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AN ANALYSIS OF THE RHETORICAL PATTERN APPLIED BY  
SRINAKHARINWIROT UNIVERSITY SECOND-YEAR ENGLISH MAJORS

A THESIS

By

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Presented in partial fulfilment of the requirements for the

Master of Arts degree in English

at Srinakharinwirot University

March 1999

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## ACKNOWLEDGEMENTS

I would like to express my profound gratitude to the chairperson of my thesis, Asst. Prof. Dr. Tipa Thep-Ackrapong, for her inspiration, kind assistance, generosity and patience in providing helpful comments on every earlier draft. Without her, this success would not have been realized.

My sincere gratitude is extended to my co-advisor and the two readers, Dr. Wanlapa Thaijinda, Mrs. Sirinna Bunyasaquan and Mrs. Tuanta Laosuksri, for their valuable suggestions to improve this thesis.

I deeply thank Dr Thomas Erskine and Dr Edna Quinn for all their support during my stay in America. I extend my appreciation to the Blackwell Library's staff at Salisbury State University, Maryland, U.S.A. for their kind assistance in servicing a number of materials concerning issues related to this research.

I also thank Mrs. Nanta Detthammarit and Mrs. Siriya Kaniwaranon for all their help in evaluating the essays.

My special thanks are given to Asst. Prof. Wanchai Thammasatjakarn for his assistance with the statistical analysis in this study.

My special appreciation is dedicated to my beloved father and mother, who have nurtured and implanted me all virtues.

Finally, I am grateful to my brothers, sisters and all my colleagues at Triamudosuksanomklao School for their assistance and constant encouragement which have contributed to the accomplishment of this thesis.

Soramon Seedokmai

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## Chapter 1

### INTRODUCTION

Many Thai university student writers have a lot of problems when they write essays. Most of them do not know how to present their ideas in their writing, for example, how to argue for or against a given topic, how to write concisely, precisely and logically. Their English grammar knowledge cannot help them organize their ideas and present them in a preferable rhetorical pattern expected by the native speaking English audience.

There are many explanations to account for their failure in writing essays. The practice of giving multiple-choice tests to the students may be one of the major causes. The fact that in their secondary school, they were rarely taught how to write and organize their ideas in an essay can be another. However, according to Ricento (1989), research in which “ a wide range of data bases were used” revealed that one of the causes for a second language learner of English to write something “foreign to native English speakers” was the significant differences in the rhetorical structures between the native and English language (p.52).

One of the basic necessary skills in English writing is how to present ideas in a desirable English rhetorical pattern. A paragraph should be organized logically and precisely according to the pattern of development which consists of the main idea and its supporting details, so that the audience can understand what the writer presents. (Pincas.1982:25-70)



Raimes (1983: 5-11) is a researcher who supports teaching of the English rhetorical pattern. She emphasizes that students should be taught so that they are able to analyze their rhetorical pattern in each paragraph, the main idea and its supporting details. They should also be knowledgeable in cross –cultural rhetorical patterns as different learners of English in different nations employ different cultural notions in organizing a paragraph.

Lado (1964: 35) states that a writer should create a paragraph in a pattern expected by the audience. A writer should convey his inspiration according to the audience's expectations.

In accordance with the proposed suggestions and with the quest to see if Thai students in a Thai university can write an essay in a pattern expected by English native speaking audience, it was the main objective of this thesis to investigate the rhetorical pattern applied by second – year English majors at Srinakharinwirot University (henceforth SWU) to see if their rhetorical patterns deviated from the norms expected by the English-native speaking audience.

### **Objectives**

1. To study the rhetorical pattern produced by SWU English majors against the preferred English rhetorical structure.
2. To gain insights how good and weak SWU English majors organized their rhetorical ideas.

Precisely, the research aimed at answering the following questions.

1. What are major characteristics of the rhetorical pattern produced by second-year SWU English majors?
2. In terms of rhetorical patterns, what is the difference between high-rated and low-rated essays written by SWU second year English majors?

### **Null Hypothesis**

There was no difference between the rhetorical pattern structured by the good and weak second-year English majors at SWU.

### **Significance of the Study**

The significance of this study was

1. To enlighten writing instructors in improving cognitive awareness of rhetorical strategies to their students.
2. To enhance students to be able to examine their own texts critically and to revise them constructively.

### **Scope of the Study**

1. The content of the analysis covered ten high-rated essays and the other ten low-rated essays written by SWU second-year English majors. These selected pieces were rated high and low by two qualified raters.

2. The micro and macro structures of each essays were analyzed. The grammar and spelling were ignored.

### **Definition of Term**

**Rhetorical pattern** is the organization of ideas in a paragraph or in an essay.

An essay outline to represent the preferred rhetorical pattern in English can be as follows:

#### ESSAY OUTLINE

- I. Thesis statement
- II. Topic sentence
  - A. Main supporting sentence
    1. Supporting detail
    2. Supporting detail
  - B. Main supporting sentence
    1. Supporting detail
    2. Supporting detail
    3. Supporting detail

C. Main supporting sentence

Supporting detail

(Concluding sentence)

III Topic sentence

A. Main supporting sentence

Supporting detail

B. Main supporting sentence

1. Supporting detail

2. Supporting detail

C. Main supporting sentence

Supporting detail

(Concluding sentence)

IV. Topic sentence

A. Supporting detail

B. Supporting detail

C. Supporting detail

D. Supporting detail

(Concluding sentence)

V. Concluding sentence(s)

Final thoughts

(Oshima & Hogue.1997: 127).

Since the present research was involved with an argumentative paper, the above outline was adapted as follows:

I. Position taken

II. Arguments

City

Country

Example

III. Conclusion

**Macro structure** refers to the organization of ideas in a composition. The structure usually has 3 parts: beginning or introduction, body and conclusion.

**Micro structure** refers to the sequencing of individual t-units in an essay.

**T-unit** is defined as “an independent clause and all its dependent clauses” (Polio, 1997:138). Actually t-units are all kinds of sentences except for coordinating clauses. The reason to rule out coordinating clauses is that they do not reflect the writer’s maturity in writing sentences. For example:

I ate sandwiches, but my mother ate chicken, and my sister ate chicken.

The above sentence has 13 words. However, from the writing, one can tell that the writer is not mature enough to produce such a long sentence. If the sentence is divided up into t-units, they will show clearly the writer’s immaturity.

For example:

I ate sandwiches/(1 t-unit), but my mother ate chicken/(1t-unit), and my sister ate chicken/(1 t-unit).

The first t-unit has three words, the second five and the last one five.

Therefore, the t-unit shows that the writing is choppy and immature. (Gaies, 1980)

A t-unit is used as a measurement unit to analyze discourse written by ESL/EFL writers. Such discourse is usually full of fragments, run-ons and choppy coordinating clauses.

**Parallel progression (PP)** “ is the way the writer develops or extends a topic once it is introduced in the discourse” (Witte. 1983: 185). Its abbreviation used in the analysis is PP. The reason Witte calls it parallel progression is that in analyzing the text, sentences with topics form a parallel structure.

For example:

Certain aspects of composition courses are important and necessary parts of the curriculum in many high schools (PP). They develop writing skills which serve students well, both in other courses and in the world of work (PP).

(Witte. 1983: 183).

In the first sentence “aspects” is a topic introduced in this essay. Then the writer develops the topic by supporting more details as follows:

Aspects-- important and necessary parts of the curriculum

Aspects-- develop writing skills with serve students well

**Sequential progression (SP)** “ appears when the writer supports each topic and extends the previous topic proposed” (Witte. 1983: 185).

For example:

(T-unit 1) One important aspect is the teacher (SP).

(T-unit 2) For example, high school composition teachers show

students the value of being able to communicate one’s thoughts in writing (SP).

The first t-unit presents a topical subject which mentions the teacher as an important aspect. Then the idea is specifically illustrated by t-unit 2. Obviously, t-unit 2 supports the topical subject presented in t-unit 1.

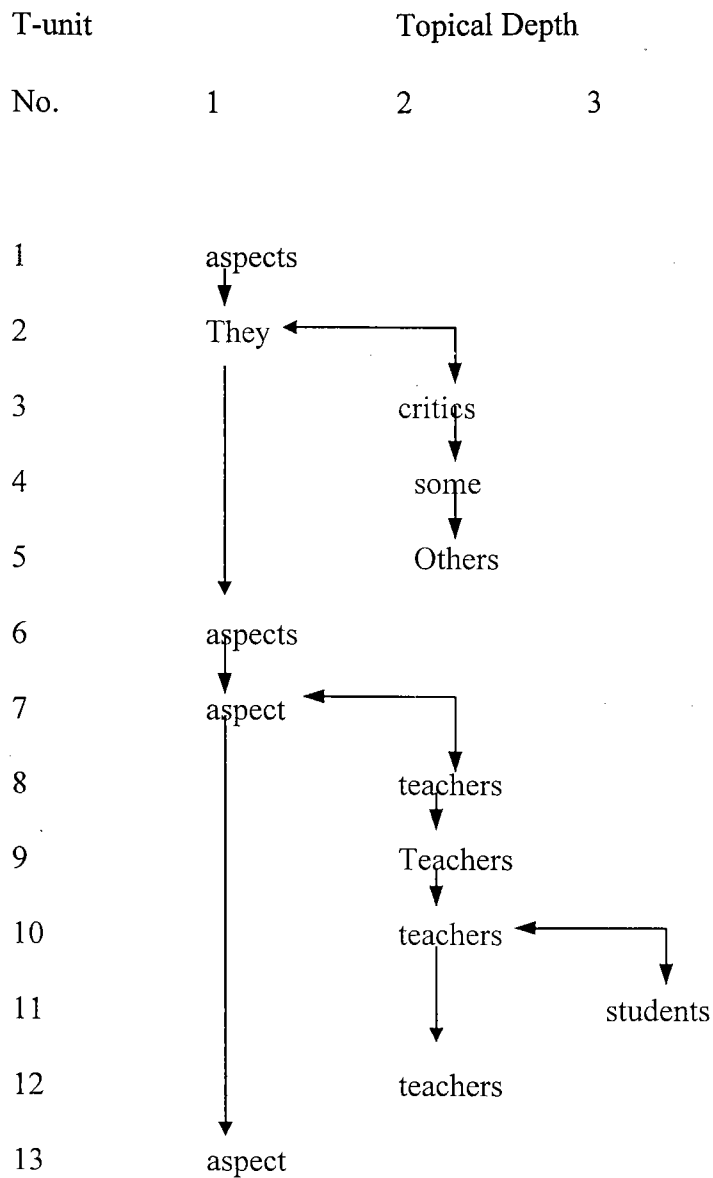
**Extended parallel progression (EP)**“reveals when the same topical subject appears in at least two nonadjacent t-units” (Witte. 1983: 185).

The following passage was selected from a high- rated essay in Witte’s (1983) study of topical structure and writing quality. The passage includes 13 t-units. T-units are labeled at the beginning. The topical subject of each t-unit is indicated in italics.

For example:

(T-unit 1) Certain *aspects* of composition courses are important and necessary parts of the curriculum in many high schools . (T-unit 2) *They* develop writing skills which serve students well, both in other courses and in the world of work. (T-unit 3) There are *critics*, however, who see these courses as a waste of time and effort. (T-unit 4) *Some* criticize the standards and grading procedures used by composition teachers. (T-unit 5) *Others* contend that these courses are not related to anything out side the classroom.(T-unit 6) However, when all *aspects* of high school composition courses are examined, it becomes clear that these courses can be useful to anyone who enrolls in them. (T-unit 7) One important *aspect* is the teacher. (T-unit 8) For example, high school composition *teachers* show students the value of being able to communicate one’s thoughts in writing. (T-unit 9) *Teachers* thus help students develop healthy attitudes toward language and toward writing. (T-unit 10). In high school composition courses *teachers* also help students appreciate good writing. (T-unit 11) *Students* learn to imitate good writing as they read it. (T-unit 12) Most importantly, it is essential that *teachers* show that they really care about the students’ writing. (T-unit 13) Another important *aspect* of composition courses is what is taught . . . .

Figure 1. Topical Structure of Example High-Quality Essay (Witte. 1983: 186).



This progression of t-units is called extended parallel progression (EP) because the progression of the same topical subject 'aspects' through the text leaves off after t-unit 2 and then resumes with t-unit 6 and 7. Different topical subjects such as *critics*, *some* and *others* are intervening. That is to say, an extended parallel progression is



defined as the sequence of a given sentence topic which is interrupted by at least one t-unit containing a different topical subject (Witte. 1983: 186).

## Chapter 2

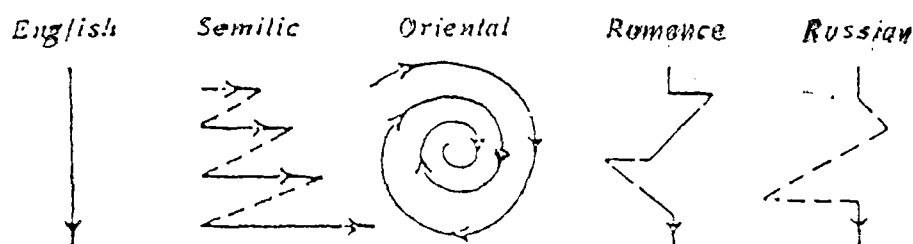
### REVIEW OF THE LITERATURE

In this chapter, research involving cross-cultural rhetorical patterns initiated by Kaplan (1966) and its subsequent research are reviewed. Then its role in the teacher's evaluation of an essay is presented.

#### Contrastive Rhetoric

The study of cross-cultural rhetorical patterns in written texts has been an area of growing interest over the last three decades. Kaplan (1966) is credited as having originated the contrastive rhetoric theory in the early 1960s. He pointed that the organization of paragraphs written in any language by individuals who were not native speakers of that language was influenced by the rhetorical preference in the native language. However, he said, "Rhetorical differences do not necessarily reflect different patterns of thinking," but "may reflect different writing conventions that have been learned" (cited in Cornor. 1996: 146).

Figure 2. Kaplan's cultural thought patterns



In his diagrams, he argues that Anglo-European languages follow a linear development; that Oriental languages tend to take a more indirect approach, coming to the point at the end of the discourse; that paragraph development in Semitic languages is based on a series of parallel organizations of coordinate, rather than subordinate clauses; and the Romance and Russian languages tend to produce discourses that contain digressions and extraneous materials (Cornor. 1996). His diagrams of rhetorical patterns have been widely reprinted.

His initial assertion has had considerable influence on most of the research on the contrastive rhetoric theory which states, “Different languages and cultures prefer different writing styles” (Cornor. 1996: p. 146). However, Kaplan (1966) is aware of the ‘reality’ of these patterns. He stated that a meaningful system could be elaborated after the requirement of much more detailed and accurate descriptions. Kaplan (1967) continued to rely on style manuals from the 1960s and instructed students how to write proper paragraphs.

### **Critiques on Kaplan’s (1966) Theory**

Several critiques have reasonably been made about the analyses Kaplan has presented. Modern contrastive rhetoric researchers hope to reconcile contrastive rhetoric to teaching composition. Condon and Yousef (1975: p. 243-4) state that Kaplan’s diagrams are helpful as they reflect not only the ‘logic’ of the area identified but also something of the languages and cultural values as well. The diagrams have been used to justify prescriptive approaches to teaching writing.

Some research supports the theory that different cultures have different rhetorical patterns. For instance, Pandharapande, (1984) who described English

writing, referred it to the straight line pattern. He explained texts written in Marathi, a language, with a diagram of small spirals within a circle. He discussed that Marathi rhetorical pattern was not similar to the English pattern of paragraph but rather probably used the *tarka*, a traditional Sanskrit unit of organization which consisted of “a logical hypothesis which is examined by providing evidence to support or reject the hypothesis” (p.130). Thus, this kind of paragraph accepted opposing points of view in the same paragraph or unit of discourse. The author accounted for this approach that it was not an English characteristic which required only one self – consistent idea to develop within a paragraph.

Bandar (1978: p.3) said that English and oriental paragraphs were definitely different. He also said that foreign language rhetorical patterns could really be discovered by having a student write a composition for an audience who read that language.

Jones and Tetroe’s (1987) study revealed the result from a study of Spanish-speaking writers writing in English and Spanish that L1 writing strategies were culturally transferred to L2 writing situations. Carson, Carrell, Silberstein, Kroll, and Kuehn (1990) studied both Chinese and Japanese students who produced a complex pattern of interactions between L1 and L2 reading and writing skills. It seemed reasonable to assume that different cultures would orient their discourse in different ways.

However, some researchers did not support Kaplan’s diagrams. For example, Cheng (cited in Hinds. 1982: p. 5) analyzed the differences in English and Mandarin expository styles and concluded that English writing was described by a series of

concentric circles emanating from a base theme. This revealed that English essays could be illustrated by an oriental diagram.

Braddock (1974) stated that professional native-speaking English writers did not write in a straight line beginning with a topic sentence and come up directly to support, and so on. Instead there were different variations apparent in general English texts. For example, the topic sentence may appear at the beginning, in the middle or at the end of a paragraph.

Another critique for Kaplan's contrastive rhetoric is that the term 'Oriental' has been over generalized. Kaplan (1966) has two different definitions in his mind. First, he refers to one of the three basic language groups which include Chinese, Cambodian, Indo-Chinese, Japanese, Korean, Laotian, Malaysian, Thai and Vietnamese. Second, Oriental refers to Chinese and Korean except Japanese.

Hinds (1982) questioned what criteria Kaplan (1966) used to typify languages. He opposed the grouping of Korean and Chinese by exclusion of Japanese because Chinese's basic sentence pattern which consists of SVO (Subject, Verb, object) is definitely different from Japanese and Korean's, which consist of SOV (subject, object, verb). Moreover, the term 'Oriental,' in Kaplan's (1966) opinion, includes members of four language families: Sino-Tibetan (Mandarin), Austro-Asiatic (Cambodian and Vietnamese) Austro Tai (Thai, Lao), Altaic (Japanese and Korean). That means he had to be more confident, accurate and reasonable in presenting his challenging ideas.

### **Application of Kaplan's (1966) Theory**

For decades, the development of text linguistics or discourse analysis might have gradually given contrastive rhetoric a more scientific base. In 1970s discourse analysis focused on spoken rather than written discourse. Then in 1980s Beaugrande (1980) sparked renewed interest in contrastive rhetoric. Most studies have continued to explore different languages. From different opinions influenced by Kaplan's cultural thought pattern, one common thing is a belief of the variation in writing strategies. During the process of composing an essay, a second-language writer tends to create a text, and inadvertently mix the first language style through that text. Therefore, the writing style may affect the English rhetorical pattern.

In recent research on contrastive rhetoric, different methods have been employed. Most research results confirm that rhetorical styles and patterns differ from one culture to another. For example:

Ricento (1989) studied 53 informants: 30 bilingual native Japanese speakers and 23 native English speakers who were all UCLA graduate students from a variety of disciplines. He examined differences in the rhetorical structure of English and Japanese newspaper editorials by using two approaches to characterize rhetorical differences. The informants reordered the scrambled paragraphs of editorials then entitled and summarized each of them.

It was evident that both English and Japanese texts contained their rhetorical patterns. Apparently, it was also found that in English editorials, writing styles and communicative goals were different. This resulted in variable distributions of coherence constructs and rhetorical patterns.

Some researchers (Ostler.1988; Santana-Seda.1975) examined Kaplan's approach. The research focused on examining the English composition of non-native English – speaking students to investigate systematic textual differences in their written English style against those of the native speakers. These studies normally take the position that L1 writing skills are transferable and are transferred to L2 writing tasks.

In this kind of analysis, apparently the researcher must know L1 very well, but it has been essential to select the text carefully. In Eggington's work (1987), with academic Korean writing, the study illustrated the difficulty in selecting appropriate texts across cultures for comparison. He found that Korean academic texts' styles depended on whether or not the Korean author of each text had been trained in an English-speaking country. He indicated that a Korean expository pattern looked like the typical English introduction-body-conclusion pattern; however, the content and function of those three parts were obviously different in Korean rhetoric.

French school children are also specifically taught how to write (Bassetti. 1990), but the textual style they learn is not similar to English patterns. Literary textual studies called *explications de textes* are taught to French children. It was found that the French writing structure consisted of inflexible three parts of thesis-antithesis-synthesis.

Oi (1984) studied contrastive rhetoric in English and Japanese expository prose according to the hypothesis that there was a preference for certain discourse patterns in each culture and that students from different linguistic-cultural

backgrounds transferred their preferred discourse patterns when they wrote in English. The micro-structure and the macro-structure of the discourse were investigated. Rhetorical differences which were contributed by linguistic properties were studied on the micro-structure level. On the macro-structure level, the exploration was based on the organization of ideas or arguments. The subjects consisted of three groups. They were Japanese college students writing in Japanese, Japanese college students writing in English, and, as a control group, American college students writing in English. Cohesive devices (Halliday and Hasan, 1976), overall organization, and cultural rhetorical tendencies were analyzed, and they were proved to be effective tools to be used for exploration of the differences in rhetoric. In addition, the differences in the flow of logic were effectively explained by the scheme of internal argumentation. The main findings of this study were many. First, more connectives were used with Americans writing in English than with Japanese writing in either English or Japanese. Second, more frequency of repetition was made by Japanese students writing in both English and Japanese while synonyms were produced by American writing in English.

Kobayashi (1984) investigated differences in Japanese and American students' use of rhetorical patterns in their first language writing and also examined the degree to which Japanese students used these patterns in their English writing by obtaining 676 writing samples from 226 students. They were separated into four groups: American college students, Japanese advanced ESL students in America, and two groups of Japanese college students in Japan (one writing in English and the other in



Japanese). The informants were assigned to write three compositions each – two based on picture-elicitation and one on a given topic in either the narrative or expository mode. The writings were grouped according to subjects and coded in four rhetorical patterns:

- 1) general-to-specific (GS)
- 2) specific-to-general (SG)
- 3) a middle general statement (MG)
- 4) omission of a general statement (OM).

The results revealed that rhetorical patterns and kinds of general statements were used differently by the four groups of students. A SG pattern was used by Japanese students writing in Japanese. They also related the text information to their own experience. American students intentionally used a GS pattern and restated the text information. The two Japanese groups writing in English differed from each other: the group in Japan was close to one writing in Japanese while the group in America was relatively close to the American group. These findings indicated that cultural preferences for certain rhetorical patterns clearly existed, and second language learners certainly used first language rhetorical patterns when writing in English.

Thai ESL students' rhetoric was studied by Indrasuta (1988), who found both similarities and differences of narrative written discourse between Thai and American. Thirty American students from a high school in Urbana, Illinois and sixty Thai students from a Thai secondary school in Bangkok were selected for the subjects of this study. In this case, American students were supposed to write in English while

Thai students wrote in Thai and English respectively. Two methods were used for specific purposes. First, the interviews of students, teachers, and experts in writing in the two cultures were managed to investigate the functions and models of narrative in the two cultures. The other method was 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”, and “I Made a Hard Decision.” The 90 students’ compositions were analyzed using the categories of narrative components. The judgement in the analysis depended on the presence or absence of certain features of the categories of cohesion from Halliday and Hasan’s Cohesion in English (1976). The three methods of analysis used in this study revealed both similarities and differences of narrative written discourse of the two cultures, and the study claims 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 written discourse of the two cultures. The American group used more references than the Thai group. This indicated that the article the does not exist in Thai. Moreover, the Thai preferred to use noun instead of pronominal reference, according to the Thai rules of language use. In discourse analysis, the 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 had to choose appropriate content, follow the conventional rhetorical structure, and apply the appropriate choice of lexical items in order to fulfill the expectation of the teachers. The similarities of the Thai writing in English and the Thai writing in Thai groups in many ways implied that as the Thai students wrote in L2, they brought with them the appropriateness of language use and the conventional rhetorical style in their first language, because the students at this age had steadily culturally been implanted.

Moreover, a descriptive study reflecting writing in English and Thai conducted by Bickner and Peyasantiwong (1988) also provided interesting results for rhetorical researchers. A total of 90 essays were provided for the study, 40 from the United States written in English and 50 from Thailand written in Thai by high school students on the same topic which was selected from seven alternative topics provided for them to write in their classroom.

From the results, the essays 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 English essays written by American students mixed slang terms and terms that were associated with teenager speech styles and with more formal written vocabulary. This may be that the Thai speakers' language had been adjusted to levels of usage by the sociolinguistic constraints with which they lived, and they were aware of the distinction between spoken and written forms.

While cultures evolve writing styles appropriate to their own histories and the needs of their societies, not many cultures appear to teach rhetorical patterns directly in the school setting. There are virtually no occurrences of this in writing in most countries outside the U.S.(Leki. 1992). Therefore, most international students have different assumptions about the expectations of their discourse community. Their writing demonstrates grammatical understanding, but limited fluency and coherence, particularly their limited knowledge of academic forms and audience expectations. This may result in writing that does not meet the demands of the English native – speaking audience.

In conclusion, many researchers are still interested in conducting contrastive rhetoric by focusing on either L2 student writing or L1 texts from different cultures. This is to search for the qualities in samples of successful and unsuccessful texts and consequently, to establish new findings for further studies.

In fact, Kaplan's (1966) aim is to help ESL students better understand the typical patterning of English rhetoric through its comparison to the rhetorical patterning of their culture (Piper, 1985). If the ESL students see the difference, they should be able to write an essay according to the preferred English rhetorical pattern. This is crucial for the development of ESL/EFL students' writing because one of the problems found in most EFL learners' writing is the organization of ideas, which is a very important criterion in assessing the quality of the writing.

### **The Rhetorical Pattern and Writing Assessment**

In evaluating students' writing the dichotomy between fluency and accuracy has existed for decades: on which should the language teacher concentrate?

Traditionally, accuracy has been defined as the focus on the communication of ideas (Lenon. 1991). In fact, accuracy should refer to both grammaticality, and fluency of the conveyance of ideas to the expected audience, as Wasanasomsithi (1998) suggests that the significance of developing learners' communicative competence is to enhance their linguistic and grammatical accuracy in order to enable learners to become more able and successful language learners and users.

One way for students to convey information better is to present it in a form expected by their audience.

Recall studies (Cornor. 1984; Carell. 1984) show that readers recall texts better if the information is presented in their expected form from which they are familiar with. This means that our students' texts will be easier for their instructors to read if the writers realize what the rhetorical expectations of the reader are.

Brown (1987: 219) states that in testing, we form a judgement which is a method of measuring a person's ability or knowledge of ideas, opinions, concepts and pre-suppurations,....etc., in a given area.

Palme and Kimball (1981: 68-87) propose the scale for evaluating student writing. The grading scale emphasizes the organization transferring to the audience through writing. A good essay should consist of a clear thesis statement, cohesive ties, supporting details and transitions.

Similarly, Kroll (1990: 43) proposes the following criteria:

1. The writing should focus on a particular topic throughout the essay.
2. It has an appropriate number of paragraphs and use them effectively.
3. It maintains a consistent point of view.

4. Its ideas are sequenced logically.
5. It is written cohesively and coherently.
6. The writing should focus on a particular topic throughout the essay.
7. It has an appropriate number of paragraphs and use them effectively.
8. It maintains a consistent point of view.
9. Its ideas are sequenced logically.
10. It is written cohesively and coherently.

One way to enable ESL and EFL students to write according to Kroll's (1990) suggestions is to ask them to write after the English rhetorical pattern. This is supposed to have the introduction, body and conclusion. The first part introduces the thesis statement with its subtopics to be further discussed in the body. The body encompasses the topics introduced, then elaboration of each topic and one or more examples. Finally the conclusion includes the summary of the body and sometimes the author's comments. This particular rhetorical pattern is crucial for a rater to evaluate the writing quality. For example, Jacobs' (Jacobs, 1981: 28-29) Composition Profile in Testing ESL Writing is one of the most widely used in evaluating student writing. In the total score of 100, the introduction is worth 10 points, the support which is explained as specific examples and details weighs 30 points, and the overall organization is worth 20. Altogether the points devoted to the rhetorical pattern are 60 out of 100. It means that if an EFL student can put the ideas in an expected rhetorical pattern, the writer is likely to gain many points. Therefore, the ability to put ideas in the desired pattern is rewarding.

In conclusion, in this chapter, the contrastive rhetoric theory initiated by Kaplan (1966), its critiques and its empirical research were discussed. The empirical research in which international informants such as Spanish, Japanese, Korean, French and Thai writers were included revealed similar results that writers from different cultures had their own rhetorical patterns which could be transferred into the second language rhetoric when they wrote a second language text. Finally, the rhetorical pattern was found by many researchers to play a major role to determine how effective the writer conveyed his/her message. Therefore, a rhetorical pattern structured according to the target audience's expectations tends to gain high favor from the judge of writing.

## Chapter 3

### METHODOLOGY

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

#### **Informants**

The informants were 70 second-year English majors at SWU. These samples were selected purposely in order to assess the quality of their writing. These informants were about eighteen years old. They all learned English to the stage that they could express their ideas through their texts.

#### **Procedures**

The students were assigned to write in the classroom on February 4, 1997, on the following topic.

“**Directions:** Make your own decision to choose a topic for your essay about the advantages of urban and country living. Summarize the advantages of these two life styles and state your own viewpoint and say which you think more suitable. In your essay you may refer to personal observation, to books that you have read, to films, plays or whatever will contribute to what you want to say. Your essay will be judged on what you have to say, how clearly you present and illustrate your thoughts and effectively you express them.”

The writing session was two hours, and the students were not allowed to use a dictionary because the exam was meant to measure their genuine writing ability without any outside assistance.



### **The research chart**

The researcher explained the characteristics of the selected measurement chart to two evaluators, who were experienced Thai teachers of English. After that each of them rated the writing using Jacob's measurement chart (Jacobs, 1981), which is included in the appendix.

In fact, many experts propose different methods of measurement in grading papers. Similar methods are categorized and divided into two types. The first type is criterion-referenced evaluation and the second one is holistic method. Jacob's (1981: 28-29) Holistic Composition Profile was considered valid in being selected as a tool in grading papers for this research. It consists of the following:

- 1) Introduction 10 points
- 2) Support 30 points
- 3) Organization 20 points
- 4) style 20 points
- 5) rhetorical stance 20 points.

The focus of this evaluation is the efficiency in communicating the writer's ideas to the audience effectively. Therefore, this profile was adopted to evaluate the informants' writing in this research.

Next the scoring points gained from the two raters were accounted for their interreliability. The two readers rated the 70 essays according to the procedures designed by Jacobs (1981). The Pearson Product-Moment Correlations was run by the computer program SPSS PC+. The interreliability score was .71.

Table 1: The Correlation of Scoring by the Two Raters

Correlation's	Rater 1	Rater 2
Rater 1	1.0000	.7146
Rater 2	.7164**	1.0000

The results revealed that these raters had a correlation of .71. Noticeably, the correlation score of the two raters was not high, probably because the raters needed some more training. However, due to the time constraint, the .71 score should be acceptable.

### **The data analysis**

Then the ten highest rated pieces of writing and the other ten lowest rated essays were analyzed.

In analyzing the writing, the following procedures were taken.

I. The essay 's macro structure was analyzed to investigate the number of t-units in the introduction, body and conclusion.

II. At the micro structure level, t-units were counted. The following shows how to count the t-units (Polio. 1997).

1. Count an independent clause as a t-unit.

For example: Many factories are built in the city.

(1 t-unit)

2. Add a subordinate clause to its main clause and count them as a t-unit.

For example: I like the life style of the country because it is simple.

(1 t-unit)

3. Count run-on sentences and comma splices as two t-units.

For example: I can ask for helping with my neighbors, I always give and get

(1 t-unit)

some food and sweets to my neighbors.

(1 t-unit)

4. Count a clause beginning with a coordinating conjunction such as so, but, and, and or as a t-unit.

For example: I'm born here, so I know how hard it is to survive in this society.

(1 t-unit)

(1 t-unit)

III. Then, categorize the t-units. A t-unit with a topic was labeled PP (parallel progression). A t-unit which elaborated the topic was labeled SP (sequential progression). The t-unit which was involved with a previous topic with at least two nonadjacent t-units was labeled EP (extended parallel progression).

IV. The characteristics of the rhetorical pattern written by each informant were described.

V. Then the number of t-units for the main idea in the introduction, for the topic sentences, supporting details and examples in the body and for the conclusion in both the low and high rated essays were statistically accounted for. Descriptive statistics were employed, and then a t-test run by a computer program SPSS/PC+ was employed to find the differences of the number of t-units in each category of the rhetorical pattern found in the high and low-rated essays.

VI. In order to study how “topical material is carried across t-units boundaries and how t-units are linked to form coherent text,” (Witte. 1983: 185) the micro-structure of the essay was analyzed. The method was to investigate the number of t-units which form “parallel progression (PP), sequential progression (SP) and extended parallel progression (EP).” Again descriptive statistics were used. A t-test run by SPSS/PC+ was used to find the differences of the numbers of t-units in PP, SP and EP in both good and poor writers’ writing.

In brief, 70 in class essays written by third-year English majors were collected and rated. Then 10 highest-rated and the other 10 of the lowest-rated essays were included in the study. At the macro-structure level, numbers of t-units in the introduction, body and conclusion in the essays of good and weak writers were statistically compared. The characteristics of the informants’ rhetoric were described. Then the t-units at the micro-structure level in both good and weak essays were statistically compared.

## **Chapter 4**

### **Findings**

In this chapter, the research findings are presented. First, the essays were analyzed at the macro and micro-levels. Each essay was tabularized and its rhetorical characteristics were described under each table. Then the good and poor essays were statistically compared at the macro and micro-structure levels.

The following tables demonstrate the analysis of the informants' rhetorical patterns.

Table 2: High- Rated Essay 1

<p>(T1-I) Living in a city or in the country is the question that most people always think (PP). (T2 – I) Many people may think that living in a city is better than in the country by giving reasons to themselves how good living in a city, (SP) (T3-I) but some people don't think so including me (SP).</p> <p>(T4 –B) For me, living in the country is the best (PP). (T5- B) I like the life style of the country because it is simple (SP). (T6 – B) We don't need to run on the time that seem quite a short for living in a city (SP). (T7 – B) but we should spend time in the country (SP). (T 8- B) People who are in a city must complete all the time to make money (PP). ( T9-B) They hardly have the time to take care themselves or even people around (SP). (T10-B) It's different much to people who are in the country ( PP). (T11-B) They have a lot of time for taking care themselves other people including things around them (SP). (T12-B) Surely, this don't show that they haven't got works,(SP) (T13-B) but it shows they can arrange the time in their works (SP). ( T14- B) It makes them have the time to rest and look around them (SP). (T15 – B) Seeing to understand some people who are living worse than theirs, (SP) (T 16- B) they have more tender minds that makes them generous, not selfish like people in a city (SP). (T17-B) For example, people in a city hardly help what to others (SP). (T18-B) It occurred to me as I was student (PP). (T19-B) I went to school by a bus (SP) (T20-B) and I carried my school bag which was rather heavy (SP). (T21-B) Nobody on the bus helped me (SP). (T 22-B) Actually, I didn't want them carry my school bag stead; (SP) (T 23-B) I wanted just to know someone who was on the same bus would be generous (SP). (T 24-B) The result wa no one to show one's kindness (SP). (T 25 –B) It made me depressed (SP). (T26-B) I cried many times until I was used to it (SP). (T27-B) If this even happened in the country, I hadn't cried because they had to help me surely (PP). (T28-B) People in the country have a good relationship with everyone (SP). (T29-B) They don't choose to make good to whom by looking at wealth or poor (SP). (T30-B) They look others as being of human the same as them while people in a city always condemn others who are different especially people in the country (SP)</p> <p>(T31-C) Besides, I like calmness and beauty in the country (PP). (T32 –C) Nature remains at some places in the country; (SP). ( T33-C) it hardly see in a city SP). (T 34-C) The fresh air make me feel good as the air in a city make me feel bad because of black smoke (SP).</p>	<p>Remark Introduction = 3 t-units</p> <p>Body = 27 t-units</p> <p>Conclusion = 4 t-units</p>
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The writer began the essay with a short introduction of three t-units. It seemed that she preferred the position of living in the city. However, she finally took the opposite stand, saying, “but some people don't think so including me.” It is obvious that she was

for living in the country. The introductory part consisted of three t-units, the first of which was considered parallel progression. The second and the third were supported by two more sequential progressions.

In the body, a topic sentence appeared. She said, "For me, living in the country is the best." Then she further explained "I like the life style of the country because it is simple." By the word *simple*, she gave many arguments.

A city	the country
Limit of time	Availability of time
Competition to make money	No competition
Unavailability of time to take care of themselves managing and others	Availability of time in their work and leisure
Selfishness	Generosity
Insulting lower class people	Having good relationship to Everyone

The writer brought up too many arguments for living in the city and the management of time in the country. The only example found in the body was nobody wanted to help her with her schoolbag on a bus. She brought up many ideas of people having good relationships without any examples to support them.

In the conclusion, the writer added two favorable characteristics in the country living: calmness and beauty.

A city

the country

Calmness and beauty

Black smoke

In the conclusion, the writer brought up three new ideas, which is against the rule of a good conclusion. Any idea brought up in the essay should have been developed from the beginning.

As a whole, in terms of organization, the writer had a clear position and brought up a sequence of related ideas, but the main weakness found was that she did not support most of them with examples. Another weakness is she did not know how to conclude the essay effectively.



Table 3: High-Rated Essay 2

<p>(T1-I) The country that is changes from agricultural country to industrial country makes a city and a country change too (PP). (T2-I) The city are more developed than the country (SP). (T3-I) Many factories are built in the city, (SP) (T4-I) so many employments are occurred (SP). (T5-I) Many people also move to the city (SP). (T6- I) These show that living in a country are different (SP). (T7-I) In my opinion, living in a city is better than in the country because living in a city has more advantages ; including works, education, and convenience (PP).</p>	<p>Introduction = 7 t-units</p>
<p>(T7-B) Working in a city is more success than working in the country (PP). (T8-B )There are many works and careers in the city (SP) (T9 B) so I can choose my job that I am interested (SP). (T10- B) For example, If I am a dealer and my goods are expensive, I can sell them well in a city (SP). (T11-B) If I want to work with foreigners, it will not so hard (PP). (T12-B) There are many investment companies of foreigners (SP). (T13-B) They have high technology that give me more knowledge and efficiency (PP). (T14-B) Even though I have to work hard, the salary is high (SP). (T15-B) So I will have a good life if I work in city (SP). (T16-B) Education in city is more advanced than a country (PP). (T17-B) There are many school for international students (SP). (T18-B) The students can choose the field or faculty they wants ( SP). (T19-B) There are many commerce colledges, accounting colledges and many facilities in universities (SP). (T20-B) Technology in school in a city is good (PP). (T21-B) They teach computer that is important for work (SP). (T22-B) When the city is changes, the students have to change, too (PP). (T23-B) So the method of teaching and things that students study will be up-to-date, too (SP). (T24-B) Living in a city is more convenient (PP). (T25-B) Communication is good (SP). (T26-B) There are many buses and taxies that service (SP). (T27-B) I am go anywhere easily (SP). (T28-B) Department stores and restaurant are all city (PP). (T29-B) You can buy anything you want (SP). (T30-B) If I am sick, the hospital is easily to find (PP). (T 31-B) The doctor and nurse are enough (SP). (T32-B) In a country, there is just a few hospital and service is not good (SP).</p>	<p>Body = 25 t-units</p>
<p>(T33-C) Even though living in a city is better than the country, there no means that it is the best (PP). (T34-C) Problems in a city is a lot such as, pollution, traffic and crime (PP). (T35-C) No matter we live, I have to do myself well and to be a good person (PP).</p>	<p>Conclusion = 3 t-units</p>

Table 3 presents another good- quality essay, which apparently shows introduction, body and conclusion. In the introductory part, the writer proposed a topic in the first t-unit then supported it by adding five more sequential progressions. The writer tried to argue for the proposed topics in t-unit 2, 3, 4, 5 and 6 to show that she preferred the position for living in the city.

In the body, reasons for the stand taken appear as follows:

Many works and career: an interesting job can be chosen.

In paragraph 2, arguments to support the topic are as follows:

Expensive goods can be sold.

Working with foreigners is not so hard.

Foreigners can invest in many companies.

Foreigners provide high technology.

The salary is high.

Working in the city brings good life.

Obviously, there are no examples to support all these arguments. All the ideas were related to the topic “many works and career.” In paragraph 3 the topic is education.

In paragraph 4, the topic is convenience in the city.

In paragraph 5 the writer concluded the essay. She made a comment that a city was not without problems. This is not a good conclusion because she should have brought them up in the body and discussed them.

Table 4: High-Rated Essay 3

<p>(T1-I) Both the city and the country are good places to live (PP). (T2-I) They have each advantages (SP). (T3-I) Living in the city is comfortable (PP). (T4-I) You can find whatever you want in the city (SP). (T5-I) At the same time living in the country is peace (SP). (T6-I) There's no competition (SP). (T7-I) You can get clean fresh air all the time you are there (SP). (T8-I) However, I was born and have been in the city for eighteen years (SP) (T9-I) so I get used to living there (SP). (T10-I) To the question, "Do you think living in a city is better than in the country?" (PP) (T11-I) I would like to answer yes (SP). (T12-I) I think living in a city is better (SP).</p> <p>(T13-B) There's a lot of high-technology in the city where you can find the best things, the best school, the best university, the best hospital, the most gorgeous hotel, the largest shopping mall and the international airport (PP). (T14-B) You will get the hottest news first (SP). (T15-B) For example in Thailand, if you want to study in the best university, you have to stay in Bangkok (SP). (T16-B) Or if you want to go abroad, you have to start at the international airport (SP). (T17-B) If you like Mel Gibson you can see 'Ransom' at the surrounded cinema before the people in Surattanee (SP). (T18-B) If you like techno-dance music, you can look for it at 'the tower record' (SP). (T19-B) If you want to try Italian food, you can go to 'PanPan', Sukumvit 35 (SP). (T20-B) But if you want to eat American junk food you can choose one of more than 100 fast-food restaurants (SP). (T21-B) Living in the city is very comfortable (PP). (T22-B) You can get whatever you want (EP).</p> <p>(T23-B) There're many educated people in the city (PP). (T24-B) You can learn various kinds of knowledge when you talk to them (SP).</p> <p>(T25-B) Living in the city, you can be whatever you want to be (PP) (T26-B) You can dress every style (SP). (T27-B) It's free for you and very easy to look for modern dress (SP).</p> <p>(T28-C) However, the best place for each person is the place where he feel happy to live in (PP). (T29-C) Somebody is happy to live in the city (SP). (T30-C) Somebody prefers living in the country (SP). (T31-C) It depends on each mind (PP). (T32-C) The most important thing that the people should realize is being good citizen of the social (PP). (T33-C) Try to solve the old problems and don't make the new one (SP).</p>	<p>Introduction = 11 t-units</p> <p>Body = 15 t-units</p> <p>Conclusion = 6 t-units</p>
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This essay begins with an introductory paragraph of 12 t-units. The writer raised some points of the advantages of both living in the city and in the country. At

last, she made her decision to live in a city. The outline of her introduction is as follows:

Both city and country are good.

City

country

Reason: convenience

Reason: peace

Support: easy to find whatever you want    Support: no competition, clean and fresh air

Taking a stand: Living in the city is better.

Reason: High technology and the best things

The best things are education, hospitals, hotels, shopping malls, the international airport and news. However, the supported examples did not correspond with the arguments.

Table 5: High-Rated Essay 4

<p>(T1-I) In my opinion, I'm sure everyone prefers living a convenient life (PP). (T2-I) Everyone definitely wants their life to be facilitated (SP). (T3-I) That's the reason why I think living in the city is better (SP).</p> <p>(T4-B) Though nowadays, the countries are being developed, I'm sure there aren't as many facilities as there are in the city (PP). (T5-B) Starting from schools, every family wants their child to be well-educated (SP). (T6-B) And the best schools are mostly situated in the city (SP). (T7-B) Also in working, famous companies are here in the city (SP). (T8-B) Many up-country people came to the city and look for jobs (PP). (T9-B) If the countries are really developed, why do these people have to move to the city for (EP).</p> <p>(T10-B) In the city, the communication is much more easier (PP). (T11-B) There are various ways in communicating which includes telephones, mobiles, computer, internets, fax etc (SP). (T12-B) I think the quality is not as good as it is in the city (SP).</p> <p>(T13-B) If you want to go shopping, the most famous and biggest department stores are here in the city (PP). (T14-B) You can find all kinds of goods including those from the country or from the city itself or even from other countries which are imported goods (SP). (T15-B) I don't think you can find as many products in the country (SP). (T16-B) And even if you want to go to the movies, the best cinemas are also here in the city (PP).</p> <p>(T17-B) If a person enjoys living in the country that maybe because he likes calmness (PP). (T18-B) He may like fresh air and loves nature (PP). (T19-B) But I'm sure he can't spend his whole life living with that loneliness (SP).</p> <p>(T20-B) If you live in the city, you would receive the latest news, and also get to learn many high-technology stuffs (PP).</p> <p>(T21-C) I admit that the environment in the city is getting worse (PP) (T22-C) but comparing with the convenience I'll receive and the modern things I'll learn (SP), (T23-C) I will choose living in the city (SP).</p>	<p>Introduction = 3 t-units</p> <p>Body = 15 t-units</p> <p>Conclusion = 3 t-units</p>
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The writer started the essay with three introductory t-units, giving her audience a hint that “everyone preferred living a convenient life.” Then the writer finally summed the paragraph up saying she was for living in a city.

In the body, she expressed her reasons as shown in the following chart:

There are many facilities in a city.

She supported the idea with the following examples:

- the best schools which provide good education for children
- famous companies which provide good jobs for people
- there are various ways and good quality in communication.

For example: telephones, mobile phones, computers, facsimiles etc.

- There are many famous and big department stores.

For example: all kinds of local and imported goods

The writer also accepted that living in the country was enjoyable because of the calmness, fresh air and nature. On the contrary, she still emphasized that she preferred living in a city to avoid loneliness in the country.

Although the writer had to face a worsening environment in a city, she still took the stance of living there in her conclusion.

Table 6: High-Rated Essay 5

<p>(T1-I) In the old days, I thought a city is not different from the country (PP), (T2-I) but now there are different too much (PP). (T3-I) Society changed from agriculture to industrial (PP) (T4-I) and many people have more money, convenient and civilization (SP). (T5-I) Most people are interested in their own life (PP). (T6-I) Togetherness was lost from Thai society (SP) (T7-I) This reason makes me to love lifestyle in the country more than lifestyle in the city (SP).</p>	<p>Introduction = 5 t-units</p>
<p>(T8-B) Relationship in country makes me feel happy (PP). (T9-B) For example, I can ask for helping with my neighbors (PP), (T10-B) I always give and get some food and sweet to my neighbors (SP). (T11-B) I know all of my neighbors better than I live in the city because they are very kind and sincere (EP).</p>	<p>Body = 13 t-units</p>
<p>(T12-B) My family have a lot of friends more than we live in the city (SP). (T13-B) When my family don't stay at home, we can be sure that every furniture are not lost (EPP).</p>	
<p>(T14-B) I feel happy when I live in the country because I don't compete to take a bus (PP) (T15-B) and I can walk along the street to school (SP). (T16-B) People in the country are always smile because they don't be hurry to go to work (EPP). (T17-B) When I see people in the city, I think they look like Todsakan in Ramakeant because they must be in a traffic Jam and a lot of pollution (PP). (T18-B) These causes make them to be serious (SP). (T19-B) There is not pollution in the country (PP). (T20-B) I don't worry to go to school late because there is not a traffic jam in the country, too (EPP).</p>	
<p>(T21-C) Some people told me that lifestyle in the country don't be interesting (PP) (T22-C) but I like to stay in the country (PP). (T23-C) I like everything in the country, such as people, social system and view (SP). (T24-C) I think each people have different ideas about their livings (PP). (T25-C) Some people like to live in the city (SP) (T26-C) and they have their own reasons (SP). (T27-C) Some people like to live in the country (SP) (T28-C) and they have their own reasons, too (SP). (T29-C) Each reasons depend on their thinkings and their values about the city and the country (SP).</p>	<p>Conclusion = 9 t-units</p>

In the introduction, the writer took the position for living in the country after mentioning the difference which caused the social change according to time.

In the body, the writer expressed ideas of her preference as follows:

Country

Relationships among neighbors

Help from them

Food sharing

Neighbors' friendliness, kindness and sincerity

Security against theft

Short distances from schools or offices

Happiness

No traffic congestion

This is a one-sided argument, so the writer expressed only the advantages of living in the country.

Finally, she still insisted her ideas she had expressed earlier. She gave a comment. She let others make their own decision whether to live in the country or in the city.



Table 7: High – Rated Essay 6

<p>“How hard to live in the city”</p> <p>(T1-I) Living in a city is not easy to everybody (PP). (T2-I) I can say this because I’m the one who lives in the city (SP). (T3-I) I’m born here, (PP) (T4-I) so I know how hard it is to survive in this society (SP). (T5-B) I have to wake up early to go to school and arrive late because of the traffic jam (SP). (T6-B) I have to catch my bag tightly everytime I take a bus (SP). (T7-B) I have to hold my books on my hand without any help (SP). (T8-B) I have to compete with other people to find a seat to have lunch (SP). (T9-B) All that is my common life which I have to find everyday (SP). (T10-B) I’m not able to do anything except feeling bored (SP). (T11-B) Sometimes I’m jealous people who live in the country (PP). (T12-B) They don’t have to wake up early to go to school (SP). (T13-B) They don’t have to find many cars stop on the road because of no space to run (SP). (T14-B) My friend who has lived in Lampang has told me that she could find food everywhere (PP). (T15-B) She walked to a garden and found mangoes (SP), (T16-B) she kept and eat them deliciously (SP). (T17-B) She went to the river she found a lot of morning glory(SP),(T18-B) she kept it for her mother for dinner (SP) (T19-B) Oh! What an easy life!(PP) (T20-B) Compare with the city, food is found by money (PP). (T21-B) You have many money ( SP), (T22-B) you can find food (SP).</p> <p>(T23-B) Old people who live in the country have long lives than old people who live in the city (PP) (T24-B) I used to watch in “Tam Pai Do” (SP) (T25-B) That there was a woman who was 102 years old (SP). (T26-B) am not sure where she lived,(PP) (TT27-B)but I’m sure she lived in the country (SP). (T 28-B) Many people who live in the city have died before they got ‘I.D.’ cards (SP) (T29-B) and many people’ve died before they could speak (SP). (T30-B) All these happen because of lack of moral in society (PP). (T31-B) I watched a film, Boonchu (PP). (T32-B) I could saw the kindness and the unity from people in the country (SP). (T33-B) They helped Boonchu to clean the river and took care it for their children (SP). (T34-B) And they helped him in his marriage ceremony (SP). (T35-B) In the city you cannot find these things (PP). (T36-B) If the kindness and the unity is in the city, you will not find the dirty Chao Phraya river and the traffic jam on every road (PP).</p> <p>(T37-C) A life in the city does not seem the life because people don’t have the happiness and safety (PP). (T38-C) Everyday they have to risk with many cars on the road, a lot of litters in everywhere and many crimes in every place (SP).</p> <p>(T39-C) A life in the country is the life that has a happiness and safety (PP). (T40-C) It has no doubt if you see people in the country smile and people in the city cry (SP).</p>	<p>Introduction =4 t-units</p> <p>Body = 32 t-units</p> <p>Conclusion = 4 t-units</p>
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The writer took the position for living in the country. She started with the convenience of living in a city.

In the introduction, the writer took her position saying that “Living in a city is not easy to everybody.

In the body, she compared the city and country life. The ideas of “a hard life in the city” is supported by the following examples:

Hard life in the city	Comfortable life in the country
Waking up early	Not to wake up too early
Facing traffic problem	Not facing traffic problem
Facing mean people on a bus	Not risking their life
Spending money on food	Not spending much money on
Having a shorter life expectancy	Having long life expectancy
Lacking morals	Having kindness and unity

Some of those topics did not match the topics about the city life.

In the conclusion, the writer mentioned happiness and safety in a city and in the country.

Table 8: High-Rated Essay 7

<p><u>Living in a country better than in a city</u></p> <p>(T1-I) I think everybody knows that living in a city is not good (PP). (T2-I) There are many reasons to support my opinion (SP). (T3-B) Firstly, the environment in the old days that have more trees and oxygen is getting worse (SP). (T4-B) I think it has not a lot of trees now (SP). (T5-B) It causes to make many problems such as air pollutioned, habitant, animal, etc(SP). (T6-B) Secondly, Bangkok has a bad traffic (SP). (T7-B) Especially, in the rush hours, the traffic is very heavy (SP). (T8-B)The cause make people impatient (SP). (T9-B) We can see that it has a news about murder everyday because they cannot calm down when they were angry (SP). (T10-B) Thirdly, many people are unkind and some are cruel (SP). (T11-B)I think everything around my life are getting worse gradually (SP). (T12-B)On newspaper, I always read about politics and society (PP). (T13-B)About politics, I think most of politicians are not sincere to solve social problem such as, unemployment, drug, pover traffic jam, etc (SP). (T14-B) They do not try to solve it steadily (SP). (T15-B)And about social, I observed that it have a lot of rapists in a short time (PP). (T16-B)The policemen and politicians pay attention in that time (SP) (T17-B) but they forgot in later (SP). (T18-B) And rapists, who are cruel, raped even a child (SP). (T19-B)I think the society is getting worse because the nation will be civilized , if it have quality people like Japan (PP). (T20-B)They are reasons why I think city is not good (SP).</p> <p>(T21-C) According to my topic, I will give the reasons why I think country life will give advantages to me (PP). (T22-C) Firstly, the country has a fresh air and tree (SP). (T23- C) It makes me relaxed, cheerful and comfortable when I went to countryside (SP). (T24-C) Furthurmore, some places have a trip (SP). (T25-C) For example, I used to see books or T.V programs which persuade people to travel in countryside (SP). (T26-C) They have photographs and the story about that place (SP). (T27-C) It causes to attract me (SP). (T28-C)Secondly, the traffic is not heavy (SP). (T29-C) When I went to countryside, I was happy very much because I feel that I am free (PP). (T30-C) I have a freedom to go everywhere that I went to (SP). (T31-C) I do not stay on a car in a long time (SP). (T32-C) Thirdly, people, who live in countryside, are kind (PP). (T33-C) I used to get some help from them (PP). (T34-C) And we can see that they are helpful from T.V program (SP). (T35-C) They are my opinion why living in a country better than in a city (SP).</p>	<p>Introduction = 2 t-units Body = 18 t-units</p> <p>Conclusion =15 t-units</p>
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Employing only two t-units in the introduction, the writer led her audience to the target directly. Her position was living in the city was not good. The supporting details were added as shown in the following chart:

The environment is getting worse.

For example:

Fewer trees

Polluted air

The traffic is bad

For example:

There is heavy traffic in the rush hours.

People are more impatient.

Increasing murder cases

Unkind and cruel people

Many things get worse.

Politicians are not sincere in solving problems in public

Increasing rapists in society

From all reasons above the writer employed two more t-units for the conclusion.

In the conclusion the writer concluded that living in the country was better than in a city as follows:

Country

Fresh air and trees.

Tourist attractions

Less traffic congestion

More kind people.

Actually, the conclusion was not precise as it should have been. The writer raised too many reasons to conclude her writing. All of these should have been included in the body.

Table 9: High-Rated Essay 8

<p>Do you think living in a city is better than in the country? I agree with this topic because</p> <p>Support</p> <p>A: work B: comfortable C: fertile</p> <p>(T1-I) I agree with this topic because in the country is not fertile, difficult to find job and not more comfortable for me (PP). (T2-I) So, I think in the city has a lot of things that I want (PP).</p> <p>(T3-B) First, in the city has a lot of good jobs for every people, such as, teachers, engineers, doctors, lawyers, etc (SP). (T4-B) These jobs can make me a millionaire (SP). (T5-B) Besides in the city we can make a lot of money because in the city has a lot of people that I think they are rich (PP). (T6-B) This reason may be it make me have a high opportunity about job (SP). (T7-B) I think these things there aren't in the country (SP).</p> <p>(T8-B) Second, in the city has more comfortable than the city (PP). (T9-B) In the city has a lot of things, such as, cars, buses, houses, condos, flats, etc (SP). (T10-B) I think if I lived in the country I wouldn't be happy because I like the comfortable in the city (PP) (T11-B) In the country when I want to go everywhere may be I have to walk or croach (PP). (T12-B) So I think I live in the city is the best (PP).</p> <p>(T13-B) Finally, in the city is very fertile (SP). (T14-B) There are a lot of foods and fruits that I think in the country haven't them (SP). (T15-B) Some people think the country is better than city about fertile because country have a good environment. In the water has fishes (PP). (T16-B) In the field has rice (SP). (T17-B) But I think in the country has a good environment (PP) (T18-B) but it lacks the comfortable (SP).</p> <p>(T19-C) I think the city is better than the country because these reason above this paper show (PP). (T20-C) However I think both of the city and the country are very good in itself (PP). (T21-C) Because wherever is good if my mind is good (SP).</p>	<p>Introduction = 2 t-units</p> <p>Body = 16 t-units</p> <p>Conclusion = 3 t-units</p>
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The writer took the position in the introduction of two-t-units. She said, "I think in the city has a lot of things that I want."

In the body, the writer numbered her arguments as follows:

City

Good jobs

More income

More facilities

More food

Concluding sentence: A city is better than the country.

In conclusion, the writer emphasized the stand of for living in a city. However, in her final thought, she would like the audience to choose between the two.

Table 10: High-Rated Essay 9

<p><u>The advantages of country living</u></p> <p>(T1-I) Living in the country is the happiest life that everyone search for oneself (PP). (T2-I) People who live in the city always answer to anyone who asks them about the advantages of country living that “ there are more advantages to live in the country than to live in the city because there are many polutions, traffic jams and many problems of living in the city (SP). (T3-I) If you live in the city, you will be unhappy and serious because you must face with those problems (SP).”</p> <p>(T4-B) In the country, you will have an easy and peaceful life (PP). (T5-B) You will get happiness in your mind because you don’t face with any problems (SP). (T6-B) People in the country are more friendly than people in the city because there is not a compitition for earning money (PP). (T7-B) They love each other when they get some problems, whereas people in the city (SP).</p> <p>(T8-C) By the way, your life in the country is more worth than your life in the city because you live with pure nature (PP). (T9-C) You will be healthy person because you get fresh air and fresh food (SP). (T10-C) You will have a pure mind because you live with nice people who believe in religion strongly (SP). (T11-C) Nature of the country will make everybody find extremely happiness in life that anyone can deny it (SP). (T12-C) If you are living in the city now, let’s try to decide again that ”Where do you like to live, in the city or in the country? (PP).</p>	<p>Introduction = 3 t-units</p> <p>Body = 4 t-units</p> <p>Conclusion = 5 t-units</p>
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The writer started this essay with a thesis statement “Living in the country is the happiest life.” Then she made an argument by mentioning pollution and congestion in a city.

In the body, she raised many reasons to support her topic as follows:

Easy and peaceful life

Happy mind

Friendly people

No competition

Natural way of life



Religious people

Raising all those reasons, the writer precisely gave a conclusion.

In the conclusion, the writer insisted the stand taken by giving more supporting details as follows:

Life in the country is better than city because of:

- Natural purity
- Good health
- Good mental health
- Religion

The writer gave some illustrations in supporting what she stood for. She left a suggestion for people to make their own decision where to live, in a city or in the country.

Table 11: High-Rated Essay 10

<p>The advantage of urban or country living</p> <p>(T1-I) Nowadays, people are busy in the way's of their life (PP).  (T2-I) People have to compete to work for the better life, especially, people who live in the city (SP). (T3-I) The cities which there are a lot of people live in will change (PP) (T4-I) and a plenty of problems will arise (SP).  (T5-B) In the cities people's way of living have changed, (PP) (T6-B) it's hard to live (SP). (T7-B) So they have to fight for themselves (SP). (T8-B) The relationship of people is less than in the country side ( SP). (T9-B) People become selfish or opportunist, because of society's influence (SP).  (T10-B) Besides people in the cities have to compete to work or live, they also have to face to the bad polusion and the traffic jam (EPP)  (T11- B) It's will make their life short (SP). (T12-B) People should move to live in country side for saving life ( PP). (T13-B) In the country side, people have closeed relationship (SP), (T14-B) they help each other (SP).  (T15-B) The natural in countryside will make people happy and healthy (SP). (T16-B) People will have much more time to do hobbies or relax, because the traffic isn't jam (SP). (T17-B) In the country side, there are a lo of area around the house for growing plants (PP). (T18-B) It make good weather (SP). (T19-B) Good environment make people have good emotion. (PP) (T20-B) So they don't risk to get sick about emotion like the people in the city (SP). (T21-B) The price of living in country side is not high (PP), (T22-B) so people can safe and they are not serious to take an opportunity (PP). (T23-B) Now in the country side develop in many ways (PP). (T24-B) For example, there are good hospitals, good schools or colleges, good coomunication and more (SP). (T25-B) So it doesn't matter to move into the cities (SP).  (T26-C) The government tries to send the propertion to the logal,(PP)  (T27-C) so people will have an opportunity to get a good job (PP). (T28-C) People in the logal should live in their hometown and help to develop instead leave home to stay with hard life in the city (PP).</p>	<p>Introduction = 4 t-units</p> <p>Body = 21 t-units</p> <p>Conclusion = 3 t-units</p>
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In the introductory part of the essay, the writer seemed to make a thesis statement but it was not quite clear. She started this part with a general statement. Then she said there were a lot of problems in the city. The audience might not be certain about what the writer tried to convey.

However, more details were added in the body to support her position. For instance:

People's ways of city living change in a city.

People's fight for themselves

They make less relationship.

They become selfish.

They compete with others.

They face bad pollution and congestion.

They have short life expectancy.

People move to the country.

People have good relationships

They help one another.

They are happy with nature.

They have more time to relax.

They have more space to grow plants.

They have fresh air provided by plants.

They are good tempered because of the good environment.

The cost of living in the country is low.

The countryside has been destroyed.

There is good education and communication.

In the concluding sentence, the writer tried to indicate precisely that living in the country was more advantageous than in the city. A supporting detail was added to show that the government generated good jobs to people in the country.

Finally, the writer expressed her final thought saying that local people should not move to the city. Instead they had better help one another develop their hometown.

## Characteristics of the Good Essays

In sum, the results of the descriptive analysis of the high-rated essays revealed some important characteristics of the rhetorical pattern found in their essays.

Noticeably, most essays spontaneously took a position in the introductory part except the high-rated essay 11. In the body, some arguments were frequently presented without the awareness of supporting them accordingly. Moreover, there are fewer examples than the presented arguments. For instance: in the high-rated essay four.

“If a person enjoys living in the country that may be because he likes calmness. He may like fresh air and loves nature. But, I’m sure he can’t spend his whole life living with that loneliness.”

The writer kept raising new ideas of living in the country by mentioning calmness, nature, and loneliness without giving more details for each topic.

“A life in the city does not seem the life because people don’t have to risk with many cars on the roads, a lot of litters in everywhere and many crimes in every place.”

The writer mentioned that city people had to risk their lives. However, the writer did not give more explanation to make it clearer.

In conclusion, most writers gave a summary of the writing, comments, final thoughts and suggestions in the high-rated essays 2,4,6,7,8 and 10. The high-rated essay three, proposed the counter argument in the conclusion. The high-rated essay four raised the environmental problem in her last paragraph while the high-rated essay 10 presented a new idea and left the suggestion to the audience. The high-rated essay eight was the only essay in which the writer referred to the arguments she presented in the earlier paragraphs.

In the following tables (12-21), the poor essays were analyzed.

Table 12: Low –Rated Essay 1

<p>(T1-I) In the country is interesting because it has many things I don't know (PP). (T2-I) Sometimes I want to travel around Thailand for leaving (PP) (T3-I) but I can't do that because I'm a woman (SP).</p> <p>(T4-B) I used to go to Nang with my brother (PP). (T5-B) In this has many things are interesting, such people, a simple living and the nature (SP).</p> <p>(T6-B) People is very nice (SP). (T7-B) They will help each other and take care everybody who visit them by take a glass of water to visitors although they don't know them (SP).</p> <p>(T8-B) They use a simple living (PP). (T9-B) Most of them are farmer and their field is near their house (SP). (T10-B) they don't use money very much because they can find some foods from their field (PP). (T11-B) They have many times for their family that people in Bangkon have not many times for their family (PP).</p> <p>(T12-B) The nature in Nang is very beautiful (PP). (T13-B) In the mountain have full of trees and animals (SP). (T14-B) The weather is very good (SP). (T15-B) It's not have the polutions and a loud noise (SP). (T16-B) When I stay at this, I feel very happy (SP).</p> <p>(T17-C) I like the country more than the city because I think everything in the country is very beautiful (PP).</p>	<p>Introduction = 3 t-units</p> <p>Body = 13 t-units</p> <p>Conclusion =1 t-unit</p>
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The writer seemed to take a stand in her first t-unit, but she argued that being a woman, she lacked travelling experience in Thailand.

In the body, she gave an example to support the idea for living in the country she implied earlier. She illustrated that in Nan, a province in the north of Thailand where she had experience, had many interesting points such as nice people, simple living and nature. She supported her ideas as follows:

Interesting, nice, helpful and caring people

Simple ways of life

Staying close to a work place

Getting food from farms nearby

Having time for families

Living in beautiful nature

Trees and animals

Nice weather and without pollution

There were so many reasons she proposed, but she did not give strong reasons to support her arguments, so it seemed hard to make the audience understand the points she was trying to get across.

In the conclusion, there is only one statement. She emphasized her stand and the only supporting detail in her conclusion is the beauty of nature in the country.

Table 13: Low- Rated Essay 2

<p>Living in a city is better than in the country ?</p> <p>(T1-I) I doubt this point for a long time (PP). (T2-I) I am Bangkokien (PP). (T3-I) I had seen many problems in Bangkok (SP). (T4-I) They were still bad (SP). (T5-B) I am bored the traffic jam (SP). (T6-B) I must wake up before 5 o'clock (PP). (T7-B) The buses are full of people every day (PP). (T8-B) Many people go to their offices (SP). (T9-B) That make me confuse (SP). (T10-B) There are many polutions (PP). (T11-B) The smoke make the sky no clear (SP). (T12-B) The river is dirty (SP). (T13-B) There are many dangerous things around me (EP). (T14-B) I want to escape from Bangkok (PP) (T15-B) , but I can't (SP). (T16-B) Moreover, I think in the country isn't better than in city, because I had read that Chiangmai has the traffic jam (PP). (T17-B) Cool mines in Lampang released toxic gas to the air (PP) (T18-B) and Southern Thailand is flooded (SP). (T19-B) Some province s don't have some water to use (SP). (T20-B) Kanjanaburi is the hottest weather in Thailand (SP). (T21-B) Bangkok is the best in technology, education, economics etc (PP). (T22-B) Nothing is the best (PP). (T23-B) Sometimes, I hope to stay the overseas such as Australia, England, New Zealand etc, (PP) (T24-B) but I can't speak English well (PP). (T 25-B) I don't know their culture (SP). (T26-B) Japan looks down Thai (PP). (T27-B) Uropien comes to Thailand for travelling sex tour (PP). (T28-B) I except I am prestimistic (PP). (T29-B) I am comon girl (PP). (T30-B) I like to stay at home, because I don't want to walk pass the smoke (PP). (T31-B) Sometimes, I think to stay at home is the best (SP). (T32-B) I don't like to watch TV, because it is too nonsense (PP). (T33-B) I like to read (PP).</p> <p>(T34-C) If people can except Bangkok it will be O.K (PP). (T35-C) I should look it in the good thing (PP). (T36-C) Sometimes city is not too bad. It look like Hamburger(PP) . (T37-C) It is easy to eat, easy to cook and easy to forget (SP). (T38-C) Something in Bangkok passes quickly like the governor's talk(SP). (T39-C) Something stay long lime like a fat in our bodies (PP). (T40-C) Don't think it so much (PP).(T41-C) If you escape the problems to countries,they will follow you (PP).</p> <p>(T42-C) Now I hope there are many trees in Bangkok(PP).(T43-C) There are many parks(PP). (T44-C)The sky is clear(PP).(T45-C) The river clean (PP).(T46-C) Although It isn't true(SP).</p>	<p>Introduction</p> <p>= 4 t-units</p> <p>Body =</p> <p>28 t-units</p> <p>Conclusion =</p> <p>13 t-units</p>
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The writer made her decision to live in the country even though she stayed in Bangkok. She said she was fed up with many problems in Bangkok. Moreover, she did not separate her essay into introduction, body and conclusion. In the next paragraph, which was supposed to be the body, the writer gave her following opinions.

Many bad problems in Bangkok.	Many bad things in the country
Traffic jam	Traffic jam in Chiang Mai
Rush	Toxic released from coal mine in Lampang
Pollution	Water shortage in some provinces
	Hottest weather in Kanjanaburi

Again, she switched her idea. She stated some advantages in the city explaining that there was the best technology, education and economics there.

Then she changed her mind. She further would like to stay overseas. And then, she raised many problems if she stayed there. For example:

She cannot speak English.

Cultures are different

Foreigners have different attitudes towards Thailand.

Pessimistic

Then she would like to stay home, but she doesn't like to walk in polluted air.

The writer seemed to be confused. She presented different ideas and did not support them accordingly. It was hard to understand what her stance was.

In the conclusion, she concluded the essay ambiguously. Obviously, she did not have a specific purpose in writing.

Table 14: Low-Rated Essay 3

<p>City life</p> <p>(T1-I) I think living in a city is better than in the country because city is a center of everything (PP).(T2-B)You can see that people in city are modern(PP).(T3-B) I mean a high technology(SP). (T4-B)Technology show our ability,our development(SP). (T5-B)Moreover city is a center of education A good school, university, institute.etc (EPP).(T6-B) People in city are hardly sick because most an efficeince doctor are in city (PP). (T7-B) I think people in city have a good vision (PP) (T8-B) They look ahead, they search for better and better life (SP). (T9-B)They has a power in society (SP).(T10-B) You can see that people in country move to city more and more (PP) (T11-B) it's because of those reasons(SP).(T12-B) Even living in a city is better than in the country in those ways (PP) (T13-B) but it doesn't mean living in a city is perfect(SP).(T14-B) People in a city are selfish and greedy(PP).(T15-B) They don't care their neighbours beside; people in city are untrust (SP).(T16-B) They take of moral (SP).(T17-B) You might heard this phrase "more people more problems"(SP) (T18-B) It's true for citylife (SP). (T19-B)There are many problems in a city such as rape, criminal, robbery, polution, class-stem etc(EP).(T20-B) All cause from people in a city (PP). (T21-B)Talking more about good point of a city. I learn many things when. I move to a city(PP) (T22-B) things that I never know before(SP).(T23-B) I learn foreign language in a city (SP). (T24-B)I know wide world in a city(SP). (T25-B) My quality of life is better (SP).(T26-B) I have a good education from university (PP).(T27-B) I learn shareness from selfishness of people in a city (SP). (T28-B)I think if I live in the country I won't have a good quality of life (PP).(T29-B) Living in a city is more comfortable than in the country (SP).(T30-B) I use a car instate of walking for example (SP). (T31-B) City makes me know many kinds of human being (PP).(T32-B) I can make a lot of money in a city(PP). (T33-B)You can see that most of series or topic of story talk about citylife (PP).(T34-B) Foreign countries contact with a city not the country (PP).(T35-B) Living in a city is more advantage than in country (EP).(T36-B) You can see that most rich people lives in a city (EP).(T37-B) More government officials, officials locate in a city, entertainment too (EP). (T38-C) Anyway I hope someday in nearly future the government will develop the countrylife to be the same as citylife (PP).(T39-C) I think if there is no traffic jam in a city it would be perfect (PP).</p>	<p>Introduction = 1 t-unit</p> <p>Body = 36 t-units</p> <p>Conclusion = 2 t-units</p>
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The writer started the essay with a clear thesis statement. He was for living in a city. His arguments were as follows:

Living in a city is better as it is the center of everything.

People are modern.

There is high technology.

People are able.

A city is the center of education.

People in a city are not usually sick because they have efficient doctors.

They have vision.

They have power in society.

The writer gave some arguments and supported them accordingly.

In his conclusion, he stated, "People move to live in a city because of reasons mentioned above."

City people are selfish and greedy.

They don't care about neighbors

They cannot be trusted.

They lack morals.

More people cause more problems such as rapes, crime, robbery, pollution and caste etc.

After illustrating these reasons, he concluded that all problems were caused by people in a city.

Then he stated that there were some good points living in the city as follows:

People gain more experience.

They learn new things.

They have better life quality.

They are more comfortable.

They ride in a car instead of walking.

They know many kinds of human beings.

They are able to make money in a city.

They are selected as a setting in movies.

They are convenient for foreigners to contact with

Then the writer concluded that living in a city was more advantageous since the rich choose to live in the city. He switched back to the country and suggested that the government should develop the country by establishing more government officials and entertaining places.

In conclusion, the writer argued for the equality of both places and left a hypothesis if there had been no traffic congestion in a city.

Table 15: Low –Rated –Essay 4

<p>(T1-I)Nature and man these words may seem so far away for people who live in a city (PP), (T2-I) but not for the urban people(PP). (T3-I) In the country, when we wake up in the morning , we can breath deeply and fullfil our lungs with fresh air(PP).(T4-I) Moreover we can see fog bench the lake and the golden light when the sun rise,what a beautiful picture! (SP) (T5-I)Surrounding with good and kind people who are sincere, we have no need to pretent like people in the city(SP).</p> <p>(T6-B)Some may say “city is a centre”(PP).(T7-B) It’s true that city is the centre of civilization (SP).(T8-B) But in my opinion, it’s also be the centre of confussion, pretention and fear(SP). (T9-B) People mind never rest because they have to fight all the time(PP).(T10-B) They have to be careful all the time(SP). (T11-B)They have no secure in their life(SP). (T12-B)Stress is familiar word for people in city (SP).(T13-B) They have to wake up in the morning, do the morning activity as fast as they can, dash to the car, confront with the traffic jam hopefully,(SP) (T14-B) they won’t be late(SP).(T15-B) At the office, they have to smile with someone they don’t like because they have to keep the relationship (SP).(T15-B) When they go home late, they’re afraid of the criminal(SP).(T16-B) Crimes have increased while moral go on the other way (SP) .(T17-B) And if the crime happened to you, you can be sure nobody will help you (SP). Because their motto is it’s not my business.(T18-B) It seem we can hardly find friendship, kindness and sincere from city(SP).(T19-B) It may because we are respect in material than mind(SP)</p> <p>(T20-C)For me, where we live is not important as what we are (PP). (T21-C) Because though we live in the modern city which have hi-technology and civilization,(SP) (T22-C) but our mind are restless and can’t find peace (PP). (T23-C) While living in a hut, have an easy life-style can bring you happiness (SP). (T24-C) Where would you choose to live? (PP)</p>	<p>Introduction = 5 t-units</p> <p>Body =15 t-units</p> <p>Conclusion = 5 t-units</p>
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The introductory part of this essay contains five t-units. The writer seemed to be confused with the word “urban.” However, she seemed to prefer the country’s atmosphere. She gave arguments and counter-arguments as follows:

Country people live in nature.

People breathe fresh air.

There is fog, benches, lakes and  
golden sunlight.

People are kind and sincere.

City people live in confusion.

A city is the center of civilization.

A city is the center of confusion,  
pretension and fear.

People are restless.

They have to be careful.

They have no security in their lives.

They are under stress.

They are always in rush and face  
traffic congestion.

People have to pretend to be happy.

Crime increases while morals decrease.

There is no help in people's hard situation.

Friendship, kindness and sincerity are hard  
to find in a city because of materialism.

The writer raised many counter-arguments, but she did not support them accordingly.

In the conclusion, she still did not mention her exact position. She just pointed out that the mind was the most important thing for the living not the place.

Table 16: Low-Rated-Essay 5

<p>(T1-I)I think living in the city is better than in the country (SP). (T2-I) Living in the city are there many advantages. Such as; when I want to go anywhere (SP), (T3-I)it's convenient because I can go by many ways; by bus ,by car, by boat, etc (SP). (T4-I) If I live in the country, maybe I must use a buffalo (SP).</p> <p>(T5-B)Some people think living in the city is bad pollution (PP). (T6-B) I disagree with this thought (SP). (T7-B)“ the city is not only mean to Bangkok but mean to Cheingmai, Phuket, Nakornrachasima and so on (SP). (T8-B)These city dose not pullute (PP). (T9-B)They have nature things together (SP). (T10-B)Moreover, education in the city is better than in the country (SP). (T11-B) I can choose what I want to learn and what I want to do where I graduate (SP). (T12-B)There are many job for me to choose (PP).(T13-B) If I live in the country, I must be a farmer certainly (PP).</p> <p>(T14-B) Several year ago, many people in the country have moved into the city for finding job which can bring a good income (PP).</p> <p>(T15-C) I used to read a book about Thai population (PP). (T16-C)It said most-of the Thai population live in the country because have moved into the city is more increase every year and more than the people who want to move to the country (PP). (T17-C) According to this rate it can refer to the city have more advantage than the country (PP).</p>	<p>Introduction = 4 t-units</p> <p>Body =10 t-units</p> <p>Conclusion =3 t-units</p>
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The writer definitely took the stand for living in the city in her very first sentence. Immediately, she supported her position by adding the advantages of living in a city such as the convenience.

However, she raised bad things in a city such as pollution. Then she argued that “city” did not refer to Bangkok only. Instead, it could refer to other big cities. She further explained education in a city and kept writing about good jobs with good income which exactly attracted the needy.

In her conclusion, she mentioned the increasing population in the city. She meant that the more people, the more advantages a city could offer.



Table 17: Low-Rated Essay 6

<p>(T1-I)I was born in the city which is called Bangkok (PP).(T2-I) In the city has many problem which are hardly to solve its. Because nobody really intend to make it better (SP).</p> <p>(T3-B) In the city, people are selfish since time is money (PP), (T4-B) so they don't help another people without profit (PP). (T5-B)Eventhough, in the city has bad pollution and bad weather (PP). (T6-B)If you come to the city, you usually see a traffic jam, black smoke, many rubbishes,(PP) (T7-B) and the important thing you will meet selfish people (PP). (T8-B) Ali of this are express on many films and every newspaper (SP). (T9-B) City is the place which many persons want to stay (PP), (T10-B) but nobody are interested to make it clean and better (SP)</p> <p>(T10-B)In the other hand, country is wonderful place which I would like to stay there (PP). (T11-B) Because many persons who I met, when I travel there are lovely person, kindness and helpfulness (PP).(T12-B) Country has no a traffic jam and bad pollutions (PP). (T13-B) There are only fresh air, clean water, many three and beautiful place which you can see it in many magazine and another book (SP).</p> <p>(T12-C)I think that city and country like black and white or hell and heaven. Because city many bad thing but country has many good thing (PP). (T13-C) So, if I have to stay between city and country. I will choose country (PP).</p>	<p>Introduction = 2 t-units</p> <p>Body = 11 t-units</p> <p>Conclusion = 2 t-units</p>
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There are two t-units in the introduction, but there is not a clear thesis statement. The writer argued that many problems in Bangkok were ignored by everyone.

In the body, she explained that city people were selfish and expected to get something in exchange when they helped others. She gave some illustrations of the disadvantages of living in a city and the advantages of living in the country as follows:

City	Country
Selfish people	Kind and helpful people
Pollution	No pollution
Congestion	No congestion

After the comparison, the writer drew a conclusion. She said most people wanted to stay in city, and they ignored the city problems.

She concluded her essay by taking the stand for living in the country.

Table 18: Low-Rated Essay 7

<p>(T1-I) If one man who used live in a country for many years must live in a city because of his business or something, he will say “ What a bad city”(PP). (T2-I) Now a days there are many problems in a city (PP) (T3-I) and they make everyone so serious (SP). (T3-B) When he finishes his work which is serious. When he drives a car and traffic jam makes him crazy (SP). (T4-B)But if he live in the country he doesn’t feel like those (SP). (T5-B)The house in the country is far each other (PP), (T6-B) but everyone knows each other very well (PP). (T7-B)Everyone in country is sincere and frank (SP). (T8-B)If someone has a problem has a problem they will help him solve it (SP). (T9-B)There are many trees and fresh air (PP). (T10-B)Everyone won’t be serious because he can breeze longer than in a city (SP). (T11-B)There are not air pollution, water pollute and traffic jam (SP). (T12-B)Everyone can breeze, eat (EP) (T13-B) and he can drive 15 kilometres in 15 minutes (SP). (T14-B)Everyone live easily (SP) (T15-B) He works but doesn’t disturb anyone (SP). (T16-B)He works for living but doesn’t work for profit (PP). (T17-B)In country there are not many technologies like in a city because of this there are not many pollutions (EP) (T18-B) and the weather is good because the wind always blows (EP) (T19-B) and everyone doesn’t feel very hot (EP) (T20-B) I used to go to the country many times (SP) (T21-B)and I felt good when I saw farms animals, huts and trees (SP) (T22-B) and everyone many feel like me (SP). (T23-C)If I have a chance, I would like to have a house and live in the country (PP).</p>	<p>Introduction = 3 t-units</p> <p>Body = 19 t-units</p> <p>Conclusion = 1 t- unit</p>
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Trying to take the stand for living in the country, the writer ambiguously began his one-paragraph and one-sided argumentative essay. However, there is not a clear thesis statement in the introductory part. He only made a condition saying that if people spent a long time in a city, they would be so tense because of many problems.

In the part, which was considered the body, the writer once again brought up the problems in the city and switched over to the advantages of living in the country as follows:

Living in the country is better.

There is more space.

Country people are friendly, sincere, frank and helpful.

There are many trees and fresh air.

People can take a deep breath. They live without air and water pollution.

It takes a shorter time in a journey.

People have easy life styles.

Life is peaceful and honest.

Less technology means less pollution.

There are breezes.

Good scenery makes people feel good.

In the conclusion, the writer stated that living in the country was better. The writer did not present the information in the sequence of introduction, body and conclusion. There is only one big paragraph in the essay.

Table 19: Low- Rated- Essay 8

<p>(T1-I)I think, living in the country is better than living in a city (PP). (T2-I) I can show about bad quality in Bangkok where I stay a long time (SP). (T3-B)I must suffer to many problems, for example, traffic-jam, pollution social-problem (PP). (T4-B)These problem can't be solve now (PP). (T5-B)People must stand with these problems, (SP) (T6-B) and I don't know when problem will get rid of (SP). (T7-B)If I can live in the country, I can tell you about good point of living in the country (PP). (T8-B) But I know that in the country, there are many good points, for example, no traffic-jam good weather, people (SP). (T9-B) Time is important for people in city (PP). (T10-B)Everybody must work to compete the time(SP). (T11-B) But people in the country can do anything without hurrying (SP)</p> <p>(T12-B) In the past, people lived in the country, came to the city ecause of they think that everything in the city is good (PP). (T13-B) But now it's change (PP). (T14-B) People live in city think to the future that they should move the country(SP). (T15-B) Although in the country, there are less convenince than the city (PP).</p> <p>(T16-C)Bangkok is the example that I can see clearly (SP). (T17-C)In the past Bangkok is a famous place (SP). (T18-C) In this time, Bangkok is a dirty city 1 in 10 place of the world and more pollution (SP). (T19-C) It's not so bad to say that generosity of people in city decreasing (PP). (T20-C) In the other hand generosity of people in the country (SP). (T21-C) I used to find with generous of people in the country (SP). (T22-C) When 1994 I went to Rajburi with my family (SP). (T23-C)My car was broken (SP). (T24-C) People helped us by brought my car to repair (SP). (T25-C) So , I feel appreciate to them (SP). (T26-C)I don't know that I will find same this event in Bangkok (SP).</p>	<p>Introduction = 2 t-units</p> <p>Body = 13 t-units</p> <p>Conclusion = 11t-units</p>
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The thesis statement was clearly presented in the first sentence. Then the writer supported the negative of living in a city with more details such as traffic congestion, pollution and other social problems.

In the body, the writer complained about those unsolved problems. Next, she went on about the advantages of living in the country such as good traffic, weather and people. From this point, she went back to reject the city life because of the rush.

In her second paragraph, she compared the past and present attitude of people towards living in a city. In the past, country people wanted to live in a city, but now they do not.

In the part, which was supposed to be the conclusion, the writer mentioned the deterioration in Bangkok such as pollution, decreasing of generosity. In this last part, she told the reader a story, which made her appreciate generous people in the country.

The writer divided her essay into three separate parts. However, each paragraph did not represent the introduction, body and conclusion. She did not explain her topics in details. She should be aware of the clarity of each topic. This would have made her essay more understandable.

Table 20: Low-Rated-Essay 9

<p>The advantage of urban or country living</p> <p>(T1-I)I think that the urban has many advantages (PP) . (T2-B) When I was young, I lived in Phuket and I loved there so much. Because there are many beautiful things in Phuket (SP). (T3-B) When I lived there it not develop like now but it was good for me (SP). (T4-B)People always smile when they met the other (SP). (T5-B) Moreover, there are not traffic jam because there is nothing the bus, it has only motorcycle (EP)). (T6-B) My house near the beach (PP), (T7-B) so I can eat seafood every week (PP). (T8-B) I know that people in city can eat seafood in many restaurant (PP) (T9-B) but it is different because of feeling (SP). (T10-B)In the urban, eventhough you have no things to be comfort, you have the good things (PP).</p> <p>(T11-B)The good things that I tell you is the beautiful natural (SP). (T12-B)I think that the people in city do work all day all night to make money(PP) (T13-B) but they forget the important thing for life (PP).</p> <p>(T14-B) I think that everybody should realize the environment (PP). (T15-B)Now, there are the pollution in city that is bad for health (SP). (T16-B)Nowadays, many people buy house in the urban and at long weekend they always go to the urban to holiday (PP). (T17-B) It show that many people think that the urban is the best place to rest (SP). (T18-B)There are many films have the location at the urban because there are the beautiful places (PP). (T19-B) Even in the song many singers explain the beautiful of the nature in their songs (PP).</p> <p>(T17-C) For me if I have more age, I will live in the urban armchair and read the book in the garden (PP). (T18-C)I don't like to live in the city because I think that it seems very bad (PP).</p>	<p>Introduction = 1 t-unit</p> <p>Body = 18 t-units</p> <p>Conclusion = 2 t-units</p>
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The writer seemed to be ambiguous in the word “urban.” In the analysis the word “urban” was interpreted as “the country” according to her information. The essay was divided into four paragraphs which was hard to identify the real macro structure. Presumably, the first t-unit was considered her introduction. She implied

the advantages of living in the country. However, she did not show exactly what position she really wanted to take.

She started by informing the audience of Phuket where she used to live when she was young. She presented the advantages of living in Phuket and indicated the disadvantages in a city as follows:

Phuket	City
Beautiful and natural place	pollution
Smiling people	not a pleasant place to live in
No traffic jam	
Fresh seafood	

In the fourth paragraph, she mentioned the environment which caused pollution. She kept telling the reader that city people moved to the country because of bad health living in the city.

In the last paragraph, she concluded that she would spend her life in the country when she was old.

The writer did not give the essence of information to the audience. The writer should have elaborated the topics and arranged them systematically.



Table 21: Low- Rated- Essay 10

<p>(T-1 D)I think living in a country is better than in a city. Because the country's lifestyle is very simple and easy (PP). (T2-B)The air is very fresh and clean (SP). (T3-B) Unlike the city is very dirty and noisy (SP). (T4-B)There are many polutions (SP). (T5-B)The river is very dark and bad smell (SP). (T6-B)The air is very dirty ( T7-B) and the sound from the engine is very noise (PP). (T8-B)There are many cars that the cause of traffic jam (PP).</p> <p>(T9-B)Country lifestyle is the lifestyle of Thai culture (PP). (T10-B) The people are very kindness (PP). (T11-B)You can learn to grow rice that the important tree in Thailand (PP). (T12-B)You can see many tree that you can't find in the city (PP). (T13-B)The river is very clean untill you can see the fish (PP).</p> <p>(T14-B)The people in the country is very kindness and always smile (PP) (T15-B) but the people in the city is very serious and selfish (PP). (T16-B)In the country you can trust together because everybody are friend (PP).</p> <p>(T17-C) My family is in the country too (PP). (T18-C)When I go to visit my hometown, I will better than when I lived in Bangkok (PP). (T19-C)I didn't serious in the lesson or anything (PP). (T20-C) I didn't meet the traffic jam that I'm very bored any more (PP). (T21-C) I feel I'm in the heaven, but it's the heaven in the earth (PP). (T22-C)Although the city is comfortable and there are many high technology, but that things can't make me feel good. Because I like the nature more than technology (PP).</p>	<p>Introduction = 1 t unit</p> <p>Body = 15 t-units</p> <p>Conclusion = 6 t-units</p>
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The writer took the position for living in the country. She compared the differences as follows:

City	Country
Dirty and noisy place	Simple life style
Pollution	Fresh and clean air
Serious and selfish people	Kind and friendly people
Technology	Nature

In the first paragraph, the writer put in various information without being aware of the paragraph unity. Therefore, only the first t-unit was considered the introductory part.

In the second paragraph, she presented the country lifestyle. Then she went on to another topic which was kindness. Furthermore, she told us about the process of growing rice and rare trees in the country. In the last t-unit of this paragraph, she changed her topic to the clean river. This is also considered a paragraph without unity. She did not completely develop the position she made at the beginning.

In the next paragraph, the writer reverted to inform her audience of the country and city people. This is quite a short paragraph. She should have added more information to make it clearer than it was.

In her conclusion, the writer said that she seemed to be relaxed whenever she went out to the country. The opinions in this paragraph did not conclude the ideas she had presented in previous paragraphs. These details should have been in the body instead of being in the conclusion. Finally, she confirmed that she took a position of living in the country.

This essay might be considered better if the writer had gradually developed her ideas before changing a topic. It was presented disorderly.

### **Characteristics of the Ten Low-Rated Essays**

The findings revealed the apparent characteristics of the low-rated essays. Most essays came in a big paragraph without separating into three parts: introduction, body and conclusion.

In the introductory part they did not make it clear enough. They presented arguments, but they did not support them accordingly. Their ideas switched from one topic to another topic.

In the conclusion, it was found that the writer did not conclude the arguments according to what they had presented. Instead, they presented some new topics in their conclusion.

### **The Difference Between the High and Low-Rated Essays**

The results of the descriptive analysis of the two sets of essays revealed some important differences in the characteristics as follows:

#### **Macro structure**

##### **The high-rated essays**

1. Most good writers had a firm position. If they were for the city, they would support it with many arguments. If they were against the city, they would bring up its disadvantages.
2. One major weakness found with them was that they gave few concrete examples to support the arguments.

3. In the conclusion, many of them brought up new ideas. In fact, they should have discussed them in the introduction.

4. There were only two out of the ten essays which did not have a desirable macro structure. That means the two writers did not apparently divide the contents into three important parts: introduction, body and conclusion.

#### **The low-rated essays**

1. Most weak writers did not know the purpose of writing. They changed their position frequently. For example, in one paragraph, they were for the city; however, in another paragraph, they were for the country.

2. Similar to the good writers, the weak writers did not give many concrete examples to support their arguments.

3. In the conclusion, the weak writers also brought up new ideas.

4. There were seven essays which were separated into three or more paragraphs. However, it was not clear which was the introduction, body and conclusion.

5. There were only four out of the ten essays, which were distinctly separated into three parts. Other three essays seemed to separate the contents into paragraphs. However, in each paragraph, the writers did not employ appropriate information to make the expected macro structure. The other three essays had only one large paragraph.

## **Micro structure**

### **The high-rated essays**

1. The occurrence of PPs, SPs and EPs in each essay indicated that the SP most frequently appeared in this set of essays. The results revealed that the use of sequential progressions in the high-rated essays significantly distinct from those in the low-rated ones.

2. From the mentioned results, it revealed that most good writers held a firm position. If they had a bad attitude towards the city, they maintained their attitude all the way through.

### **The low-rated essays**

1. There were five essays, which contained more parallel progressions (PPs) than sequential progressions (SPs). This means those five writers presented only new ideas without developing them. One essay employed the same amount of PPs and SPs in her essay. The other four had fewer PPs than SPs in the essays.

2. Most low-rated did not have a firm position. Most of them changed their position frequently. Sometimes they were for the city. Then they were against the city. That is the reason for their fewer t-units in sequential progressions.

## **The statistical analysis**

The macro and micro-structure levels of both groups were statistically analyzed by using a t-test run by SPSS/PC+. The following tables shows the results of the analysis.

Table 22: The Comparison of the Macro Structure

	High		Low		df	t
	Mean	S.D.	Mean	S.D.		
Intro	4.40	2.757	2.60	1.430	18	1.83
Body	18.60	7.989	17.90	8.171	18	0.19
Conclusion	5.50	3.837	4.80	4.237	18	0.39
Total	28.50	8.475	25.30	9.581	18	0.79

This table indicates that there was not a significant difference in the macro structure between the high and the low-rated one. The null hypothesis was sustained. That is, there was no significant difference in the number of t-units in the introduction, body and conclusion in the essays written by the good and weak informants.

Table 23: The Comparison of the Micro Structure

	High		Low		df	t
	Mean	S.D.	Mean	S.D.		
PP	10.20	2.936	12.90	6.724	18	-1.16
SP	18.10	7.549	10.90	5.195	18	2.48*
EPP	0.60	1.265	1.30	1.947	18	-0.95

This table indicates that the sequential progressions of the high-rated group differed significantly from the low-rated one at the level of .05. Therefore, the null hypothesis regarding the sequential progressions was rejected. That is the high-rated essay writers wrote more t-units in sequential progressions. However, there was no significant difference in parallel progressions and extended parallel progressions

between the two groups. That is the number of t-units in parallel progressions and extended parallel progressions did not differ in both high and low essays.

In brief, in this chapter the rhetorical pattern in the ten high and low-rated essays written by SWU second-year English majors was analyzed and compared statistically at the macro and micro levels. The null hypothesis regarding the sequential parallel progression was rejected at the level of .05. Regarding other rhetorical characteristics, the null hypothesis was sustained.

## Chapter 5

### CONCLUSION AND DISCUSSION

In the analysis of the rhetorical pattern applied by Srinakharinwirot university second-year English majors, 70 essays were written according to the directions given. Two experienced readers graded each paper by using Jacob's(1981) sample analytic scale. Ten high-quality essays and ten low-quality essays were selected for the use in the present study. Each essay was analyzed and t-units were counted according to Polio's (1997) system. The t-units were analyzed to find out how topical material was carried across t-unit boundaries and how they were linked to form coherent texts. From the analysis, the results revealed.

#### **The Aims of the Study**

1. To study the rhetorical pattern applied by SWU English majors against the preferred English rhetorical structure.
2. To gain insights how good and weak SWU English majors organize their rhetorical ideas.

Precisely, the research aimed at answering the following questions.

1. What are the major characteristics of the rhetorical pattern produced by second-year SWU English majors?
2. In term of rhetorical patterns what is the difference between high-rated and low-rated essays written by SWU second year English majors?



### **Scope of the study**

In this study, the content of the analysis covered selected ten high-rated essays and the other ten low rated essays written by SWU second-year English majors. Each essay was analyzed at the macro and micro levels.

### **The Research Methodology**

1. The researcher studied research and documents related to contrastive rhetorical.
2. The researcher selected SWU second-year English majors to be informants.
3. The informants were asked to create their own writing by following the directions given by the researcher.
4. The data were collected.
5. Two qualified readers were in charge of grading these essays by using Jacob's (1981) sample analytical scale to measure the quality of each essay.
6. The data were statistically analyzed.
7. The results were concluded.

### **Research Results**

The analysis of the rhetorical pattern applied by SWU second-year English majors revealed that both high and low-rated groups could write essays realizing the macro structure. They did not differ significantly in creating this kind of structure. On the contrary, they made a significant difference in the micro structure. In the

high-rated group, the writers employed reasonable supporting details for each new topic while in the low-rated group new topics were proposed frequently without supporting ideas.

## **Discussion**

The research findings suggest that the good writers were aware of the rhetorical pattern in English expected by the native speaking audience. They could produce the introduction, body and conclusion. However, most poor writers did not follow such a structure. Though the difference was not significant, the result may indicate that poor writers were not well aware of the English rhetorical pattern.

At the micro level, the difference in the number of the t-units of SPs in the good essays indicated that the writers again were aware of the English rhetorical pattern while the poor writers might not.

In other words, most informants in the study were aware of the expected rhetorical pattern. Probably, because they were English majors, they did not structure their rhetorical patterns in a circular fashion as hypothesized by Kaplan (1966). The weaknesses in their writing probably resulted from their inadequate practice of writing.

## **General Recommendations**

1. From the research results, it is suggested that students need to learn how to organize their ideas systematically in their writing classes. The appropriate methodology should be provided to encourage their creativeness.

2. According to Pincas (1982) and Palme and Kimball(1981) in creating a paragraph, a writer needs to be skillful in organizing and developing ideas to make a good paragraph so that the audience can trace the idea that the writer presents. In the classroom students should be taught about the audience.

### **Suggestions For Other Research**

1. The rhetorical pattern analysis might be useful in examining structural differences among kinds of discourses written by writers of various abilities.

2. The rhetorical analysis could be used in the revision studies to determine not only the effects of revision on text structure but also some of the text cues that cause writers to revise their own texts.

3. The rhetorical pattern analysis might be used in pedagogical studies to determine whether the method of text analysis is useful in teaching students how to examine their own text critically and to revise them constructively.

4. This study was done by analyzing essays written by selected informants. Therefore, further research should be done with more general population, and with different methodologies.

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## **APPENDIX**



## Measurement Chart

<b>1. <u>Introduction</u></b>					
Information title and lead-in	1	2	3	4	5
Clear thesis statement	1	2	3	4	5
	Total _____ (out of 10)				
<b>2. <u>Support</u></b>					
Specific examples and details	4	8	12	16	20
Connection between ideas	2	4	6	8	10
	Total _____ (out of 30)				
<b>3. <u>Organization</u></b>					
Transitions	2	4	6	8	10
Paragraph unity and coherence	2	4	6	8	10
	Total _____ (out of 20)				
<b>4. <u>Style</u></b>					
Sentence structure	1	2	3	4	5
Vocabulary	1	2	3	4	5
Grammar	1	2	3	4	5
Mechanics and spelling	1	2	3	4	5
	Total _____ (out of 20)				
<b>5. <u>Rhetorical Stance</u></b>					
Purpose clear throughout	2	4	6	8	10
Audience expectations met	2	4	6	8	10
	Total _____ (out of 20)				

( Jacob. 1981)

	GRU	INT	BODY	CON	TOTAL1	PP	SP	EP%	TOTAL2
High	1	3	27	4	34.00	7	27	0	34.00
	1	7	25	3	35.00	14	22	0	36.00
	1	11	15	6	32.00	10	22	1	33.00
	1	3	15	3	21.00	10	12	1	23.00
	1	5	13	9	27.00	12	13	4	29.00
	1	4	32	4	40.00	14	26	0	40.00
	1	2	18	15	35.00	8	27	0	35.00
	1	2	16	3	21.00	10	10	0	20.00
	1	3	4	5	12.00	5	7	0	12.00
	1	4	21	3	28.00	12	15	0	27.00
Low	2	3	13	1	17.00	8	9	0	17.00
	2	4	28	13	45.00	29	13	3	45.00
	2	1	36	2	39.00	17	17	5	39.00
	2	5	15	5	25.00	8	17	0	25.00
	2	4	10	3	17.00	9	8	0	17.00
	2	2	11	3	16.00	13	4	0	17.00
	2	3	19	1	23.00	7	13	4	24.00
	2	2	13	11	26.00	9	17	0	26.00
	2	1	18	2	21.00	12	7	1	20.00
	2	1	16	7	24.00	17	4	0	21.00

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การวิเคราะห์รูปแบบความเรียงในงานเขียนของนิสิตชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ  
มหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ  
ของ  
ศรณณ สีดอกไม้

เสนอต่อมหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา  
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต วิชาเอกภาษาอังกฤษ  
มีนาคม 2542

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อวิเคราะห์รูปแบบความเรียงที่พบในงานเขียนของนิสิตวิชาเอกภาษาอังกฤษ ชั้นปีที่ 2 มหาวิทยาลัยศรีนครินทรวิโรฒ จำนวน 70 คน ซึ่งเขียนเรียงความภาษาอังกฤษตามหัวข้อที่กำหนดให้ หลังจากตรวจให้คะแนนแล้วได้คัดเลือกกลุ่มตัวอย่าง โดยแยกเป็นกลุ่มที่มีคะแนนสูง 10 คนและกลุ่มที่มีคะแนนต่ำ 10 คน สถิติที่ใช้ในการวิจัยข้อมูล คือ ค่าสถิติพื้นฐานและใช้ t-test หาค่าของ t-unit ในโครงสร้างใหญ่ คือ บทนำ เนื้อเรื่อง และบทสรุป และในโครงสร้างย่อย คือหาจำนวน t-unit ที่มีประโยคใจความหลัก (PP) t-unit ที่มีใจความต่อเนื่อง (SP) และ t-unit ที่มีใจความไม่ต่อเนื่องกัน (EP)

ผลการวิจัยพบว่า นิสิตทั้ง 2 กลุ่มไม่มีความแตกต่างกันในการเขียนความเรียงตามโครงสร้างใหญ่ แต่จะต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ในการเรียบเรียงความเรียงตามโครงสร้างย่อย โดยพบว่านิสิตกลุ่มที่มีคะแนนสูงจะมีจำนวนประโยคสนับสนุนใจความหลัก (SP) มากกว่าในนิสิตกลุ่มที่มีคะแนนต่ำซึ่งมักจะนำเสนอประโยคใจความหลัก โดยมีจำนวนประโยคสนับสนุนใจความหลักน้อยกว่าประโยคใจความหลักที่นำเสนอหรือไม่มีการสนับสนุนประโยคใจความหลักที่นำเสนอ

AN ANALYSIS OF THE RHETORICAL PATTERN APPLIED BY  
SRINAKHARINWIROT UNIVERSITY SECOND-YEAR ENGLISH MAJORS

AN ABSTRACT

By

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Presented in partial fulfilment of the requirements for the

Master of Arts degree in English

at Srinakharinwirot University

March 1999

The research aimed at studying the rhetorical pattern applied by SWU second-year English majors against the preferable English rhetorical structure. Seventy informants were asked to write on a topic in a classroom. Then the ten highest-rated and the lowest-rated essays were included in the study. The statistics used were descriptive statistics and t-test. The macro-structure: introduction, body and conclusion of the essay, was analyzed. Then the micro structure was analyzed in order to classify the parallel progression (PP), the sequential progression (SP) and the extended parallel progression. The results revealed that there was not significant difference between these two groups at the macro structure. However, there was a significant difference of the sequential progression between these two sets of essays at .05 level. The parallel progression and the extended parallel progression did not significantly differ between these two groups. This indicated that the high-rated writers could support the introduced topic in the paragraph better than the low-rated writers.