การพัฒนาโครงสร้างอรรถลักษณ์งานเขียนเรื่องเล่าประสบการณ์เกร็ดประวัติส่วนตัวของนักเรียนชั้นมัธยมศึกษาตอนปลายผ่านวิธีการสอนตามแนวอรรถฐานของภาษาศาสตร์เชิงระบบและหน้าที่
GENERIC STRUCTURE DEVELOPMENT ON UPPER SECONDARY SCHOOL STUDENTS' PERSONAL ANECDOTE RECOUNT WRITING TEXTS THROUGH SFL (SYSTEMIC FUNCTIONAL LINGUISTICS) GENRE-BASED APPROACH

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บทคัดย่อ

เอกสารงานวิจัยนี้รายงานผลของกรณีศึกษาในการสอนการเขียนเรื่องเล่าเป็นภาษาอังกฤษให้กับนักเรียนชั้นมัธยมศึกษาตอนปลายผ่านวิธีการสอนแนวอรรถฐานของภาษาศาสตร์เชิงระบบและหน้าที่โรงเรียนหันคาพิทยาคม อำเภอหันคา จังหวัดชัยนาท ในภาคเรียนที่ 2 ปีการศึกษา 2559 จุดประสงค์ของการศึกษาครั้งนี้เพื่อวิเคราะห์การพัฒนาโครงสร้างพื้นฐานงานเขียนเรื่องเล่าประสบการณ์เกร็ดประวัติส่วนตัวแนวอรรถฐานของภาษาศาสตร์เชิงระบบและหน้าที่ การสอนเขียนเรื่องเล่าประสบการณ์ด้วยแนวทางภาษาศาสตร์ดังกล่าวได้จัดกระทำกับนักเรียนชั้นมัธยมศึกษาปีที่ 5/พ โปรแกรมวิทยาศาสตร์-คณิตศาสตร์ จำนวน 26 คน ผลการวิเคราะห์งานเขียนเรื่องเล่าของนักเรียนก่อนเรียน พบว่างานเขียนดังกล่าวมีโครงสร้างไม่สอดคล้องกับขั้นตอนการเขียนเรื่องเล่าในเนื้อความตัวอย่างเรื่องเล่า อย่างเช่นนักเรียนดำเนินเรื่องเบี่ยงเบนออกจากประเด็นความหมายของการเขียนเรื่องเล่า เมื่อนักเรียนได้เรียนรู้การเขียนเรื่องเล่าผ่านกระบวนการเรียนการสอนเขียนแนวอรรถฐานของภาษาศาสตร์เชิงระบบและหน้าที่แล้ว ปรากฏว่างานเขียนเรื่องเล่าประสบการณ์เกร็ดประวัติส่วนตัวแนวอรรถฐานของภาษาศาสตร์เชิงระบบและหน้าที่ของนักเรียนมีการพัฒนาขึ้นในเชิงการจัดการโครงสร้างของการลำดับเนื้อความเมื่อเปรียบเทียบกับผลวิเคราะห์การเขียนก่อนเรียน สรุปได้ว่าผลการจัดการเรียนการสอนเขียนโดยใช้ช่วงจรขั้นตอนแนวอรรถฐานของภาษาศาสตร์เชิงระบบและหน้าที่ช่วยให้นักเรียนพัฒนาโครงสร้างการลำดับความและมีความคิดสร้างสรรค์ในการเขียนเรื่องเล่าประสบการณ์เกร็ดประวัติส่วนตัวได้ดีขึ้น

คำสำคัญ: เรื่องเล่าประสบการณ์เกร็ดประวัติส่วนตัว โครงสร้างอรรถลักษณ์ เนื้อความตัวอย่างเรื่องเล่า ความสอดคล้อง การสร้างแก่นของเรื่องใหม่

Abstract

This paper reports on the case study of teaching writing recounts for the English as a Foreign Language (EFL) Thai upper secondary school students using Systemic Functional Linguistics (SFL) genre-based approach at Hunkhapittayakom secondary school, Hunkha district, Chainat province, Thailand, in the second semester of the academic year 2015. The purpose of the study was to analyze students' generic structure development on personal recount texts through the SFL perspective. Teaching of personal anecdote recount genre using the teaching-learning cycle of the SFL genre-based approach was employed of 26, 2nd year upper secondary school students of a special science-math program. The analysis of the students' pretest writing texts discovered that their writing products were non-conformed to the stages of recount writing, and the themes were sidetracked from the topic. Subsequently, students were instructed by using the SFL genre-based approach. Comparing to the modeling texts of the literature review and the pretest texts at the commencement of the course, the analysis demonstrated that their personal anecdote recounts were positively developed with a higher degree of generic structure construction in terms of conformity and thematic reconstruction. The study suggests that the teaching cycling applied from SFL genre-based approach promoted students' creating and understanding about text organization and writing skills.

Keywords: personal anecdote recount, generic structure, modeling text, conformity, thematic reconstruction

Introduction

This paper is an analysis resulting from the use of the Systemic Functional Linguistics (SFL) genre-based approach for personal experience recount texts with the upper secondary school EFL Thai students' text execution exposing that the student writers could produce their texts conforming the modeling texts (Mingsakoon, 2018). With the different content of language in the other personal recount genre, this analysis focused on the development of the same student writers' generic structuring in the personal anecdote recount text. In fact, the purpose of this paper is also to report on how these mentioned students writers could construct the productive texts to conform to the personal anecdote recount modeling texts when learning through the six-staged teaching cycling of SFL genre-based approach. That is to say, the context of a personal anecdote recount plays essential roles in the contents of the language in the modeling texts instead of personal experience recounts. It is also curious whether the above mentioned teaching cycling could promote the students' writing skill when writing another text type (see more details in the research method in Mingsakoon (2018).

Importance of writing

Regarding the literature review, writing is discussed as a medium for communications in a particular group of human's society and culture (Barnlund, 2008; Martin & Rose, 2008). Discriminative symbols and signs are determined to uniquely communicate under the consensus of linguistic representations of specific culture, belief and community. Referring to culture and society, Martin & Rose (2008) also argued that writing maintained a language system in the similar structure such as vocabulary, grammar, semantics and coherence to make a meaningful text including publication, storytelling, correspondence, record keeping and diary. That is to say, writing is influential to human beings because it empowers them to produce systemic legal information to serve with the requirements of their life spending in a typical day in social communication (Trenholm & Jensen, 2013).

The problems of grade 11 students' writing

According to the preliminary study with the questionnaire and individual interview, it revealed that most of EFL Thai students in grade 11 at the school were mostly encountered with the problems of writing English due to lacking both knowledge of vocabulary and grammar and requiring more opportunities to deal with English in everyday life. As a result, when writing their first draft of recounts, the students had the problems of word spelling, word choices and using an appropriate tense for a particular situation that they wanted to describe in the texts. Thus, most of the problems remark on inadequacy of English practice and lacking opportunity to use it in the purposive situations happening in every life of using language for communication (Kulprasit & Chiramanee, 2013).

Applications and resolutions

Addressing the needs of academic literacy skills serving the social purposes of earning income, the most difficult teaching task is to promote and mobilize the EFL Thai students' writing ability (Padgate, 2008). To cope with this problem, teachers normally have to pay more attention to both content matter and writing development (French, 2011; Padgate, 2008). Moreover, Kuiper et al. (2017) have employed design based research (DBR) to empower the competence of Genre Based Writing Instruction (GBWI). This could promote and develop writing proficiency particularly in terms of engaging with the interaction of people in context. Furthermore, some researchers used limited approach of teaching and learning activities management in classroom by focusing on language knowledge achievement (Kulprasit & Chiramanee, 2013; Lakarnchua & Wasanasomsithi, 2013; Jacobs & Seah-Tay, 2004).

That is to say, the application of genre teaching and curriculum development was to promote students' reading and writing skills in different text types. For example,

Jacobs & Seah-Tay (2004) applied "Cooperative Learning" with teaching writing development with different types of texts corresponding to the enhancement of individual students' writing skill through group-writing activities (Lakarnchua & Wasanasomsithi, 2013) and peer feedback with experiences and comment to support students' writing (Kulprasit & Chiramanee, 2013). Moreover, the application of genre-based approach with mind-map teaching technique could activate learners to generate ideas in writing scheme (David & Liss, 2006). Interestingly, with implementation of SFL genre-based approach to teach writing 'exposition' and 'discussion' for Thai university students, Srinon (2011) found that Thai culture linked with Buddhism influenced to the middle way of argument in students' texts where both positive and negative ideas were presented at the same issue.

To correspond with the requirement of the school curriculum, a personal anecdote recount is determined to enhance secondary school Thai young learners' experiences of writing in different text types. This study shows the analysis of generic structure in personal anecdote recount texts written by six secondary school Thai students in three groups-high, middle and low-at a government secondary school in the academic year 2015. The students' writing products on a pretest were compared with personal anecdote recounts at the stage of independent writing to capture the students' writing development (a parallel analysis with the personal experience text execution of the same participants described in an initial method of Mingsakoon, (2018).

Research questions

Regarding the parallel investigation of the development of the upper secondary school Thai students' personal experience recount text execution, the research questions were central to investigate the developed dimensions of the students' writing skill (Mingsakoon, 2018) as follows:

1. In what ways does the SFL genre-based approach to teaching writing enhance students' text execution?

2. Do the students' personal anecdote recount products conform to the prototype texts in the literature review?

Literature Review

Recount genre

With the purpose of presenting information to readers, there are four main genres recommended by experts (Droga & Humphrey, 2002; Rose, 2006) including recount, narrative, exemplum and anecdote. However, Droga & Humphrey (2002) argue that the recount genre, serving with the social purpose of giving information of experience in the world through entertaining or imaging ideas presentation technique,

comes in five sub-recount genres (Callaghan & Rothery, 1993; Droga & Humphrey, 2002; Hood, 2010).

First, a personal recount is to reveal remembering and revising in temporal sequence of events such as an anecdote, a diary journal, a personal letter and an experience. Second, a factual recount is to report or to reconstruct information for an evidence such as police, historical, biographical and autobiographical recounts. Third, an imaginative recount is to apply sophistication with imagination to make a story. Fourth, a procedural recount is to give steps of investigating things. Fifth, a literary recount is to retell events for entertainments (Government of South Australia, Department of ducation and Child Development, 2012).

Personal anecdote recounts

Within the purposes of giving information or retelling the story, a personal anecdote recount is reviewed as a genre reflecting entertainments, showing opinions or feelings of being relaxed about the events through life experiences especially in remarkable events, unexpected incidents, problems or struggling conditions through emotional reaction in a story (Hood, 2010; Rose, 2006; Droga & Humphrey, 2002). These events are usually relaxed at the end, so called re-orientation stage.

Generic structure and language feature of personal anecdote recount

Being similar to the generic structure of a personal experience recount, a personal anecdote is executed into three stages: *Orientation ^ Series of Events ^ Re-orientation/CODA* (Hood, 2010). At the orientation stage, or the beginning stage, background information and setting are provided with emotional affective reaction to the situation (Mingsakoon, 2018; Hood, 2010). At the series of events presentation stage, the writer possibly reflects some remarkable events which the characters encountered and expressed how to cope with those struggles (Hood, 2010). The past tense is the language feature employed to describe activities in a personal anecdote recount (Martin & Rose, 2008; Christie, 2005; Martin & White, 2005). Finally, the optional closure of events in the personal anecdote focuses on the stage of re-orientation. The writer always concludes the story directly by showing remarkable comments or even attitudes towards the events presented. Especially, some entertaining arguments may be presented to justify for value of the personal anecdote (Droga & Humphrey, 2002).

In this study, the learning of writing was managed through the six-staged instructions based on the framework of SFL genre-based approach as popularly employed in language teaching writing and linguistic analysis of students' works at school (Thompson, 2014; Derewianka, 2003; Feez, 2002; Paltridge, 2001; Callaghan & Rothery, 1993; Halliday & Hasan, 1985). The applied innovation of 'teaching cycle' was

designed six stages: 1) Building Knowledge of the Field, 2) Modeling Text, 3) De-contextualization and Organization, 4) Joint Construction, 5) Independent Construction of a Text, and 6) Linking Related Text (Christie & Maton, eds., 2011; Martin & Rose, 2008; Christie & Unsworth, 2006; Derewianka, 2003; Paltridge, 2001).

Materials and Methods

To serve with the needs of this research, the case study, with six students' personal anecdote writing products, was conducted. The standard modeling texts were selected for critical analysis because they are determined whether and how the written texts are organized to conform to their qualification of structuring and purposing.

Population and samples

Mingsakoon (2018) proposed that the population of this study derived from 189 Mattayom Suksa five students, in the age of 16-17 years old and having studied English for at least 12 years, six classes from 5/special and 5/1 to 5/5. The class 5/special, with 26 students, was selected by convenience because it was assigned to the teacher researcher and fulfilled the requirement of the school curriculum for registering the English communicative writing course to the class.

Participants

The 26 students from the 5/special class were classified into what high, middle and low, in correspondence with grades by consulting the school academic English proficiency report and after analysis of the pretest writing by using the scoring rubric adapted from the recommendations of experts in SFL (Thompson, 2014; Widodo, 2006; Feez, 2002). There were six participants selected at random from the three groups in this case study: two students from the high group (HS1, HS2-High Students), two students from the middle group (MS1, MS2 -Mid Students) and two students from the low group (LS1, LS2 – Low Students).

Instruments and construction

To analyze the data, the students from the selected class had been taught writing a personal anecdote recount through the six-stage-cycling of SFL genre-based approach. Thus, the instruments for analysis were 1) scoring rubric adapted from the recommendations of experts in SFL (Thompson, 2014; Widodo, 2006; Feez, 2002), and 2) the analyses of generic structure analysis of the personal anecdote recount modeling texts (Martin & Rose, 2008).

Data collecting

The six selected students' pretest and posttest written texts were collected, and they were analyzed through the analytic items described in both instruments. Then, the results of the analyses from both pre- and post-tests of each student were compared in order to investigate how teaching writing with the SFL genre-based

approach enhanced students' text execution. That is to say, the student participants' post-test writing works of personal anecdote recounts were compared with their initial recounts on the pretest.

Data analysis

The limits of this report would be confined to the generic structure development comparing between the pretest and posttest products from the twelve writing products: six writing products on the pretest from the selected participants and six posttest texts of personal experience recounts from the same students.

Key findings: interpretation on the students' pretest writing texts

According to the analysis of the generic structure of the students' texts produced at the pretest, it reveals that students from each group in this case study could execute their texts of recount based on the directions of the pretest in some degrees. For example, the HS1 (High Student 1), HS2 (High Student 2) and MS1 (Mid Student 1) could manage trivialities match with the purpose of the modeling texts just for retelling what happened roughly on Song Kran festival in Thailand. They could execute their pretest texts addressing with the structure and purpose of recount by presenting complete stages on writing of recount text recommended in the literature review.

The students began their texts with certain background information in the orientation, then followed with one event of at the series of the events presentation stage and ended the story with a short sentence the closing stage of re-orientation. However, their texts were neither completely organized with relevant details nor compatibly concerned with the purpose of the recount. The students needed to concern with more examples in the modeling texts of how to elaborate more details for each activity she mentioned instead of writing everything in an only paragraph.

This phenomenon is similar to the text execution of the MS2 (Mid Student 2), LS1 (Low Student 1) and LS2. (Low Student 2). To speak, they could not manage their text to serve with the recommendation of the text organization of a motif text, i.e., they had included everything of details in only one short paragraph disregarding to the structure of qualitative text. This was determined that the students in this case study had to be trained as much as possible to improve their writing skill in order to serve with the requirements of the school curriculum and spending life in social events.

In conclusion, when analyzing the pretest recount writing works, there are threefold drawbacks of writing without any consults to the modeling text in the students' writing texts. They are 1) disregarding physical recount configuration and nature of the written texts, 2) chronological ordering events with illogical trivialities from the beginning to the end of the text, and 3) making no sensible sentences and

thematic focused paragraph to serve for the unity of the text (Martin & White, 2005; Mingsakoon, 2018).

Key Findings in posttest: students' generic structure development in personal anecdote recounts

The method depended on the compare and contrast analysis in broad genre staging terms between recount writing works of the students in high, middle and low groups in the posttest and the analysis of recount writing in the pretest. It, moreover, compared and contrasted between the recounts writing works of those students and the modeling text provided for the class. It identified threefold of key findings apparently related to the implementation of the teaching approach and the developments of the students' generic structure execution.

Firstly, after these students had been taught with the genre-based approach from the stage of building knowledge of the field to the stage of independent construction of a text, they could write personal anecdote, to usually conform to those genre-staging prototypes. The final drafts of the students' personal anecdote recount texts in each group matched with the recommendation from the modeling texts. To clarify, this majority of the students had a problematic background in terms of their overall recount structuring of composing the recount texts. They developed their recounts much more structurally coherent and effectively conforming to the prototype texts. Therefore, the analysis showed that there had been significant development in the students' generic structure constructions of the personal anecdote recount texts across the duration of the course, and it seemed to be satisfactory insofar as the deployment of SFL genre-based approach increased positive connection between understanding modeling texts and generic structure development.

Secondly, it was noted that the majority of the students' personal anecdote recount texts in this case was positively developed in terms of purposive compatibility. That meant the students from high, middle and low groups had understood both meaning and purpose of the recount modeling texts as well as they could make sense of their recounts of personal anecdote. Having involved with the structure of the prototype texts, both meaning and purpose of the texts focused on the stage of situational analysis. To conclude, the students from each group could show that they accomplished making their recounts compatible to the goal and context of the recount modeling texts as described in the literature review, and this influenced their higher communicative writing skills absolutely.

Thirdly, according to the generic structure analysis of the students' recounts, it was possible to infer that the prototype texts influenced to the students' plotting creations and events generations. It exposed that some students from each group

showed that they had effective creations when making the series of the events different from the recommendations of the modeling texts. This was not a complete mimic, but it was a development of imaginative thinking skill by generating the series of the events more attractively than the description in the modeling texts.

To sum up, it is possible to state definitely that the SFL genre-based approach causes the students' positive development outlined above in Communicative Writing course at the school. The above mentioned approach could attract the students to encounter with the meaning, the purpose and the structure of the prototype texts in order to create the new texts that are compatible to the requisites described in the modeling texts in the literature reviews. Thus, the analysis showed threefold of results from the study. Previously, the students in each group of this case study had adopted the structural prototypes outlined in SFL framework to write more structurally coherent recounts than they did at the beginning point. Then, these students could construct new texts compatible to the purpose and meaning of the text. Lastly, the SFL genre-based approach encouraged the students to practice thinking skills such as creation and imagination when developing texts.

Discussion and Conclusion

Regarding the results of this study, the benefits of SFL genre-based approach, promoting the students' personal anecdote text execution, could be discussed and summarized as follows:

1) Having less opportunities to practice writing by concerning with form and usage working with structure construction of genre (Lakarnchua & Wasanasomsithi, 2013) and Thai culture with the middle way of presenting ideas (Srinon, 2011), the students' pretest writing products, in the middle group and the low group, rarely conformed to the generic structure outlined in the prototypes. After being engaged with genre-based approach, they could write the personal anecdote to conform to those genre-staging prototypes. All students could execute their personal anecdote recounts by giving the background of the story in the orientation, linking the story to the series of the events with more complete details elaboration and structurally coherent generation and concluding the story at the re-orientation with some argumentative ideas and CODAs at the end of the recounts. The analysis showed that there had been significant development in the students' generic structure constructions of the recount texts across the duration of the course, and it seemed to be satisfactory insofar as the deployment of SFL genre-based approach increased positive connection between understanding modeling texts and generic structure development (Christie, 2005; Droga & Humphrey, 2002).

2) In this regard, the students wrote independently and confidently. Due to learning modeling texts with SFL genre-based approach, they could imagine new styles stories (Wingate, 2014). For example, the HS2 (High Student 2) could actually generate the personal anecdote recount with delicate details and different purpose from the other recounts**.** The MS1 (Mid Student 1) created the new plot of personal anecdote recount even though the generic structure of her recount matched with the modeling text's descriptions causing the meaning of her new text different from the modeling text's plotting. However, the MS1 (Mid Student 1) and MS2 (Mid Student 2) students could follow the recommendations of generic structure constructions of modeling texts absolutely. For instance, the MS1 executed her personal anecdote by beginning with the orientation, followed with the series of three events, where the remarkable incident was emerged at the second one and the relief situation was in the third one, and ending with re-orientation where the CODA was presented. On the other hand, the MS2 constructed the network of her personal anecdote including the orientation, series of only two events, where the unexpected occurrence was described in the first loop and the climax was in the second one, and the re-orientation with CODA (Kruse, 2013). Both the LS1's (Low Student 1) and LS2's (Low Student 2) generic structures in the personal anecdote recounts were influenced from having the opportunities to study the meaning and the structure of the modeling texts on group works before constructing their own texts. Even though the LS2 made very slightly difference on series of the events on her personal anecdote from the modeling text, this was appraised as a more creative writing work than the LS1's. Both of their personal anecdote recounts were compatible with the purpose of writing a personal anecdote recount text as described in the literature review.

In conclusion, it was newly found that most of the students' personal anecdote recount texts in the posttest were different from the modeling texts by showing creative thinking in thematic reconstruction with humorous mood at the re-orientation stage. The students liked to begin their personal anecdote recount texts with the conflicts but to end with happy ending climax making the readers cannot help laughing. It reflected that the students authorized independently to create their personal anecdote recount texts after learning ideas, organization and meaning of the modeling texts. That is to say, the modeling texts played very great role in encouraging the students' popularity of including a different track of mood expression, such humor, in their posttest texts.

Recommendation and application

To teach writing for EFL Thai upper secondary school students with SFL (Systemic Functional Linguistics) is so subtle that the teachers should engage with the

context and culture in the language meaning and the organization of the modeling texts when mobilizing the approach in the class. It is suggested that implementing and applying knowledge of language structure and grammar as an integral role in addressing activities to practice students (Martin & Rose, 2008). On the other hand, Cristie & Unsworth (2006) argued that each stage on SFL genre-based approach teaching cycling might be repeated when the students had been obstructed, grading down the complexity of the modeling texts and group work activities could encourage students to write for communication confidently. This would make the students hold understanding about the language elements such as meaning, situation and purpose of the personal anecdote recount texts before starting to write their own texts.

Acknowledgement

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