The Effects of the Genre-Based Approach on Engineering Students' Writing Ability

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Abstract

The present study aims at investigating the use of the genre-based approach (GBA) and its effects on the writing achievement and attitudes of Thai engineering students. The sample consisted of 40 fourth-year engineering students that were enrolled in an English for engineers course. The study subjects were divided into three groups (high, medium, and low) based on their pre-test scores. Three lessons directly related to writing content concerning engineering work (request e-mails, enquiry e-mails, and reports) were provided in 12 sessions. The post-test, attitude questionnaire, and interview were administered at the end of the experiment. The results of a one-way ANOVA analysis revealed that the writing ability of students in all three groups improved after the experiment with statistical significance. Regarding their attitudes, the findings showed that the students were satisfied with the teaching method, activities, and exercises. More importantly, they felt more confident in writing.

Keywords: genre-based approach, writing ability, second language writing

1. Introduction and literature review

Research in genre analysis, particularly in the academic context, has been conducted along with developments in genre theory (Miller, 1984; Swales, 1990; Bhatia, 1991, 1993; Martin & Rothery, 1980, 1981; Hammond, 1989). The results have given language teachers at various educational levels an alternative approach to teach writing; namely, the genre-based approach (GBA), which includes focusing on the results of genre analysis, linguistic features, and social context. There are three schools or models of genre, focusing on different concepts: English for Specific Purposes (ESP), Systematic Functional Linguistics (SFL), and New Rhetorical Genre (NR) (Hyon, 1996). Their similarities and differences are crucial since they affect practical teaching strategies.

In recent years, there has been discussion of the GBA as a teaching method. For example, Feedman (1994) and Leki (1995) question whether the explicit teaching of genres enhances learning. Additionally, Hyon (1996) suggests that researchers need to carry out more research on genre studies to see the effect of explicit teaching of genre on non-native students' reading and writing performance. Most research related to the explicit teaching of genres has been conducted in the field of academic writing and the SFL genre (such as Henry and Roseburry, 1999; Mustafa, 1995; Kongpetch, 2006; and Flowerdew, 2000). Nevertheless, some studies seem to indicate that the explicit teaching of genre helps students to write. For instance, Henry and Reseburry (1998) taught their students (L2) how to write tourist brochures, while Changpueng (2009) taught a group of Thai engineering students (EFL) how to write request e-mails with the GBA. These studies found that students of various language abilities not only improved their writing but also developed positive attitudes toward the teaching method.

However, a major point that scholars continue to debate concerns whom the GBA may be suitable for. Some proponents argue that the GBA fits beginning- and intermediate-level language learners more than advanced-level language learners. This is because learning with the GBA helps lower-level learners to release their anxieties about writing tasks and because when people learn something new, they usually rely on examples (Kay & Dudley Evan, 1998; Kim, 2007). However, not enough GBA related research has addressed this issue. Recognizing the need for clarification, the present study reports on the results of employing the GBA (ESP genre) to teaching three different groups of engineering students who study English as a foreign language (high-, medium-, and low-proficiency groups), divided according to their writing ability in English. The contents included writing request e-mails, inquiry e-mails, and investigation reports. The contents of this study were chosen based on the results of the needs analysis (Changpueng, 2009), which showed that these target genres were the top three required genres for engineers, engineering students, and ESP teachers.

Finally, this study reports on the attitudes of the students toward the GBA. Regarding the genre concept underpinning this study, this study relies on the ESP genre because the participants were engineering students. Swales (1990), a pioneer in the field of the ESP genre, discourse structure, and linguistic features of scientific reports, defines genre as follows:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert member of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choices of content and style. (p. 58)

This definition of genre has been influential in ESP work on genre analysis and has been used in the teaching of ESP and academic writing to ESL graduate students (Paltridge, 2004). As Hammond and Derewianka (2002) point out: "the overall concern of ESP is to assist students to gain access to the English language demands they encounter in their studies or professions" (p.

186). Moreover, other scholars also provide the meaning of genre and its pedagogical concept (such as Hyland, 2007 and Kay & Tony-Dudley Evans, 1998). For this study, the lessons were based on the work of Hyland (2003) and Kay & Tony-Dydley Evans (1998) and thus focused on raising the learners' awareness about genre analysis results, purpose of each genre, the purpose and linguistic features of each move of each genre, and social context.

2. Research questions

The present study aims to answer the following research questions:

1. What is the writing achievement of students with different levels of English proficiency receiving writing instruction through the GBA?

2. What are the attitudes of students with different levels of English proficiency toward writing instruction based on the GBA?

3. Limitations of the study

1. One of the possible confounding variables of this study was extra tutors. It was possible that some of the students might attend extra writing courses since they need a high TOEFL score for their future study or work.

2. Another possible limitation was that students might practice writing these target genres during an internship. This was because most were fourth-year students and most of them had internship experience. Therefore, they may have had a chance to see or practice writing in these genres.

4. Research Methodology

4.1 Participants

The students were 40 mechanical engineering students enrolled in one section of the English for engineers Course at King Mongkut's University of Technology North Bangkok (KMUTNB) during the first semester of academic year 2010. These students were required to take three hours of English foundation courses per week for two semesters during the first year. In order to determine whether they had improved in writing and understood their attitudes toward the teaching method used, they were divided into three groups of 11 students of high, medium, and low ability based on their writing pre-test scores. The criterion set in dividing the number of students in each group was the 27% technique suggested by Wiboolsri (2008). This technique is normally used to differentiate high ability from low ability students. That is, the top 27% students were in the high ability group and the bottom 27% students were in the low ability group. And those in the middle were in the middle group. That is, 27% of 40 students were in each group. Therefore, there were 11 participants in each group and the number of participants at the end of the study was 33. The seven students that were excluded from the study were those that were in the middle-level group, and their pre-test scores were not clearly different from the students that were in the high-level and low-level group. However, it is important to note that these seven students were also taught with the GBA like their friends, but their post-test scores were not calculated as a part of the study. In this way, a relatively clear cut boundary among high, medium, low ability students can be observed systematically.

4.2 Teaching materials

As stated previously, the participants were enrolled in the English for Engineers course in which three writing lessons were provided during a 12-week period. The course syllabus was based directly on the content of engineering work. It was chosen from the results of the needs analysis, which revealed that the three genres that Thai engineers use most frequently were e-mails (requests and enquiries) and reports (Changpueng, 2009). The samples of their written work were collected from companies and analyzed based on Swale's theory by the researcher of this study. These results were triangulated by two experts in linguistics and one in business English teaching (see the example in the Appendix 1). Most of the materials and exercises were created by the researcher of this study, while some were adjusted from Bhatia (1993). The materials were designed to support each step in teaching with the GBA, which made the students aware of the purpose and structural features of the genres. The structural features consisted of standards of organizational structure and linguistic features (Kim, 2007). That is, the lessons focused on the sequencing of texts or genres and linguistic features of each part of the text. In addition, the materials were also created to make students aware of how to use appropriate language (sociolinguistic knowledge) in different contexts and to use writing strategies to achieve their communicative purposes.

4.3 Teaching methods

Since the three lessons were taught with the same method (GBA), the explanation of the teaching method will be described based only on the request e-mail lesson. The lessons were designed with the teaching and learning cycle in mind. The teaching and learning cycle is a teaching model used in teaching writing based on the GBA, especially for the Systematic Functional Linguistics genre (SFL genre) (Hyland, 2007). Underpinning the teaching and learning cycle is the notion of scaffolding which relies on social constructivism language acquisition theory (Freeze, 2002; Hammond, 1992 as cited in Kongpetch, 2006: 11). Although the teaching and learning cycle was designed for the SFL, it was possible to employ it for these lessons which were based on the ESP genre. This was because both the SFL and ESP genres rely on the concept of scaffolding. The second reason for choosing is genre analysis, which is the core of the ESP genre, is also a part of the second stage of the teaching cycle although details relating to genre analysis in the SFL and ESP genres may be somewhat different. One of the most straightforward representations of this cycle is offered by Feeze (2002), as shown in Figure 1.
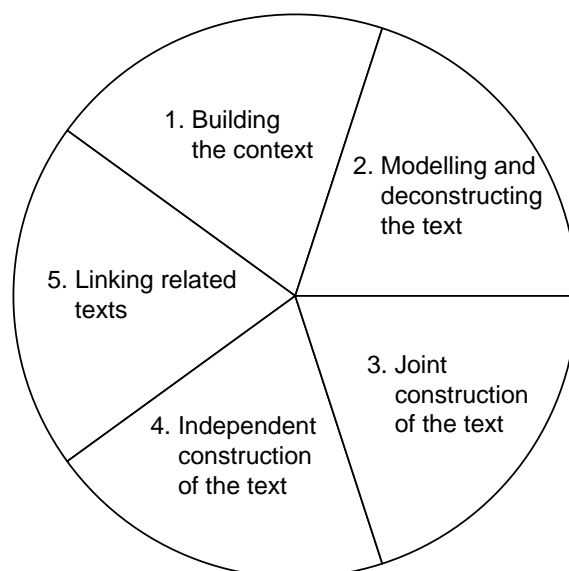
Figure1: Stages of the teaching-learning cycle (Feeze, 2002)

The main purpose of the cycle is to ensure repeated opportunities for learners to engage in activities which require them to reflect on and critique their learning by developing understanding of texts (Hyland, 2007). Details of each stage are given below (Feeze, 2002; Hyland, 2007). Also, the concepts of gradual approximation, providing learners with the means to understand how the text is organized and then to create the new texts (Widdowson, 1978), and consciousness-raising was utilized to create activities for the second stage of the teaching and learning cycle.

1. Building the context

This stage reveals the purpose of a genre and the setting in which it is commonly used. The emphasis in this step is placed on the functions of language and how meanings work in contexts. Thus, responses were elicited from students to questions such as who is the writer, for whom was it written, for what purpose, and what kind of relationship exist between the writer and reader? (See Appendix 2)

2. Modeling and deconstructing the text

The activities at this stage helped students to understand the text thoroughly. This step focused on involving the teacher and students in discussing and exploring the whole text (clauses and expressions), the key grammatical and rhetorical features used to express specific functions, and the social relationship between the reader and the writer, including writing strategies. For example, they were asked to analyze the samples themselves using move analysis and lexico-grammar and were provided with worksheets to help them complete these tasks (See Appendix 3). For writing strategies, they were asked to do exercises to help them think and plan to write (See Appendix 4).

3. Joint construction of the text

Before writing independently, the teacher and students worked together to construct whole examples of the genre. This helped the students to become familiar with the GBA to writing and to develop writing confidence. Each group of students was asked to outline a writing situation and

to write a first draft with teacher support. Finally, students revised their work based on an editing and revising checklist before re-submitting it to the teacher.

4. Independent construction of the text

Independent writing is the ultimate goal of the L2 writing class. The purpose of this step was for students to apply what they had learned from the GBA in class to write a text independently, while the teacher supervised, encouraged, and advised them.

5. Linking related texts

This stage gave students the opportunity to investigate how the genre they had been studying was related to other texts that appeared in the same or similar context, to other genres they had studied, and to issues of interpersonal and institutional power and ideology. This could only be successfully conducted after students had learned and understood the target genres provided in the classroom as that provided them with a basis to make comparisons.

4.4 Data Collection

The Pre- and Post-tests

To determine the effectiveness of the GBA as a teaching method in terms of student learning, the students needed to complete the pre-test (during the first week of teaching) and post-test to reveal how much they had improved after attending the course. The test lasted one hour and thirty minutes. The test was subjective (a criterion-referenced test). The test consisted of three items (request and enquiry e-mails, and reports). In this study, the construct of the present test was based on the components of the ESP test (i.e. Target Language Use (TLU), language ability, and background knowledge) and the GBA principle (Bachman and Palmer, 1996; Douglas, 2000; Hyland, 2007). Inter-rater reliability had to be considered since there were two raters that marked this test (Alderson, 1996). The reliability of the two raters was assessed by correlating the marks given by two or more raters for the same students. The results of their grading were then calculated using Pearson's Product Moment Correlation Coefficient (Wuboolsri, 2008) and independent samples t-test. The correlation values between the two raters of the test (items 1-3) were .96, .98, and .94, respectively. In addition, the index of difficulty of the test (items 1-3) was .37, .58, and .45, respectively.

Questionnaire

An attitude questionnaire was designed to evaluate the attitudes of the students toward the GBA. The form was written in Thai in order to prevent a language barrier and was verified by a panel of three experts. Students enrolled in the course were asked to express their attitudes toward the teaching method at the end of the course. The questionnaire was divided into two parts: attitudes of students after studying with the GBA and comments about the teaching method. The first part (close-ended questions) consisted of three sections, namely, teaching method, teaching activities, and writing achievement. The second part was an open-ended question that asked the subjects to express their opinion and offer suggestions on the teaching method (See Appendix 5).

Interview

The interview questions were somewhat similar to the questions in the questionnaire in terms of the topics, and consisted of three components: teaching method, teaching activities, and writing achievement. Five students from each level group of students were randomly chosen to

be interviewed one day after they expressed their attitudes in the questionnaire. Five students were suitable because they were almost fifty percent of all students in each group.

4.5 Data Analysis

To determine the writing achievement of the students, the scores from the pre-test and post-test were compared by using a dependent samples t-test along with an ANOVA. Moreover, in order to gauge the attitudes of the three different groups of students towards the GBA, the mean scores were compared by using an ANOVA as well. In addition, the answers from the respondents in the interview session were analyzed by means of content analysis.

5. Findings and Discussion

5.1 Writing achievement

The first main findings of the study are presented in Table 1 and 2.

Table 1: Comparison between the pre-test and post-test writing scores using t-test among three groups of engineering students

Group	N	Pre-test		Group	N	Post-test		t
		Mean	SD			Mean	SD	
high	11	33	2.50	high	11	49.23	2.96	15.09*
medium	11	24.6	1.77	medium	11	48.27	3.01	25.39*
low	11	16.1	4.28	low	11	45.65	3.17	19.92*

*$p < 0.05$

Table 1 compares the pre-test and post-test scores among the three groups of engineering students. The results revealed that the mean scores of the post-test were higher than those of the pre-test in each group. It was also found from the t-test results that the students writing achievement scores from the post-test in each group were significantly higher than those obtained from the pre-test ($p < 0.05$). This may mean that the GBA was effective as a method of teaching writing.

Table 2: Comparison among the post-test writing scores of three groups of engineering students

	Sum of squares	df	Mean square	F
Post-test Between groups	62.32	2	31.16	
Within groups	278.59	30	9.29	3.35*
Total	340.91	32		

*$p < 0.05$

According to Table 2, it was found from the ANOVA results that the writing achievement scores from the post-test among the three groups of engineering students that were taught with the GBA were significantly different. It was also found that there was a difference between groups. There was a significant difference in the writing achievement scores between the high-level group and low-level group. However, there was no significant difference in writing achievement scores between the high- and medium- level groups or between the medium - and low- level groups.

This means that the writing achievement of the three groups of engineering students improved after receiving the GBA instruction.

5.2 Participants' attitudes towards the GBA

According to the research findings, it seemed that most of the students of the three groups favored the GBA, as shown in Tables 3 and 4 below.

Table 3: **Mean scores of attitude towards teaching writing with the GBA among three groups of engineering students**

Groups	N	Mean	S.D
high	11	4.04	0.51
medium	11	4.05	0.41
low	11	4.18	0.48

Table 3 shows the mean score of attitudes of three groups of engineering students towards teaching writing through the GBA. Wiboolsri (2008) suggests that the acceptable value of the mean representing a positive attitude has to be higher than 3.5 for each question of the questionnaire. It was found that the mean scores of the high-, medium-, and low- level groups were 4.04, 4.05, and 4.18, respectively. Thus, it can be said that all three groups of students had positive attitudes towards the GBA.

Table 4: Comparison of attitudes towards teaching writing with the GBA among three groups of engineering students

	Sum of squares	df	Mean square	F
Between groups	.13	2	.07	
Within groups	6.58	30	.22	.29
Total	6.71	32		

*$p < 0.05$

Table 4 shows another result from the questionnaire that there was no significant difference in attitudes toward teaching writing with the GBA among the three groups of engineering students. This means that these three groups of students were satisfied with the GBA. Analysis of student comments on and responses to the questionnaire revealed positive attitudes toward the GBA as well. These results were confirmed by the results of the qualitative data (interview).

The students thought that the GBA was useful because their writing ability had improved after attending the course, and they felt more confident in writing. In addition, they felt that the method was not too difficult to understand. The results from the interview also indicated that the students liked the GBA. For example,

I thought that the GBA was a good teaching method since this method helped improve my writing ability. This made me feel more confident. (S3, M group)

I liked the teaching method because it was quite easy to follow. The contents of the lessons were also useful since they related to the work of engineers. (S5, H group)

With respect to the teaching activities and exercises, it was found from the questionnaire that the three groups of students had favorable attitudes towards the activities and exercises. However, some students in the high- and medium-level groups preferred a greater variety of activities, while the low group was satisfied with the variety of activities provided. Moreover, the three groups of students agreed that the lessons should provide more writing samples. The results from the interview confirmed these findings.

> I thought all activities were suitable because they suited my English background knowledge. (S3, L group)

> Overall, the activities and exercises were fine for me but I preferred more varied activities and genre samples. (S1, H group and S4, M group)

In addition, the students in the three groups thought that having them remember moves and steps, analyze samples of written texts, and then asking them to practice writing in class, in pairs, in groups, and individually, was suitable for engineering students. The following excerpts were taken from the records of the interviews.

> Studying writing with the GBA was suitable for engineering students since remembering patterns was easy for us. We adjusted what we wanted to write according to the patterns of writing different genres. This way of teaching helped us write with direction because before studying in this course we had no idea how to organize written texts and what we should write. (S1, M group)

> Although we have quite good English background knowledge, we do not know how to write appropriately in the community of engineers. Remembering patterns of moves and steps helped us organize our ideas. Now I can write better and I know that I can differently focus in writing each move. Also, I did not fix the order of moves and steps. It depended on what I focused. (S1, H group)

In addition, it was found from the questionnaire that most students in the three groups were satisfied with analyzing samples of texts because it helped them to write better. These results were confirmed by the interview results as well. Most students in the low- and medium-level groups agreed that analyzing samples of texts was important. Three students in the high-level group also had similar thoughts, while two interviewees from the high-level group had different ideas. They thought that analyzing samples of text was not necessary for them. For example,

> Analyzing samples of texts was what we needed. This might be different from students who were good in English because they could express their thoughts according to what they wanted. For students who are poor in English, we need to analyze sentences since we can see more samples of sentence structures. We can learn from those samples of sentences. We remembered them and used them. (S5, L group)

> Although I can write quite well, I think analyzing samples of texts was required because I still needed to learn from the samples. For me, I didn't feel bored or tired in analyzing those sentences. I thought I learned new vocabulary and sentence structures from those samples. (S2, H group)

Remembering move patterns was enough for me to write the target genres. It was not necessary to analyze sentences because we can combine the knowledge of move patterns with our English background knowledge. (S1 and S3, H group)

In brief, it was found that the three different groups of engineering students had positive attitudes toward the GBA since they had favorable attitudes towards the teaching method, activities, and exercises. Moreover, they felt that the GBA had helped them to improve their writing and made them feel more confident.

6. Discussion

This study revealed that there was a statistical difference between the pre-test and post-test scores of each group of engineering students that attended the GBA lessons. This suggested that the GBA is an effective method to teach writing. This was possible because the GBA helped the students to understand clearly the rhetorical move structure of the target genres. In other words, the GBA offers writers an explicit understanding of how target texts are structured and why they are written in the way they are (Hyland, 2007). Also, the GBA helps students to identify the moves and strategies normally used to meet their communicative purposes (Swami, 2008). This is crucial because one of the difficulties faced by EFL students when asked to produce a written academic text was that they often have an inadequate understanding of how texts ought to be organized to convey their purposes (Hyland, 1990). The result of the present research supports previous studies (Swami, 2008; Henry & Roseburry, 1998, 1999; Mustafa, 1995). Another possible reason supporting the conclusion that the GBA helps improve students' writing was the development of the students' cognitive processes after they had done the required activities and exercises reflecting and thinking critically about the order of moves, the communicative purposes of each move, linguistic features, and sociolinguistic knowledge. This is because understanding the ordering of moves, the communicative purposes and linguistic features of each move, help familiarize students with the parts of authentic texts written by people in the engineering community, with the expectation that students will, in turn, be able to write similar texts with all necessary parts/moves. In addition, students can also use the appropriate linguistic feature for each move and suitable language in terms of sociolinguistic knowledge. The impact of the development of these cognitive processes could be seen in the students' ability to transfer their awareness of the move analysis results of each genre in writing effective request e-mails, enquiry e-mails, and reports. Swami (2008) mentions that effective improvement in writing requires doing tasks that helps to develop cognitive processes.

It was also found that the attitude of the students towards the GBA was positive, a finding confirmed by previous studies (Henry & Roseburry, 1998, 1999; Flowerdew, 2000; Udomyamokul, 2004; Swami, 2008). Probably, this was because the participants noticed improvements in their writing ability, which added to their confidence to write and to handle different genres. Moreover, the contents of the lesson were directly related to the work of engineers. Their favorable attitudes towards the activities and exercises, especially the sentence analysis activities, derived from their knowledge that the activities were helping them to write better.

As noted, some scholars have suggested that the GBA fits beginning and intermediate language learners more than advanced learners because they usually need to refer to samples that they can rely on (Kay and Dudley Evan, 1998; Kim, 2007). This means that advanced learners may not need to do sentence structure analysis activities since they can use those structures well. However, the findings of this study somewhat questions this argument because the results revealed that not only did students in both the low and high level groups have a positive attitude toward the sentence analysis activity, but that the students in the high level group also learned how to write from sentence samples.

7. Implications

The results of this study provide benefits to EFL teachers, especially those that teach English writing to Thai engineering students. First, with respect to the teaching activities, the results indicate that more emphasis should be placed on using a greater variety of activities. Comparing several examples of each genre and reviewing vocabulary can be examples of additional teaching activities. Moreover, asking students to categorize the grammar points, sentence structures, and sociolinguistic knowledge that they can use in each move of each different genre can also help students to see the extent to which they understand the linguistic features and sociolinguistic knowledge of each move. In order to prevent students from feeling bored with analyzing sentence samples, the number of samples of text in the second and third lessons should be fewer than in the first lesson. Additional samples of each genre in the appendix of the course textbook should also be added. Students can learn about sentence structures, grammar, and vocabulary by reading and analyzing those examples by themselves. Second, in order to make sentence analysis easier for low proficiency English students, reviewing sentence structures and grammar should be undertaken at the beginning of the course. As a result, students who are in the medium- and low- levels should have attended a basic writing course before taking the English for engineers course. In addition, it would be better if students learned how to write narrative and descriptive texts. This is because they need the skills of describing situations, features of equipment, and retelling events that happened in writing e-mails and reports.

Finally, more research should be conducted in the area using the GBA in teaching speaking skills to engineering students. This is because there are various genres in the area of speaking that engineers normally use in their work, such as presenting the results of their work, telephoning, and discussing problems at work.

8. Conclusion

This study revealed that the GBA was effective in enhancing writing abilities. The students learned how to write from explicit teaching and developing cognitive processes, which helped them become aware of the outline of each genre, communicative purposes, linguistic structures, and sociolinguistic knowledge. In addition, the positive attitudes towards the GBA of the three groups of students with different levels of proficiency supported the effectiveness of the GBA. Also, it was found that this study did not support the argument that the GBA fits beginning and intermediate language learners more than advanced learners (Kay and Dudley Evan, 1998; Kim, 2007). This was because most students thought that learning from sentence samples was a great help to them. As a result, it can be concluded that the GBA could be an effective alternative to teaching writing to students with different levels of proficiency.

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Appendix 1

List of Moves and Steps of e-mail request written by engineers

Move 1 Opening Salutation (obligatory)

Move 2 Establishing Correspondence chain (optional)
Any one of the following steps is acceptable; any combination of the following steps is possible.

          Step 1 Referring to the previous events/contacts
          Step 2 Introducing themselves
          Step 3 Greeting

Move 3 Introducing Purposes (obligatory)

          Step 1 Requesting
or/and   Step 2 Providing information

Move 4 Attaching Documents (optional)

Move 5 Closing Correspondence chain (obligatory)
Any one of the following steps is acceptable; any combination of the following steps is possible.
          Step 1 Soliciting response
or/and   Step 2 Ending positively

Move 6 Closing salutation (obligatory)
       Note :(**Moves 3 and 4 are flexible; they can occur anywhere)**

(Changpueng, 2009)

Appendix 2: Sample of lesson

Email No. 1
In the following e-mail the parts not in order. Reorder these parts by providing the numbers in the blanks.

Situation: a senior engineer of a car seat company in Europe & an engineer of a branch office in Thailand.

To: Choakchai/ Company name
Subject: C346 FSB Breakdowns
Date:08/06/2008 06.23 PM

Choakchai,

Thanks in advance.   (a) _____
Please forward breakdowns to support these prices, and provide Frame Assy details THB 30.510.in Excel format (preferable in PDF). (b)_____
Referring to your mail dated July 7 providing information on breakdowns from Wisdom about FSB, the subsequent review
in Thailand identified different prices:

      1……………….

      2………………

      3………………   _____(c)____

Brandon Bucher
Position
Company name
Address

Complete version of e-mail no.1

Situation: a senior engineer of a car seat company in Europe & an engineer of branch office in Thailand.
To: Choakchai/ Company name
Subject: C346 FSB Breakdowns
Date:08/06/2008 06.23 PM

Choakchai,

Referring to your mail dated July 7 providing information on breakdowns from Wisdom about

FSB, the subsequent review in Thailand identified different prices:

      1……………….

      2………………

      3………………

Please forward breakdowns to support these prices, and provide Frame Assy details THB 30.510.

in Excel format (preferable in PDF).

Thanks in advance,

Brandon

Comprehension Questions

1. Why did Brandon write to Choakchai?
2. What was the problem?
3. What did Choakchai do on 7 July ?
4. What was the special requirement from Brandon?
5. Which word has the similar meaning to the word '**give**'?
6. Which word has the similar meaning to the word '**regarding/ mentioning**'?

Appendix 3: Worksheet for genre analysis

Worksheet no. 1 for analyzing e-mail no. 3

Writing context:

1. What is the text about?
2. What is the tone of the text? (Formal, Informal)
3. Who is the author of the text?
4. Who is the intended reader of the text?
5. What is the relationship between the author and reader?

Move Analysis:

6. How many moves does the sample consist of and what are the move details?

7. What are the steps in each move?

8. What are the linguistic features of the request step?
9. What are the grammatical points of each move ?

Tenses:

 Modal: **voice:**

10. What are verbs in each move?

11. What are the language choices used in terms of sociolinguistic knowledge (formality, informality?

12. What are the writing tactics (strategies) used in the sample?

Appendix 4: Sample of writing strategy exercise

Exercise 8: Read the request e-mails or working situations provided below (exercise A-B) and write or add reasons to make the requests stronger.

A. *Email no.4*
Situation: engineer manager of paint dept. of an automotive company in Japan & an engineer of purchasing department of the branch in Thailand

Instruction: Rewrite this request e-mail to the same reader and ask for the same action. Add one more reason to make the request stronger.

Dear Yatabae san,

Could you please decide ASAP on the estimate total cost for packaging additional information

because the maker needs lead time. We are concerned that HCAT may not finish on time if we do

not get started urgently. I would appreciate your urgent response.

Best Regards,
 Nuchporn
Engineer (purchasing dept.)

B. **Situation 1**: You are a test engineer. You would like to request a special tester time for program debugging and proving-in your samples HIUY-2 from the supplier. You are going to write to the factory manager who you have known for about 2 years. HIUY-2 is your new code and also belongs to one of your key customer. Think of reasons or strategy you should explain to the factory manager to be sure that he will provide tester time for you because the tester is very busy.

Appendix 5: Attitude survey questions

Part I: Attitude on the teaching method

Content	Level of attitude				
	5	4	3	2	1
1. There is a wide variety of activities and exercises.					
2. Activities and exercises in each unit can improve my writing ability in each type of genre.					
3. Activities and exercises of each unit in general are suitable.					
4. Activities and exercises of each unit are suitable for my English background knowledge.					
5. The teaching method of having students analyze samples of written texts and then asking students to practice writing in class, in pair, in groups, and individually are suitable.					
6. Studying through analyzing samples of genre before the independent writing stage helps me to write well.					
7. I can write because I understand and remember the genre analysis results.					
8. Practicing thinking and using writing strategies are useful because it helps the writer plan writing organization and its details appropriately.					
9. This course provides enough opportunities to write.					
10. I like the way that the teacher provides broad instruction because students are free to create the details of what they want to communicate.					
11. Her teaching methodology helps students understand the lessons easily.					
12. I think that I can write English better.					
13. I feel confident in working as an engineer in the future.					
14. Awareness of relationship between readers and writers is important because it help us use appropriate language.					

Part II: Suggestion on the teaching method

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