

Implementation of the Process-Genre Approach in an English as a Foreign Language Classroom in Thailand: A Case Study

Kantana Rayupsri
Rajamangala University of Technology Isan
ting_kanta@hotmail.com

Saowadee Kongpetch, Ph.D.
Ubon Ratchathani University
skongpetch629@gmail.com

Abstract:

This study explored the implementation of the Process-Genre Approach in a classroom at Rajamangala University of Technology Isan, Surin Campus. The participants were 15 first year students who were given the task of writing a story of the Recount genre. The teaching unit was designed to cover 13 teaching hours and contained five stages, Building up Field Knowledge, Modeling the Text, Drafting, Rewriting, and Publishing. Data were obtained from students' written texts prior to and after being taught by the Process-Genre Approach. The results of the study revealed that the Process-Genre Approach had positive effects on the majority of students' writing ability. After they were taught by this approach, they were able to write a relatively more successful story. Analyses of their final drafts showed that they had better control of generic structure. It conformed to that which is typical of the Recount, containing the Orientation, Series of Events and Evaluation. In addition, their drafts exhibited better control of language features including use of specific participants, simple past tense, doing verbs, and temporal conjunctions (Derewianka, 1990). Hence, the Process-Genre Approach appears to be a viable alternative approach for teaching writing to Thai students.

Keywords: *Genre-based approach, Recount, generic structure, and language features*

1. Introduction

Despite Thai students learning English for a number of years, their English proficiency is less than satisfactory, particularly their writing skills. One of the explanations of this is that they have insufficient knowledge of vocabulary and connectors (Padgate, 2008). For example, they do not know which word choices or connectors they should use in given contexts. Furthermore, they have inadequate knowledge of grammatical structure and organization of ideas. This inhibits them from producing comprehensible texts and expressing their ideas to their readers clearly and effectively. Besides, they lack opportunities to practice writing beyond the sentence level, many being able to write sentences correctly but at a loss when asked to write a paragraph or an essay (Gao, 2007; Padgate, 2008). Zamel (1985, cited in Padgate, 2008) believed that most teachers tend to view themselves as "language" teachers rather than "writing" teachers, generally teaching students to write to fulfill the requirements of activities, most of which emphasize vocabulary and sentence structures. For example, students may be asked to put words, such as vocabulary or connectors, into blank spaces to complete or change sentences from active to passive voice by imitation of given examples (Tarnopolsky, 2000). While these may provide opportunities to practice their grammatical knowledge, they are given little chance to learn how to write to express their ideas and, importantly, to develop their writing process at a discourse level (Gao, 2007; Padgate, 2008).

As writing is normally required for higher education and job employment, it is necessary for teachers to pay attention to their students' writing ability. Like many other Thai students, the writing ability of students at Rajamangala University of Technology Isan, Surin Campus needs to be greatly improved. Most students in the researcher's class

are not proficient in their writing because of their inadequate knowledge of vocabulary, grammatical structure, and organization of ideas. Some can successfully write at a sentence level but many struggle to write at a paragraph level. This research project took a case study approach and explored the use of the hybrid approach called the Process-Genre Approach in one classroom at the university. The goal of the research was to explore the effects this approach had on students' writing. Since it is a case study, its findings cannot be generalized to all Thai classrooms or even to all Thai university classrooms, but it can provide insights into the effects of the approach on students' writing ability.

2. Approaches to Teaching Writing

Prior to an explanation of the Process-Genre Approach is, it is important to discuss some approaches which have been influential in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts.

2.1 Product Approach

The Product Approach has long been used in teaching writing in ESL and EFL contexts (Gao, 2007), being referred to as “a traditional approach in which students are encouraged to mimic a model text, usually presented and analyzed at an early stage” (Gabrielatos, cited in Hasan and Akhand, 2010, p.78). It emphasizes the final product more than the process of writing. According to Pincas (1982, p.22), there are four stages of the Product Approach:

- (a) Familiarization: Students study language and structure in the sample model text
- (b) Controlled writing: Students are required to practice writing using the expressions and vocabulary that they have learnt during the Familiarization stage.
- (c) Guided writing: This stage is the most important because students have to organize their ideas to produce their texts by using the form of the early stages
- (d) Free writing: Students individually use the expressions and vocabulary they have learnt from previous stages to produce their own text.

The Product Approach was influential in teaching writing until the mid-1970s (Nunan, 1999). One of its advantages is that it is quite convenient for teachers to teach students because they can simply provide a model text and let their students practice writing following the given model text (Badger & White, 2000). Teachers can spend less time on correction of students' texts as the Product Approach puts greater emphasis on form rather than on students' generation of ideas (Gordon, 2009).

However, this approach draws criticisms from a number of educators and practitioners. As it puts great emphasis on students' competence in the use of expressions and vocabulary for the writing task, it provides them with little or no opportunity to generate their own ideas while writing (Badger & White, 2000). Students have little freedom to write or explore their thoughts because they have to write a text which resembles the model text (Flower & Hayes, 1981). Consequently, their motivation and confidence in writing may diminish and some may feel bored and even have negative attitudes toward writing. Because of these drawbacks, the Process Approaches were developed.

2.2 Process Approaches

As mentioned above, the Product Approach focuses on the final product and encourages students to mimic a model text. However, Zamel (1983) argued that students need to be provided with opportunities to practice writing. Through writing processes, she

believed that students can explore and discover their thoughts. They can engage in writing freely without worrying about grammar and vocabulary. According to Tribble (1996), the stages of the Process Approaches are as follows:

(1) Brainstorming: Students generate ideas by brainstorming and discussing about the topics they are interested in. A teacher encourages students to decide on topics about which they want to write.

(2) Drafting: Students select one topic from the brainstorming session. Then, they start writing their paragraphs without worrying about grammatical errors as they can come back to revise them later.

(3) Rewriting: This is the process of going back over the previous draft to improve it by making changes and corrections. Students may revise their writing individually or in groups.

(4) Editing: Students proof-read the text by going over the draft again. They look at the language and organization of ideas and begin checking the details of grammar, vocabulary, and format.

(5) Publishing: The last stage is to share a final product with an appropriate audience. Students can evaluate the effectiveness of their own writing after receiving feedback from their audience.

All writing processes are cyclical because students can revisit or move back and forth to any stage during their writing processes. For example, students can move to the pre-writing stage during rewriting to develop new ideas.

Like the Product Approach, the Process Approaches have advantages and disadvantages. One of the advantages is that they stimulate students to enjoy writing because they can write freely without any interruption from their teacher. Further, students do not have to worry about grammar and appropriate word choices while writing their first drafts as they can go back to correct them later. Thus, they feel positive to write and are less likely to experience mental block (Badger & White, 2000). Moreover, Tribble (1996) claimed that Process Approaches are flexible, allowing students to revisit any stage during their writing processes if they are unsatisfied with their works. For example, they can move back to the drafting stage during the editing stage to develop new ideas. Hence, they can revise and improve their drafts. Regarding the disadvantages, some scholars pointed out that students are not trained to write texts to achieve different social purposes. Badger and White (2000, p.154) stressed that “Process Approaches have a somewhat monolithic view of writing”. That is, the approaches emphasize the same stages of writing, such as brainstorming, drafting, editing, revising, and publishing, but fail to raise students’ awareness that different text types are actually written to achieve different social purposes.

These drawbacks led to the development of newer alternative approaches. One of these is the Australian Genre-based Approach.

2.3 Australian Genre-based Approach

The Australian Genre-based Approach was initially developed by Martin and Rothery (1980, 1981) and their colleagues, Christie (1984), Hammond (1987), Derewianka (1990), and Hammond, Burns, Joyce, Brosnan, and Gerot (1992). It draws on the Systematic Functional Linguistic theory developed by Halliday and Hasan (1985). According to the genre theorists, the meaning of any text can only be understood in relation to the context in which it is produced. This includes Context of Situation and Context of Culture.

Context of Situation refers to the social environment of the text which consists of three variables (Hammond et al, 1992):

- (a) Field refers to the topic or the subject-matter being talked about, such as cooking, a tourist attraction, and economics.
- (b) Tenor refers to the relationship between participants or the audience, such as writer and reader; speaker and listener.
- (c) Mode concerns the channel of communication, such as spoken and written.

Context of Culture refers to values and beliefs. As each culture has different values and beliefs, each has different ways to get things done (Hammond et al, 1982). This results in different kinds of texts or genres which have different social purposes to achieve. Consequently, each genre displays a different generic structure (or textual organization) and language features (typical language used to convey meanings, such as nouns, pronouns, verbs and conjunctions).

Generally, there are two major types of genre, factual and story genre. Factual genre aims to describe, explain, and present a particular thing, place, or person (Martin, 1984). Some examples are Description and Report. On the other hand, story genre intends to entertain, inform, and retell events (Martin, 1984). Two examples of story genre are Recount and Narrative. The table below displays different types of genres and their generic structures and language features.

Table 1: Types of genres and their generic structure and language features (Hammond, Burns, Joyce, Brosnan and Gerot, 1992)

Genre	Types of Genre	Purpose	Generic structure	Language Features
Factual	Description	To describe a particular person, place, and thing.	-Identification -Description	- particular noun - simple past tense - verbs of being and having - adjectives
	Report	To provide information about natural and non-natural phenomena.	-Title -General statement -Description	- general noun - present simple tense - some technical terms - verbs of being and having
Story	Recount	To retell events.	-Orientation -Series of event -Evaluation (optional)	- specific noun - past tense - verb of doing - temporal conjunctions - prepositional phrase of time

Genre	Types of Genre	Purpose	Generic structure	Language Features
	Narrative	To entertain or inform.	-Orientation -Complication -Moral	- specific participant - conjunctions - simple past tense -first or third person pronoun

2.4 Teaching Learning Cycle Model

To systematically and effectively implement the Genre-based Approach in the classroom, genre theorists developed the Teaching Learning Cycle that includes four cyclical stages. While writing, students can go back to any stage they want until they are ready to write up their final draft (Hammond et al, 1992).

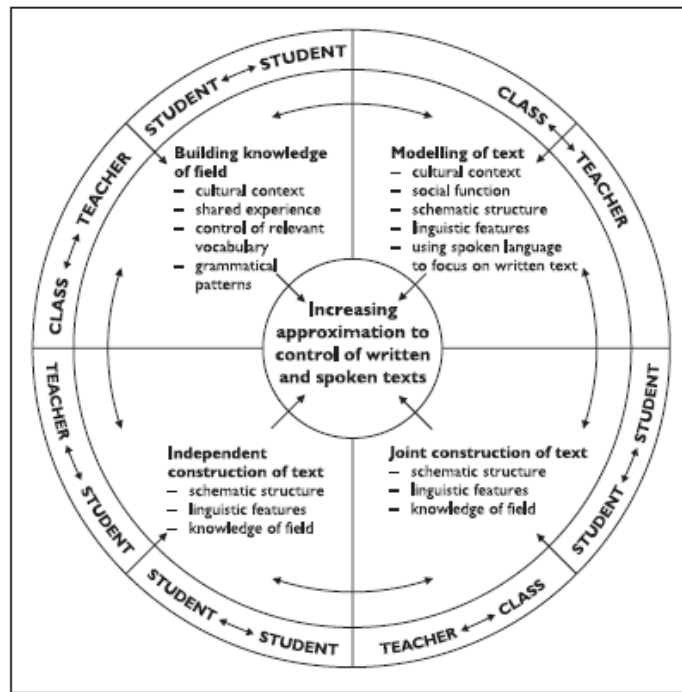


Figure 1: Teaching Learning Cycle Model (Hammond et al., 1992, p.17)

Stage1 - Building up the field knowledge: Students brainstorm and gather information about the topic through different kinds of activities, such as discussion, watching a video clip, note-taking, and oral presentation.

Stage 2 - Modeling of text: Students learn about the social purpose of a model text, and its generic structure and language features. They are also encouraged to analyze the generic structure and language features of the model text given by the teacher.

Stage 3 - Joint negotiation: The teacher and students jointly construct a text which resembles the model text. The teacher encourages the students to express their ideas while

acting as a scribe and facilitator, jotting down students' ideas and helping transforming students' spoken language to a written one.

Stage 4 - Independent construction: Students practice writing the text independently, applying what they have learnt from previous stages to their own text.

As mentioned above, the Process Approach helps students to practice writing by allowing them to write several drafts until they get the best one. The Genre-based Approach enables students to be aware of the different types of texts and generic structures and language features peculiar to each before writing. For these reasons, both approaches are considered complementary to one another.

In the researcher's view, it would be interesting to integrate both approaches for teaching writing in the EFL classroom.

2.5 Process-Genre Approach

At Rajamangala University of Technology Isan, Surin Campus, the location of this research project, the proposed Process-Genre Approach includes five stages: Building up Field Knowledge, Modeling of the Text, Drafting, Rewriting, and Publishing.

Building up Field Knowledge aims to provide students with opportunities to learn about the context of the text and relevant vocabulary so that they have schema about what they are expected to write about. During the Modeling of the Text stage, students are expected to analyze the social purpose, generic structures, and language features of the model texts. It should be noted, however, that Joint Negotiation is deliberately excluded from this teaching unit. One of the reasons is that, according to Kongpetch (2006), the purpose of this stage is to provide the students with opportunity to express their ideas and, more importantly, to practice writing. The teacher needs to encourage their students to jointly write up their own texts which are similar to the model text. This stage can be rather time-consuming as each student may have different ideas. The teacher needs to pay attention to most of them so that they are not ignored. At the same time, the teacher needs to consider whose ideas or sentences should be best put in the jointly-constructed text. In the Thai EFL context where teachers are expected to cover a number of teaching units within a certain period, this stage appears to be rather impractical as it may last up to between three and six hours. Kongpetch (2006) added that, during the Joint Negotiation stage, the teacher's role is to help students to transform their spoken language to written language. To help their students to write up and complete their texts, the teacher may unintentionally impose his/her ideas in the students' texts. In some cases, the teacher may even write his/her own sentences in the students' texts because he/she wants to get the text done as well as possible. Unfortunately, the final text becomes the teacher's own text, rather than the students'.

Independent Construction is also excluded because it is similar to the Drafting stage proposed by the Process Approaches. In fact, the Drafting, Rewriting, and Publishing stages are chosen to replace the Joint-Negotiation and Independent Constructions stages. During Drafting and Rewriting stages, students are allowed to practice writing their own texts independently, and they can write and rewrite as many drafts as they want. For the Publishing stage, students are encouraged to show their finished texts to their friends and their selected audience. By doing so, they can share their ideas and writing experience, and give feedback to one another.

3. Research Methodology

3.1 Research Context

Because this research project was an exploratory study, the Process-Genre Approach was implemented in an existing classroom, an English and Communication class taught in the second semester of the academic year 2012. The course emphasized the four skills of listening, speaking, reading, and writing. Relevant to this study, one of the units in the course focused on past simple tense. Its objective was to teach students how to re-tell past events. There were 40 first year students who enrolled in the course. All of them passed the course *English for Study Skills Development* taught in the first semester. This course aimed to enable students to experience and develop basic English skills appropriate for study in a university. The final grades from the *English for Study Skills Development* course were four A, seven B⁺, 15 B, seven C⁺, five C, and two D. All of the students were invited to participate in the research project. However, data was only collected only from the 15 students who agreed to participate in the project. They were referred to by pseudonyms and their data were accessed only by the researcher and her supervisor to protect their identities. During the data collection period, all students were taught using the same materials and were evaluated by the same criteria to make sure that all students were treated fairly. None of the students received extra marks for their involvement in the research project.

The researcher fulfilled the role of participant observer as she was both researcher and teacher. This occurred because she was the only person at the Department of Western Languages, Rajamangala University of Technology Isan, Surin Campus who knew enough about the Australian Genre-based Approach to apply it in the classroom through the Process-Genre teaching practice. To overcome the problems of being both teacher and researcher in the classroom, she collected different kinds of data, including photocopies of students' written texts and audio-recordings of an informal discussion between students and herself at the end of the teaching unit.

3.2 Research Design

A teaching unit was designed to investigate the effects of the Process-Genre Approach on students' Recount writing ability. As mentioned earlier, the Process-Genre Approach includes five teaching stages, Building up Field Knowledge, Modeling of Text, Drafting, Rewriting, and Publishing. While the first two stages were from the Teaching-Learning Cycle affiliated with the Genre-based Approach, the last three were from the Process Approaches. The activities associated with each teaching stage are provided in Appendix I.

3.3 Data Collection

The data collection was carried out throughout the period of 13 hours of teaching from January 10, 2013 to January 20, 2013. It should be noted that, prior to the implementation of the Process-Genre Approach in the classroom, a Pre-Writing activity was carried out for an hour. All 15 students were asked to write a short paragraph on the topic "My Weekend" and their drafts were collected and photocopied for later comparison with their Recount final drafts after being taught by the Process-Genre Approach.

While being taught by the Process-Genre Approach, students were asked to practice writing three drafts of the Recount. Zamel (1983) stated that students should be provided with opportunities to write drafts as it is unrealistic to expect students to write successfully and effectively at their first attempt. Yet, due to time constraints, only three

drafts were allowed. For their first and second drafts, students received feedback from the teacher/researcher concerning their control of generic structure and language features for improvement of their writing. However, only their final drafts were collected and used for detailed analysis. As mentioned above, their final drafts of the Recount type were compared with their pre-writing drafts on the topic “My Weekend” to shed light on the effects of the Process-Approach on their writing ability.

After the implementation of the teaching unit, informal discussions were carried out in groups, each consisting of five students. Each discussion lasted approximately 15 minutes and was carried out in Thai so that students could express their ideas freely. Students’ were asked to respond to the guided questions (Appendix II). Later, the transcripts of the informal discussions were transcribed, and the major issues were summarized and discussed. The obtained data were used as the supplementary data to the analyses of students’ written texts to shed light on the effects of the Process-Genre Approach on students’ writing ability.

3.4 Data Analysis:

Analysis of the students’ Pre-Writing drafts, written prior to being taught by the Process-Genre Approach, and their third drafts, written after being taught by the Process-Genre Approach, drew on the works of Martin and Rothery (1980, 1981) and their colleagues, Christie (1984), Hammond (1987), Derewianka (1990), and Hammond et al (1992). They explained that a successful writer should demonstrate a good control of generic structure and language features typical of the Recount. The following table illustrates these.

Table 2: Generic structure and language features of the Recount

Purpose	To retell series of events
Generic Structure	Orientation ^ Series of Events ^ [Evaluation] Orientation provides background information to the topic. Series of events give details of the events. Evaluation (optional) is where the writer makes comment or expresses how he/she feels about the events.
Language Features	Specific participant (or proper noun) e.g. <i>Ubon Ratchathanee</i> and <i>Tom Yum Goong</i> . Past tense e.g. I <i>visited</i> the museum and we <i>arrived</i> at home. Verb of doing e.g. <i>cooked</i> , <i>walked</i> , and <i>took</i> . Temporal conjunctions e.g. <i>then</i> , <i>after that</i> , and <i>later</i> . Prepositional phrases of time e.g. <i>at 9 a.m.</i> , <i>at noon</i> , and <i>around 4 p.m.</i>

Apart from the students’ control of generic structure and language features of the Recount, they also evaluated whether they had good control of grammatical structure at a sentence level. In fact, the control of grammatical structure at a sentence level is neither a feature of the Process Approaches nor the Genre-based Approach, both of which were originally developed in the ESL contexts. Yet, the researcher decided to include this aspect in the analysis of the students’ written texts. One of the reasons was that grammatical accuracy is highly valued in most written texts because grammar assists students to convey their ideas to the audience clearly (Knapp & Watkins, 1994). Text is a permanent record in communication. Therefore, students should produce written texts which employ accurate grammatical structures to advance their English (Baleghizadeh & Gordani, 2012). Unlike ESL students, EFL students are exposed to English language, particularly writing, mainly in the language classroom. It is beneficial for a teacher to

explain to their students their grammatical strengths and weaknesses so that they are able to achieve more effective writing.

Each draft was marked out of 10 to indicate the level of success of the students' work. The mark distribution was as follows: generic structure (3 marks), language features (4 marks), and control of grammatical structure at a sentence level (3 marks). Students who wrote very successful texts received marks of nine or ten. Their drafts showed a complete control of generic structure and language features typical of the Recount. In addition, their texts contained only a small number of grammatical mistakes which did not affect the comprehension of the texts.

Students who wrote moderately successful texts received seven or eight marks. Their texts showed good control of generic structure, moderate control of language features, and their grammatical mistakes at a sentence level were found in a greater number.

On the other hand, students who wrote less than satisfactory texts received five or six marks. Their texts showed little control of generic structure and language features. Further, they made a wide range of grammatical mistakes, some of which considerably affected the comprehension of the texts.

4. Results and Discussion

Analysis of all students' pre-writing drafts showed that the students had low writing ability. Most of them wrote short sentences that were simply put next to one another. Hence, their texts did not exhibit the generic structure of the Recount. More specifically, their texts did not contain Orientation, Series of Events, and Evaluation. This was probably because they were not yet aware of the genre structure of Recount. As for language features, none could use the past tense, temporal conjunctions, and prepositional phrases of time to describe and link their past activities chronologically. Regarding their control of grammatical structure at a sentence level, many of them wrote incomplete sentences. Further, they made a number of grammatical mistakes. This implied their poor knowledge of grammatical accuracy required for writing. A sample of students' pre-writing text is available in Appendix III.

On the other hand, analysis of the 15 students' third drafts of the Recount revealed that the majority of them were able to write a relatively more successful Recount. These drafts were categorized into three groups, A, B, and C. Group A contained those students who wrote a very successful Recount. Two students qualified for this group. These students' texts exhibited a complete control of generic structure and language features. Further, their texts had only a small number of grammatical mistakes which did not affect the comprehension of their texts. Their texts received nine or ten marks. Group B contained nine students who produced moderately successful texts and received seven or eight marks. While their texts showed good control of generic structure, their control of language features was at a moderate level. Further, they made greater amounts of grammatical mistakes at a sentence level but their texts were still comprehensible. Group C included four students. Compared to previous groups, their texts were poorly written as they had little control of generic structure and language features. Further, they made a wide range of grammatical structures at a sentence level, some of which affected the comprehension of their texts. They received five or six marks.

To illustrate the students' control of the genre of Recount, Group A students' written texts are explained and discussed below in terms of their control of generic structure, language features, and grammatical structure at a sentence level.

4.1 Students' Control of Generic Structure

Analysis of Group A students' texts revealed that both Pook and Nuch, the authors, had a good control of generic structure. Their texts clearly displayed Orientation, Series of Events, and Evaluation.

My Weekend

(I) Orientation

¹On my last weekend, I visited my uncle in Roi Et with my family.

(II) Series of events

²We went to Roi Et 8 a.m. by car. ³Then, we went shopping. ⁴My father and mother bought some food for lunch. ⁵I bought some apples and bananas. ⁶My brother bought some candy. ⁷At noon, we had lunch at my uncle's house.

⁸Around 6 p.m., I watched television in the room. ⁹My uncle cooked Tom Yum Kung and Yum Woonsen for dinner. ¹⁰At 7 p.m., we had dinner together. ¹¹After dinner, we ate apples and bananas. ¹²Around 10 p.m., I went to bed.

(III) Evaluation

¹³I was happy very much.

Source: Pook's text (January 17, 2013)

My Weekend

(I) Orientation

¹On my weekend, I visited my brother in ¹Ubon Ratchathani.

(II) Series of events

²I arrived at Ubon Ratchathani at 5 a.m. by taxi. ³At 8 a.m., my brother and I had breakfast in the restaurant. ⁴Later, we went to watch the movie. ⁵At noon, we had Somtam, grilled chicken and sticky rice at the restaurant. ⁶After that, we shopped at Big C. ⁷I bought a beautiful pink bag and black shoes. ⁸My brother bought five cartoons.

⁹We went back home about 8 p.m. ¹⁰Around 11 p.m., I went to bed.

(III) Evaluation

¹¹I was happy.

Source: Nuch's text (January 17, 2013)

At the beginning of their texts, both Pook and Nuch clearly identified the place and the persons whom they visited.

> ¹*"On my weekend, I visited my uncle in Roi Et."* (Pook's text)

> ¹*"On my weekend, I visited my brother in Ubon Ratchathani."* (Nuch's text)

Then they retold the events they did in chronological order.

> ²*"We went to Roi Et 8 a.m. by car"*. ³*"Then, we went shopping"* (Pook's text)

> ²*"I arrived at Ubon Ratchathani at 5 a.m. by taxi"*. ³*"At 8 a.m., my brother and I had a breakfast in the restaurant"*. (Nuch's text)

Later, they ended their texts with an evaluative comment.

> ¹³*"I was happy very much."* (Pook's text)

> ¹¹*"I was happy."* (Nuch's text)

4.2 Students' Use of Language Features

Analysis of the students' texts revealed that both Pook and Nuch had good control of language features. As mentioned above, the analyzed language features included specific participants, past simple tense, verbs of doing, temporal conjunctions, and prepositional phrases of time.

4.2.1 Specific participant: In Recount, specific participants or proper nouns are normally used to indicate the places the writer visited or things they did (Hammond et al, 1992). In both students' texts, this type of language was evident. Some examples of these are:

- (1.1) ¹ “*On my last weekend, I visited my uncle in **Roi Et** with my family.*”
(Pook’s text)
- (1.2) ⁹ “*My uncle cooked **Tom Yum Kung and Yum Woonsen** for dinner.*” (Pook’s text)
- (1.3) ¹ “*On my weekend, I visited my brother in **Ubon Ratchathani**.*”
(Nuch’s text)
- (1.4) ⁵ “*At noon, we had **Somtam**, ... at the restaurant.*” (Nuch’s text)

As the above examples indicate, both students used specific nouns “Roi Et” and “Ubon ratchathani” to give details about the places they visited. Further, they used “Tom Yum Kung” and “Yum Woonsen” to give details about the menus they ate.

4.2.2 Tense: In Recount, past simple tense is normally used for retelling the past events (Hammond et al, 1992). In both students’ texts, past tense was clearly evident. Some examples are:

- (2.1) ² “*We **went** to Roi Et 8 a.m. by car.*” (Pook’s text).
- (2.2) ² “*I **arrived** at Ubon Ratchathani at 5 a.m. by taxi.*” (Nuch’s text).

4.2.3 Verb of doing: In Recount, verb of doing (or action verb) are normally used to tell what the writer did (Hammond et al, 1992). In both students’ texts, verb of doing were found. Some examples are as follows:

- (3.1) ⁴ “*my father and mother **bought** some food for lunch.*” (Pook’s text).
- (3.2) ⁶ “*After that, we **shopped** at Big C.*” (Nuch’s text).

4.2.4 Temporal conjunctions and prepositional phrases of time: In Recount, temporal conjunctions and prepositional phrases of time are used to organize details of stories in chronological order (Hammond et al, 1992). In both students’ texts, both of these were effectively used. Some examples are:

- (4.1) ¹⁰ “***At 7 p.m.**, we had dinner together.*” and ¹¹ “***After dinner**, we ate apples and bananas.*” (Pook’s text)
- (4.2) ³ “***At 8 a.m.**, my brother and I had a breakfast in the restaurant.*” and ⁴ “***Later**, we went to watch the movie.*” (Nuch’s text)

4.3 Students’ Control of Grammatical Structure at a Sentence Level

Analysis of both students’ texts showed that Pook and Nuch had a good control of grammatical structure at a sentence level. The analysis of their texts drew on the following grammatical aspects: (1) singular-plural noun, (2) vocabulary, (3) punctuation, and (4) spelling. Most of their sentences were grammatically correct as shown below:

4.3.1 Singular-plural noun: singular-plural were correctly used in both students’ texts to tell an amount of objects. Some examples are:

- (1.1) ¹¹ “*After dinner, we ate **apples and bananas**.*” (Pook’s text)
- (1.2) ⁷ “*I bought **a beautiful pink bag and black shoes**.*” (Nuch’s text)

4.3.2 Vocabulary: Everyday life vocabulary was appropriately employed in both students’ texts. To illustrate this:

- (2.1) ¹⁰ “*At 7 p.m., we **had dinner** together.*” (Pook’s text)
- (2.2) ³ “*At 8 a.m., my brother and I **had breakfast** in the restaurant.*”
(Nuch’s text)

The examples showed that the writers accurately used word “had” with the words like “dinner” and “breakfast” to indicate their actions of “eating”.

4.3.3 Punctuation: Punctuation was correctly used in many places throughout their texts. Some examples are:

(3.1) ¹²“Around 10 p.m., I went to bed.” (Pook’s text)

(3.2) ⁶“After that, we shopped at Big C.” (Nuch’s text)

As the above examples indicated, both students used comma (,) and full stop (.) in the correct places.

4.3.4 Spelling: words in both students’ texts were spelt correctly. The following sentences exemplified this:

(4.1) ⁹“My uncle cooked Tom Yum Kung and Yum Woonsen for dinner.” (Pook’s text)

(4.2) ⁵“At noon, we had Somtam, grilled chicken and sticky rice at the restaurant.” (Nuch’s text)

In brief, the students in group A wrote successful Recounts. Drawing on the informal interview after the teaching unit finished, they noted that the Process-Genre Approach helped them to write successful drafts because they had engaged in activities which required them to analyze the model texts prior to embarking on writing their own Recount independently. Therefore, they were aware of the way in which the Recount is constructed and “how” to write theirs successfully.

5. Conclusion

It is evident that the Process-Genre Approach positively enhanced students’ ability in writing according to the Recount type. As mentioned earlier, this approach was the integration of the Process Approaches and the Australia Genre-based Approach, both of which were developed in the ESL context. The distinctive feature of this approach is that it raises students’ awareness of the generic structure and language features peculiar to the Recount. Through its Modeling of Text stage, students become aware of how the text is constructed and how the language resources are used to achieve its social purpose. Hence, students are provided with explicit guidance of how to write a text. This stage is considered a missing piece of the jigsaw of the more conventional approaches. The following quote from the informal discussion between the researcher and one of the students, illustrates this.

In the first period, I felt bored. But when I participated in the teaching unit until the last stage, I enjoyed it. I think this approach is good for the writing class. It gave us opportunities to work with other students. We could help each other to analyze the model texts and we can share our ideas when we check our friend’s drafts. Analysis of the model text is good because it makes us know how we were going to write. We know the generic structure and language features necessary for producing the text. It’s a suitable approach to teach in another writing class.

(Nuch, Group A)

As for the Process Approaches, their positive feature is that they value students’ need to practice writing and recognizes the importance of writing drafts (Zamel, 1983). Because of these reasons, students do not feel pressure that they have to write a perfect draft the first time. One of the students said:

In my opinion, I think... Drafting stage is very good because I have an opportunity to write and write freely.

(Kaew, Group B)

Owing to the positive features of both approaches, as mentioned above, the Process-Genre Approach should be a viable alternative approach to teach writing to Thai students.

6. The Authors

Kantana Rayupsri is a lecturer of English at the Department of Western Languages, Rajamangala University of Technology Isan, Surin Campus. She received her Master of Arts in English and Communication from Ubon Ratchathani University.

Saowadee Kongpetch received her doctoral degree from the University of Technology, Sydney. Currently, she is an assistant professor of English in the Department of Western Languages and Literature (English and Communication Program), Faculty of Liberal Arts, Ubon Ratchathani University. Her research interests include writing skills and discourse analysis, particularly genre analysis and advertising language.

7. References

Badger, R., & White, G. (2000). A Process Genre Approach to Teaching Writing. *ELT Journal*, 54 (2), 153-160.

Baleghizadeh, S. and Yahya, G. (November, 2012). "Academic writing and grammatical accuracy: the role of corrective feedback", *GIST Education and Learning Research Journal*, 6, 159-76.

Christie, F. (1984). *Children Writing: Study Guide*. Geelong, Victoria: Deakin University Press.

Derewianka, B. (1990). *Exploring How Texts Work*. Victoria, Australia: Australian Print Group.

Flower, L., and Hayes, J. (1981). "A cognitive process theory of writing", *College Composition and Communication*, 32(4), 365-87.

Gao, J. (2007). "Teaching Writing in Chinese University: Finding an Eclectic Approach", *Asian EFL Journal*, 20(2), 2-11.

Gordon, K. (2009). "A focus on purpose: using a genre approach in an EFL writing Class", *ELT Journal*, 64(3), 283-292.

Hammond, J (1987). 'An Overview of the Genre-based Approach to Teaching Writing in Australia', *Australian Review of Applied Linguistics*, 10(2), 163-181.

Hammond, J., Burns, A., Joyce, H., Brosnan, D., & Gerot, L. (1992). *English for Social Purposes*. Sydney, Australia: Macquarie University.

Hasan, H. K. & Akhand, M. M. (2010). "Approaches to writing in EFL/ESL context: Balancing product and process in writing class at tertiary level", *Journal of NELTA*, 15(1-2), 77-88.

Knapp, P., & Watkins, M. (1994). *Context-Text-Grammar: Teaching the Genres and Grammar of School Writing in Infants and Primary Classrooms*. New South Wales, Australia: Text Productions.

- Kongpetch, S. (2006). "Using a Genre-Based Approach to Teach Writing to Thai Students", *Prospect Journal*, 21(2), 3-32.
- Martin, J. R. and Rothery, J. (1980). *Writing Project Report No. 1*. Sydney, Australia: Department of Linguistics, University of Sydney.
- Martin, J. R. and Rothery, J. (1981). *Writing Project Report No. 2*. Sydney, Australia: Department of Linguistics, University of Sydney.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle.
- Patgate, W. (2008). "Beliefs and Opinions about English Writing of Students at a Thai University", *PASAA*, 42(1), 31-53.
- Pincas, A. (1982). *Writing in English 1*. London: Macmillan.
- Rayapsri, K. (2013). *Using a Process- Genre Approach to Teach Recount Writing to the First Year Students at Rajamangala University of Technology Isan, Surin Campus*. An Independent Study for the Requirement of the Master of Arts in English and Communication Program, Faculty of Liberal Arts, Ubon Ratchathani University.
- Tarnopolsky, O. (2000). "Writing English as a Foreign Language: A Report from Ukraine", *Journal of Second Language Writing*, 9(3), 209-226.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Zamel, V. (1983). "The composing processes of advanced ESL students: Six case studies", *TESOL Quarterly*, 17(2), 165-187.
- Zamel, V. (March, 1985). Responding to Student Writing. *TESOL Quarterly*, 19 (1), 79-97.

Appendix I
The Activities Associated with Each Stage of the Teaching-Learning Cycle

Stage1: Building Up Field Knowledge

The purpose of this stage was to expose students to the context in which Recount was produced. The activities for this stage were as follows.

Activity I: Teacher’s retelling her story on the topic “My Weekend”

Purposes: (1) To raise students’ awareness of the purpose of Recount.

(2) To expose students to language features typical of the genre, including use of specific nouns, past tense, verb of doing, temporal conjunctions, and prepositional phrases of time.

Tasks: The teacher distributed the story on “My weekend” to the students to read. Then, they were asked to answer the questions that follow.

My Weekend

On my weekend, I visited my friend in Bangkok.

I arrived at Bangkok at 5 a.m. by bus. Then, I took a taxi to my friend’s condominium. At 8 a.m., my friend and I had a breakfast in the room. My friend cooked soft boiled rice with shrimp for me. Later, we went to The Temple of Emerald Buddha. At noon we had Sukiyaki for lunch in MBK center. After that, we shopped at Siam Square until 5 p.m. I bought a beautiful pink purse and green bag.

We went back to the condominium about 8 p.m. I took a bath and watched the news but my friend did her homework. Around 11 p.m. I went to bed.

It was a wonderful day for me.

Questions:

- (1) What did I do and when?
- (2) Where did I go? (with whom?)
- (3) What were the activities?
- (4) How did I feel?
- (5) Why did I tell you this story?

Activity 2: Rearrange the sentences to make a complete Recount

Purposes: (1) To familiarize students to a series of past events in a chronological order.

(2) To expose students to the language features typical of the Recount, including specific nouns, past tense, verb of doing, temporal conjunctions, and prepositional phrases of time.

Tasks: Students were asked to rearrange the given sentences. At the end of the activity, the teacher explained to them the purpose of the Recount so that they were aware that it was constructed to retell the past events which an individual was engaged in.

Instructions: The following sentences are not in correct order. Rearrange them so that they are in the correct order. The first sentence has already been done for you.

_____ First, the museum guide took us to the dinosaur exhibition. Dinosaurs look great.

_____ Around 4 p.m. we arrived at home.

_____ My mother cooked barbeque for dinner. I enjoyed the dinner very much.

__1__ On my holiday, I visited the museum with my mother.

_____ At noon, we ate Papaya Salad, grilled chicken and sticky rice at the canteen.

_____ It was the wonderful day for me to do the activity with my mother.

_____ At 9 a.m. we arrived at the museum by car.

_____ After lunch, we bought some souvenir at the shop and went back home.

_____ Next, the guide took us to see another exhibition of animal's life.

Stage2: Modeling of Texts

The purpose of this stage was to expose students to the model text of Recount so that they were aware of the way in which the genre of Recount was constructed to achieve its purpose.

The activities below emphasized analysis of generic structure and language features- typical of the genre.

Activity1: Modeling of Texts

Purpose: To provide students with opportunities to analyze the generic structure and language features of the Recount and raise students' awareness of how it is constructed to achieve its social purpose.

During this stage, students were asked to analyze the social purpose, generic structure and language features of the genre of Recount (Model Text 1) and of Description (Model Text 2) so that they were aware that each genre differs. More importantly, students would realize that the social purpose, generic structure, and language features of the Recount, a story genre, is significantly different from those of the genre of Description, a factual genre.

Students were encouraged to respond to the following guided questions:

- (1) What is the purpose of the text?
- (2) Who is the text written for?
- (3) In model text1, which sentences tell the beginning of the story?
- (4) In model text1, which sentences show the details of the story? What happened?
- (5) In model text1, which sentence concludes the story?
- (6) In model text2, what does the first paragraph tell you?

- (7) In model text2, what does the second paragraph tell you?
- (8) In model text2, what does the third paragraph tell you?
- (9) In model text2, what does the fourth paragraph tell you?
- (10) What kinds of noun are used in each text? Are they general or specific?
- (11) What kinds of pronoun are used in each text?
- (12) What kinds of tense are used in each text?
- (13) What kinds of conjunction and are used?
- (14) What kinds of prepositional phrase are used?

It should be noted that the purposes for questions 1 and 2 were to encourage students to recognize the social purposes of the model texts. Questions 3-9 concerned the generic structure and questions 10-14 were about language features. According to Martin and Rothery (1980, 1981), Christie (1984), Hammond (1987), Derewianka (1990), it is important that, during the Modeling of Text stage, the teacher should act as a facilitator rather than a lecturer teaching students about the social purpose, generic structure, and language features of the model texts. In other words, the teacher should encourage students to find out the social purpose, generic structure, and language features of the model texts by themselves so that they are aware that the structure of the genre is not simply a template to imitate, but a guideline for the way in which the text is constructed to achieve its purpose.

Text1: Recount

My Holiday

(I) On my holiday, I stayed at home with my family.

(II) My father and mother watched television in the living room. I played games with my brother. At noon, we had lunch at Big-C. We ate Sukiyaki and ice cream. Then, we went shopping. I bought some books in the bookstore. My brother bought a movie DVD. My father and mother bought some food for dinner.

(III) Around 5 p.m., we went back home. I helped my mother to prepare dinner. She made grilled chicken, Somtam and salad. At 7 p.m., we had dinner together. After dinner, we watched the movie and took a shower. Around 11 p.m., I went to bed. I was happy.

Text 2: Description

My favorite actor

(I) My favorite actor is Mark, Prin Suparat. He is twenty two years old, and his home town is in Chiang Mai.

(II) He is 183 centimeters tall. He has straight short black hair and charming eyes. His face is oval and he is handsome.

(III) He studies at Faculty of Tourism and Hospitality Industry, Rangsit University.

(IV) He likes singing, reading and playing soccer. He plays soccer with his friends when he has free time. Nadech Kugimiya and Ken Phupoom Phongpanu always play soccer with him.

Recount is to retell record of events, the Description aims to describe a particular person place and thing.

The generic structure of Recount includes Orientation (in the first paragraph), Series of events (in the second paragraph) and Evaluation (in the last sentence). By contrast, the genre structure of Description includes Identification (in the first paragraph) and Description (in the second, third and fourth paragraph). In paragraph 2, the writer described his/her favorite actor's appearance. In paragraphs 3 and 4, the writer described the educational background and free time activities of his/her favorite actor.

For language features, simple past tense is often used in Recount, such as “I played game with my brother” to retell what the writer did in the past. However, as Description aims to provide factual information about a phenomena, present simple tense is commonly found like in “He plays soccer with his friends”. Verbs of doing are typical of Recount such as made, went and watched to tell what the writer did. But, for the Description, verbs of being are normally used to describe a person, place, or thing. Typical of Recount, temporal conjunctions and prepositional phrases of time are commonly found, for example then, later, after dinner, at noon, and around 5 p.m. to retell the events in chronological order.

Activity 2: Analysis of the model texts

Purposes: To provide students with opportunities to analyze the generic structure and language features of the Recount.

During this stage, students were asked to analyze the social purpose, generic structure and language features of the genre of Recount which they had rearranged in stage 1. The complete text is as follows.

On my holiday, I visited the museum with my mother.

At 9 a.m. we arrived at the museum by car. First, the museum guide took us to the dinosaur exhibition. Dinosaurs look great. Next, the guide took us to see another exhibition of animal's life. At noon, we ate Papaya Salad, grilled chicken and sticky rice at the canteen. After lunch, we bought some souvenir at the shop and went back home.

Around 4 p.m. we arrived at home. My mother cooked barbeque for dinner. I enjoyed the dinner very much.

While conducting this activity, I, as a teacher, asked them the following questions.

- (1) What is the purpose of the text?
- (2) Who is the text written for?
- (3) In model text1, which sentences tell the beginning of the story?
- (4) In model text1, what sentences show the details of the story? What happened?
- (5) In model text1, which sentence concludes the story?
- (6) What kinds of noun are used in each text? Are they general or specific?
- (7) What kinds of tense is used in each text?
- (8) What kinds of conjunction and are used?
- (9) What kinds of prepositional phrase are used?

The purposes for questions 1 and 2 were to encourage students to recognize the social purposes of the model text. Questions 3-5 concerned the generic structure and questions 6-9 were about language features.

Stage 3: Drafting

Purpose: To provide students with a chance to practice their writing skills.

Students were asked to write their first draft on the topic "My weekend". After they finished writing it, they were asked to take turns reading theirs and giving feedback to one another. To enable them to evaluate both their own and their friends' drafts, an evaluation sheet was provided as a guideline (see Appendix C).

Stage 4: Rewriting

Purpose: To allow students to rewrite their second and third drafts based on the comments of their friends and a teacher.

After receiving feedback from their friends, students wrote their second draft and submitted it to the teacher. Then the teacher gave her feedback to each student using the evaluation sheet (see Appendix D). Later, students wrote their third draft and submitted it to the teacher for evaluation.

Stage 5: Publishing

Purpose: To provide students with a chance to share their third or final draft to the class.

Students were asked to show their third draft to their friends on the provided board. Then they took turn reading one another’s drafts. By doing so, students could share their ideas and writing experiences with their friends.

**Appendix II
Guided Questions for Informal Discussion**

Teaching Stages and activities

Stage	Activities
I. Building up the Field Knowledge	1.1 Teacher’s weekend 1.2 Rearranging sentences
II. Modeling of the text	Model text analysis
III. Drafting	Writing the first draft
IV. Rewriting	Writing the second draft and third draft
V. Publishing	Sharing the third draft to the audience

- (1) Which of the following stage do you like most/ least? Why?
- (2) Does the Process-Genre Approach help you write better? If so, how?
- (3) In your opinion, how should the Process-Genre Approach be improved?
- (4) What are the advantages and disadvantages of the Process-Genre Approach?

Appendix III
Students' Pre-Writing Text

Prewriting
My Weekend.

I go to home.

I go to Burirum.

I play I-Pad your sister.

I take Photo update Facebook.

I go to hospital.

I go to market.

I go to Bic C.

I play facebook.

I wacth movie with boyfriend.

I go to drink milk with my friend and boyfriend.

I go to party speed with my friend.

Source: Nuch's Text (January 10, 2013)