 6 | They | 1 |
| 7 | books | 2 |
| 8 | the state or fact written in books | 2 |
| 9 | researches or experiments | 2 |
| 10 | knowledge from books | 2 |
| 11 | the pictures | 3b |
| 12 | knowledge from experience | 2 |
| 13 | Experiences | 1 |
| 14 | You | * |
| 15 | you | * |
| 16 | you | * |
| 17 | you | * |
| 18 | Cultural learning from each group of people | 1 |
| 19 | we | * |
| 20 | We | * |
| 21 | we | * |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.4.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|---|---|---|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | you | | | | | | | | * |
| 2 | You | | | | | | | | * |
| 3 | S1 { | | many factors | | | | | | 1 |
| 4 | | | └─┬─> knowledge from experience | | | | | | 2 |
| 5 | S2 { | | books | | | | | | 3 |
| 6 | | | └─┬─> They (students) | | | | | | 4 |
| 7 | S3 { | | books | | | | | | 3 |
| 8 | | | └─┬─> the state or fact of knowing written in books } ^{P1} | | | | | | 3 |
| 9 | S3 { | | researches or experiments | | | | | | 5 |
| 10 | | | └─┬─> knowledge from books | | | | | | 3 |
| 11 | S3 { | | └─┬─> the pictures | | | | | | 6 |
| 12 | | | └─┬─> knowledge from experience } ^{P2} | | | | | | 2 |
| 13 | | | Experiences | | | | | | 2 |
| 14 | | | You (s) | | | | | | * |
| 15 | | | you | | | | | | * |
| 16 | | | you | | | | | | * |
| 17 | | | you | | | | | | * |
| 18 | | | Cultural learning... | | | | | | 7 |
| 19 | | | we | | | | | | * |
| 20 | | | We | | | | | | * |
| 21 | | | we | | | | | | * |

Essay 5

(1) Which is more important and why? (2) For this question I think there are three ways to answer this question. (3) First, the answer would be getting knowledge from experience. (4) Second is getting knowledge from books. (5) The last one is getting knowledge from both of them. (6) But if I have to choose, one answer which I think it's much more important is I'm going to choose getting knowledge from experience more than just reading something inside the books.

(7) In my opinion, we were born to live our lives in a very big world. (8) There are many things waiting for us to experience. (9) It is not a good idea at all that we just read and get knowledge from books. (10) Yes I'm not going to deny that we can learn so many things by books. (11) But it is not the same as we learn it by exploring the real things. (12) For example, if we would like to know and learn about the Grand Canyon, one of the seven wonder things of the world which is located in Arizona, USA., we can find many books about it. (13) In the books, there will have pictures inside, history of the Grand Canyon, or what is the activities that you can enjoy there etc.. but it just only those. (14) We still cannot feel it and we don't now exactly how the Grand Canyon would be when the weather changes or how it would be when we sit under the trees or how the air smells when we're breathing. (15) All we can get from books is just knowledge that one person or group of people went there and saw or experienced the Grand Canyon by their eyes. (16) Then they came back and shared what they've seen into the letters and published it for anyone who's interested in. (17) We can see that in the books, they can talk about activities that we can join there but cannot really joining it. (18) On the other hand, if we go there by ourselves, we can participate those activities. (19) We will get real knowledge from that. (20) We've learned it by ourselves. (21) We will know how to climb the mountain. (22) We will know exactly how hard it is to climb the mountain.

(23) Getting knowledge from experience, I think we will remember that by our hearts. (24) It will stick to our minds much longer than just reading it. (25) We won't forget it fast because we're the person who really exploring the world. (26) We see it through our eyes. (27) We touch it by our hands. (28) We absorb it to our mind also. (29) It's hardly to forget.

(30) Books are pieces of paper. (31) It contains only letters. (32) It's good to read books. (33) But in somehow, books cannot give us the real knowledge that we should feel it also. (34) We cannot touch the trees through the books. (35) We cannot get any smell from books or we cannot feel how cold is snow when we touch it by our bare hands.

(36) To sum up, I would like to say that getting knowledge from experience is much more important. (37) We've lived just once. (38) Why don't we go out and experience the world by ourselves. (39) It's good opportunity that we were born to be human. (40) So I don't think that sitting and reading papers will give you the best knowledge. (41) Our world is much bigger than you can imagine of. (42) It cannot fit into pieces of paper. (43) So we should go out and get knowledge from experience the world by yourself and use the books to be your guide. (44) Don't let the books tell you what the world is. (45) Let the books lead you to get to know what is the world by yourself. (46) We should find all the answers by ourselves.

| Sentence | Topical Subject | Type of Sentence |
|----------|--|------------------|
| Number | | Combination |
| 1. | Which | 1 |
| 2. | There | 5 |
| 3. | the answer | 2 |
| 4. | Second | 1 |
| 5. | The last one | 1 |
| 6. | one answer | 3a |
| 7. | we | * |
| 8. | There | 1 |
| 9. | we | * |
| 10. | we | * |
| 11. | it (learn many things by books) | 2 |
| 12. | we | * |
| 13. | there | 2 |
| 14. | We | * |
| 15. | All we can get from books | 1 |
| 16. | they (one person or a group of people) | 2 |
| 17. | they | 3b |
| 18. | we | * |
| 19. | We | * |
| 20. | We | * |
| 21. | We | * |
| 22. | We | * |
| 23. | we | 5 |
| 24. | It (getting knowledge from experience) | 1 |
| 25. | We | * |
| 26. | We | * |
| 27. | We | * |
| 28. | We | * |
| 29. | It | 1 |
| 30. | Books | 1 |
| 31. | It | 1 |
| 32. | It | * |
| 33. | books | 2 |
| 34. | We | * |
| 35. | We | * |
| 36. | getting knowledge from experience | 5 |
| 37. | We | * |
| 38. | we | * |
| 39. | we | * |
| 40. | sitting and reading papers | 5 |
| 41. | Our world | 1 |
| 42. | It | 1 |
| 43. | we | * |
| 44. | the books | 3a |
| 45. | the books | 3a |
| 46. | We | * |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.5.....

| SENTENCE | | TOPICAL DEPTH | | | | | | | | No. OF |
|----------|------|-------------------|--|------------|--------------------------------|--------------------------------|---|---|------|-----------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC |
| 1 | S1 { | Which | | | | | | | | 1 |
| 2 | | | there | | | | | | | * |
| 3 | | | | | the answer | | | | | 2 |
| 4 | | | | | Second (answer) | | | | | 2 |
| 5 | | | | | The last one | | | | | 2 |
| 6 | | | | one answer | | | | | 2 | |
| 7 | | We | | | | | | | * | |
| 8 | | there | | | | | | | * | |
| 9 | | we | | | | | | | * | |
| 10 | S2 { | we | | | | | | | | * |
| 11 | | | it (s) (learn many things | | | | | | | 3 |
| 12 | | | we | | | | | | | * |
| 13 | | there | | | | | | | 4 | |
| 14 | S3 { | We | | | | | | | | * |
| 15 | | | All we can learn from books | | | | | | | 5 |
| 16 | | | | | | They (one or a group of people | | | | 6 |
| 17 | | | | | | they | | | | 6 |
| 18 | | | we | | | | | | | * |
| 19 | | We | | | | | | | * | |
| 20 | | We | | | | | | | * | |
| 21 | | We | | | | | | | * | |
| 22 | | We | | | | | | | * | |
| 23 | S4 { | we | | | | | | | | * E1 |
| 24 | | | It (getting knowledge from experience) | | | | | | | 7 |
| 25 | | | We | | | | | | | * |
| 26 | | | We | | | | | | | * |
| 27 | | | We | | | | | | | * |
| 28 | | We | | | | | | | * | |
| 29 | | | | | It (knowledge from experience) | | | | 7 | |
| 30 | | | | | Books | | | | 5 | |
| 31 | | | | | It | | | | P3 | |
| 32 | S5 { | It | | | | | | | | 5 |
| 33 | | | books | | it | | | | | * E2 |
| 34 | | We (s) | | | | | | | 5 | |
| 35 | | We | | | | | | | * | |
| 36 | | getting knowledge | | | | | | | 8 | |
| 37 | | We | | | | | | | * E3 | |
| 38 | | we | | | | | | | * | |
| 39 | | we | | | | | | | * | |
| 40 | | | | | sitting and reading paper | | | | 5 | |
| 41 | | Our world | | | | | | | P4 | |
| 42 | | It | | | | | | | 9 | |
| 43 | | we | | | | | | | * E4 | |
| 44 | | | | | the books | | | | 5 | |
| 45 | | | | | the books | | | | P5 | |
| 46 | | We | | | | | | | 5 | |

Essay 6

(1) **Knowledge** is something you can learn and can get some ideas from. (2) As we know, **familiarity, awareness or understanding** is gained through experience or study. (3) There are many ways to obtain the knowledge. (4) So, some people have made the question of **which one** between knowledge from books and knowledge from experience is more important and why?

(5) **Activity or practice** through which knowledge or skill is gained is the definition of experience. (6) In my opinion, **knowledge from experience** is more important. (7) In reality, although we had read and earned a lot of education from books, **it** does not as useful as you have learned from the real field. (8) **Experience** will teach you how to flex, adapt, or handle each situation that comes.

(9) As you can see from most of companies, if they want to employ some executives or managers, **companies** will ask for or require experience. (10) Similar to the political parties, if they want the leader or honorary secretary of the party, **they** will choose and select the person who have qualification and, above of all, a lot of experiences in politics.

(11) On the other hand, **knowledge from books** teaches us only basic or ordinary things. (12) **Some readers** might remember all the letters from books but they cannot imagine how to deal with the obstacles in real events. (13) However, **some writers** had added their own experience to their books how to arrange or set everything completely (14) but **learners** could not understand what are the writers trying to communicate. (15) By the way, most of people say that **knowledge that get from books** is easier to forget which different from knowledge from experience that we will remember it longer or even be unforgettable. (16) I can say that we learn experience and get knowledge from it by heart.

(17) In conclusion, I think the **best way to get knowledge** perfectly is to gain it from both sources. (18) Although experience is more important, **it** should have been supported by knowledge from books. (19) **Books** will pave our foundation and experience will build up or raise those skills and us to succeed.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|----------------------------|--|---|
| 1 | Knowledge | 1 |
| 2 | familiarity, a awareness or understanding | 2 |
| 3 | There | 1 |
| 4 | which one ... | 4 |
| 5 | Activity or practice... | 1 |
| 6 | knowledge from experience | 2 |
| 7 | it (read and earned a lot of education from books) | 5 |
| 8 | Experience | 1 |
| 9 | companies | 2 |
| 10 | they (political parties) | 2 |
| 11 | knowledge from books | 1 |
| 12 | Some readers | 2 |
| 13 | some writers | 2 |
| 14 | learners | 2 |
| 15 | knowledge that get from books | 5 |
| 16 | we | 3a |
| 17 | best way to get knowledge | 5 |
| 18 | it (experience) | 3a |
| 19 | Books | 1 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.6.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|--|---|---|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | Knowledge | | | | | | | | 1 |
| 2 | S1 { | familiarity, awareness or understanding ... | | | | | | | 1 |
| 3 | | └─┬─> There | | | | | | | * |
| 4 | | └─┬─> └─┬─> which one ... | | | | | | | 2 |
| 5 | | Activity or practice ... | | | | | | | 3 |
| 6 | S2 { | knowledge from experience | | | | | | | 3 |
| 7 | | └─┬─> it (read and earned a lot of education from books) | | | | | | | 4 |
| 8 | | Experience | | | | | | | 3 |
| 9 | S3 { | companies | | | | | | | 5 |
| 10 | | └─┬─> they (political parties) | | | | | | | 6 |
| 11 | | └─┬─> knowledge from books | | | | | | | 4 |
| 12 | S4 { | └─┬─> └─┬─> Some readers | | | | | | | 7 |
| 13 | | └─┬─> └─┬─> some writers | | | | | | | 8 |
| 14 | | └─┬─> └─┬─> learners | | | | | | | 9 |
| 15 | S5 { | knowledge that get from books | | | | | | | 4 |
| 16 | | └─┬─> we | | | | | | | * |
| 17 | | best way to get knowledge | | | | | | | 10 |
| 18 | | it (experience) | | | | | | | 3 |
| 19 | | Books | | | | | | | 4 |

Essay 7

(1) Some wise men said "Life is learning." (2) I agree with this remark because everyone always learns for the rest of his life. (3) It is not only knowledge from books or schools but it is also knowledge from experience. (4) However, it is very difficult for me to evaluate which is more important. (5) Because I think they are both necessary. (6) But if I have to, I will choose knowledge from experience.

(7) According to what I have said, I firstly mentioned that both knowledge from books and from experience are more important because they have unlike qualifications which have to be used to promote each other. (8) Books will be very useful when we step in our primary lives. (9) That time, we know a little or anything (10) and books would be the first teachers who pave our knowledge floors. (11) This is a stage of saving bit by bit and waiting for much enough to use in real life. (12) Though I quite agree with a saying "the more you read the more you learn", I often remind myself about things that I know are not advantageous if I don't have a chance to use.

(13) That is why we must have knowledge from experience to back up this incompleteness.

(14) Because of knowledge from experience does not have a restriction like knowledge from books, it is consequently more important. (15) Whereas the first one is flat, the second is round; so (16) they are different when we bring to adapt in our daily lives. (17) Knowledge from experience is a fresh and live learning (18) because we can immediately practice and do things which we learn while we can do nothing when we are reading. (19) Further more, we will get a chance to try and test ourselves in the same time. (20) And these can be easier and faster to remember than reading and getting knowledge from books. (21) Besides, the most important thing is there is not everything in knowledge from books. (22) But we can acquire it from experience. (23) According to what I have said, knowledge from experience is round, fresh and live. (24) So, we always learn things that change all the time (25) And these are great profit for our lives to practice and adapt ourselves to many real situations. (26) I believe that knowledge from experience can make us be cleverer and sharper than knowledge from books (27) Because too often I meet someone with so much knowledge but always fail in his work and life (28) And these show that he lacks of experience to practice and administer his knowledge that he has.

(29) However, according to what I have said, both of knowledge is the best system if we use them together. (30) In the world, there is nothing that is perfect. (31) So, it is necessary to have another to fill each other to be complete. (32) Just like the knowledge, the fifth factor that we must have, we cannot have one of them but we must have both (33) Because they will fill us to be complete human beings.

| Sentence | Topical Subject | Type of Sentence |
|----------|---|------------------|
| Number | | Combination |
| 1 | Life | 3b |
| 2 | everyone | 3a |
| 3 | It | * |
| 4 | it | 5 |
| 5 | they (books and experience) | * |
| 6 | I | * |
| 7 | both knowledge from books and from experience | 5 |
| 8 | Books | 1 |
| 9 | we | 5 |
| 10 | books | * |
| 11 | this | 1 |
| 12 | things that I know | 5 |
| 13 | That | 1 |
| 14 | knowledge from experience | 4 |
| 15 | the second | 3a |
| 16 | they (books and experience) | 2 |
| 17 | Knowledge from experience | 1 |
| 18 | we | * |
| 19 | we | * |
| 20 | these | * |
| 21 | there | * |
| 22 | we | * |
| 23 | knowledge from experience | 2 |
| 24 | we | * |
| 25 | these | 5 |
| 26 | knowledge from experience | 3b |
| 27 | I | * |
| 28 | he | 2 |
| 29 | both of knowledge | 2 |
| 30 | nothing | 5 |
| 31 | it | * |
| 32 | we | * |
| 33 | they | 5 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.7.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|--|----------|---|---|-------|---|----|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 { | Life | | | | | | | 1 |
| 2 | | | everyone | | | | | | 2 |
| 3 | | | | it | | | | | 3 |
| 4 | | | | it | | | | | 3 |
| 5 | | | | They (knowledge from books and knowledge from experience) | | | | P1 | 3 E1 |
| 6 | | I | | | | | | | * |
| 7 | | | | both knowledge from books and from experience | | | | | 3 |
| 8 | | | S2 { | | | | | | 4 |
| 9 | | we | | | | Books | | | * |
| 10 | | | | | | books | | | 4 E5 |
| 11 | | | | | | this | | | 4 E2 |
| 12 | | | | | | | | | 5 |
| 13 | S3 { | things that I know | | | | | | | 6 |
| 14 | | That | | | | | | | 7 |
| 15 | | knowledge from experience | | | | | | P2 | 7 |
| 16 | | the second | | | | | | | 7 E6 |
| 17 | | | | they | | | | | 3 |
| 18 | | knowledge from experience | | | | | | | 7 E7 |
| 19 | | we | | | | | | | * |
| 20 | | we | | | | | | | * |
| 21 | | these | | | | | | | 7 E8 |
| 22 | | there | | | | | | | * |
| 23 | | we | | | | | | | * |
| 24 | | knowledge from experience | | | | | | | 7 E3 |
| 25 | | we | | | | | | | * |
| 26 | | these (learning things that change all the time) | | | | | | | 7 E9 |
| 27 | | knowledge from experience | | | | | | | 7 |
| 28 | S4 { | I | | | | | | | * |
| 29 | | | | he | | | | | 8 |
| 30 | | | | both of the knowledge | | | | | 3 |
| 31 | | nothing | | | | | | | 9 |
| 32 | | It | | | | | | | * |
| 33 | | we | | | | | | | * |
| | | | | they | | | | | 3 E4 |

Essay 8

(1) There are a lot of opinions about the difference between knowledge from books and knowledge from experience. (2) And many people wonder that which is more important. (3) Although we have several ideas from philosopher, the answer of this question is still obscure.

(4) It is hard for me to say that books or experience are more important knowledge. (5) In my opinion, books and experience are like a pair of spoon and fork. (6) We can eat food by spoon without fork but it is better to use both of them. (7) Knowledge from books and experiences also fulfill each other as well as spoon and fork. (8) I think that those sources have both of good points and bad points. (9) For example, books have a lot of informations from every part of the world. (10) Books will provide all informations we want to know. (11) We can travel around the world in a single day, and we do not have to spend a lot of money too. (12) On the contrary, it is almost impossible for most of people to experience such a great trip. (13) In fact, it is impossible for everyone to experience around the world trip in a single day. (14) In this case, I would like to say that the books are great. (15) Moreover, it is miracle that the whole world can be shorten into thin pieces of book page. (16) However, our knowledge will be not complete if we never experience things. (17) For example, a poem book about a very beautiful mountain that Mr. A reads will give him some informations about this mountain . (18) However, can he really appreciate the poem or not if he has never been there. (19) It is quite hard for him to know how soft of the fog when it blow through the top of the mountain, or how colorful of the tree leave when the season_change. (20) The book gives Mr. A just concrete information, but he will never get any sensation from the poem he read.

(21) In conclusion, I think that knowledge from books and knowledge from experience are the parallel system of learning. (22) Books bring about knowing (23)while experiences bring about learning. (24) Both kind of knowledge cannot separate from each other. (25) A man who gain his knowledge by reading only books is not a wise man. (26) Besides, he is as a frog under a coconut's shell who knows nothing outside the shell.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|--|---------------------------------|
| 1 | There | * |
| 2 | which | 3b |
| 3 | the answer of this question | 3a |
| 4 | Books or experience | 3b |
| 5 | books and experience | 2 |
| 6 | we | * |
| 7 | Knowledge from books and experiences | 1 |
| 8 | those sources | 3b |
| 9 | books | * |
| 10 | Books | 1 |
| 11 | We | * |
| 12 | it | * |
| 13 | it | * |
| 14 | the books | 5 |
| 15 | the whole world | 5 |
| 16 | our knowledge | 2 |
| 17 | a poem book | 2 |
| 18 | he | 3b |
| 19 | It | * |
| 20 | The books | 1 |
| 21 | knowledge from books and knowledge from experience | 5 |
| 22 | Books | 1 |
| 23 | experiences | 2 |
| 24 | Both kind of knowledge | 1 |
| 25 | A man who gain his knowledge by reading only books | 1 |
| 26 | he | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.8.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|---|-----------------|-----------------------------|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | There | | | | | | | | * |
| 2 | S1 | → | which | | | | | | 1 |
| 3 | | | → | the answer of this question | | | | | 2 |
| 4 | | books | | | | | | | 3 |
| 5 | S2 | books and experience | | | | | | | 4 |
| 6 | | → | We | | | | | | * |
| 7 | | Knowledge from books and experiences | | | | | | | 4 |
| 8 | | those sources | | | | | | | 4 |
| 9 | | ↓ | we | | | | | | * |
| 10 | | Books | | | | | | | 3 |
| 11 | S3 | ↓ | We | | | | | | * |
| 12 | | | → | it | | | | | * |
| 13 | | | | it | | | | | * |
| 14 | S4 | the books | | | | | | | 3 |
| 15 | | → | the whole world | | | | | | 5 |
| 16 | | our knowledge | | | | | | | 6 |
| 17 | | a poem book... | | | | | | | 7 |
| 18 | S5 | → | he | | | | | | 7 |
| 19 | | ↓ | → | It | | | | | * |
| 20 | | The book | | | | | | | 3 |
| 21 | | knowledge from books and experience | | | | | | | 4 |
| 22 | | Books | | | | | | | 3 |
| 23 | | experiences | | | | | | | 8 |
| 24 | | Both kinds of knowledge | | | | | | | 4 |
| 25 | | A man who gain his knowledge by reading books | | | | | | | 3 |
| 26 | | he | | | | | | | 3 |

Essay 9

(1) **Knowledge** is a significant productivity of human life which can be transmitted from generation to generation. (2) Although we have died, **knowledge** would not have been disappear like our bodies would. (3) **It** still be beneficial for other latter human beings. (4) **Knowledge** can be found not only in books but also in everywhere in the world. (5) Although both knowledge sources are very useful, I think **knowledge from experience** is more important.

(6) First of all, although we take a shorter time to get knowledge from books, **it** is easier to forget everything when the time passed. (7) In contrast **knowledge from experience** will be remembered for a long time. (8) We are not forced to memorize it. (9) Thus, **the situation from our experiences** will be absorbed in our mind unconsciously and be kept in our brain for a long time. (10) In addition, **the effectiveness of learning from books** is different from learning from experience. (11) **Most students** who get very good grade from school cannot be good workers at the companies after they graduated. (12) That is to say **knowledge from books** is not practicable. (13) On the other hand, a lot of **successful businessmen** use their failure experience to encourage and teach them in their works. (14) So **the experience** is one of their great teacher. (15) Finally, **most of the bookworm** always loose their confident. (16) **They** can't dare to decide something by themselves owing to their academic books that confine them from the large world. (17) In other words, **they** are framed by a pile of books that effect them to become narrow. (18) Unlike other people who have the opportunities to find the world by themselves, **these people** will become talent and confident because they can decide if something they see, hear, or touch is believable while the books can develop only your reading skills.

(19) It is clear that **knowledge from experience** is vitally important in human life and must be parallel with knowledge from books (20) because **both of them** will support you to be successful in the future.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|----------------------------|---|---|
| 1 | Knowledge | 1 |
| 2 | knowledge | 3a |
| 3 | It | 1 |
| 4 | Knowledge | 1 |
| 5 | knowledge from experience | 5 |
| 6 | it | 5 |
| 7 | knowledge from experience | 2 |
| 8 | we | * |
| 9 | the situation from our experiences | 2 |
| 10 | the effectiveness of learning from books | 2 |
| 11 | Most students | 1 |
| 12 | knowledge from books | 2 |
| 13 | successful businessmen | 2 |
| 14 | the experience | 2 |
| 15 | most of the bookworm | 2 |
| 16 | They | 1 |
| 17 | they | 1 |
| 18 | these people (people who have the opportunities to find the world by themselves) | 3a |
| 19 | knowledge from experience | 3b |
| 20 | both of them | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.9.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|------|--|---|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | Knowledge | | | | | | | | 1 |
| 2 | knowledge | | | | | | | | 1 |
| 3 | It | | | | | | | | 1 |
| 4 | Knowledge | | | | | | | | 1 |
| 5 | S1 { | └─┐ | knowledge from experience | | | | | | 2 |
| 6 | | | it | | | | | | * |
| 7 | | | knowledge from experience | | | | | | 2 |
| 8 | | S2 { | we | | | | | | * |
| 9 | | | the situation from or experiences | | | | | | 2 |
| 10 | S3 { | └─┐ | the effectiveness of learning from books | | | | | | 3 |
| 11 | | | Most students | | | | | | 4 |
| 12 | S4 { | └─┐ | knowledge from books | | | | | | 3 |
| 13 | | | successful businessmen | | | | | | 5 |
| 14 | | | the experience | | | | | | 2 |
| 15 | | | most of the bookworms | | | | | | 6 |
| 16 | | | They | | | | | | 6 |
| 17 | | | they | | | | | | 6 |
| 18 | | | these people (people who have the opportunity to find the world by | | | | | | 2 |
| 19 | S5 { | └─┐ | knowledge from experience | | | | | | 2 |
| 20 | | | both of t hem | | | | | | 7 |

Essay 10

(1) It is necessary for people to have knowledge. (2) It is now very important. (3) It means that the more knowledge you have the more opportunity you will get a good job. (4) Some people decide the level of knowledge by the degree from the university. (5) While some of them who have never graduated can be successful to run their business. (6) Nowadays, it is true that people have high education will be admired in the society and assigned a high position in their firm. (7) But which is more important between knowledge from books and knowledge from experience.

(8) In my opinion, the knowledge from books means knowledge that we have studied in the school and university. (9) It only provides us matter of lesson as we have known that it is knowledge (10) but not everyone can apply such pure knowledge to real life. (11) Some students are very intelligent in classroom and get a good grade all the time. (12) But after they have graduated they cannot achieve the goal of their job. (13) It is because they are lack of experience. (14) Accordingly, they cannot solve the at hand problem well and may cause a great amount of loss.

(15) In contrast, the knowledge from experience gives us a chance to practice our skill of solving the problem at hand. (16) Moreover it strengthens us to be mature and enhance our confidence when we face unexpected problem. (17) However, people who will be able to be good in their job by using the knowledge from experience have to try what is right or what is wrong by themselves. (18) This means that they have to take a lot of time to collect their knowledge from experience. (19) Moreover, they have experienced to be tolerant against pressure situation and obstacle that may take time to overcome.

(20) In conclusion, both of them are equally important. (21) But each kind of knowledge give us a different advantage. (22) Knowledge is everywhere if we keen on it and never used up. (23) In the other word, knowledge is our permanent treasure. (24) It never lose, contrary, it will enrich your brain more and more everyday. (25) I believe that it never end for us to acquire knowledge until we died and whatever kind of knowledge is also useful.

| Sentence | Topical Subject | Type of Sentence |
|----------|------------------------------------|------------------|
| Number | | Combination |
| 1 | it | * |
| 2 | It (knowledge) | 2 |
| 3 | It | * |
| 4 | Some people | * |
| 5 | some of them | * |
| 6 | people | * |
| 7 | which | 2 |
| 8 | the knowledge from books | 2 |
| 9 | It (knowledge from books) | 1 |
| 10 | not everyone | 2 |
| 11 | Some students | 1 |
| 12 | they | 4 |
| 13 | they | 3b |
| 14 | they | 2 |
| 15 | the knowledge from experience | 2 |
| 16 | it (the knowledge from experience) | 2 |
| 17 | people | * |
| 18 | they | * |
| 19 | they | * |
| 20 | both of them | 2 |
| 21 | each kind of knowledge | 2 |
| 22 | Knowledge | 1 |
| 23 | knowledge | 2 |
| 24 | It (knowledge) | 1 |
| 25 | it (knowledge) | 3b |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.10.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF |
|---------|----|--|------------------------|--------------|---------------|---|---|---|---|-----------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC |
| 1 | | it | | | | | | | | * |
| 2 | | it (knowledge) | | | | | | | | 1 |
| 3 | S1 | | it | | | | | | | * |
| 4 | | | | Some people | | | | | | * |
| 5 | | | | some of them | | | | | | * |
| 6 | | | | people | | | | | | * |
| 7 | | which | | | | | | | | 2 |
| 8 | S2 | | the knowledge | from books | | | | | | 3 |
| 9 | | | It | | | | | | | 3 |
| 10 | S3 | | | not everyone | | | | | | 4 |
| 11 | | | | | some students | | | | | 5 |
| 12 | | | | | they | | | | | 5 |
| 13 | | | | | they | | | | | 5 |
| 14 | | | | | they | | | | | 5 |
| 15 | | the knowledge from experience | | | | | | | | 6 |
| 16 | | it | | | | | | | | 6 |
| 17 | | | | people | | | | | | * |
| 18 | | | | they | | | | | | * |
| 19 | | | | they | | | | | | * |
| 20 | S4 | both of them (knowledge from books and experience) | | | | | | | | 7 |
| 21 | | | each kind of knowledge | | | | | | | 8 |
| 22 | | Knowledge | | | | | | | | 1 |
| 23 | | knowledge | | | | | | | | 1 |
| 24 | | It | | | | | | | | 1 |
| 25 | | it | | | | | | | | 1 |

Essay 11

(1) There is a verse to state that life is learning. (2) Everyone has to spend their life in order to learn new things all the time. (3) Basically, we usually classify kinds of knowledge from sources of learning. (4) The main sources of learning come from books and experience.

(5) In my opinion, knowledge from books is as important as knowledge from experience. (6) Many people believe that they are able to know everything in the world through reading information from books. (7) I really agree with this idea because I learn many things from books too for example, I am a Thai and I have never gone to the United States of America. (8) I would not know about the country's general information if I did not read it from books. (9) Sometime knowledge from books can explain something better than only learning from experience (10) For example when you go to bed and dream about events in your past you are able to know how you feel when you are dreaming. (11) But books can tell you the reasons or the cause of your dream. (12) It may be because of your tension, your uncomfortable gesture when you sleep or else.

(13) In contrast, there are somethings you cannot learn from book but you have to learn from your experience. (14) Although knowledge from books tell many information to readers, you will not completely understand them until you have experience of it. (15) My friends tell me that they cannot drive a car though they finished reading a guide book of driving. (16) It is the fact that they will able to drive a car when they make an experience with it by herself. (17) Similarly, graduated students do not mean that they know everything clearly and ready for jobs. (18) In the other hand, they have to start learning from experience by apply from the knowledge they learned from books. (19) Furthermore, learning from experience is more skillfull than those from books especially language learning. (20) The grammar books only guide how to use each word. (21) But you will able to use language perfectly even when you use it in your daily life. (22) That is why Thai students who go to abroad have better language than Thai students here.

(23) From many reasons above, we can conclude that knowledge from books open your view and challenges your learning. (24) But knowledge from experience gives more skill and understanding. (25) So I cannot mention which one is more important than another one (26) because both of them are very important for human being's leaning.

| Sentence | Topical Subject | Type of Sentence |
|----------|--------------------------------|------------------|
| Number | | Combination |
| 1 | life | 3b |
| 2 | Everyone | 1 |
| 3 | we | * |
| 4 | The main sources of learning | 1 |
| 5 | knowledge from books | 2 |
| 6 | they (Many people) | * |
| 7 | I | * |
| 8 | I | * |
| 9 | knowledge from books | 2 |
| 10 | you | * |
| 11 | the books | 2 |
| 12 | it | 1 |
| 13 | there | * |
| 14 | knowledge from books | 3a |
| 15 | My friends | 4 |
| 16 | they | 3b |
| 17 | graduated students | 2 |
| 18 | they | 2 |
| 19 | learning from experience | 2 |
| 20 | The grammar books | 1 |
| 21 | you | * |
| 22 | Thai students who go to abroad | 3b |
| 23 | knowledge from books | 5 |
| 24 | knowledge from experience | 2 |
| 25 | which one | 3b |
| 26 | both of them | 5 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.11.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|---------|------|---------------------------|------------------------------|----------------------|--------------------------|---|---|---|---|---------------------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 { | Life | | | | | | | | 1 |
| 2 | | | Everyone | | | | | | | 2 |
| 3 | S2 { | we | | | | | | | | * |
| 4 | | | The main sources of learning | | | | | | | 3 |
| 5 | | | | knowledge from books | | | | | | 4 |
| 6 | | | | | they (many people) | | | | | * |
| 7 | | | | | | | | | | * |
| 8 | | | | | | | | | | * |
| 9 | | | | knowledge from books | | | | | | 4 |
| 10 | | you | | | | | | | | * |
| 11 | | | | the books | | | | | | 4 |
| 12 | | | S3 { | | it (cause of your dream) | | | | | 5 |
| 13 | | there | | | | | | | | * |
| 14 | | | | knowledge from books | | | | | | * |
| 15 | | My friends | | | | | | | | 6 |
| 16 | | they | | | | | | | | 6 |
| 17 | | graduate students | | | | | | | | 7 |
| 18 | | they | | | | | | | | 7 |
| 19 | | learning from experience | | | | | | | | 8 |
| 20 | | | | The grammar books | | | | | | 4 |
| 21 | | you | | | | | | | | * |
| 22 | | Thai students who go... | | | | | | | | 9 |
| 23 | | | | knowledge from books | | | | | | 4 |
| 24 | | knowledge from experience | | | | | | | | 9 |
| 25 | S4 { | | which one | | | | | | | 10 |
| 26 | | | | both of them | | | | | | 11 |

Essay 12

(1) Nowadays, knowledge is the most important treasure which people have. (2) People use knowledge to live comfortably. (3) They use knowledge to work and earn money to provide themselves. (4) Because knowledge is immortal, it will stay with each person until he or she dies. (5) Therefore, wherever it come from, it is always good and worthy for people. (6) However, there are advantages and disadvantages of each source. (7) Because learning from different sources will get different knowledge. (8) In this case, learning from different sources will compare between knowledge from books and knowledge from experience.

(9) Learning from books makes people get the most accurate knowledge because each text and lesson have been written by educated and knowledgeable writers (10) and also references from books is accurate and trustworthy sources. (11) Therefore, it is obvious that knowledge from books is accurate and trustworthy. (12) Knowledge from experience, on the other hand, is not always right. (13) Because people learn everything by themselves. (14) They judge everything by their thought which is not right every time. (15) For example, people who live and grow in a casino will think that gamble is good which is wrong. (16) If they learn it from books, they'll know that gamble is illegal. (17) Therefore, knowledge from books is better than knowledge from experience. (18) As we can see that many famous Thai people graduated in high degree such as, the prime minister Thaksin Shinawatra graduated a doctorate which is knowledge from books.

(19) However, there is a disadvantage of knowledge from books. (20) Learning from books makes people less perspective because it is just a text in books; it's not realistic. (21) They learn everything from texts and pictures so they don't know what reality is. (22) They don't have a chance to try it. (23) For example, learning about English culture, if people learn it from books, they'll get a theory which is not as good as learning from experience. (24) Unlike, knowledge from books, people who learn everything from experience know exactly what English culture is because they go to live in a real social. (25) They knew the real culture. (26) In this case, knowledge from experience is more important than knowledge from books. (27) It is because people who learn from experience will get the real thing. (28) While people who learn from books get a theory, not a practice.

(29) Besides, I think learning from books doesn't help people to live in daily life with the same reason from above paragraph that people who learn from books cannot get the real social. (30) They know just a theory which doesn't told people how to practice. (31) While they can apply their experience to live in daily life. (32) They can adapt themselves to every kind of social they live.

(33) For example, Jaran Manopech who wrote many Thai Lanna songs didn't graduated in high degree but he can success in his life by his experiences.

(34) In conclusion, I think knowledge from books and experience are both important because each one has both advantages and disadvantages. (35) Therefore, the best way to use them extremely is to use both of it in the same time. (36) They will fill each other. (37) It is not important where they get knowledge. (38) But it's important that how they use their knowledge correctly.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | knowledge | 2 |
| 2 | People | * |
| 3 | They | * |
| 4 | knowledge | 4 |
| 5 | it (knowledge) | 4 |
| 6 | there | * |
| 7 | learning from different sources | 2 |
| 8 | learning from different sources | 5 |
| 9 | Learning from books | 1 |
| 10 | references from books | 2 |
| 11 | knowledge from books | 5 |
| 12 | Knowledge from experience | 1 |
| 13 | people | * |
| 14 | They | * |
| 15 | people who live and grow in a casino | 2 |
| 16 | gamble | 4 |
| 17 | knowledge from books | 2 |
| 18 | many famous Thai people | 3b |
| 19 | there | * |
| 20 | Learning from books | 1 |
| 21 | They | * |
| 22 | They | * |
| 23 | people | * |
| 24 | people who learn everything from experience | 2 |
| 25 | They | 1 |
| 26 | knowledge from experience | 2 |
| 27 | people who learn from experience | 2 |
| 28 | people who learn from books | 2 |
| 29 | learning from books | 3b |
| 30 | They (people who learn from books) | 1 |
| 31 | they | * |
| 32 | They | * |
| 33 | Jaran Manopech | 2 |
| 34 | knowledge from books and experience | 5 |
| 35 | the best way to use them | 2 |
| 36 | They | 1 |
| 37 | it | * |
| 38 | it | * |

A CHART SHOWING THE TOPICAL PROGRESSION

ESSAY No.12.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|-------------------------------------|---------------------------------|------------------------------------|---|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | knowledge | | | | | | | | 1 |
| 2 | | People | | | | | | | * |
| 3 | | They | | | | | | | * |
| 4 | knowledge (s) | | | | | | | | 1 |
| 5 | It | | | | | | | | 1 |
| 6 | there | | | | | | | | * |
| 7 | | learning from different sources | | | | | | | 2 |
| 8 | | learning from different sources | | | | | | | 2 |
| 9 | | | Learning from books | | | | | | 3 |
| 10 | | | references from books | | | | | | 3 |
| 11 | | | knowledge from books | | | | | | 3 |
| 12 | knowledge from experience | | | | | | | | 4 |
| 13 | | people | | | | | | | * |
| 14 | | They (s) | | | | | | | * |
| 15 | | | people who live and grow in casino | | | | | | 5 |
| 16 | | | gamble | | | | | | 6 |
| 17 | | | knowledge from books | | | | | | 3 |
| 18 | | | many famous Thai people | | | | | | 7 |
| 19 | there | | | | | | | | * |
| 20 | | | Learning from books | | | | | | 3 |
| 21 | | They | | | | | | | * |
| 22 | | They | | | | | | | * |
| 23 | | people | | | | | | | * |
| 24 | people who learn ...from experience | | | | | | | | 4 |
| 25 | They | | | | | | | | 4 |
| 26 | knowledge from experience | | | | | | | | 4 |
| 27 | people who learn from experience | | | | | | | | 4 |
| 28 | | | people who learn from books | | | | | | 3 |
| 29 | | | learning from books | | | | | | 3 |
| 30 | | | They (s) | | | | | | 3 |
| 31 | | They | | | | | | | * |
| 32 | | They | | | | | | | * |
| 33 | | Jaran Manophech | | | | | | | 8 |
| 34 | knowledge from books and experience | | | | | | | | 9 |
| 35 | the best way to use them | | | | | | | | 10 |
| 36 | They | | | | | | | | 9 |
| 37 | it | | | | | | | | * |
| 38 | it | | | | | | | | * |

Essay 13

(1) **Knowledge** is the fact, information, understanding and skills that a person has acquired through experience or study (from book). (2) From its meaning, **it** can inform us to know the process of gaining knowledge. (3) **Knowledge** absorbs into us through books and experience. (4) Although both of them give us a lot of knowledge, **which of the sources** is more important?

(5) In my opinion, **gaining knowledge from experience** is more important than gaining knowledge from books. (6) I think when you seek knowledge from experience, you will find and touch it as the reality. (7) Besides, you might face some problems and you will have a chance to learn and solve them by yourself. (8) You also have a chance to try everything to know which one is good or bad and keep it as your valuable lesson. (9) Moreover, **knowledge from experience** gives you not only fact, information, understanding and skills, but it also gives you a chance to interact with other people in society. (10) Thus, **it** makes you to learn how to live and work with other people. (11) And **that** is very important for you in your future. (12) In contrast, although **learning from books** gives you a lot of conception, many theories and ways to solve the problems, you will never have a chance to try and use it before you step on the real life. (13) So, when you have to step on the society, associate with other people and face the problem, you might can do nothing because you lack in experience.

(14) The other important thing that can support the knowledge from experience to be more important than knowledge from books is **the limit knowledge from books** has limit. (15) Even though there are many books that can give knowledge to us in the world, **they** can run out someday. (16) On the contrary, **gaining knowledge from experience** is no limit. (17) As long as you are alive, you will have a chance to learn and gain knowledge in every second.

(18) In contrast, you can observe from my essay that **the process of gaining knowledge by having experience** is more important. (19) Nevertheless, **having only experience or reading from books only** is not enough. (20) **The best way** that you should choose is not one way but two way. (21) In my opinion, even though knowledge from experience is more important, **having both of them** is the best way. (22) Because I did not say that **the first one** is good (23) and **the another one** is bad. (24) I just want to show you how important **it** is. (25) According, **both knowledge from books and knowledge from experience** are good if you only know how to make it balances.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | Knowledge | 1 |
| 2 | it | 2 |
| 3 | Knowledge | 1 |
| 4 | which of the sources | 3a |
| 5 | gaining knowledge from experience | 2 |
| 6 | you | * |
| 7 | you | * |
| 8 | You | * |
| 9 | knowledge from experience | 2 |
| 10 | it | 2 |
| 11 | that | 2 |
| 12 | learning from books | 1 |
| 13 | you | * |
| 14 | the limit knowledge from books | 2 |
| 15 | they | 3a |
| 16 | gaining knowledge from experience | 2 |
| 17 | you | * |
| 18 | the process of gaining knowledge by having experience | 5 |
| 19 | having only experience or reading from books only | 2 |
| 20 | The best way | 1 |
| 21 | having both of them | 5 |
| 22 | the first one | 3b |
| 23 | the another one | 2 |
| 24 | it | 3b |
| 25 | both knowledge from books and knowledge from experience | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.13.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|--|----------------------|---|------|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 { | Knowledge | | | | | | | 1 |
| 2 | | | it (its meaning) | | | | | | 2 |
| 3 | S1 { | Knowledge (s) | | | | | | | 1 |
| 4 | | | which of the sources | | | | | | 3 |
| 5 | | | S3 { | gaining knowledge from experience | | | | | 4 |
| 6 | | | | you | | | | | * |
| 7 | | | | you | | | | | * |
| 8 | | | | You | | | | | * |
| 9 | | | | knowledge from experience | | | | | 4 |
| 10 | | | | it | | | | | 4 |
| 11 | | | S4 { | | that | | | | 5 |
| 12 | | learning from books | | | | | | | 6 |
| 13 | | | | | you | | | | * |
| 14 | | the limit knowledge from books | | | | | | | 6 |
| 15 | | they (many books) | | | | | | | 6 |
| 16 | | | | gaining knowledge from experience | | | | | 4 |
| 17 | | | | you | | | | | * |
| 18 | | | | the process... | | | | | 4 |
| 19 | | having only experience or reading books only | | | | | | | 7 |
| 20 | S5 { | | | The best way | | | | | 8 |
| 21 | | | | having both of them | | | | | 9 |
| 22 | | | | the first one (knowledge from experience) | | | | | 4 |
| 23 | | the another one | | | | | | | 6 |
| 24 | | | | it | | | | | 4 |
| 25 | | | | both knowledge from books and experience | | | | | 9 |

Essay 14

(1) **Knowledge** is an information and skills that human being has acquired from education or experience. (2) Human can get the knowledge from many sources such as books, magazines, newspaper and television etc. (3) Nowadays, **technology development** spreads everywhere in the world, (4) So people can get an information easily. (5) In order to get news and information rapidly people can do it easily by turning on television or clicking the button on computer. (6) People can acquire knowledge all around. (7) **Both of knowledge from books and knowledge from experience** are significant in learning of human. (8) **Both of them** have different advantage in many aspects.

(9) First, if we learn anything from books, we will get only academic from them. (10) **Learning from book** is a method that used in a school because it is an easy way for students to get academic knowledge. (11) For students, in order to pass an exam, **academic knowledge from book** seems to be important. (12) Sometimes, **the matter in books** cannot bring to adapt in daily life because it is not update. (13) If we learn from book, we don't know that **the matter in books** is real or not. (14) In contrast, if we learn from experience, we know the reality of everything because we learn it by ourselves. (15) Moreover, **the knowledge that we get by ourselves** gives us wider vision. (16) As we know that, in a former time people have no book and get knowledge from their experience. (17) They passed on their way of life, culture and knowledge to next generation by writing in book. (18) Because of the knowledge from their experience **it** leads our world to be developed.

(19) In conclusion, **learning everything from experience** will make us more wiser. (20) Besides, **it** will give us wider vision and see the reality of society.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|--|---------------------------------|
| 1 | Knowledge | 1 |
| 2 | Human | 1 |
| 3 | technology development | 2 |
| 4 | people | * |
| 5 | people | * |
| 6 | People | * |
| 7 | Both of knowledge from books and knowledge from experience | 1 |
| 8 | Both of them | 1 |
| 9 | we | * |
| 10 | Learning from book | 1 |
| 11 | academic knowledge from book | 2 |
| 12 | the matter in books | 2 |
| 13 | the matter in books | 3a |
| 14 | we | * |
| 15 | the knowledge that we get by ourselves | 2 |
| 16 | people | * |
| 17 | They | * |
| 18 | it | 2 |
| 19 | learning everything from experience | 2 |
| 20 | it | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.14.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|-----------|------------|--|---|---|---|----|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 { | Knowledge | | | | | | | 1 |
| 2 | | | Human | | | | | | * |
| 3 | | | | technology development | | | | | 2 |
| 4 | | | people | | | | | | * |
| 5 | | | people (s) | | | | | | * |
| 6 | S2 { | People | | | | | | | * |
| 7 | | | | Both of knowledge from books and knowledge from experience | | | | | 3 |
| 8 | | | | Both of them | | | | P1 | 3 |
| 9 | S3 { | we | | | | | | | * |
| 10 | | | | Learning from books | | | | | 4 |
| 11 | | | | academic knowledge from books | | | | | 4 |
| 12 | | | | the matter in books | | | | P2 | 4 |
| 13 | | | | the matter in books | | | | | 4 |
| 14 | S4 { | we | | | | | | | * |
| 15 | | | | the knowledge that we get by ourselves | | | | | 5 |
| 16 | | people | | | | | | | * |
| 17 | | They | | | | | | | * |
| 18 | | | | it | | | | | 5 |
| 19 | | | | learning everything from experience | | | | P3 | 5 |
| 20 | | | | it | | | | | 5 |

Essay 15

(1) **Knowledge** means information, understanding and skills that a person has or acquired through experience or education. (2) According to the meaning, you can't compare **which one** is more important (3) because **concept of knowledge and how you apply it** are the most important. (4) However, if I have to decide which one is more important, I think **knowledge from experience** is more important than knowledge from books.

(5) First of all, **human being** learn from their experience when they born. (6) **They** learn by their instinct. (7) For example, when babies get hungry, **they** will cry. (8) So **they** will cry every time when they want to drink milk. (9) Similarly, **pre-historical man or ape** who knows how to fire by chance, they have never read a book.

(10) Moreover, we can get any knowledge through our observations. (11) For instance, arts, **artists** can't painting any picture only if they how to paint by reading painting book. (12) **They** have to paint and always practice their skills until they know how to mix color, use brushes and painting techniques and finally they might be an famous artist.

(13) In addition, **a good explanation of how knowledge from experience is more important than knowledge from books** is agriculture especially, Thai farmers. (14) As you know that **Thailand** is an important rice exporter in the world and also an old country which majority of Thais work in agriculture sector. (15) Furthermore, in the past until present, most **Thai farmers** are uneducated and some are illiterate but they know how to grow rice and take care of them so that they will have high quality and high quantity of rice. (16) **The knowledge** is like heritage that they get from their ancestors. (17) Even sometimes, we don't know why it is. (18) Alike his majesty, **he** research how to develop Thai rice by doing himself in his field and then he distributes the developed rice to Thai farmers nationwide and he send the research to universities to teach students so that they will apply to their homeland.

(19) On the other hand, I don't argue that **knowledge from books** is not important. (20) I'm a student who learn academic knowledge from books. (21) Moreover, I can say that, I get some knowledge that I can't get from my experience such as history subject. (22) I'm definitely sure that **most students** learn history from books which author've gathered almost of events around the world. (23) That is because we couldn't be a part of them. (24) **The authors** also learn from books before they compose their own books. (25) As a result, I think **book** is a record that we use it to refer or quote to be evidence or clue to improve experiences or researches or use as material to get new knowledge.

(26) **Both knowledge from experience and knowledge from books** are provide advantage for people who want to know and use it in positive way, but don't use you knowledge to cheat others. (27) I think it is enough because **knowledge** is like a junction which you can choose what way you should go. (28) So we who are students should learn both knowledge from academic and experience and morality (29) because **one who wants to be human** can't get knowledge only one way.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | Knowledge | 1 |
| 2 | which one | 5 |
| 3 | concept of knowledge and how to apply it | 5 |
| 4 | knowledge from experience | 5 |
| 5 | human being | 2 |
| 6 | They | 1 |
| 7 | they | 4 |
| 8 | they | 2 |
| 9 | pre-historical man or ape | 2 |
| 10 | we | 2 |
| 11 | artists | 2 |
| 12 | They | 1 |
| 13 | a good explanation ... | 2 |
| 14 | Thailand | 2 |
| 15 | Thai farmers | 2 |
| 16 | The knowledge | 1 |
| 17 | we | * |
| 18 | he (His Majesty the King) | 2 |
| 19 | knowledge from books | 5 |
| 20 | I | * |
| 21 | I | * |
| 22 | most students | 3b |
| 23 | we | * |
| 24 | The authors | 1 |
| 25 | book | 5 |
| 26 | Both knowledge from experience and knowledge from books | 1 |
| 27 | knowledge | 5 |
| 28 | We | * |
| 29 | one who wants to be human | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.15.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|--|----------------------|---|-----------------------|----------|--------------|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 | Knowledge | | | | | | | 1 |
| 2 | | | which one | | | | | | 2 |
| 3 | | | | concept of knowledge and how you apply it | | | | | 3 |
| 4 | S2 | knowledge from experience | | | | | | | 4 |
| 5 | | | human being | | | | | | 5 |
| 6 | | | They | | | | | | 5 |
| 7 | S3 | | they (babies) | | | | | | 5 |
| 8 | | | they | | | | | | 5 |
| 9 | | | | pre-historic man or ape | | | | | 5 |
| 10 | S4 | | we | | | | | | * |
| 11 | | | | artists | | | | | 6 |
| 12 | | | | They | | | | | 6 |
| 13 | S5 | | | | a good explanation... | | | | 7 |
| 14 | | | | | | Thailand | | | 8 |
| 15 | | | | | | | Thai farmers | | 9 |
| 16 | | The knowledge | | | | | | | 1 |
| 17 | | | we | | | | | | * |
| 18 | | he (His Majesty the King) | | | | | | | 10 |
| 19 | | | knowledge from books | | | | | | 11 |
| 20 | | | | | | | | | * |
| 21 | | | | | | | | | * |
| 22 | S6 | | | | | | | | 12 |
| 23 | | | | most students | | | | | * |
| 24 | | | | we | | | | | 13 |
| 25 | S7 | | | The authors | | | | | 10 |
| 26 | | | | book | | | | | 14 |
| 27 | | Both knowledge from books and experience | | | | | | | 1 |
| 28 | S8 | | We | | | | | | * |
| 29 | | | | one who want s to be human | | | | | 15 |

Essay 16

(1) In a life, we begin to learn and get knowledge since we were born. (2) Basically, we experience things from our parents and our environment before learning from books. (3) However, when we grow up, we usually live by both knowledge from books and knowledge from their experience. (4) So that we cannot say that between them which one is better. (5) Because both type of knowledge play the different role, but encourage each other.

(6) Knowledge from books is like a theory. (7) It s a primary information which we start to learn what anything is. (8) It make us to know about educational fields, lines of career and others common pattern of things. (9) Books are not only textbook and academic books but it's also every kinds of printed media which we can read. (10) Therefore, knowledge from books is as wide as we would like to know. (11) Moreover, books is like a great key which can guide us to open our eyes in order to watch the large world. (12) For example, if we live in Asia, but we want to know all details about America, reading a book which concern about America will make us to know the information we want to know. (13) In addition, the primary knowledge that we get from books in studying life is the significant things for our working lives. (14) It's basic knowledge which make us to know primarily about our jobs and also know the method to run it.

(15) Knowledge from experience play the same important role in our lives. (16) There is many information which we cannot find and get from the book. (17) We have to go out and find it out by ourselves and thing we will get is called knowledge of experience. (18) Experience is not academic knowledge, but it's understanding of our environment. (19) Accordingly, knowledge from experience is mostly about the way of living in a society. (20) It's like abstract which we can not touch or count it. (21) Moreover, knowledge from experience is the understanding that we learn by ourselves in living. (22) Therefore, it surely make us to collect and be used to the outside life. (23) As a result, we will be stronger and more clever on pattern way of life especially, living in society and conducting with people. (24) Hence, knowledge from experience actually teach us and lead us to be prepare ourselves for others coming incidents.

(25) In our lives, knowledge from books is important as the knowledge from experience. (26) We cannot lack of one of them. (27) Both of them are always used together. (28) Each of them are not the complete knowledge for our living. (29) But we should take it together to adapt in using. (30) For example, we use general knowledge we get from books in our occupation lines, while we use the experiencing knowledge in living with people in society. (31) In the same way, it's like playing football which we have to know the rule first, then we often practice and compete with another teams. (32) We use all of our experience in competition and we became the champion finally.

| Sentence | Topical Subject | Type of Sentence |
|----------|----------------------------|------------------|
| Number | | Combination |
| 1 | we | * |
| 2 | we | * |
| 3 | we | * |
| 4 | which one | 3a |
| 5 | both type of knowledge | 3a |
| 6 | Knowledge from books | 1 |
| 7 | It | 1 |
| 8 | It | 1 |
| 9 | Books | 1 |
| 10 | knowledge from books | 2 |
| 11 | books | 2 |
| 12 | reading a book | 1 |
| 13 | the primary knowledge | 2 |
| 14 | It | 1 |
| 15 | Knowledge from experience | 1 |
| 16 | many information | 4 |
| 17 | We | * |
| 18 | Experience | 1 |
| 19 | knowledge from experience | 2 |
| 20 | It | 1 |
| 21 | knowledge from experience | 2 |
| 22 | it | 2 |
| 23 | we | * |
| 24 | knowledge from experience | 2 |
| 25 | knowledge from books | 2 |
| 26 | we | * |
| 27 | both of them | 3a |
| 28 | Each of them | 1 |
| 29 | we | * |
| 30 | we | * |
| 31 | playing football | 3b |
| 32 | We | * |

Essay 17

(1) In the modern world, it is very easy for people to find some information or obtain new knowledge. (2) For there are many alternatives for educational world. (3) However, new knowledge and information that people gain from their own experiences are the best valuable and beneficial source for upgrading their lives.

(4) As we know, there are many increasing people who are unemployed and are and they are looking for the jobs. (5) Most of them just graduated from the university and they also don't have some essential experiences for the working world. (6) There are many positions that the leading companies or firms require the experiences from their candidates. (7) From this point, it is very clear that knowledge from the experience is very significant and worthwhile. (8) We can see that many people learn many new knowledge and information from the books because they think that this source is very trustworthy and easy for self-learning. (9) Although people can obtain the new knowledge as much as they read the books, they never acquire the practical knowledge and the way to apply for these knowledge in their lives. (10) If people only learn the knowledge from the books, people will have narrow perspective for the modern world. (11) On the other hand, knowledge that people obtain from their experiences make people have the chances to touch the challenge experiences and knowledge. (12) Often, there are many knowledge and information that people cannot acquire from the book. (13) Whereas, they have to learn these essential knowledge by their own experience in this world. (14) Knowledge from the experience will stay with us as long as we survive in the world and these knowledge also builds up constantly to make us become the effective citizen. (15) Unlike, knowledges from books are very forgettable because we obtain the new knowledge in the letter pattern. (16) These knowledge is like the short memory in our life. (17) Moreover, learning from the books doesn't give us some opportunities for developing our own initiative because we just know the surface of that things. (18) Unlike, people who gain new knowledge from their own experiences can learn many things as deep as they want. (19) Furthermore, they can accidentally experience the other beneficial knowledge for their lives. (20) From this point, we can see that in the present, the leading companies and firms give the great importance to the knowledge from the experience. (21) For they realize that people who have much experience can make the effective decision and have the quality of the creativity. (22) People who learn various experiences from their own experience will take many advantages more than the people who gain the knowledge from books. (23) For instance, people who learn many things from their own experiences will be courageous to make decision because have chances to practice these things in their experiences. (24) Unlike, people who get the knowledge from the books will be excited and nervous to deal with the difficulties because they never learn and experience with the real situation. (25) Actually, they just know and understand everything in the lesson but they do not realize the way to apply these things for their lives. (26) Therefore, knowledge from experience is very important for upgrading the lives of people because it make people to be versed and skillful for managing their life. (27) Anyway, knowledge from the experiences is not the method that people can occupy and acquire easily because people cannot discover and find these knowledge in the huge libraries and the fantastic encyclopedias. (28) Knowledge from experiences

will increase continually and stay with us if usually practice and experience many things by themselves. (29) Therefore, knowledge from experiences is very valuable and worthwhile to learn and keep it.

(30) Finally it is very important that knowledge from experiences is the best valuable and significant for the learning world. (31) Besides, there are many advantages that come from these knowledge.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | it | * |
| 2 | there | * |
| 3 | new knowledge and information | 2 |
| 4 | who | 4 |
| 5 | Most of them | 1 |
| 6 | the leading companies or firms | 4 |
| 7 | knowledge from the experience | 5 |
| 8 | this source | 3b |
| 9 | they | 2 |
| 10 | people... | * |
| 11 | knowledge that people obtain from their experiences | 2 |
| 12 | there | * |
| 13 | they | * |
| 14 | Knowledge from the experience | 1 |
| 15 | knowledge from books | 2 |
| 16 | These knowledge | 2 |
| 17 | learning from the books | 2 |
| 18 | people... | 2 |
| 19 | they | 2 |
| 20 | companies and firms | 5 |
| 21 | people ... | 2 |
| 22 | People ... | 1 |
| 23 | people... | 2 |
| 24 | people ... | 2 |
| 25 | they | 2 |
| 26 | knowledge from experience | 2 |
| 27 | Knowledge from the experiences | 2 |
| 28 | knowledge from experiences | 1 |
| 29 | knowledge from experiences | 2 |
| 30 | knowledge from experiences | 5 |
| 31 | many advantages | 5 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.17.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|---------|------|---------------|---------------------------------|--|-----------------|---|---|---|---|---------------------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 { | it | | | | | | | | * |
| 2 | | | there | | | | | | | * |
| 3 | | | | new knowledge and information ... | | | | | | 1 |
| 4 | | who (people) | | | | | | | | 2 |
| 5 | | Most of them | | | | | | | | 2 |
| 6 | S2 { | | the leading companies and firms | | | | | | | 3 |
| 7 | | | | knowledge from experience | | | | | | 4 |
| 8 | | | | this source (knowledge from books) | | | | | | 5 |
| 9 | | they | | | | | | | | * |
| 10 | | people | | | | | | | | * |
| 11 | | | | knowledge that ... from experience | | | | | | 4 |
| 12 | | | there | | | | | | | * |
| 13 | | they (s) | | | | | | | | * |
| 14 | | | | knowledge from experience | | | | | | 4 |
| 15 | | | | knowledge from books | | | | | | 5 |
| 16 | | | | These knowledge | | | | | | 5 |
| 17 | | | | learning from books | | | | | | 5 |
| 18 | | | | people | | | | | | 4 |
| 19 | | | | they | | | | | | 4 |
| 20 | | | | companies and firms | | | | | | 3 |
| 21 | | | | people who have much experience | | | | | | 4 |
| 22 | | | | people who learn various experience | | | | | | 4 |
| 23 | | | | people who get knowledge from their own experience | | | | | | 4 |
| 24 | | | | people who get knowledge from the books | | | | | | 5 |
| 25 | | | | they | | | | | | 5 |
| 26 | | | | knowledge from experience | | | | | | 4 |
| 27 | | | | knowledge from experience | | | | | | 4 |
| 28 | | | | knowledge from experience | | | | | | 4 |
| 29 | | | | knowledge from experience | | | | | | 4 |
| 30 | S3 { | | | knowledge from experience | | | | | | 4 |
| 31 | | | | | many advantages | | | | | 6 |

Essay 18

(1) I have been asked to just the important of knowledge from books and knowledge from experience for a few times. (2) They asked which one was more important to me. (3) The only answer I could think of was I was not sure. (4) However, until now, I think I have come to the conclusion that knowledge from experience is more important to me.

(5) I cannot avoid the fact that knowledge from books is a basic knowledge which helps preparing us for living in a society. (6) Somehow it can be compared with a budget in starting a business. (7) I certainly realize this fact. (8) But if we look at the reality, I am positive that we can find a lot of successful people who started from the word “uneducated”. (9) They did not know how to write and read. (10) Even now some of them still cannot practice this skill potentially. (11) Nevertheless, they can live in the society happily without causing any trouble plus they succeeded in their own businesses, in their own lives. (12) Let me cite this for an example, I know someone who comes from the north east of Thailand. (13) When he was just a little boy, his family was very poor. (14) His parents were farmers and could not afford him to go to school. (15) Thus, he did not have a clue on what is “A”, “B” and “C”. (16) He did not know how to calculate and he did not know how textbooks looked like. (17) One day when he was a teenager, he decided to come to Bangkok. (18) He came here with nothing but old clothes which he believed they were the cleanest. (19) However, they were not clean enough in other people’s eyes. (20) He found that whenever he turned around, people would look at him and acted as if he was something disgusting. (21) He went to many places asked for a job. (22) But the number of place where accepted him was zero. (23) They said they rejected him because he did not know how to write and read. (24) They believed that he could not do anything. (25) At first, the man felt so terrible and almost gave up if he did not met one person, a car repairer. (26) This man taught him how to fix cars and help him find a job. (27) He learnt everything from this kind man and years later, after he had enough experience of car repairing, he decided to start his own business. (28) Nowadays, his business goes well and no one look down on him anymore. (29) Another good example which helps supporting my judgement is Chinese people who came to Thailand decades ago. (30) As we have been told that before those Chinese became success like at present, they were ordinary workers who did not know how to read. (31) However, because of knowledge from their experience, they have got through everything and live a happy life as we can see now.

(32) There will be millions and millions of books around the world and hundred or thousand of them may have been read through our eyes. (33) Still, all knowledge we get from them will bring us no benefit unless they consist of our practicing and experiencing. (34) Life takes something more than only what we have inside. (35) It also depends on actions. (36) And what we learn from them is a necessary tool that assists us in living in a society.

| .Sentence | Topical Subject | Type of Sentence |
|-----------|---|------------------|
| Number | | Combination |
| 1 | I | * |
| 2 | which one | 3b |
| 3 | The only answer | 3a |
| 4 | knowledge from experience | 5 |
| 5 | knowledge from books | 3b |
| 6 | It | 2 |
| 7 | I | * |
| 8 | successful people | 5 |
| 9 | They | 1 |
| 10 | Some of them | 2 |
| 11 | they | 2 |
| 12 | someone | 5 |
| 13 | his family | 3a |
| 14 | His parents | 1 |
| 15 | he | 2 |
| 16 | He | 1 |
| 17 | he | 4 |
| 18 | He | 1 |
| 19 | they | 2 |
| 20 | people | 3a |
| 21 | He | 1 |
| 22 | the number of place where accepted him | 2 |
| 23 | he | 3a |
| 24 | he | 3b |
| 25 | the man | 2 |
| 26 | This man | 1 |
| 27 | He | 1 |
| 28 | His business | 2 |
| 29 | Chinese people who came to Thailand decades ago | 3a |
| 30 | those Chinese | 4 |
| 31 | They | 2 |
| 32 | hundred or thousand of them | 4 |
| 33 | all knowledge we get from them | 2 |
| 34 | Life | 2 |
| 35 | It (life) | 1 |
| 36 | what we have learn from them | 1 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.18.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|---------|----|--------------------------------|-------------------------|-----------------|---------------------------|---|---|---|---|---------------------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | | | | | | | | | | * |
| 2 | S1 | | which one | | | | | | | 1 |
| 3 | | | | The only answer | | | | | | 2 |
| 4 | | | | | knowledge from experience | | | | | 3 |
| 5 | | knowledge from books | | | P1 | | | | | 4 |
| 6 | | it | | | | | | | | 4 |
| 7 | S2 | | | | | | | | | * |
| 8 | | | successful people | | P2 | | | | | 5 |
| 9 | | | They | | | | | | | 5 |
| 10 | | | some of them | | | | | | | 5 |
| 11 | | | they | | | | | | | 5 |
| 12 | S3 | Someone... | | | | | | | | 6 |
| 13 | | | his family | | P3 | | | | | 7 |
| 14 | | | His parents | | | | | | | 7 |
| 15 | | he | | | P4 | | | | | 6 |
| 16 | | He | | | | | | | | 6 |
| 17 | | he | | | | | | | | 6 |
| 18 | | He | | | | | | | | 6 |
| 19 | S4 | | they (clothes) | | | | | | | 8 |
| 20 | | | | people | | | | | | 9 |
| 21 | S5 | He | | | | | | | | 6 |
| 22 | | | the number of place... | | | | | | | 10 |
| 23 | | he | | | P5 | | | | | 6 |
| 24 | | he (s) | | | | | | | | 6 |
| 25 | S6 | the man | | | | | | | | 6 |
| 26 | | | This man (one person) | | | | | | | 11 |
| 27 | S7 | He (s) | | | | | | | | 6 |
| 28 | | | his business | | | | | | | 12 |
| 29 | | Chinese people | | | P6 | | | | | 13 |
| 30 | | those Chinese | | | | | | | | 13 |
| 31 | | they | | | | | | | | 13 |
| 32 | | hundred or thousand of them | | | P7 | | | | | 4 |
| 33 | | all knowledge we get from them | | | | | | | | 4 |
| 34 | | Life | | | P8 | | | | | 14 |
| 35 | S8 | It | | | | | | | | 14 |
| 36 | | | what we learn from them | | | | | | | 15 |

Essay 19

(1) Accumulating knowledge and assimilating the knowledge one acquires are very important. (2) Those who have advanced in branches of knowledge will broaden their horizon. (3) Therefore, people usually acquire major knowledge through books and experience.

(4) In my opinion, knowledge from experience is more important than knowledge from books. (5) Because people can gain rich experience from their real lives. (6) Those who undergo an experience will learn the knowledge by heart and utilize this experience with profit in the future. (7) Moreover people can gain wisdom by experience. (8) For example, travelling across the country or travelling abroad will broaden travelers' historical and cultural knowledge. (9) In addition, they can learn people's differences of viewpoint and experience the different scenery. (10) Beside this kind of experience, we can gain knowledge from daily lives such as necessary repair s and fitting a new tyre.

(11) On the other hand, knowledge from books is what we learn through the eye. (12) We cannot experience the real situation. (13) It is only our imagination while we are reading books. (14) Although reading books enrich our imagination, knowledge from books will fade from our memory as time goes by. (15) Moreover, while we acquire the knowledge from books, we cannot commit all knowledge to memory as much as we gain knowledge from experience. (16) However, sometimes those who are keen on reading books are keen on gaining experience too. (17) Because, while we are reading books, we are energetically encouraged to prove something in books. (18) Therefore, after we have prove what we want to know, we gain experience. (19) Like travelling, we read about many places from books and we are eager to travel there. (20) From this point, we do not ignore a chance to gain knowledge both from books and experience.

(21) All in all, both knowledge from books and knowledge from experience are very important. (22) Therefore, people should not stop acquiring knowledge (23) because pursuit of learning has never come to an end.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|----------------------------|--|---|
| 1 | Accumulating knowledge and assimilating the knowledge one acquires | 1 |
| 2 | Those who have advanced in branches of knowledge | 2 |
| 3 | people | 2 |
| 4 | knowledge from experience | 2 |
| 5 | people | * |
| 6 | Those... | 1 |
| 7 | people | * |
| 8 | travelling across the country or travelling abroad | 2 |
| 9 | they | * |
| 10 | we | * |
| 11 | knowledge from books | 2 |
| 12 | We | * |
| 13 | It (reading book) | 2 |
| 14 | knowledge from books | 2 |
| 15 | we | * |
| 16 | Those... | 2 |
| 17 | we | 4 |
| 18 | we | * |
| 19 | we | * |
| 20 | we | * |
| 21 | both knowledge from books and from experience | 2 |
| 22 | people | * |
| 23 | pursuit of learning | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.19.....

| SENTENCE | | TOPICAL DEPTH | | | | | | | | No. OF |
|----------|----|--|--|--------|---------------------------|---------------------|--|---|---|-----------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC |
| 1 | S1 | Accumulating knowledge and assimilating the knowledge one acquires | | | | | | | | 1 |
| 2 | | | Those who have advanced in branches of knowledge | | | | | | | 2 |
| 3 | | | | people | | | | | | * |
| 4 | | | | | knowledge from experience | | | | | 3 |
| 5 | | | | | people | | Those who undergo an experience | | | * |
| 6 | | | | | | | travelling across the country or travelling aboard | | | 3 |
| 7 | | | | | people (s) | | | | | * |
| 8 | | | | | | | | | | 4 |
| 9 | | | | | they (s) | | | | | * |
| 10 | | we | | | | | | | | * |
| 11 | | knowledge from books | | | | | | | | 5 |
| 12 | | we | | | | | | | | * |
| 13 | | It(reading book) | | | | | | | | 5 |
| 14 | | knowledge from books | | | | | | | | 5 |
| 15 | S2 | we | | | | | | | | * |
| 16 | | | Those who are keen on reading | | | | | | | 6 |
| 17 | | we | | | | | | | | * |
| 18 | | we | | | | | | | | * |
| 19 | | we | | | | | | | | * |
| 20 | | we | | | | | | | | * |
| 21 | | both knowledge from books and experience | | | | | | | | 7 |
| 22 | S3 | | | | people | | | | | * |
| 23 | | | | | | pursuit of learning | | | | 8 |

Essay 20

(1) In a very long human history, all the knowledge and wisdom of the ancient people are kept in books still these knowledge were created by long year of experience of our ancestor. (2) Therefore, in conversation about knowledge, books and experience are never to be left out. (3) Yet, who hold greater importance in knowledge is to be discussed.

(4) Books, the keeper of all knowledge, exist from the beginning of human's wisdom and were among us since then. (5) Knowledge of every fields, history or even tales that has long forgotten are vivid and alive in books. (6) Moreover, books are not teacher of young students, but also a source of knowledge for high-educated professor. (7) In books, there lie knowledge and also experience of those who walk the long journeys. (8) The stories can be ranged from a hot summer day of a boy ventured in mysterious forest, to the great adventure of Marco Polo and even to the story of a man on the moon. (9) In their experience, there are much for us to learn, to experience and to feel the way that people yester years used to feel. (10) Here a question has arisen: would it not be better if we just go out and create our own knowledge and experience our own adventure?

(11) Experience, long known as source of all knowledge and new creation is one of the essential things that make human be human. (12) At the beginning of our race, we are nothing of importance but ape. (13) However, ever since we know how to turn our experience, both in false attempts and in long observation of things, into knowledge, we human race are proved to be rapidly wiser. (14) We observe the power of fire and after countless attempts we were be able to use its power to suit our purposes. (15) We traveled across high mountains, vast desert and even great ocean to learn more knowledge by every step we take. (16) A wise man once said "a long journey and years of hard experiences will make a man out of a boy". (17) With this word, I highly agreed. (18) Yet all the knowledge and experiences that once be of highly used will be perished, if die with its creators.

(19) From all of the above perspectives, I believe that books and experience hold equal importance in knowledge. (20) Without experience all the knowledge in book would never exist (21) and without books all the knowledge of our time and of the olden days will be wasted and lie only in the memory of its creators. (22) If our knowledge should die let it on dusty shelves of a library rather than lost forever under the graveyard. (23) For in old books, knowledge is not died but is awaiting to be recovered. (24) Since one will never learn too much in one life, I suggest that we learn and treasure the old but useful knowledge from books, and create new knowledge from our journeys, observations, and experiences.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | all the knowledge and wisdom of the ancient people | 2 |
| 2 | books and experience | 2 |
| 3 | who hold the greater importance in knowledge | 2 |
| 4 | Books | 1 |
| 5 | Knowledge of every fields | 1 |
| 6 | books | 2 |
| 7 | knowledge and also experience of those | 5 |
| 8 | The stories | 1 |
| 9 | there | * |
| 10 | a question | 2 |
| 11 | Experience | 1 |
| 12 | we | * |
| 13 | we | * |
| 14 | We | * |
| 15 | We | * |
| 16 | a long journey and years of hard experiences | 3b |
| 17 | I | * |
| 18 | all knowledge and experience | 2 |
| 19 | books and experience | 5 |
| 20 | all the knowledge in book | 2 |
| 21 | all the knowledge of our time and of the olden days | 2 |
| 22 | knowledge | 2 |
| 23 | knowledge | 2 |
| 24 | we | * |

A DIAGRAMSHOWING THE TOPICAL PROGRESSION

ESSAY No.20.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF | | | |
|---------|----|---|---|---|---|---|---|---|---|-----------|--|----|----|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC | | | |
| 1 | S1 | all the knowledge and wisdom.... | | | | | | | | | | 1 | E4 |
| 2 | | books and experience | | | | | | | | | | 2 | |
| 3 | | who hold the greater importance ... | | | | | | | | | | 3 | |
| 4 | | Books | | | | | | | | | | 4 | |
| 5 | | Knowledge of every fields | | | | | | | | | | 5 | |
| 6 | S2 | books | | | | | | | | | | 4 | |
| 7 | | knowledge and also experience... | | | | | | | | | | 6 | |
| 8 | | The stories | | | | | | | | | | 7 | |
| 9 | | there | | | | | | | | | | * | |
| 10 | S3 | a question | | | | | | | | | | 8 | E1 |
| 11 | | Experience | | | | | | | | | | 9 | |
| 12 | | we | | | | | | | | | | * | |
| 13 | | we | | | | | | | | | | * | |
| 14 | | We | | | | | | | | | | * | |
| 15 | S4 | We | | | | | | | | | | * | |
| 16 | | a long journey and year of hard experience (s) | | | | | | | | | | 9 | |
| 17 | | I | | | | | | | | | | * | |
| 18 | | all the knowledge and experience | | | | | | | | | | 1 | |
| 19 | | books and experience | | | | | | | | | | 2 | |
| 20 | S4 | all the knowledge in book | | | | | | | | | | 4 | E2 |
| 21 | | all the knowledge of our time and of the older days | | | | | | | | | | 10 | |
| 22 | | knowledge | | | | | | | | | | 1 | |
| 23 | | knowledge | | | | | | | | | | 1 | |
| 24 | | we | | | | | | | | | | * | |

Essay 21

(1) I remember that when I was very young, I had an idea that there was no better source of knowledge than books. (2) I believe that **books** provided everything I wanted to know because whenever the exam came everybody seemed to grab their books and became so obsessed with them. (3) Why **they** had to be like that? (4) It is Because **whatever featured in the exam** was from the books so no wonder why back then I and my classmates had to read those books like crazy.

(5) Now that I've grown up and about to graduate, **the way I read books** has changed. (6) **My expectation of reading them** has changed also. (7) Lately when I pick one up, **it's** not like an exam comes instead it is time for having some fun, discovering, learning new things etc. (8) Anyway, I must admit that I sometimes read books because I want the knowledges. (9) But let's take a look back at what I mentioned earlier, you'll find that for someone who is going to finish one's degree in less than two months ahead, it may sound very stupid if she's got only knowledge from books. (10) That is **a life out there that waiting for her to face** has not been taught in the book she's reading, in any class she's taken or can be found somewhere in the campus. (11) **She's** required to be more, know more so that she can stay alive. (12) **Life** required real experience from everybody.

(13) Well, it is this class I remember we discussed the same topic I'm writing about right now. (14) I was asked then I said that I believed that **knowledge from experience** was more important than knowledge from books. (15) I said **knowledge from books** was something someone wanted us to know and to be shared and said that one day we'd forget them all. (16) But when we compare with knowledge from experience, **it** was hard to forget no matter when because it'd be something we'd relate to as long as we lived. (17) Whenever you thought of it you'd be proud, **it'd** be yours forever.

(18) At this point, I believe that I feel more comfortable with knowledge from experience which could be because **it's** more simple to understand. (19) I don't have to try hard to decode **someone's experience written in a book** which is lack of real emotion and very untouchable. (20) Most of all, I don't believe that it's **this kind of knowledge** that can cover everything people need to know. (21) And I don't think that there's anyone who loves to spend a whole year with just only a few books to get some little knowledge better than to spend one day to learn hundreds of knowledge from experience **which** is less complicated but more valuable. (22) So what are you waiting for, close your book and start exploring now!

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | there | * |
| 2 | books | 3b |
| 3 | they (everybody) | 2 |
| 4 | whatever featured in the exam | 2 |
| 5 | the way I read books | 2 |
| 6 | My expectation of reading them | 5 |
| 7 | it | 2 |
| 8 | I | 3a |
| 9 | it | * |
| 10 | a life out there that waiting for her... | 2 |
| 11 | She | 2 |
| 12 | Life | 1 |
| 13 | we | * |
| 14 | knowledge from experience | 5 |
| 15 | knowledge from books | 3b |
| 16 | it (knowledge from experience) | 3a |
| 17 | it (knowledge from experience) | 3a |
| 18 | it (knowledge from experience) | 5 |
| 19 | someone's experience written in a book | 2 |
| 20 | this kind of knowledge | 3a |
| 21 | which (hundreds of knowledge from experience) | 5 |
| 22 | you | * |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.21.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|---------|----|---------------|------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------|------|---|---------------------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | | there | | | | | | | | * |
| 2 | S1 | | books | | | | | | | 1 |
| 3 | | | | They (everybody) | | | | | | 2 |
| 4 | | | | | whatever feathered in the exam | | | | | 3 |
| 5 | | | the way I read books | | | | | | | 4 |
| 6 | S2 | | | My expectation of reading them | | | | | | 5 |
| 7 | | | | | it (when I pick a book up) | | | | | 6 |
| 8 | | | | | I | | | | | * |
| 9 | | | | | | it | | | | * |
| 10 | S3 | | | | | | a life out there | | | 7 |
| 11 | | | | | | | | She | | * |
| 12 | | | | | | | | Life | | 7 |
| 13 | | | | | | | | | | * |
| 14 | | | | we | | | | | | 8 |
| 15 | | | knowledge from books | | | | knowledge from experience | | | 1 |
| 16 | | | | | | it | | | | 8 |
| 17 | | | | | | it | | | | 8 |
| 18 | | | | | | it (knowledge from experience) | | | | 8 |
| 19 | | | someone's experience | written in books | | | | | | 1 |
| 20 | | | this kind of knowledge | | | | | | | 1 |
| 21 | | | | | | | hundred of knowledge from | | | 8 |
| 22 | | | | | you | | | | | * |

Essay 22

(1) According to the definition of the word 'knowledge' in advanced learner's Dictionary, "**knowledge** is the facts, information, understanding and skills that a person has acquired though experience or education. (2) It is obvious that **everyone** can acquired knowledge both from books and experience. (3) However, as for my studying English for twelve years, it makes myself clear that **knowledge from experience** is more important and profitable than knowledge from books in various significant aspects.

(4) Firstly, **the knowledge from current English usage gained from experience** is much greater than the knowledge of using a correct grammar gained from books. (5) Basically, **all books** consist of correct grammar principles, including reading texts, writing tasks, various examples, and many exercises. (6) **More and more of students** acquire a certain knowledge of English usage from books. (7) Nevertheless, **they** cannot utilize their skills in the real English communication. (8) Of course, **they** can understand difficult reading texts and they can write in many matters. (9) On the other hand, **they** cannot speak English smoothly and after listening to the English conversation, they cannot understand clearly. (10) Indeed, **knowledge from books** helps students to know how to use English skills for the way of educational system that is to gain the level of grade, but knowledge from books cannot help students to perceive how to make use of it the real life.

(11) By comparison, although knowledge from experience is not written in any book, **students** can gain and make use of it in their real lives. (12) When they practise speaking with native speakers **they** practise both speaking and listening. (13) In addition, during the communication, **they** can observe how to use English grammars, current English usage, and also learn how to use different meaning of words in various situations. (14) When students make a mistake, **they** remember it and try to correct it. (15) Moreover, **they** will be acquainted with English pronunciation which is regarded as one of significant enhancements for being an efficient English listener. (16) Therefore, **knowledge from experience** not only helps students to learn English grammars, but also enhances students to be more efficient in speaking and listening which students cannot gain by knowledge from books.

(17) Secondly, **knowledge from experience** helps students to be more self-confident. (18) **Students** who learn only knowledge from books never practice English skills in their real lives, so in the real situation of English communication, they are not confident to speak anything. (19) I am a good example of students who learn only knowledge from books. (20) I can read difficult texts, and I can write in many matters. (21) On the contrary, I cannot speak English well and my listening skill is quite poor. (22) I always feel nervous every time that I have to communicate with native speakers. (23) Indeed, I am a student who lacks knowledge from experience.

(24) In conclusion, I think **knowledge from experience** is more important than knowledge from books not only in the way of educational system but also in their real lives.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | knowledge | 3a |
| 2 | everyone | 3b |
| 3 | knowledge from experience | 5 |
| 4 | the knowledge from current English usage gained from experience | 2 |
| 5 | all books | 2 |
| 6 | More and more of students | 1 |
| 7 | they | 2 |
| 8 | they | 2 |
| 9 | they | 2 |
| 10 | knowledge from books | 2 |
| 11 | students | 5 |
| 12 | they | 4 |
| 13 | they | 2 |
| 14 | they | 4 |
| 15 | they | 2 |
| 16 | knowledge from experience | 2 |
| 17 | knowledge from experience | 2 |
| 18 | Students | 1 |
| 19 | I | * |
| 20 | I | * |
| 21 | I | * |
| 22 | I | * |
| 23 | I | * |
| 24 | knowledge from experience | 5 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.22.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|----------|---------------------------|---|---------------------------|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | knowledge | | | | | | | | 1 |
| 2 | S1 | everyone | | | | | | | 2 |
| 3 | | | knowledge from experience | | | | | | 3 |
| 4 | | | | knowledge from current English usage gained from experience | | | | | 3 |
| 5 | | S2 | | | | | | | 4 |
| 6 | | | | all books | | | | | 5 |
| 7 | | | | | More and more students | | | | 5 |
| 8 | | | | | they | | | | 5 |
| 9 | | | | | they | | | | 5 |
| 10 | | | | | they | | | | 5 |
| 11 | | | | | knowledge from books | | | | 4 |
| 12 | | | | | students | | | | 5 |
| 13 | | | | | they | | | | 5 |
| 14 | | | | | they | | | | 5 |
| 15 | | | | | they | | | | 5 |
| 16 | | | | | knowledge from experience | | | | 3 |
| 17 | | | | | knowledge from experience | | | | 3 |
| 18 | | | | | Students | | | | 5 |
| 19 | | | | | I | | | | * |
| 20 | | | | | I | | | | * |
| 21 | | | | | I | | | | * |
| 22 | | | | | I | | | | * |
| 23 | | | | | I | | | | * |
| 24 | | | | | knowledge from experience | | | | 3 |

Essay 23

(1) In Thai education system, **books** are used as the main resource of knowledge. (2) While **experience** is required as the less important one.

(3) Personally, I think **knowledge from experience** is more important than knowledge from books. (4) I would like to use my case as an example. (5) Last year when I studied Eco-tourism course, I thought that it should be very boring to work in a hotel. (6) I had to be a trainee in a hotel for three months to complete the course objectives. (7) At that time I found **my dream career** could be this. (8) **It** sound impossible but I had so good experience that could change my point of view. (9) We can see in this case that **a boring thing in books** may becomes challenging one in the real life. (10) Moreover very often that **knowledge in books** is not similar to the real thing that we have to face. (11) I don't mean **books** are bad resource but I think it is difficult to update a book to serve the learner in these days when the world had change all the time.

(12) **Another reason** that make me love to learn from experience is its effective teaching. (13) To study from books I will forget the thing I have learned unless I don't recite and review them. (14) On the contrary, **the knowledge from experience** is hard to forget. (15) I think it is because of the nature of human being that we can remember things we do for longer period than things we say or read. (16) I can give you an easy example. (17) Between a man who used to study 'how to be a good guide' and a woman who has worked as a guide for several years, **who** should be a better guide? (18) I think **the answer** should be the woman. (19) Though you are the top of the class who get grade A in every subject, one day you will forget all you have learned if you don't try to use it in real life.

(20) The last reason I would like to use to support my idea is that **knowledge from experience** can make deep understanding in short time. (21) I think **learning everything** needs experience to complete. (22) For instance, when you learn to drive a car, it is impossible to avoid trying by myself. (23) If you try everyday, you will be able to do it in finally.

(24) In addition., the more you have experience in something the more you are skillful in that one. (25) So, it means you can learn all the time when you doing something. (26) **This** is unlike learning from books because there is nothing going to be increased if you still learn from the same book.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---------------------------|---------------------------------|
| 1 | books | 2 |
| 2 | experience | 2 |
| 3 | knowledge from experience | 5 |
| 4 | I | * |
| 5 | it | * |
| 6 | I | * |
| 7 | my dream career | 5 |
| 8 | It | 1 |
| 9 | a boring thing in books | 3b |
| 10 | knowledge in books | 2 |
| 11 | books | 3b |
| 12 | Another reason.... | 1 |
| 13 | I | * |
| 14 | knowledge from experience | 2 |
| 15 | we | * |
| 16 | I | * |
| 17 | who | 2 |
| 18 | the answer | 3b |
| 19 | you | * |
| 20 | knowledge from experience | 3a |
| 21 | learning everything | 3b |
| 22 | you | * |
| 23 | you | * |
| 24 | you | * |
| 25 | you | * |
| 26 | This | 1 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.23.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------------------|---------------------------|---|-----------------|------------|---|---|-----|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | books | | | | | | | | 1 |
| 2 | experience | | | | | | | | 2 |
| 3 | knowledge from experience | | | | | | | | 2 |
| 4 | S1 { | I | | | | | | | * |
| 5 | | | | it | | | | | * |
| 6 | S2 { | I | | | | | | | * |
| 7 | | | | my dream career | | | | | 3 |
| 8 | | It (s) | | | | | | | 2 |
| 9 | | a boring thing in books | | | | | | | 1 |
| 10 | | knowledge in books | | | | | | | 1 |
| 11 | | books | | | | | | | 1 |
| 12 | | Another reason | | | | | | | 4 |
| 13 | | I (s) | | | | | | | * |
| 14 | | knowledge from experience | | | | | | | 2 |
| 15 | | we | | | | | | | * |
| 16 | | I | | | | | | | * |
| 17 | S3 { | | | who | | | | | 5 |
| 18 | | | | | the answer | | | | 6 |
| 19 | | | | | | | | you | * |
| 20 | S4 { | | | | | | | | 2 |
| 21 | | | | | | | | | 7 |
| 22 | | | | | | | | you | * |
| 23 | | | | | | | | you | * |
| 24 | | | | | | | | you | * |
| 25 | | | | | | | | you | * |
| 26 | | This (s) | | | | | | | 2 |

Essay 24

(1) “ All men must learn.” (2) This is the fact that we cannot absolutely reject because learning leads us into the world of knowledge. (3) And the knowledge gives us for good opportunities and abilities to live perfectly in the world of scrambling for power and profit.

(4) How we knowledge can get the knowledge. (5) Since the past men had learned by reading a book because we believe that if people read a lot, they are clever. (6) So, most parents often teach their children to read different kinds of book since they were young such as science, language, social science, mathematics, craftsmanship and so on. (7) When they grow up they still read more and more especially in the field of their interests. (8) For example, doctor interested in physical science and chemistry. (9) While secretary interested in languages and administrative works. (10) Moreover, men realized that books are the valuable resources of knowledge so they have to read, learn or study. (11) On the other hand, books are not the only one way to get knowledge. (12) We can learn by our experiences that are valuable as much as books.

(13) Many people agreed that if we just read the books and do not care social relationship, we would lack of the world view or “vision”. (14) As you can see that many organizations around the world are interested in EQ (emotional Quotient) as much as IQ (Intelligent Quotient). (15) It shows that men should not just be clever in thought but they should be clever in emotion too. (16) Where EQ come from, certainly it is not in any books so experience will give it to you. (17) For example, when you apply for a job the company often need you work experiences because it will be good for you and the company. (18) If you have a work experiences, you will be chosen before who do not have because you any work better than the other people. (19) Everything that happened in our lives could be the best experiences of us because we cannot buy, sell or borrow from others but we have to learn by ourselves. (20) Generally, books printed or wrote by human experience so books could not be occurred if we have no human experience. (21) In the prehistoric era, men did not have any books but they taught the way of living and passed on various knowledge by verbal instruction. (22) Today, men created computer and Internet to support their needs. (23) And now books are getting decrease its role gradually.

(24) Computer and Internet are more comfortable and faster than books when you would like to find out something. (25) When people want to read a newspaper they can get the information easily by using their own personal computer (PC) and Internet can search everything that you need in a few minute. (26) So, you should have an experience with computer and Internet because this experience cannot practice in any book.

(27) To conclude, knowledge from book and knowledge from experience are quite important equally. (28) We cannot learn everything in a book and we cannot learn our experience without a book which can be the best manual. (29) We have to read books and accumulate our experience little by little and apply them to your daily life and finally will be a potential man in the world.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | All men | 1 |
| 2 | learning | 2 |
| 3 | knowledge | 2 |
| 4 | we | * |
| 5 | people | 5 |
| 6 | most parents | 2 |
| 7 | they | 4 |
| 8 | doctor | 2 |
| 9 | secretary | 2 |
| 10 | books | 5 |
| 11 | books | 2 |
| 12 | experiences | 3a |
| 13 | we | * |
| 14 | organizations | 2 |
| 15 | men | 3b |
| 16 | experience | 5 |
| 17 | It (experience) | 2 |
| 18 | you | * |
| 19 | Everything that happened in your lives | 1 |
| 20 | books | 2 |
| 21 | men | 2 |
| 22 | men | 2 |
| 23 | books | 2 |
| 24 | Computer and Internet | 1 |
| 25 | Internet | 2 |
| 26 | this experience (experience with computer) | 3a |
| 27 | knowledge from book and knowledge from experience | 2 |
| 28 | We | * |
| 29 | We | * |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.24.....WRITER

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF |
|---------|----|--|---------------------------------------|-----------------|--------|-----------|---|---|---|-----------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC |
| 1 | | All men | | | | | | | | * |
| 2 | S1 | | learning | | | | | | | 1 |
| 3 | | | | knowledge | | | | | | 2 |
| 4 | | we | | | | | | | | * |
| 5 | | people | | | | | | | | * |
| 6 | S2 | | most parents | | | | | | | 3 |
| 7 | | | | they (children) | | | | | | 4 |
| 8 | | | | | doctor | | | | | 5 |
| 9 | | | | | | secretary | | | | 6 |
| 10 | | books | | | | | | | | 7 |
| 11 | S3 | books | | | | | | | | 7 |
| 12 | | | experiences | | | | | | | 8 |
| 13 | | we | | | | | | | | * |
| 14 | S4 | | organizations | | | | | | | 9 |
| 15 | | men | | | | | | | | * |
| 16 | | | experience | | | | | | | 8 |
| 17 | | | It (experience) | | | | | | | 8 |
| 18 | | you | | | | | | | | * |
| 19 | | | Everything that happened in our lives | | | | | | | 8 |
| 20 | | books | | | | | | | | 7 |
| 21 | | men | | | | | | | | * |
| 22 | | men | | | | | | | | * |
| 23 | | books | | | | | | | | 7 |
| 24 | | Computer and internet | | | | | | | | 10 |
| 25 | | Internet | | | | | | | | 10 |
| 26 | | experience with computer | | | | | | | | 10 |
| 27 | | knowledge from books and knowledge from experience | | | | | | | | 11 |
| 28 | | We | | | | | | | | * |
| 29 | | We | | | | | | | | * |

Essay 25

(1) **The best way to learn** is to gain your wisdom by your own experience. (2) You may read one thousand books within one week, but **this** can teach you nothing about the real meaning of your life.

(3) According to my experience, I have been learning knowledge from books for 21 years. (4) **The only thing** I can remember is that I was asked to read through the books when I was in high school. (5) “ **The more you remembered knowledge from the books the more you would get a better grade**” was once being a speech of my teacher who teaching social study. (6) As a result, **most of my friends** spent their time memorizing every sentence that appeared in the books. (7) At the present, I realize that the “**A**” **grade** that I get from the social study subject means nothing to my life. (8) **To obtain knowledge from books** is similar to remember others people ideas. (9) **It**’ll take you only a short period to study one’s notion.

(10) **Leaning knowledge from your experience**, on the other hand, may take the rest of your life to study. (11) You may find many essays writing about “The life of oversea students.” (12) As a readers or learners, we can only gain some knowledge about how to behave when we are aboard through the writers’ experiences. (13) You will finally have to use your decision to prove whether the knowledge is right or wrong by your own experiences. (14) You can sell knowledge from the book and become rich, but you can’t sell your experience.

(15) In conclusion, in order to understand the fact of life, you will have to learn this through your own experience and discover the value of it by yourself. (16) **One way to become the wise man** is to stop copying others people’s knowledge from the books.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|---|---------------------------------|
| 1 | The best way to learn | 1 |
| 2 | this (reading one thousand books) | 3a |
| 3 | I | * |
| 4 | The only thing | 1 |
| 5 | The more you remembered knowledge from the books the more you would | 1 |
| 6 | most of my friends | 2 |
| 7 | "A" grade | 5 |
| 8 | To obtain knowledge from books | 1 |
| 9 | It (knowledge from books) | 1 |
| 10 | Learning knowledge from your experience | 1 |
| 11 | You | * |
| 12 | we | * |
| 13 | You | * |
| 14 | You | * |
| 15 | you | * |
| 16 | One way to become the wise man | 1 |

Essay 26

(1) Does money make me happy? (2) Sometimes, I ask myself when I get some money from my parents. (3) I often want lots of money to buy an expensive thing although it is not necessary for my life. (4) However if I have received a gift of money, I will buy a piece of jewelry I like.

(5) The reason is a piece of jewelry is valuable thing. (6) It can become money one day I have no money. (7) If I spend money in order to buy something, I will buy something that last a long time. (8) In this case, jewelry does not disappear because I can use it to make me look elegant infinite times. (9) Moreover, it does not degenerate when the time passed by. (10) So I can make it turn into money again if I need money.

(11) In contrast, if I spend money to buy a ticket of concert, it just make me happy for a short period. (12) When a concert finished, I have nothing to posses anymore. (13) A ticket is a paper; it is not valuable. (14) I think it seem spend money to buy a piece of paper that give just temporary happiness. (15) Even if, I may be happy during a concert, but I cannot make a ticket turn into money like a piece of jewelry. (16) One day, I can throw this piece of paper into a bin, but a piece of jewelry will be safe in a valuable box.

(17) Despite those things are just materials, but they can make someone happy to possess. (18) It depends on which one is valuable to buy for you for me, a normal woman like others, I prefer a piece of jewelry to a ticket of concert because of its value that make me happy to possess. (19) Unlike a ticket of concert that I can possess it just one time; a ticket for one time. (20) A piece of jewelry brigs me several times of happiness. (21) I think I realize a value of money and spend it on valuable things.

(22) Finally, if I have lots of money, I choose to buy something that is necessary for my life. (23) I don't buy it for my satisfaction, for money does not mean real happiness.

| Sentence | Topical Subject | Type of Sentence |
|----------|--------------------------|------------------|
| Number | | Combination |
| 1 | money | 1 |
| 2 | I | * |
| 3 | I | * |
| 4 | I | * |
| 5 | a piece of jewelry | 3b |
| 6 | It | 1 |
| 7 | I | * |
| 8 | jewelry | 2 |
| 9 | it | 2 |
| 10 | I | * |
| 11 | it (a ticket of concert) | 5 |
| 12 | I | * |
| 13 | A ticket | 1 |
| 14 | a piece of paper | 5 |
| 15 | I | * |
| 16 | a piece of jewelry | 5 |
| 17 | they | 3a |
| 18 | its value | 5 |
| 19 | a ticket of concert | 2 |
| 20 | A piece of jewelry | 1 |
| 21 | I | * |
| 22 | something | 5 |
| 23 | money | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.26

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF | |
|---------|----|---------------|---|---|--------------------|--------------------|---|---|---|-----------|---|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC | |
| 1 | S1 | money | | | | | | | | 1 | } |
| 2 | | | I | | | | | | | * | |
| 3 | | | I | | | | | | | * | |
| 4 | S2 | | I | | | | | | | * | |
| 5 | | | | | a piece of jewelry | | | | | 2 | } |
| 6 | | | | | It | | | | | 2 | |
| 7 | S3 | | | | | | | | | * | |
| 8 | | | | | jewelry | | | | | 2 | } |
| 9 | | | | | it | | | | | 2 | |
| 10 | | | | | | | | | | * | } |
| 11 | | | | | | | | | | 3 | |
| 12 | | | | | | | | | | * | |
| 13 | | | | | | | | | | 3 | |
| 14 | | | | | | | | | | 3 | } |
| 15 | | | | | | | | | | * | |
| 16 | | | | | | a piece of jewelry | | | | 2 | } |
| 17 | | | | | | they | | | | 2 | |
| 18 | | | | | | its values | | | | 2 | |
| 19 | | | | | | | | | | 3 | |
| 20 | | | | | | A piece of jewelry | | | | 2 | } |
| 21 | | | | | | | | | | * | |
| 22 | | | | | | | | | | 4 | |
| 23 | | | | | | | | | | 1 | |

Essay 27

(1) As for me, if I received a gift of money that is enough to buy something, I prefer a ticket of concert more than a piece of jewelry. (2) I choose it for several reasons.

(3) First of all, I am the one who like listen the music. (4) I can say that it is a part of my daily life. (5) I believe that music can be everything for you. (6) It can be your friend when you fell lonely, your doctor to heal you when you are sad, or even your teacher to teach you about life. (7) Secondly, you will get a chance to see your favorite singer stands in front of you. (8) He/She stays closer to you, and sings your favorite songs. (9) That can make you are a luckiest girl. (10) Moreover, if your favorite singer is a foreigner, you will be stupid girl for not going to see his/her concert. (11) I ever be like that for once when Robbie Williams came to Thailand. (12) I had to go aboard with my family. (13) I feel really bad. (14) We still do not know when they decides to come back again. (15) I will not let it be the same. (16) Next, when you buy a tapes or CD, you just listen to the songs where they come from studios. (17) Producers choose the best to put in the cassettes tapes or CDs. (18) But if you go to concert, you will get the real from him-her that you will never see it from anywhere. (19) You will see his/her style when he/she is on the stage. (20) You can join your emotions with him/her. (21) You can feel that you are part of him/her. (22) You can dance and sing the songs with him/her. (23) As for the last reason of choose a concert ticket, I really want to say that someone who has no music in his life, he is not being a human. (24) I think it is not too aggressive. (25) Music is a representation. (26) It can express your every feeling, e.g. sad, happy, glad fun, sick, and much more. (27) You can tell how you feel to your friends or someone else by the songs. (28) I think it is a good way to do that. (29) If you get a crush on someone, you can spend the love songs to tell him/her about your feelings. (30) I think it is so romantic. (31) You do not have to go to tell him/her by yourself. (32) I believe that the world can live in peace by the songs of love.

(33) From all of above, I think music is a best gift from God. (34) Songsters and concerts are also the parts of it. (35) Jewelry is just an object. (36) It is only a thing that you wear as decoration. (37) Some people may think it is so precious. (38) As for me, it is just an expensive material without any values in mind. (39) Music can be your energy to go on your life. (40) It is worth than a piece of jewelry. (41) Let the music is in your mind. (42) It can not only heal and take care of your heart but also your soul.

| Sentence | Topical Subject | Type of Sentence |
|----------|---------------------------------------|------------------|
| Number | | Combination |
| 1 | I | * |
| 2 | I | * |
| 3 | I | * |
| 4 | it (music) | 3b |
| 5 | music | 3b |
| 6 | It | 1 |
| 7 | you | * |
| 8 | He/She | 1 |
| 9 | That | 1 |
| 10 | you | * |
| 11 | I | * |
| 12 | I | * |
| 13 | I | * |
| 14 | We | * |
| 15 | I | * |
| 16 | they (the songs) | 5 |
| 17 | Producers | 1 |
| 18 | you | * |
| 19 | You | * |
| 20 | You | * |
| 21 | You | * |
| 22 | You | * |
| 23 | he (someone who has no music in life) | 5 |
| 24 | it | 3b |
| 25 | Music | 1 |
| 26 | It | 1 |
| 27 | You | * |
| 28 | it | 3b |
| 29 | you | * |
| 30 | it | 3b |
| 31 | You | * |
| 32 | the world | 3b |
| 33 | music | 5 |
| 34 | Songsters and concerts | 1 |
| 35 | Jewelry | 1 |
| 36 | It | 1 |
| 37 | it | 3b |
| 38 | it | 2 |
| 39 | Music | 1 |
| 40 | It | 1 |
| 41 | the music | 1 |
| 42 | It | 1 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.27

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|---------------------------------------|------------------------|---|---|---|---|-----------------------------------|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | I | | | | | | | | * |
| 2 | I | | | | | | | | * |
| 3 | I | | | | | | | | * |
| 4 | | It (music) | | | | | | | 1 |
| 5 | | music | | | | | | | 1 |
| 6 | | It | | | | | | | 1 |
| 7 | | | you | | | | | | * |
| 8 | | | | He / She | | | | | 2 |
| 9 | | | | | | | | That (the summary of the previous | 3 |
| 10 | | | you | | | | | | * |
| 11 | | | | | | | | | * |
| 12 | | | | | | | | | * |
| 13 | | | | | | | | | * |
| 14 | We | | | | | | | | * |
| 15 | I | | | | | | | | * |
| 16 | | they (the songs) | | | | | | | 1 |
| 17 | | | Producers | | | | | | 4 |
| 18 | | | you | | | | | | * |
| 19 | | | You (s) | | | | | | * |
| 20 | | | You | | | | | | * |
| 21 | | | You | | | | | | * |
| 22 | | | You | | | | | | * |
| 23 | | he (someone who has no music in life) | | | | | | | 5 |
| 24 | | it (summary of the previous sentence) | | | | | | | 5 |
| 25 | | Music | | | | | | | 1 |
| 26 | | It | | | | | | | 1 |
| 27 | | | You (s) | | | | | | * |
| 28 | | | | it (summary of the previous sentences) | | | | | 6 |
| 29 | | | you | | | | | | * |
| 30 | | | | it (spending the love song to tell your feelings) | | | | | 7 |
| 31 | | | You | | | | | | * |
| 32 | | the world | | | | | | | 8 |
| 33 | | music | | | | | | | 1 |
| 34 | | | Songsters and concerts | | | | | | 9 |
| 35 | | Jewelry | | | | | | | 10 |
| 36 | | It | | | | | | | 10 |
| 37 | | it | | | | | | | 10 |
| 38 | | it | | | | | | | 10 |
| 39 | | Music | | | | | | | 1 |
| 40 | | It | | | | | | | 1 |
| 41 | | the music | | | | | | | 1 |
| 42 | | It | | | | | | | 2 |

Essay 28

(1) If I get a gift of money what would I do? (2) It's hard to decide between a piece of jewelry and a ticket of concert. (3) Actually I prefer accumulating money to spending it. (4) Nowadays jewelry become more an important factor in daily lives of human being. (5) Therefore, before spending money on it I consider carefully how much I have to buy it. (6) Moreover, I'm a student so I have to save money as much as I can. (7) However if I have a chance to get a lot of money I never hesitate to spend it or satisfy all my desire.

(8) In my opinion, jewelry is just ornament. (9) The more you put it on the more elegant you are. (10) It seems that everybody who puts on jewelry is rich. (11) In addition, the value of jewelry might go up in values than it used to be. (12) In contrast, a ticket of concert will be useless after ending concert. (13) Nothing left except happy memory. (14) I have little desire to attend Japanese singer's concert. (15) No wonder why I prefer a ticket of concert to jewelry. (16) I think gaining happy memory is quite hard to get so it seems to me to be the best decision. (17) I don't want to be good looking without happiness because I'm not sure if I'll happy by putting on jewelry. (18) Moreover putting on jewelry makes me in danger from thief. (19) Nothing interests me. (20) On the other hand, some people may think it's not necessary to attend a concert because they can watch it by passing on TV. (21) It is the way to save money but I don't agree with that. (22) During concert I can participate by singing, dancing with the singer I like. (23) It's better to be in the real situation.

(24) In conclusion, even though I enjoy the concert just 2-3 hours the happy memory is still in my mind forever. (25) I am satisfied with my life. (26) I don't want to have any jewelry. (27) I don't think I'll be happy with it. (28) It's not the important factor for me. (29) But I can feel happy every time I recall that time staying by fulfilling is better than staying by having full of properties. (30) Can you imagine how lucky I am if I have a chance to attend the concert I want.

| Sentence | Topical Subject | Type of Sentence |
|----------|--------------------------------|------------------|
| Number | | Combination |
| 1 | I | * |
| 2 | It | * |
| 3 | I | * |
| 4 | jewelry | 1 |
| 5 | I | * |
| 6 | I | * |
| 7 | I | * |
| 8 | jewelry | 2 |
| 9 | you | * |
| 10 | everybody who puts on jewelry | 3b |
| 11 | the value of jewelry | 2 |
| 12 | a ticket of concert | 2 |
| 13 | Nothing | 1 |
| 14 | I | * |
| 15 | I | * |
| 16 | gaining happy memory | 3b |
| 17 | I | * |
| 18 | putting on jewelry | 2 |
| 19 | Nothing | * |
| 20 | it | * |
| 21 | It (watching concerts from TV) | 1 |
| 22 | I | * |
| 23 | It | * |
| 24 | the happy memory | 5 |
| 25 | I | * |
| 26 | I | * |
| 27 | I | * |
| 28 | It (jewelry) | 3a |
| 29 | staying by fulfilling | 5 |
| 30 | I | * |

Essays 29

(1) I am a person who adores things giving me never-lost happiness and mental value better than thing, filling my hearty with some great satisfaction for just while and then gone for good.

(2) If I have received a gift of money which is enough for me to buy a piece of jewelry I like or a ticket of concert I want to attend, I will definitely, walk straight to the jewelry corner and buy one. (3) And here are the ample reasons for my choice.

(4) First, the jewelry is one of the most favorite things for women. (5) It is valuable, beautiful and most of all expensive. (6) Thus, acquiring one as a gift of any occasion of life must be very wonderful. (7) Certainly, it can be said that gaining memory must be very memorable and worthwhile. (8) But for how long can one carry a memorable moment of life when there have been the coming of others approaching us every day? (9) Eventually, the money used for that forever- gone great moment can never provide any other for us. (10) But the jewelry can (you can return it to be the money for the new one). (11) And so here is the reason of what I said “never-lost happiness”.

(12) Second, as we know a jewelry can last very long. (13) It can shine its value all through our lives or even more. (14) Consequently, I would to call it “The Gift of Love”, for it gives us a range of chance to show love to both our selves and our lovers. (15) In the way to show love to our selves, is choosing it as our precious gift and keeping well, so that we can appreciate our pleasure of having it long. (16) And in the way to show love to our lovers is heartily handing it to one day so that he or she can hand it to another ad another; (17) and it never ends. (18) And this is the greatest thing we cannot afford from the ticket, since fonding of one singer is too individual. (19) We cannot share our happiness and pleasure to any lovers if they do not appreciate it. (20) So trying to share our love may seem to be selfish, for it is nothing but taking their time to show our own happiness. (21) Consequently, the reason that I choose the jewelry is it can better give me mental value.

(22) Finally, as I a Muslim whose religion never tells us of the benefit of feeling too much for music, but drowning ourselves to oblivion. (23) Eventually, I can undoubtedly choose the jewelry from the beginning of the decision.

(24) People always have reasons to choose things. (25) And for all the same reason, one can possibly choose the thing definitely. (26) So do one who adore the happiness and value like me may choose to buy the ticket instead. (27) This is because people have different eyes to see happiness and different heart to feel value. (28) As a result, comparison has been the reasonable method to measure thoughts, knowledge and perspective of people till now.

| .Sentence Number | Topical Subject | Type of Sentence Combination |
|---------------------|------------------------------------|---------------------------------|
| 1 | I | * |
| 2 | I | * |
| 3 | here | * |
| 4 | the jewelry | 2 |
| 5 | It | 1 |
| 6 | acquiring one as a gift... | 2 |
| 7 | gaining | 5 |
| 8 | one | * |
| 9 | the money | 2 |
| 10 | the jewelry | 2 |
| 11 | here | * |
| 12 | a jewelry | 5 |
| 13 | It | 1 |
| 14 | it | 2 |
| 15 | the way to show love to our selves | 1 |
| 16 | the way to show love to our lovers | 2 |
| 17 | it | 2 |
| 18 | fonding of one singer | 2 |
| 19 | They (lovers) | 4 |
| 20 | trying to share our love | 2 |
| 21 | it | 3a |
| 22 | religion | 5 |
| 23 | I | * |
| 24 | People | * |
| 25 | one | * |
| 26 | one | * |
| 27 | This | 1 |
| 28 | comparison | 2 |

Essay 30

(1) If I receive a gift of money which is enough to buy a piece of jewelry I like or a ticket of concert I want to attend, which one would I buy? (2) I can answer this question without a second thought that I would buy a ticket of concert.

(3) There are several reasons that make me want to buy a ticket of concert instead of a piece of jewelry. (4) First, when I attending the concert of my most favorite band, I always feel like I'm in the paradise. (5) The group of men that I love so much, the group of men that I always dream of are singing their magical songs in front of me. (6) And all the audience around me are dancing, singing and crying together for the same songs. (7) It makes me feel like everybody here is my long-lost friend (8) and I am not alone no more. (9) Second, this band cannot be here forever. (10) Someday they might disband or even die. (11) So if I have a chance to be in their concert, I will not let it go because it might be once and for all. (12) Moreover, to experience your favorite concert with your every own eyes is for and away better than to watch it from CD or television. (13) It used to happen to myself. (14) Six or seven years ago, I used to mad about the greatest Japanese rock band so much but I never even try to do something to get close to them when they came to Thailand. (15) At that time, I didn't realize that it might be a last chance for me to see one of my idol because after that I didn't have the chance to attend his concert. (16) I take just a little time to learn that the concert in CDs cannot compare with the real one. (17) Even now, I still feel sad and guilty every time I think of him.

(18) The third reason that makes me prefer the concert's ticket to the jewelry is the music always inspire me with many good thoughts, feeling and emotion. (19) Music is the important part of my life. (20) I always listen to the songs when I feel bad. (21) And every time, music can help. (22) Its melody cheer me up when I feel down. (23) And its lyric show me the way when I don't know where to go. (24) So, when I'm in a concert, I'm listen to the songs by my own ears and letting those meaningful melodies and lyrics. (25) When the concert is over, my heart will full of power to live my life and to face the world again.

(26) By the way, the jewelry is not necessary to me at all. (27) It might be beautiful and worth a big money. (28) But, for my life, it's valueless. (29) It can't bring me happiness or teach me to live my life the music can do. (30) Moreover, I think nobody can own it forever. (31) Someday it will be somebody else's property. (32) That's why I wouldn't want to spend my money on it.

(33) In conclusion, I think that everybody have her own opinion about how to spend her money. (34) It depends on a different satisfaction of people. (35) So, go satisfy your desire and don't hurt nobody. (36) That's good enough.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|--|---------------------------------|
| 1 | which one | 3a |
| 2 | I | * |
| 3 | reasons | 3b |
| 4 | I | * |
| 5 | The group of men | 1 |
| 6 | the audience | 2 |
| 7 | It | 1 |
| 8 | I | * |
| 9 | this band | 2 |
| 10 | they | 2 |
| 11 | it | 3a |
| 12 | to experience your favorite concert... | 2 |
| 13 | It | 1 |
| 14 | I | * |
| 15 | it | 5 |
| 16 | the concert in CDs | 5 |
| 17 | I | * |
| 18 | the music | 3a |
| 19 | Music | 2 |
| 20 | I | * |
| 21 | music | 2 |
| 22 | Its melody | 1 |
| 23 | its lyric | 2 |
| 24 | I | * |
| 25 | my heart | 3a |
| 26 | the jewelry | 2 |
| 27 | It | 1 |
| 28 | it | 2 |
| 29 | It | 1 |
| 30 | nobody | 3b |
| 31 | it | 2 |
| 32 | I | * |
| 33 | everybody | * |
| 34 | It | 1 |
| 35 | You (ellipsis of the subject you) | * |
| 36 | That | 1 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.30.....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|-----------|---|---|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | | which one | | | | | | | 1 |
| 2 | S1 { | I | | | | | | | * |
| 3 | | ↓ | | | | | | | |
| 4 | | reasons | | | | | | | 2 |
| 5 | | ↓ | | | | | | | * |
| 6 | S2 { | I | | | | | | | 3 |
| 7 | | ↓ | | | | | | | 4 |
| 8 | | | | | | | | | * |
| 9 | | | | | | | | | 3 |
| 10 | | | | | | | | | 3 |
| 11 | S3 { | I | | | | | | | 6 |
| 12 | | ↓ | | | | | | | 7 |
| 13 | | | | | | | | | 7 |
| 14 | | | | | | | | | * |
| 15 | | | | | | | | | 7 |
| 16 | | | | | | | | | * |
| 17 | | | | | | | | | 8 |
| 18 | | | | | | | | | * |
| 19 | | | | | | | | | 9 |
| 20 | | | | | | | | | 9 |
| 21 | | | | | | | | | * |
| 22 | | | | | | | | | 9 |
| 23 | | | | | | | | | 9 |
| 24 | | | | | | | | | * |
| 25 | | | | | | | | | 10 |
| 26 | | | | | | | | | 11 |
| 27 | | | | | | | | | 11 |
| 28 | | | | | | | | | 11 |
| 29 | S5 { | I | | | | | | | 11 |
| 30 | | ↓ | | | | | | | 12 |
| 31 | | nobody | | | | | | | 11 |
| 32 | | ↓ | | | | | | | * |
| 33 | | | | | | | | | 13 |
| 34 | S6 { | I | | | | | | | 14 |
| 35 | | everybody | | | | | | | * |
| 36 | | ↓ | | | | | | | 15 |

which one

S1 {

reasons

S2 {

The group of men

the audience

It

this band

they

it (a chance)

to experience your favourite concert

It

it (the last chance)

concert in CDs

the music

Music

music

Its melody

its lyric

my heart

the jewelry

It

it

It

it

nobody

everybody

it

You(ellipsis of the subject you)

That (summary of the previous

Essay 31

(1) In my opinion, it is very hard to earn some money, so before spending every single baht I have to be sure that something I am going to buy is an appropriate thing so that the person who gives me the money will feel happy. (2) I think that I should buy a piece of jewelry instead of buy a ticket of concert.

(3) Actually, it is very hard for me to make a decision between to buy a piece of jewelry or a ticket of concert that I want to attend because I'd like to buy both of them.

(4) I am a girl who really adore in jewelry and music. (5) They both are beautiful things which I would like to get. (6) What should I do then?

(7) Music is like a part of my spirit. (8) It is one of the most wonderful things in this world. (9) I appreciate it so much because I can feel relax from any hard things which I have to face day after day. (10) Now I have got a chance to get what I like. (11) I think that I will change my mind to buy a ticket and go to attend the orchestra concert which I really love. (12) But what about the jewelry? (13) I want to get a little golden ring too.

(14) If music is a part of my spirit, jewelry is also a part of my soul. (15) It is as fascination as the music. (16) I have dreamt since I am a little girl when I grow up I will buy a little golden ring and were it everyday like my cousins. (17) Today my dream will come true if I just go out and buy it I will not have to feel jealous on my cousins anymore. (18) But what about the orchestra concert? (19) I have never been to orchestra concert yet.

(20) I think that better I should go to the concert. (21) I knew that the real concert and the music from CD are not the same thing. (22) They are totally different. (23) Though, it is the same song, my heart can feel the differences if I go to the real concert. (24) Moreover, the impression that I would get from the concert will never end though the concert will ready end. (25) It is very important for my heart. (26) The jewelry is not suit me because I am studying by this time. (27) I think that it is better to forget about the ring and go to the concert now.

(28) Can I really forget a bout the ring? (29) I know that it is not appropriate because now I am a student. (30) I should not have any expensive jewelry. (31) Anyway, I also know that if I miss this chance to buy it, I will have to wait for another year to get it. (32) If I buy it now and forget about the concert, I will not lose any money. (33) I think that to buy gold is just a process of making money to become gold. (34) The person who give me money will see it. (35) It is more concrete than I tell him that I go to attend the orchestra concert for ten hours and I still feel impressive about the concert. (36) I do not want to tell him that way. (37) I do not want to speak. (38) Then it is better to let the ring_speak to him itself.

(39) Sometimes, I think that we should not only look into ourselves too much to find out the reasons, but we should also look around ourselves and try to look into other people's mind to understand them as well as we know our desire. (40) We should not make ourselves feel happy only but it is also important to make everyone feel happy, right? (41) I have got a solution now. (42) I will buy a little ring. (43) Do_you agree with me?

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|--|---------------------------------|
| 1 | something I am going to buy | 5 |
| 2 | I | * |
| 3 | I | * |
| 4 | I | * |
| 5 | They both | 1 |
| 6 | I | * |
| 7 | Music | 1 |
| 8 | It | 1 |
| 9 | I | * |
| 10 | I | * |
| 11 | I | * |
| 12 | what about the jewelry | 1 |
| 13 | I | * |
| 14 | jewelry | 3a |
| 15 | It | 1 |
| 16 | I | * |
| 17 | my dream | 2 |
| 18 | what about the orchestra concert | 1 |
| 19 | I | * |
| 20 | I | * |
| 21 | the real concert and the music from CD | 3b |
| 22 | They | 1 |
| 23 | my heart | 3a |
| 24 | the impression | 2 |
| 25 | It | 1 |
| 26 | The jewelry | 1 |
| 27 | it (dummy) | * |
| 28 | I | 4 |
| 29 | it (jewelry) | 3b |
| 30 | I | * |
| 31 | I | * |
| 32 | I | * |
| 33 | to buy gold | 3b |
| 34 | The person who give me | 1 |
| 35 | It (jewelry) | 1 |
| 36 | I | * |
| 37 | I | * |
| 38 | it (dummy) | * |
| 39 | we | * |
| 40 | We | * |
| 41 | I | * |
| 42 | I | * |
| 43 | you | * |

Essay 32

(1) Absolutely, there are different ideas to choose a thing that you want. (2) However, for me, I will buy a piece of jewelry that I like because there are many better reasons to buy the jewelry than a ticket concert.

(3) **The first reason** that I choose is I am collecting ornaments. (4) I have a lot of necklaces, earrings, wristlets; especially, rings. (5) Thus, I will have another ornament in my collection. (6) Second, for the other's person who does not collect ornament like me, you can use the jewelry to decorate yourself for making you to be a good-looking and graceful woman in many time that you want, as, when you have to go to dinner in as luxurious restaurant or a party with your friend. (7) On the other hand, **the ticket concert** cannot make you to be an elegant woman. (8) Besides, **it** can use only in one time because you cannot use the ticket concert of Robbie William in the concert of Back Street Boy. (9) Next, **the jewelry** is a beautiful and precious thing. (10) If you are meet a problem about finical, you can sell or pawn it. (11) Unlike, **the ticket concert** that is possible to be sold or pawned when you need money. (12) Furthermore, **the jewelry** will not perishable or decadent. (13) **It** can be a heritage for your children after you die. (14) But **the ticket concert** cannot be like that. (15) **It** is only piece of paper or plastic that someday it will be decomposable or broken.

(16) Consequently, in my opinion, when we have to choose one thing, we must consider of the advantages that we can get from the thing which we have chosen. (17) Although I want too attend the concert very much, **it** is just a happiness in one time. (18) **It** is not like the jewelry that belongs to me for a long time.

| Sentence Number | Topical Subject | Type of Sentence Combination |
|--------------------|--------------------|---------------------------------|
| 1 | there | * |
| 2 | I | * |
| 3 | The first reason | 1 |
| 4 | I | * |
| 5 | I | * |
| 6 | you | * |
| 7 | the ticket concert | 2 |
| 8 | it | 2 |
| 9 | the jewelry | 2 |
| 10 | you | * |
| 11 | the ticket concert | 2 |
| 12 | the jewelry | 2 |
| 13 | It (the jewelry) | 1 |
| 14 | the ticket concert | 2 |
| 15 | It | 1 |
| 16 | we | * |
| 17 | it | 3a |
| 18 | It | 1 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.32....

| SENTENC E No. | TOPICAL DEPTH | | | | | | | | No. OF SUB-TOPIC |
|------------------|---------------|-----------------------|------|---|---|---|---|---|---------------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 1 | S1 { | there | | | | | | | * |
| 2 | | | I | | | | | | * |
| 3 | | | | | | | | | 1 |
| 4 | | | I | | | | | | * |
| 5 | | | I | | | | | | * |
| 6 | | you | | | | | | | * |
| 7 | | the ticket of concert | } P1 | | | | | | 2 |
| 8 | | it | | | | | | | 2 |
| 9 | | the jewelry | | | | | | | 3 |
| 10 | | you | | | | | | | * |
| 11 | | the ticket of concert | } P2 | | | | | | 2 |
| 12 | | the jewelry | | | | | | | 3 |
| 13 | | It (s) | | | | | | | 3 |
| 14 | | the ticket of concert | } P3 | | | | | | 2 |
| 15 | | It | | | | | | | 2 |
| 16 | | | | | | | | | * |
| 17 | | it | } P4 | | | | | | 2 |
| 18 | | It | | | | | | | 2 |

Essay 33

(1) **Money** is very important for today people. (2) They use money to buy things both to survive and to please themselves. (3) I am one of those people. (4) If I received money as a gift, I would like to buy a piece of jewelry I like.

(5) The first reason that I choose to buy a piece of jewelry is **its worth** is as same as money. (6) Not only it can last for last long, but also **it** is more precious when the time pass. (7) In addition, when I get older, I can give it to my children. (8) Then, **it** will be worth for my children also. (9) Unlike a ticket of concert, although I want to attend it so much, **it** is worth only for me and it is not last for long.

(10) Another reason is that most of people in these day criticize others from outside. (11) They don't even notice me, if I am poor. (12) **Jewelry** is one thing that can interest these people. (13) In reverse, **holding a concert ticket**, cannot make these people interest in me. (14) Though, **this** is not main reason why I want to buy jewelry. (15) But to live in this world and associate with these people, I have to get one of it.

(16) Then, as I am still a student and cannot earn my own money, if I received money as a gift, I want to buy something for my mother not myself. (17) So, instead of buying a concert ticket for myself, I would buy piece of jewelry for my mother. (18) Although, I can't afford it from my money, I think **it's** worth from my intention.

(19) Finally, **most of concerts**, which performed today, are recorded. (20) So, instead of buying an expensive concert ticket, I can save money by buying a live-concert VCD. (21) Besides, I don't have to crowd with the other. (22) In conclusion, for myself I'm demanding much time to make a decision whether I should or shouldn't buy something, either buying as a present or for myself. (23) I consider if **it** is useful and worth to buy. (24) Consequently, **these** are reason why I choose to buy a piece of jewelry.

| Sentence | Topical Subject | Type of Sentence |
|----------|--------------------------|------------------|
| Number | | Combination |
| 1 | Money | 1 |
| 2 | They (people) | * |
| 3 | I | * |
| 4 | I | * |
| 5 | its worth | 1 |
| 6 | it | 3a |
| 7 | I | * |
| 8 | it | 5 |
| 9 | it | 5 |
| 10 | people in these day | * |
| 11 | They | * |
| 12 | Jewelry | 1 |
| 13 | holding a concert ticket | 2 |
| 14 | this | 2 |
| 15 | I | * |
| 16 | I | * |
| 17 | I | * |
| 18 | it | 5 |
| 19 | most of concerts | 2 |
| 20 | I | * |
| 21 | I | * |
| 22 | I | * |
| 23 | it | 3a |
| 24 | these | 2 |

Essay 34

(1) **Knowledge** is an awareness or understanding about facts, ideas and skills that all derive from the human beings' learning process. (2) People will gain this process from two main sources. (3) **One** is studying from books. (4) **The another** is accumulating knowledge from their real experience. (5) However, **both of them** are very important sources in my opinion. (6) Nevertheless, I still prefer to get knowledge from experience to get it from books because there are a lot advantages for facing the real working world.

(7) **One**, an important advantage for getting knowledge from experience is exact awareness how to work. (8) In the real working condition, **everything** is not similar to what people read from the books. (9) It's also impossible for the readers to use their imagine in the real work. (10) **They** have to learn to apply a theory to a real practice. (11) Therefor, **the only way for them** is to experience the work. (12) Moreover, **books** do not collect every thought or situation that they must face in the reality. (13) **The knowledge from experience** will help them to survive when they front the depressible condition and force them to learn to solve the problem by themselves. (14) Furthermore, **this knowledge** will give them lessons to work with the other, which aren't found in the books. (15) For example, there are many **successful businessmen** who have never studied in school. (16) **They** don't know how to read at first, but they advanced their knowledge via experiencing. (17) In the other words, **they** try everything by themselves without knowing whether it's good or not. (18) **They** also assimilate every knowledge they acquire. (19) **These** cause them to have much knowledge without reading any books. (20) Therefore, **the knowledge from real experience** is so valuable because it is first hand one. (21) Whileas **the knowledge from books** is just a foundation data.

(22) **Another advantage** is the way to remember whatever knowledge people have learned. (23) **Learning from real experience or practice** will help people to receive knowledge easier than reading the books. (24) It is a human nature that they will be better to remember things they did than ones the read. (25) Particularly when they make mistakes, they will automatically learn the lessons and force themselves to remember as well as ready for doing better in the next time. (26) **This knowledge of learning mistake** will occur only from experience. (27) Unlikely, **the knowledge from books** is normally found everywhere because it's a theory and possible trend that should happen in this world.

(28) **The last advantage** is wider vision that people will get from real experience. (29) **The knowledge that people get from the books** will be limited by the fact. (30) **It** doesn't collect any factors which will possible to happen like the knowledge from experience which will derive from the factors of situation, emotion an action.

(31) Therefore, they will teach to be used to the real situation and strong enough with the wider idea of living.

(32) As a conclusion, **the knowledge from experience** gives people much more things than one from books because it is a direct learning source involving every factor of real life.

| Sentence Number | Sentence Topic | Type of Sentence Combination |
|--------------------|--|---------------------------------|
| 1 | Knowledge | 1 |
| 2 | People | * |
| 3 | One (source) | 1 |
| 4 | The another | 1 |
| 5 | both of them | 2 |
| 6 | I | * |
| 7 | One (advantage) | 1 |
| 8 | everything | 2 |
| 9 | It | * |
| 10 | They (readers) | 1 |
| 11 | the only way for them | 2 |
| 12 | books | 2 |
| 13 | The knowledge from experience | 1 |
| 14 | this knowledge | 2 |
| 15 | successful businessmen | 5 |
| 16 | They | 1 |
| 17 | they | 2 |
| 18 | They | 1 |
| 19 | These (summary of the previous sentences) | 1 |
| 20 | the knowledge from real experience | 2 |
| 21 | the knowledge from books | 2 |
| 22 | Another advantage | 1 |
| 23 | Learning from real experience or practice | 1 |
| 24 | they (human) | * |
| 25 | they | * |
| 26 | This knowledge of learning mistake | 1 |
| 27 | the knowledge from books | 2 |
| 28 | The last advantage | 1 |
| 29 | The knowledge that people get from the books | 1 |
| 30 | It | 1 |
| 31 | they (people) | * |
| 32 | the knowledge from experience | 2 |

A DIAGRAM SHOWING THE TOPICAL PROGRESSION

ESSAY No.34.....

| SENTENC | | TOPICAL DEPTH | | | | | | | | No. OF |
|---------|----|--------------------------|-----------------|--|---|---|---|---|---|-----------|
| E No. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SUB-TOPIC |
| 1 | | Knowledge | | | | | | | | 1 |
| 2 | S1 | | People | | | | | | | * |
| 3 | | | | One | | | | | | 2 |
| 4 | | | | The another | | | | | | 2 |
| 5 | | | | | | | | | | 3 |
| 6 | | | | | | | | | | * |
| 7 | | | One (advantage) | | | | | | | 4 |
| 8 | S2 | | | everything | | | | | | 5 |
| 9 | | | | | | | | | | * |
| 10 | | | | | | | | | | 6 |
| 11 | | | | | | | | | | 7 |
| 12 | | | | | | | | | | 8 |
| 13 | S3 | books | | The knowledge from experience | | | | | | 9 |
| 14 | | | | this knowledge | | | | | | 9 |
| 15 | | successful businessmen | | | | | | | | 10 |
| 16 | | They | | | | | | | | 10 |
| 17 | | they | | | | | | | | 10 |
| 18 | S4 | They | | | | | | | | 10 |
| 19 | | | | These (summary of the previous sentence) | | | | | | 11 |
| 20 | | | | knowledge from real experience | | | | | | 9 |
| 21 | | knowledge from books | | | | | | | | 8 |
| 22 | | | | Another advantage | | | | | | 4 |
| 23 | | | | Learning from real experience | | | | | | 9 |
| 24 | | | | they (human) | | | | | | * |
| 25 | | | | they | | | | | | * |
| 26 | | | | This knowledge of learning mistake | | | | | | 9 |
| 27 | | knowledge from books | | | | | | | | 8 |
| 28 | | | | The last advantage | | | | | | 4 |
| 29 | | The knowledge from books | | | | | | | | 8 |
| 30 | | It | | | | | | | | 8 |
| 31 | | | | they (people) | | | | | | * |
| 32 | | | | the knowledge from experience | | | | | | 9 |

THE RESEARCHER'S BACKGROUND

THE RESEARCHER'S BACKGROUND

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