

Analysis of Generic Structure Developments and Resources of Intersubjective Stance in Discussion Essays Written by Thai EFL Students : Systemic Functional Linguistics and Appraisal Perspective

อุดมกฤษณ์ ศรีนนท์¹
*Udomkrit Srinon*¹
จिरายู ทัพพุ่ม²
*Jirayu Tuppoom*²

Abstract

This study aimed to analyse the generic structures of the student writers' discussion essays, how the student writers construct their positions in the discussion essays and student writers' the positions (disclaim, proclaim, entertain and attribute) in the discussion essays which were drawn from the second part of the genre based writing course of Integrated Advanced Reading and Writing Skills at the Faculty of Liberal Arts and Science, Kasetsart University, Thailand in the 2018 academic year. The study focused on the academic writing developments of the students emphasizing the argumentative discussion genre. During the course, the students wrote discussion essays of at least 1,200 words from the given topic. The analysis focused on 2 sample texts from 20 groups of the students from 6 classes and employed the

¹English Department, Faculty of Liberal Arts and Science, Kasetsart University, Corresponding author faasuds@ku.ac.th

²English Department, Faculty of Liberal Arts and Science, Kasetsart University jirayu.t@ku.ac.th

engagement framework in the appraisal theory which was developed by Martin and White (2005) as the main framework to analyse all sample texts of the final written assignment. The findings of the analysis showed that most students can follow the generic structures of the discussion genre as identified in the Sydney genre based school effectively and they can also indicate their authorial positions and voices at the end of the texts by employing the proclaim feature of heteroglossia. In addition, in the introduction and body parts of the texts, they mostly used the attribute to invite others to endorse their attitudes and feelings. The study provides further understanding on how students construe their position, value and belief from attitudinal resources in their discussion essays. The study also suggests that future study should focus more on the issue of heteroglossia and monoglossia as identified in the appraisal theory which would help strengthen and develop students' argumentative writing skills.

Keywords : Engagement, Authorial positioning, Discussion essay, Systemic Functional Linguistics, Appraisal perspective

1. Introduction

Writing a discussion essay is compulsory and significant for undergraduate students in universities around the world since it is a tool to develop their critical argumentation. Many studies claim that writing a discussion essay is essential for university students

(Wingate 2012, Kuniper *et al* 2017, Srinon 2011). However, it is argued that students cannot write an effective discussion essay which involves making a position clearly towards the issue of writing. As it has been argued in the literature, a discussion genre is one of the text types which two sides of arguments are presented before the writer takes a position (Martin 1984, 1992, 1997, 2001, Martin and Rose, 2003, 2006, 2008, Knapp and Watkins, 2005). In addition, in the perspective of systemic functional linguistics, when writing a discussion essay, the issue of engagement involves heteroglossia which is concerned with dialogic contraction and expansion. That is, the engagement is directed towards identifying the particular dialogistic positioning associated with given meanings and towards describing what is at stake when one meaning rather than another is employed (Martin and White, 2005 p. 97). In this regard, the engagement analysis is involved with the following taxonomy (Martin and White 2005, pp. 97-98) :

Disclaim : the textual voice positions itself as at odds with, or rejecting some contrary position: (deny) negation, (counter) concession/counter

Proclaim : by representing the proposition as highly warrantable (compelling, valid, plausible, well-founded, generally agreed, reliable, etc.), the textual voice sets itself against, suppresses or rules out alternative positions : (concur) *naturally...., of course....., obviously....., admittedly....* etc.; some types of 'rhetorical' or 'leading' question, (pronounce) *I content....., the*

truth of the matter is...., there can be no doubt that.....etc.,
(endorse) X has demonstrated that....., As X has shown....etc.

Entertain : by explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range possible positions- it thereby entertains or invokes these dialogic alternative : *it seems, the evidence suggests, apparently, I hear, perhaps, probably, maybe, it's possible, in my view, I suspect that, I believe that, probably, it's almost certain that....., may/will/must;* some types of 'rhetorical' or 'expository' question

Attribute : by representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions- it thereby entertains or invokes these dialogic alternative : (acknowledge) X *said....., X believes....., according to X, in X's view, (distance) X claims that, it's rumored that*

When looking at the Thai context, it is discovered that most Thai EFL students cannot produce a clear position in their essays. In addition, no studies have attempted to analyse how students indicate their position in their discussion essay directly. A study by Srinon (2011) attempted to analyse students' generic structures of exposition and discussion essays which was based on the systemic functional linguistics genre based approach. The study indicated that most students can produce the essays effectively according to the generic structure development.

However, the study did not analyse the positions of the students' discussion essays clearly on how they constructed their positions at the end of the essays. In terms of the engagement analysis, studies by Hood (2004, 2006), Pho (2008) Srinon (2017) investigated how writers indicated their positions in academic writing contexts. However, in the discussion writing, no studies have advocated to investigate this area by using the heterogloss which the writer uses his/her authorial voice (disclaim, proclaim, entertain and attribute). Therefore, this study attempted to bridge this gap and investigate this trend in order to help students become a crucial and proficient writer. It is argued that the use of generic structure developments and appraisal theory is crucial for language analysts to understand how writers position themselves towards the issue of arguments as Chang and Schelpeggrell (2011) argued that the framework of appraisal theory accommodates the analysis of stance and positioning in relations to values, identity and voice in the text.

2. Literature review

2.1 Genre analysis and discussion genre

Genre analysis is regarded as one of the essential approaches to understand how people learn a language and professional settings (Bathia, 1993). In systemic functional linguistics, it is related to generic structure development. Many studies (Arsyad 2013, Dobakhti 2016) examined the discussion sections of

research and research articles in applied linguistics. However, a few studies, for example, Srinon (2011, 2017, 2019), Mingsakoon and Srinon (2018) indicated that Thai students can produce argumentative essays and recount texts effectively based on the Sydney genre based approach when they were exposed to explicit teaching on generic structures. In the SFL literature, there are many types of genre such as narrative, explanation, exposition, discussion etc (Martin and Rose 2008). In the discussion genre, it is argued that this kind of writing focuses on both side of argument before the writer takes a position at the end (Martin and Rose, 2008).

Regarding the discussion genre (Martin and Rose 2008, Srinon 2017), the developments of discussion writing is explored widely in different contexts around the world. In Thailand, Srinon (2011) found that Thai EFL students can write exposition and discussion essays effectively based on the Sydney genre based approach. However, no studies have investigated directly how the writers indicate their positions at the end of the discussion essays. That is, no studies have attempted to explore how the writers indicate their stance or authorial voice (disclaim, proclaim, entertain and attribute) in the discussion essays. Therefore, in this current study, this issue of generic structure development is explored.

2.2 Appraisal theory

Appraisal theory has been developed under systemic functional linguistics by SFL linguists, for example, Martin and White

(2005), Martin and Rose (2008). It is a theory that looks at how meanings are construed in the text and how interpersonal relation is constructed. Regarding the studies that employed this theory into practice, it is found that many studies have been conducted in different perspectives (Pho, 2005, Chang and Shelpppegrell 2011, Srinon 2017).

In the study by Srinon (2017), the researcher analysed the written texts produced by two Thai postgraduate students whose authorial voices are projected in their research proposals. The study highlights how the students project themselves in the introductions and final parts of their proposals at the beginning of their candidature in an EIL PhD program. The study uses the SFL Appraisal framework developed by Martin and White (2005) as a tool to analyse the students' writing. Two students' texts are analysed within the particular "Engagement" system; heterogloss, which is of the larger appraisal framework. The preliminary results of the analysis indicate the students use more dialogic expansion (entertaining and attributing resources) to project their voices and positions at the beginning and ending of their writing than the contracting resources. The study argued that further development of the students' writing is needed for when they are required to counter other people's opinions in their fields logically and effectively. However, it is suggested that if students are supervised systemically and frequently, they could develop their own ways of writing clearly when making a position or an argumentation more effectively by being concerned with the audience and the

ways that they are engaged in the community discourse. The study suggests some pedagogical applications for the further development of effective and explicit authorial stance in academic writing.

3. Objectives of the study

3.1 To analyse the generic structures of the student writers' discussion essays

3.2 To analyse how the student writers construct their positions in the discussion essays

3.3 To analyse student writers' the positions (disclaim, proclaim, entertain and attribute) in the discussion essays

4. Research questions

4.1 What are the generic structure developments of the student writers in the discussion essays?

4.2 How do the student writers construe their positions in the discussion essays?

4.3 What is the portion use of the categories of heteroglossia (disclaim, proclaim, entertain and attribute) of the student writers to indicate their positions in the discussion essays?

5. Methodology

In this study, the researcher has the following steps.

5.1 The students were taught to write discussion essays in the final session in the Course of Advanced Integrated English

Reading and Writing Skills (01355331) in the first semester of 2018. There were 6 total groups of students (Groups 700, 701, 702, 809, 810, 811) with a total number of 250. The course mainly focused on how to write discussion essays in the final part of the course. That is, the students first learnt to write exposition essays in the first part of 8 weeks (midterm session) and then the discussion essays in the second part of 8 weeks (final term session).

5.2 The teaching and learning in the final session focused on the discussion genre based on Sydney genre based school (Martin 1992, 1997, Martin and Rose, 2008) which focuses on the importance of generic structure development of text types. In this regard, many substantial studies (Konpetch 2006, Krisnachinda 2006, Martin and Rose 2008, Srinon 2011, 2019) claimed that the Sydney genre based approach helps student writer develop their writing ability effectively in terms of clear staging developments of texts and social purposes. Therefore, in this study, the researcher applied this approach which focuses on five main stages which consisted of 1) building the context 2) modelling and deconstructing the text 3) joint construction of the text 4) independent construction of text and 5) linking to related texts (Feez, 1998). In the process of writing genre, the students were required to write a group discussion essay of about 1,200 words on the topic of “What do you think about some ideas that Thai students should go to study abroad for tertiary education?”

5.3 The students developed their discussion essays during the teaching and learning process. They presented their progress

in different stages of their writing; introduction, body and conclusion. The researcher gave comments for all groups of students in order to further develop final versions of their essays. Then in the last week of the teaching course, the students presented their final essays to the class. Then the researcher gave them comments and feedbacks again for further development on their final complete essays.

5.4 After that all groups of students submitted their essays to the researcher via email and then the researcher marked all essays for the course. Particularly, for the purpose of this detailed study, the researcher chose the essays for the analysis by random sampling from all groups. Therefore, the total essays for the analysis in this study were three essays.

5.5 The researcher analysed all sample essays in terms of generic structure developments based on Sydney genre based school and how the students made their position in the discussion essays. In this study, the researcher also analysed the students' position in terms of engagement (disclaim, proclaim, entertain and attribute) identified in the appraisal theory. Then the researcher presented the findings, conclusion and recommendations respectively.

6. The analysis, findings and discussion

To answer the objectives and research questions set up in this study, the researcher had the steps of the text analysis as follows.

In the analysis of all selected discussion essays, the researcher used the generic structure of the discussion as identified in the Sydney genre based school by Martin and Rose (2008) and Srinon (2011) as the guideline to analyse the positions of the student writers. That is, the generic structure consists of three main parts and sub parts as identified in Table 1 below.

Table 1 Generic structure of the discussion essay

Parts	Stages	Purposes
Introduction	Orientation	Introducing the subject which is currently the subject of some debate
	Statement of issue	Presenting the terms of the debate/issue
	Preview	Previewing the key arguments for and against positions taken
Body	Argument for	A series of arguments is presented supporting each side of the issue. Usually an argument in support of one side of the issue is presented and then a countering argument from the other side will be presented. Frequently each argument is discussed in its own paragraph. However, occasionally the 'for' and 'against' will be presented in the same paragraph. This typically only happens when the argument is not very complicated and doesn't need much elaboration.
	Point elaboration	
	Argument against	
	Point elaboration	
	Argument for	
	Point elaboration	
	Argument against	
	Point elaboration	
Conclusion	Restatement/Making a position	The writer announces one side of the debate as most plausible, convincing our sound, and indicates his/her support for this viewpoint (writer's position).

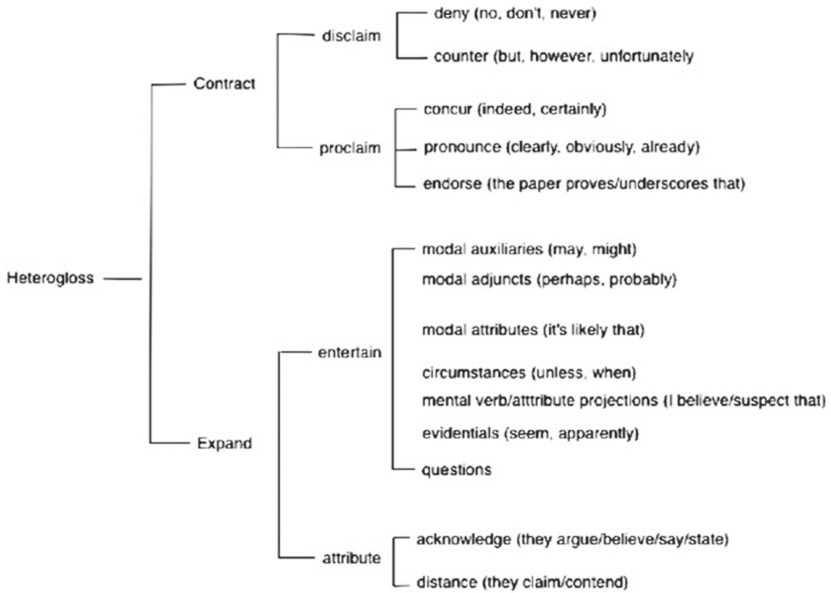
In terms of positioning and stance analysis, the researcher followed the engagement framework of the appraisal theory (Martin and White, 2005) which mainly focuses on proclaim, disclaim, entertain and attribute which is summarized in Table 2 below.

Table 2 the engagement framework of the appraisal theory

Heteroglossia	Purposes
Disclaim	Counter views by presenting alternatives
Proclaim	Support a different perspective with assertion
Entertain	by explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range possible positions-it thereby entertains or invokes these dialogic alternative
Attribute:	by representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions- it thereby entertains or invokes these dialogic alternative

The framework of the appraisal theory above is summarized in the figure which is adapted from the work of Martin and White (2005) by Chang and Schleppegrell (2011)

Figure 1 Figure 1. Engagement system : heterogloss : Adapted from Martin & White, 2005 by Chang and Schleppegrell (2011)



Research objectives and questions 1 and 2

- To analyse the generic structures of the student writers' discussion essays
- To analyse how the student writers construct their positions in the discussion essays
- What are the generic structure developments of the student writers in the discussion essays?
- How do the student writers construe their positions in the discussion essays?

To answer the research objectives and questions mentioned, the analysis is presented in the following section.

6.1 Analysis, findings and discussion of generic structure developments and positions of student writers' discussion essays

The introduction

In the beginning part of the essays, the analysis indicated that all students in the selected essays presented the generic structure of orientation, statement of issue and preview respectively as shown in the brackets in the example texts.

Text 1

[Orientation] Should Thai students study abroad or not? Nowadays, most Thai students tend to go abroad for studying because they think that Thai education is inefficient or not good enough for them. After becoming a part of the Association of Southeast Asian Nations (ASEAN), all countries, including Thailand realize about the change that occurs rapidly (Keawkoon, 2016). She also said that dealing with this change we need to pay attention to education especially educational admonitory. In addition, when we make a comparison between Thai education system and other countries, the quality of education in Thailand is ranked lower than others in ASEAN community (Krueasaeng, 2015). So, some Thai students are interested to study abroad more than studying in their own country. Many parents accede to pay more money to send their children for studying abroad because they think that the education systems in other countries are more

efficient than Thailand. Most of Thai students choose to go for studying abroad, and it has many reasons for supporting them to go abroad such as the courses in other countries have various fields and subjects that they are interested and can graduate faster than study in Thailand. So, Thai students who have the opportunity to study abroad will get new experiences, languages, and cultures. **[Statement of issue]** However, there is a debate between people who agree and disagree on studying abroad. Some people believe that Thai education is standard for Thai students. Studying abroad is another option for the students who can afford the expense. **[Preview]** There are many people who get the education in Thailand and are still successful. It shows that Thai students can get good education for themselves although they do not go to foreign countries. In addition, nowadays many people try to revolutionize Thai education including the government, for example, Thailand 4.0 education focus on English skill developing, mathematics and science teaching, analytical thinking developing, studying and teaching - course improvement, teacher role, use of technology, small school quantity management (krooupdate, 2018). However, people also think that studying abroad in foreign countries is important for students to get an opportunity for a job application and can make more money more than who do not study abroad. Therefore, this paper will consider both for and against argument on studying abroad in foreign countries.

Text 2

[Orientation] *The politics in Thailand has not accomplished in the objective of democracy for decades because the government has usually been governed by the military since the past to present. BBC news (2018) reported the military has ruled for the most period since 1947, with a few in which the country had a democratically elected government. This interference causes many negative effects in many fields of Thailand such as economy, political stability and education especially. The causes that political affairs affect the education field are that there are many personnel of the Ministry of Education engage in the corruptions, so the educational system is not developed as it deserves. The OECD and UNESCO claimed in 2016 that Thailand's "recent investments in education are not resulting in the expected outcome" (2018 : 19). Not only that, some curriculums distort the truths by the related authority e.g. history. All of those reasons lead to a new generation of students deciding to study abroad. Many studies revealed that Thai students already have a strong history of going abroad for study e.g. the numbers of Thai students mobility in UK increased from 676 in 2005 to 991 in 2009 (Kim and Strandberg, 2013). Moreover, in several countries – such as Germany, Australia and Japan - offer Thai students the scholarships. They encourage students moving overseas. Nevertheless, studying in Thailand is not always poor. Charas Sangsomboon, (2018) referred to The Minister of Education,*

Dr. Teerakait Jareonsettasin, who claimed that Thai educational system has been being developed. He discussed that Thailand plans to use artificial intelligence, clamp down on corruption, and improve teacher recruitment. He also told that “I would like that parents do not need to worry when they send their kids to school, that our schools will be equally good”. [Statement of issue] Anyway, there is a debate among people in our society who are debating whether students should study abroad or not. [Preview] Many people reject that the reasons why Thai students should not go to study abroad are high expense, preservation of Thai identity and standard of Thai education. On the other hand, some people argue that studying abroad is not too expensive. Besides, students can get the global relationships, and learn the world standard educations. Consequently, this essay will discuss the both sides of these arguments.

From the analysis of the generic structure developments in the introduction part of all sample essays, it shows that all groups of students can follow the generic structures of the discussion essays as identified in the Sydney genre based school well although some features are optional. This means the students can execute the features of the discussion genre effectively.

The body

Regarding the body part of the sample of the discussion essays, the analysis showed that the students presented a series

of arguments for and against the topic with point elaborations respectively as shown in the brackets in the following instances of the texts.

Text 1

Argument against] *Some people who choose to study in Thailand argue that the expenses for studying abroad are expensive. [Point elaboration] First, Students have to spend money on traveling to a foreign country by plane that ticket cost is expensive especially when traveling to Europe and America for example, the price of Thai Airways tickets from Bangkok to London is about 14,000-16,000 baht and the price of Thai Airways tickets from Bangkok to Los Angeles are about 30,000-32,000 baht (Thai airways, 2018). [Point elaboration] Second, not only the ticket cost is expensive but also the tuition fee for studying aboard. In addition, the tuition fee can be expensive in each country, for example, the total cost of attending Pittsburg State University is \$13,588 and the total cost of attending University of Cumbria is £6,960 (hotcourses.in.th, no date). [Point elaboration] Furthermore, the students have to spend more money if they choose to study in famous university, for example, the total cost of attending Harvard College is between \$46,340 and \$67,580 and the total cost of attending Oxford University is between £24,750 and £32,715.*

[Argument for] On the other hand, some people argue that Thai students can reduce their expenses for studying abroad in many ways, so their parents can decrease money that they have to spend on tuition and fee. **[Point elaboration]** They also lighten their parents' burdens of responsibility. The scholarship for students to choose, and it depends on their desire such as Academic Scholarships, Athletic Scholarships, and Creative Scholarships (schoolguides, 2018). Moreover, the scholarships for foreign students in each university are available for students who have the conditions which the universities require. If the students try to get more information, they will have more chances to get scholarships. Therefore, it definitely helps students decrease their expenses. Part-time job also is another way of reducing their living expenses. Nowadays, the cost of living increases a lot and foreign exchange rates are higher, so the students choose a part-time job to get extra cash is more common (thebigchoice.com, 2018). It also shows that there is a wide variety of part-time jobs around.

[Argument against] Some people claim that some students may face the distress while studying abroad. **[Point elaboration]** Therefore, every student should be happy with their studying, but they feel uncomfortable instead because of different cultures and new surroundings. All of these are the burden on the students who studying abroad. The students who go abroad for the first time to study, they may not handle the problems which they encounter in daily life. There are many cultures which Thai students

do not understand and do not know how to deal with the new cultures in foreign country. Language is an important part of culture and each language reflects its country's culture to some extent (Dai Kaili, 2013). So, the students must understand the language which they will speak well when studying abroad for living in foreign country happily. In contrast, if they do not understand enough, they will have many troubles in their life while studying, and it can become one of many reasons that they want to come back home. The new surroundings for students to study abroad are not easy for them. To live in new place, they also change their lifestyle. Food is one of the things that many students have the problem with. "In Thailand, everyone can find healthy food with cheaper price easily, but in foreign country, at the same price you can eat just junk food" said by the student who shared his experience online in foreign country (pantip, 2016). All of the problems which the students encounter in their daily life may increase their stress, so they might give up on their intentions. It is to be noted that the usual way of handling a situation in one's own country cannot be applied in the host country said by Naeem (2015). It is not easy for everyone to stay abroad.

[Argument for] Some people claim that most of the students who want to study abroad have already prepared themselves to handle with the stress and they can relieve their stress and anxiety during study. **[Point elaboration]** The students who decide to study abroad are earnest about going oversea, so they

already prepared themselves before going abroad. They know they will encounter with the pressure because it is not their place. There are many ways to handle with the pressures. For example, before departing, take the time to do some research about the people and their culture, and any problems that the country is experiencing that may affect your study plans. (international student, 2018) “Be proud of yourself for taking advantage of the once in a lifetime opportunity to take courses in another nation, and think of all the future memories you have to look forward to” said by the student who is planning to study abroad (the odyssey online, 2016). Furthermore, foreign university has many kinds of activities for the students in the university. They can spend their time doing activities, such as sports, exercises, and clubs. The University of Western Australia Student Guild runs more than 140 clubs and societies that cover a range of interest areas. (The University of Western Australia, No date) Joining clubs and activities make the students can interact with others. All the activities make students feel happy and joyful, so they can relax their mind from stress. **[Argument for]** Another point that against the studying abroad is that Thai education is efficient and standard for Thai students. **[Point elaboration]** Education is an important concern for Thai citizens and the government as the result of the fact that education impacts their children and their own country future. So, Thai government enacts the main policy to improve our education system which called Quality assurance. Sabsombat

(2012) said that Quality assurance is the operation that arranges the system and mechanism to controlling, following and evaluation process of educational quality. Moreover, the government defines the regulation for Thai tertiary education to provide the best education, for example, Office of the Education Council (2010) said that the standard of educational management determines that the students must learn from good, for example, learn from their experiences directly and be happy to studying. Finally, the government also plan on educational revolution to enhance Thai education by The Office for National Education Standards and Quality Assessment (Public Organization) (2016) said that higher education development plan is focus on two points first is learner aspiration which learners must have characteristics and skills of 21st Century learners and second is aspiration.

[Argument against] In contrast, Thai education is less efficient than foreign countries so many Thai students prefer studying abroad. **[Point elaboration]** There are many people concern about the education in Thailand while others believe that it is already good. For instance, the Ministry of Education which is the governmental body responsible for the oversight of education in Thailand think that this education system which apply in present is suitable for Thai students (MOE, 2018). However, when making a comparison between Thai education system and other countries, the quantity of education in Thailand is low level. In ASEAN, the education system in Thailand is low level too. The

most important factor that impacts our education system is the quantity of instructors. According to Phuttarat (2016), the quantity of education in Finland is highest level because the government concerns about the quantity of their instructors. He also said that Thai instructors are still lack of abilities, especially the instructors in the specific subjects such as Science, Mathematics, Physics and Chemistry. So, most of Thai students choose studying abroad because the education systems in other countries are better since other countries give priority to their instructors more than Thailand.

206 Text 2

[Argument against] Most of Thai people believe that the cost of studying abroad is expensive. Those people said that students who decide to study abroad need to concern about all expenses. **[Point elaboration]** Firstly, the students have to pay for the course fees which are higher than studying in Thailand in order to access in the university. University of Oxford's website (2018) informed that if students are international students, they will be classed as overseas students, and international students will not be eligible for tuition fees loan from the UK government. Oxford's website (2018) informed that the annual tuition fee for overseas students will be between £24,750 and £32,715 as well. Then, Trueplookpanya website (2018) mentioned that students should study in Thailand, since the course fees will not be

expensive as studying abroad, and students can loan money to support their financial education from Thai government. This website showed an example that Thai students who lack of financial support can loan money from Student Loan Fund and return money back after they graduate. Apart from tuition fees, those people who against studying abroad believed that the students also need to concern about costs of living, flight tickets, and visa fees The costs of living between Thailand and other countries which are famous amid Thai students such as New York in USA, London in UK, or Beijing in China are completely different (Expatistan, 2018). For example, in New York, the cost of living per a single person monthly is around 1,248\$ which is 40,816.33 Baht (Numbeo, 2018). From the statements above, we can summarize that the price of living abroad is really high, and studying in Thailand seems better for Thai students.

[Argument for] However, some people counter that studying abroad does not need much more money because of two main reasons. **[Point elaboration]** The first reason is that the students do not need to pay all payments by themselves because many countries provide the scholarships for international students and lots of scholarships are full scholarship nowadays. Thereby, Thai students are able to access the scholarships more easily. To illustrate, Endeavour leadership program from Australia government are eligible for not only tuition fees, but also travel allowance, establishment allowance, health insurance, and

travel insurance (2018 : 7-8). **[Point elaboration]** The second reason, it is argued that the students are allowed to do part-time jobs in various countries. Aguirre (2018) said that student visa in Australia allow students to work up to 40 hours every two weeks during the study period, or students in Germany are able to work up to 240 days for a part-time work. Hence, we sum up that working part-time can help students getting money to spend on their daily life and saving their parents' money.

[Argument against] People who disagree with other people about studying abroad also claim that students should not move to other countries so as to preserve the identity of nation. **[Point elaboration]** Arndt (2012) said that Thailand was the only country in South East Asia which was not colonized by Europeans. Changkhanyuen (2012) told that Learning other languages or cultures refers that people are not proud to be Thai, and they are not proud of their own nation. Besides, he also told that speaking foreign languages has a huge impact on Thai language which is one of Thai identity because they will forget their mother tongue. Changkhanyuen (2012) believed that lots of students who have ever been to overseas where communicate in English usually speak both Thai and English at the same time while they are back to Thailand, and it causes Thai language to be ruined.

[Argument against] Nevertheless, there is an argument that studying abroad does not ruin the identity of Thai nation,

but it helps Thai students get the global relationships. **[Point elaboration]** Some people said that when students are studying abroad, they can exchange the Thai's identity such as language and culture to the foreigners. Bradshaw (2018) stated that Learning a second language does not mean that we have to forget our mother tongue. Accordingly, studying in other countries does not indicate that it will destroy the Thai unique, yet studying abroad give Thai students the new connections with new people that provide them more opportunities for both their study and their careers in the future (Bunchapattanasakda and Lertjanyakit, 2015). As studying abroad, Internationalstudent.com (2018) reported that Thai students will attend school and live with students from their host country, and it gives the chance to get knowing and creating lasting relationships with their fellow students who can be important networking tools later down the road.

[Argument against] Another issue which is against Thai students for studying abroad is that Thailand already has a standard education. **[Point elaboration]** Toeybeast (2018) presented that eight Thai universities so as Chulalongkorn University, Mahidol University, and Thammasat University etc. are ranked to be the world's top universities in Qs world University Rankings 2018. Furthermore, the Nation news (2018) reported that nineteen Thai students won fourteen awards at the China Southeast Math Olympiad, or the Chiangrai Times reported (2018) that Chiang Rai students won the breaststroke swimming robot

and robot horse relay categories. From these statements, we implied that Thai educational system seems equal to world standard educations abroad, as Thai students can compete with other students who are in different countries. Additionally, Ceoblog.co (2013) discussed that today technology has been developed increasingly, so it is a powerful tool for students to access the knowledge easier without going to study abroad.

[Argument for] On the other hand, a number of people disputes that Thai students should go abroad for learning a world standard educations, since Thai education is not exactly effective.

[Point elaboration] Forwerck (2017) revealed that in 2015, the government spent 19.35 percent of its yearly budget on education, a greater portion than was spent on anything else. However, Forwerck inferred that Thailand has yet to see cumulative improvements in its schools. Times higher education (2018) discussed that Thai university ranking have been falling down the list of the world's best higher-education institutes in recent year. Times higher education also revealed that Mahidol University has been dropping down the list since 2012 to 2019. From all the arguments that are mentioned, people believed that students who study abroad can learn in norm curriculums which are estimated by standard world's ranking, and they can get the sufficient equipment from their schools and their universities to help them developing more abilities to learn. Ghavifekr and Rosdy (2015) studied about teaching and learning with

technology: effectiveness of ICT integration in schools, and the result of this study showed that technology-based teaching and learning is more effective in compare to traditional classroom.

From the analysis on the body parts of the essays produced by the sample, the students can include feature elements of the genre into their essays effectively although in some cases the arrangements of the arguments were not orderly placed. However, all samples can present a series of arguments for and against with elaborations clearly regarding the issue.

The Conclusion

Text 1

[Conclusion] In conclusion, it is clear from the whole arguments that the reasons which support argument for are stronger than argument against studying abroad. [Restatement] Students can get many advantages from studying abroad; for instance, they can study at higher education level and improve their life skills. It is true that studying abroad can cause inconvenient and seems to be unnecessary for the students, for example, they must prepare to spend money on the expenses and prepare themselves about physical and mental. Although there are many problems which may happen while studying abroad, the students who prepare themselves well may not face with problems as mentioned above.

Text 2

[Conclusion] In conclusion, it seems that the arguments which students should study abroad earn advantages over disadvantages. Thai educational system is not functioning as well as it should (Oxfordbusinessgroup, 2016). We can see that studying in other countries does not require much more money, since students can acquire scholarships or work part-time jobs to support the financial income. Then, studying abroad is not difficult for Thai students anymore, and it facilitates students to learn in world standard curriculums and to get the global relationships. Qstopuniversities (2014) referred to Han, the Department of International Cooperation at the Korean Council for University Education, who mentioned that studying abroad provides an opportunity to expand one's field of view and helps one to understand and analyze problems and phenomena from a long-term, worldwide perspective. All above of these reasons, moving to study overseas becomes a good choice for Thai students. Anyway, there are some reasons that students should not study overseas due to high expenses, preservation of Thai identity and world standard of Thai education. **[Restatement]** In our opinions, students should go abroad to explore new things and to have opportunities that cannot experience in Thailand.

Text 3

[Conclusion] In conclusion, all of the arguments on this issue about studying abroad have more strongly advantages

than disadvantages. Learning another country became the main factor that can drive an economic, social and culture in Thailand efficiently. These are various reasons why studying abroad can develop Thailand, namely increase the growth of tourism economic in Thailand, potential development of human, and more achievement of business. In contrast, there are some arguments for studying abroad such as another way to promote Thailand's tourism, international curriculum in Thailand, and business succeeds by a graduate from Thailand universities without studying abroad. **[Restatement]** Therefore, Students will gain the standard of education if they studying abroad. Learning the knowledge from other countries not only get more information to develop their country but it also gets more experience which only they can get it.

From the analysis, it indicates that all samples can develop their generic structures in the conclusion quite effectively. That is, they can include necessary elements of the concluding part of the discussion essay as identified in the Sydney genre based school.

In overall, it is concluded that the generic structures of the discussion essays of the samples mainly consist of introduction, body and conclusion. That is, they can execute the generic structures of the discussion essays in an effective way.

Research objective and question 3

- To analyse student writers' the positions (disclaim, proclaim, entertain and attribute) in the discussion essays
- What is the portion use of the categories of heteroglossia (disclaim, proclaim, entertain and attribute) of the student writers to indicate their positions in the discussion essays?

To answer the research objective and question 3 mentioned, the following analysis is presented.

6.2 Engagement analysis, findings and discussion

In this study, the engagement was explored. Theoretically, the engagement is concerned with interpersonal relations between the speaker and audience. It is related to how a speaker construes his/her position through position making. In the appraisal theory, the engagement is concerned the resources of intersubjective stance which is involved with the following components; disclaim, proclaim, entertain and attribute as identified in the introduction and theoretical framework (Martin and White, 2005). As Martin and Rose (2006, p. 59) states "*engagement covers resources that introduce additional voices into a discourse, via projection, modalization or concession; the choice here is one voice (monogloss) or more than one voice (heterogloss).*" Therefore, in this section of the analysis, the researcher analysed the sample texts using the framework of heteroglossia which covers disclaim,

proclaim, entertain and attribute as shown in the following sub-sections.

6.2.1 **Disclaim** (countering views by presenting alternatives)

From the analysis of the sample texts, it shows that there are some use of disclaim (negation and concessions) in their texts as observed in the examples of the following underlined instances. That is, in Text 1, there are 12 [11 negation, 1 counter] instances of the use of disclaim. In Text 2, there are 21 instances [21 negation and 4 counter], of the use of disclaim. The examples of instances are presented below.

Text 1

- *Should Thai students study abroad or not? [negation]*
- *Nowadays, most Thai students tend to go abroad for studying because they think that Thai education is inefficient or not good enough for them. [negation]*
- *However, there is a debate between people who agree and disagree on studying aboard. [counter]*
- *It shows that Thai students can get good education for themselves although they do not go to foreign countries. [negation]*
- *There are many cultures which Thai students do not understand and do not know how to deal with the new cultures in foreign country. [negation]*

- *In contrast, if they do not understand enough, [negation] they will have many troubles in their life while studying, and it can become one of many reasons that they want to come back home.*
- *The new surroundings for students to study abroad are not easy for them. [negation]*
- *It is not easy for everyone to stay abroad. [negation]*

Text 2

- *The politics in Thailand has not accomplished in the objective of democracy for decades [negation] because the government has usually been governed by the military since the past to present.*
- *The causes that political affairs affect the education field are that there are many personnel of the Ministry of Education engage in the corruptions, so the educational system is not developed as it deserves. [negation]*
- *The OECD and UNESCO claimed in 2016 that Thailand's "recent investments in education are not resulting in the expected outcome" [negation] (2018: 19)*
- *.Nevertheless, studying in Thailand is not always poor. [negation]*
- *Anyway, there is a debate among people in our society who are debating whether students should study abroad or not. [negation]*

- Many people reject that the reasons why Thai students should not go to study abroad are high expense, preservation of Thai identity, and standard of Thai education. [counter+negation]
- On the other hand, some people argue that studying abroad is not too expensive. [counter+negation]
- Then, Trueplookpanya website (2018) mentioned that students should study in Thailand, since the course fees will not be expensive as studying abroad. [negation] and students can loan money to support their financial education from Thai government
- .However, some people counter that studying abroad does not need much more money because of two main reasons. [counter+negation]
- On the other hand, a number of people disputes that Thai students should go abroad for learning a world standard educations, since Thai education is not exactly effective. [counter+negation]

6.2.2 Proclaim (Supporting a different perspective with assertion)

From the analysis of the sample texts, it shows that there are some use of proclaim in their texts as observed in the examples of the following underlined instances. That is, in Text 1, there are 12 [11 negation, 1 counter]

instances of the use of disclaim. In Text 2, there are 3 instances of the use of proclaim. The examples of instances are presented below.

Text 1

- *Should Thai students study abroad or not? [Proclaim]*
- *Nowadays, most Thai students tend to go abroad for studying because they think that Thai education is inefficient or not good enough for them.? [Proclaim]*
- *Therefore, this paper will consider both for and against argument on studying abroad in foreign countries. [Proclaim]*
- *It shows [Proclaim] that Thai students can get good education for themselves although they do not go to foreign countries.*
- *In conclusion, it is clear from the whole arguments [Proclaim] that the reasons which support argument for are stronger than argument against studying abroad.*
- *It is true [Proclaim] that studying abroad can cause inconvenient and seems to be unnecessary for the students, for example, they must prepare to spend money on the expenses and prepare themselves about physical and mental.*

Text 2

- *Consequently, this essay will discuss [Proclaim] the both sides of these arguments.*
- *From the statements above, we can summarize [Proclaim] that the price of living abroad is really high, and studying in Thailand seems better for Thai students*
- *.Hence, we sum up [Proclaim] that working part-time can help students getting money to spend on their daily life and saving their parents' money.*

6.2.3 **Entertain** (explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range possible positions- it thereby entertains or invokes these dialogic alternative)

From the analysis of the entertain in the sample texts, it is found that in Text 1, there are 3 instances of the use of entertain. In Text 2, there are 5 instances of the use of entertain.

Text 1

- *Therefore, it definitely helps [entertain] students decrease their expenses.*
- *In conclusion, it is clear from the whole arguments [entertain] that the reasons which support argument for are stronger than argument against studying abroad.*

- *It is true [entertain] that studying abroad can cause inconvenient and seems to be unnecessary for the students, for example, they must prepare to spend money on the expenses and prepare themselves about physical and mental.*

Text 2

- *He also told [entertain] that “I would like that parents do not need to worry when they send their kids to school, that our schools will be equally good”.*
- *From the statements above, we can summarize [entertain] that the price of living abroad is really high, and studying in Thailand seems better for Thai students.*
- *From these statements, we implied [entertain] that Thai educational system seems equal to world standard educations abroad, as Thai students can compete with other students who are in different countries*
- *.In conclusion, it seems [entertain] that the arguments which students should study abroad earn advantages over disadvantages*
- *.In our opinions, [entertain] students should go abroad to explore new things and to have opportunities that cannot experience in Thailand.*

6.2.4 **Attribute** (representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions- it thereby entertains or invokes these dialogic alternative)

From the analysis of the three texts, it is found that there is a great use of attribute in the essays which the writers used the external voices to represents the propositions and entertain or invokes the dialogic alternatives in a great amount in the three texts. That is, in Text there are 18 instances of the use of attribute. In Text 2, there are 39 instances of the use of attribute. All instances are shown in the underlined clauses as follows.

Text 1

- *Nowadays, most Thai students tend to go abroad for studying because they think [Attribute] that Thai education is inefficient or not good enough for them.*
- *After becoming a part of the Association of Southeast Asian Nations (ASEAN), all countries, including Thailand realize [Attribute] about the change that occurs rapidly (Keawkoon, 2016)*
- *She also said [Attribute] that dealing with this change we need to pay attention to education especially educational admonitory.*
- *Some people believe [Attribute] that Thai education is standard for Thai students*

- *It shows [Attribute] that Thai students can get good education for themselves although they do not go to foreign countries.*
- *However, people also think [Attribute] that studying abroad in foreign countries is important for students to get an opportunity for a job application and can make more money more than who do not study abroad.*
- *.Some people who choose to study in Thailand argue [Attribute] that the expenses for studying abroad are expensive.*
- *On the other hand, some people argue [Attribute] that Thai students can reduce their expenses for studying abroad in many ways, so their parents can decrease money that they have to spend on tuition and fee.*
- *It also shows [Attribute] that there is a wide variety of part-time jobs around.*
- *It is to be noted that the usual way of handling a situation in one's own country cannot be applied in the host country said by Naeem (2015). [Attribute]*
- *Some people claim [Attribute] that most of the students who want to study abroad have already prepared themselves to handle with the stress and they can relieve their stress and anxiety during study.*
- *“Be proud of yourself for taking advantage of the once in a lifetime opportunity to take courses in another nation, and think of all the future memories you have*

to look forward to” *said by the student who is planning to study abroad* (theodysseyonline, 2016). **[Attribute]**

- *Sabsombat (2012)said **[Attribute]** that Quality assurance is the operation that arranges the system and mechanism to controlling, following and evaluation process of educational quality.*
- *Moreover, the government defines the regulation for Thai tertiary education to provide the best education, for example, Office of the Education Council (2010) said **[Attribute]** that the standard of educational management determines that the students must learn from good, for example, learn from their experiences directly and be happy to studying.*
- *Finally, the government also plan on educational revolution to enhance Thai education by The Office for National Education Standards and Quality Assessment (Public Organization) (2016) said **[Attribute]** that higher education development plan is focus on two points first is learner aspiration which learners must have characteristics and skills of 21st Century learners and second is aspiration.*
- *.For instance, the Ministry of Education which is the governmental body responsible for the oversight of education in Thailand think **[Attribute]** that this education system which apply in present is suitable for Thai students (MOE, 2018).*

- *.According to Phuttarat (2016), the quantity of education in Finland is highest level because the government concerns [Attribute] about the quantity of their instructors.*
- *.He also said [Attribute] that Thai instructors are still lack of abilities, especially the instructors in the specific subjects such as Science, Mathematics, Physics, and Chemistry.*

Text 2

- *BBC news (2018) reported [Attribute] the military has ruled for the most period since 1947, with a few in which the country had a democratically elected government.*
- *The OECD and UNESCO claimed in 2016 [Attribute] that Thailand's "recent investments in education are not resulting in the expected outcome" (2018 : 19)*
- *.Many studies revealed [Attribute] that Thai students already have a strong history of going abroad for study e.g. the numbers of Thai students mobility in UK increased from 676 in 2005 to 991 in 2009 (Kim and Strandberg, 2013)*
- *.CharaSangsomboon, (2018) referred to [Attribute] The Minister of Education, Dr. TeerakaitJareonsettasin, who claimed that [Attribute] Thai educational system has been being developed.*

- *He discussed [Attribute] that Thailand plans to use artificial intelligence, clamp down on corruption, and improve teacher recruitment.*
- *He also told [Attribute] that “I would like that parents do not need to worry when they send their kids to school, that our schools will be equally good”.*
- *Anyway, there is a debate among people in our society who are debating [Attribute] whether students should study abroad or not.*
- *Many people reject [Attribute] that the reasons why Thai students should not go to study abroad are high expense, preservation of Thai identity and standard of Thai education*
- *On the other hand, some people argue [Attribute] that studying abroad is not too expensive.*
- *Most of Thai people believe [Attribute] that the cost of studying abroad is expensive.*
- *Those people said [Attribute] that students who decide to study abroad need to concern about all expenses*
- *.University of Oxford’s website (2018) informed [Attribute] that if students are international students, they will be classed as overseas students, and international students will not be eligible for tuition fees loan from the UK government*

- *.This website showed an example [Attribute] that Thai students who lack of financial support can loan money from Student Loan Fund and return money back after they graduate.*
- *Apart from tuition fees, those people who against studying abroad believed [Attribute] that the students also need to concern about costs of living, flight tickets, and visa fees.*
- *The second reason, it is argued that [Attribute] the students are allowed to do part-time jobs in various countries.*
- *.Aguirre (2018) said [Attribute] that student visa in Australia allow students to work up to 40 hours every two weeks during the study period, or students in Germany are able to work up to 240 days for a part-time work.*
- *People who disagree with other people about studying abroad also claim [Attribute] that students should not move to other countries so as to preserve the identity of nation.*
- *Arndt (2012) said [Attribute] that Thailand was the only country in South East Asia which was not colonized by Europeans.*
- *Changkhanyuen (2012) told [Attribute] that Learning other languages or cultures refers that people are not proud to be Thai, and they are not proud of their own nation.*

- Besides, he also told [Attribute] that speaking foreign languages has a huge impact on Thai language which is one of Thai identity because they will forget their mother tongue.
- Changkhanyuen (2012) believed [Attribute] that lots of students who have ever been to overseas where communicate in English usually speak both Thai and English at the same time while they are back to Thailand, and it causes Thai language to be ruined.
- Some people said [Attribute] that when students are studying abroad, they can exchange the Thai's identity such as language and culture to the foreigners.
- Bradshaw (2018) stated [Attribute] that Learning a second language does not mean that we have to forget our mother tongue.
- Accordingly, studying in other countries does not indicate [Attribute] that it will destroy the Thai unique, yet studying abroad give Thai students the new connections with new people that provide them more opportunities for both their study and their careers in the future (Bunchapattanasakda and Lertjanyakit, 2015).
- As studying abroad, Internationalstudent.com (2018) reported [Attribute] that Thai students will attend school and live with students from their host country, and it gives the chance to get knowing and creating

lasting relationships with their fellow students who can be important networking tools later down the road.

- Toeybeast (2018) presented **[Attribute]** that eight Thai universities so as Chulalongkorn University, Mahidol University, and Thammasat University etc. are ranked to be the world's top universities in Qs world University Rankings 2018.
- Furthermore, the Nation news (2018) reported **[Attribute]** that nineteen Thai students won fourteen awards at the China Southeast Math Olympiad, or the Chiangrai Times reported (2018) **[Attribute]** that Chiang Rai students won the breaststroke swimming robot and robot horse relay categories.
- From these statements, we implied **[Attribute]** that Thai educational system seems equal to world standard educations abroad, as Thai students can compete with other students who are in different countries.
- Additionally, Ceoblog.co (2013) discussed **[Attribute]** that today technology has been developed increasingly, so it is a powerful tool for students to access the knowledge easier without going to study abroad.
- On the other hand, a number of people disputes **[Attribute]** that Thai students should go abroad for learning a world standard educations, since Thai education is not exactly effective.

- *Forwerck (2017) revealed [Attribute] that in 2015, the government spent 19.35 percent of its yearly budget on education, a greater portion than was spent on anything else.*
- *However, Forwerck inferred [Attribute] that Thailand has yet to see cumulative improvements in its schools.*
- *Times higher education (2018) discussed [Attribute] that Thai university ranking have been falling down the list of the world's best higher-education institutes in recent year.*
- *Times higher education also revealed [Attribute] that Mahidol University has been dropping down the list since 2012 to 2019.*
- *From all the arguments that are mentioned, people believed [Attribute] that students who study abroad can learn in norm curriculums which are estimated by standard world's ranking, and they can get the sufficient equipment from their schools and their universities to help them developing more abilities to learn.*
- *Ghavifekr and Rosdy (2015) studied [Attribute] about teaching and learning with technology : effectiveness of ICT integration in schools, and the result of this study showed that technology-based teaching and learning is more effective in compare to traditional classroom*

- *.Ostopuniversities (2014) referred to Han, the Department of International Cooperation at the Korean Council for University Education, [Attribute] who mentioned that studying abroad provides an opportunity to expand one's field of view and helps one to understand and analyze problems and phenomena from a long-term, worldwide perspective.*

From the analysis of attribute in all texts, it is found that the student writers used the features of attribute more in the texts which means they invited other people to endorse their voices and positioning. This shows that the use of attribute is more employed in the body parts of all texts. That is, more instances of attribute are used in the texts more significantly when compared to other categories of the heteroglossia. This indicates that in writing a discussion essay, the writers tend to use the attribute more to endorse their positions and voices in the texts, especially in the body part of the texts which indicates that convincing other people needs more resources of attribute.

From the analysis of all texts, it can be concluded that the student writers can indicate their positions at the end of the texts clearly by including disclaim, proclaim, entertain and attribute in various degrees of the heteroglossia. The most interesting point is that the writers mostly employed the attribute more to endorse their positions and voices in the texts.

7. Conclusion

From the study, it is concluded that the students can write the discussion essays well in terms of generic structure developments. They can follow the generic structure of the discussion genre effectively. This is argued that the teaching and learning process on the genre based approach helps develop their potential in writing in a great degree. In addition, the students can write their discussion essays more interestingly and critically by ways of employing resources of intersubjective stance which involves heteroglossia which covers four sub-appraisal elements of disclaim, proclaim, entertain and attribute. That is, they mostly employed the element of attribute to invite others (external voices) to endorse their stance, voice, value, belief and feelings in a significant rate. Therefore, it is concluded that being able to include resources of intersubjective stance into a discussion text can help strengthen students' critical thinking ability and motivate how they make their argumentation effectively.

8. Implications and recommendations

There are some considerations on implications and recommendations from the study for future research as follows.

8.1 The use of the genre based approach and appraisal frameworks to analyse learners' writing ability can be applied in any EFL writing contexts with some careful considerations whilst language teachers/lecturers have experiences in different methods other than SFL and appraisal theory.

8.2 There should be a study that might use a larger sample set of texts from students for the analysis which will help expand a better understanding on how students construe their intersubjective stance in an overall perspective.

8.3 Future study might study the process of argumentation in the discussion essays by students in different contexts; eg; in high schools or university contexts where the SFL and appraisal frameworks are fully presented in a more logical step.

8.4 Critical thinking and writing ability should be promoted continually based on resources of intersubjective stance which will help students become a more critical learner when they communicate with their other people in academic and everyday life contexts where interpersonal relationships are focused.

8.5 There should be a study that might have a close look at how to train people systemically to understand and employ the systemic functional linguistics and appraisal theory when they are engaged with learners' discourse analysis.

References

- Arsyad, S. (2013). A Genre-Based Analysis on Discussion Section of Research Articles in Indonesian Written by Indonesian Speakers. *International Journal of Linguistics*, Vol.5, No. 4, 50-60.
- Bathia, V. (1993). *Analyzing Genres: Languages in Professional Settings*. London. Longman.

- Chang, P. (2010). **Taking an effective authorial stance in academic writing : Inductive learning for second language writers using a stance corpus.** Unpublished Ph.D. Dissertation, University of Michigan, Ann Arbor. Available from Dissertation and Theses database. Retrieved from [http : hdl.handle.net/2027.42/77860](http://hdl.handle.net/2027.42/77860).
- Dobakhti, L. (2016). A Genre Analysis of Discussion Sections of Qualitative Research Articles in Applied Linguistics. **Theory and Practice in Language Studies**. Vol. 6, No. 7, 1383-1389, July 2016 DOI : <http://dx.doi.org/10.17507/tpls.0607.08>
- Feez, S. (1998). **Text-based syllabus design**. Sydney, National Centre for English Language Teaching and Research (NCELTR).
- Hood, S.(2004). **Managing attitude in undergraduate academic writing : a focus on the introductions to research reports**. In L.J.Ravelli, &R.A.Ellis (Eds.), **Analysing academic writing : Contextualized frameworks**, 24-44. London : Continuum.
- Hood, S. (2006). The persuasive power of prosodies : radiating values in academic writing. **Journal of English for Academic Purposes**, 5, 37-49.
- Kuiper, C., Smit, J., De Wachter, L., & Elen, J. (2017). Scaffolding tertiary students' writing in a genre-based writing intervention. **Journal of Writing Research**, 9(1), 27-59. doi : 10.17239/jowr-2017.09.01.02

- Knapp, P. and Watkins, M. (2005). **Genre, Text, Grammar Technologies for Teaching and Assessing Writing**. Sydney, University of New South Wales Press.
- Kongpetch, S. (2006). Using a genre-based approach to teach writing to Thai students : A case study. **Prospect** 21(2), 3-33.
- Krisnachinda, S. (2006). A case study of a genre- based approach to teaching writing in a tertiary context inThailand. **Unpublished PhD Dissertation**. University of Melbourne.
- Martin, J.R. (1984). **Language, Register and Genre**. Geelong, Victoria, Deakin University.
- Martin, J.R. (1992). Genre and Literacy-Modeling Context in Educational Linguistics. **Annual Review of Applied Linguistics** v13,141-172.
- Martin, J.R. (1997). **Analyzing genre: Functional parameters**. In F. Christie & J.R. Martin (Eds.), **Genre and institutions: Social processes in the workplace and school**. Open Linguistics Series, ed. R.F. Fawcett. London : Continuum. 3-39.
- Martin, J.R. (2001). **Language, Register and Genre. Analysing English in a Global Context**. A. Burns and C. Coffin. London, Routledge.
- Martin, J.R. and Rose, D. (2003). **Working with Discourse**. London, Continuum.
- Martin, J.R. and White, P.R.R. (2005) **The Language of Evaluation: Appraisal in English**, Palgrave Macmillan.
- Martin, J.R. and Rose, D. (2006) **Working with Discourse : Meaning Beyond the Clause**, Continuum.

- Martin, J. R. and Rose, D. (2008). **Genre Relations : Mapping Culture**. London, Equinox.
- Mingsakoon, P. and Srinon, U. (2018). Development of Secondary School Students' Generic Structure Execution in Personal Experience Recount Writing Texts through SFL Genre-Based Approach. **Advances in Language and Literary Studies**, v9, n6,1-8.
- Pho, P. (2008). Research article abstracts in applied linguistics and educational technology: a study of linguistic realizations of rhetorical structure and authorial stance. **Discourse studies**, 10, 231-250.
- Srinon, U. (2011). A longitudinal study of developments in the academic writing of Thai university students in the context of a genre based pedagogy, **Unpublished PhD Dissertation**, University of Adelaide.
- Srinon, U. (2017). A study of Thai postgraduate students' authorial voices in writing research proposal: systemic functional linguistics perspective. **International Journal of Humanities and Social Sciences**. Vol. 7, No. 9, 155-164.
- Srinon, U. (2019). Analysis of Generic Structure Developments of Exposition Essays Written by Thai University Students: Sydney Genre-Based School and Systemic Functional Linguistics Perspectives, **Veridian E-Journal**, Vol. 12, No.1, 1173-1192.
- Wingate, U. (2012) "Argument!' helping students understand what essay writing is about" **Journal of English for Academic Purposes**, Volume 11, Issue 2, 145-154.