

Analysis of Generic Structure Developments of Exposition Essays Written by Thai University Students: Sydney Genre - Based School and Systemic Functional Linguistics Perspectives

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Abstract

This paper reports on the analysis of generic structure developments of students' selected exposition essays. The study analyses and highlights how English major students constructed and executed generic structures in their exposition essays while taking the course of "Advanced Integrated English Writing and Reading Skills" at the Department of English, Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus in the 2017 Academic Year. The detailed analysis of samples of students' exposition essays indicates that all students could write their exposition essays explicitly and clearly to a greater degree in terms of generic structure developments after the six weeks before mid-session of the course and they were able to include macro genres (information reporting genre and exemplification genre) in their essays. The study suggests that it is a challenging task for the lecturer to help students to understand and to follow the typical generic structure as identified in the Sydney genre -based school while they are accustomed to other writing approaches from previous courses. It is, therefore, essential for the course to further develop students' reading and writing abilities in exposition essays which would be required to complete before they finish their program. Some recommendations are also offered for future research in the areas of genre based studies, systemic functional linguistics, writing assessment and language and text evaluation.

Keywords: 1. Generic Structure Development 2. Exposition Essay 3. Sydney Genre-Based School 4. Systemic Functional Linguistics

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Introduction

Writing an advanced argumentative essay at tertiary level is required for university students, especially for those who major in English. It is a requirement for them to improve their argumentative essays with effective augmentation. Wingate (2012) argued that “Argumentation is a key requirement of the essay, which is the most common genre that students have to write.” However, this kind of writing is a challenging task for students while they need explicit teaching from their writing teachers and, as claimed by Bacha (2010) it is considered that explicit instruction on writing is needed for any EFL context. To help students become successful writers, a genre based approach is one of the methods that can be used to enhance students’ explicit academic writing.

In various global contexts, many studies (Christie 1999, Flowerdew 2000, Hyland 2002, 2003, Martin 2001, Derewianka 2003, Ellis 2005, Emilia 2005, Bacha 2010, Gardner 2012, Kuniper et. al. 2017) claim benefits of the genre based approach and in the Thai context of teaching English writing to students, further studies (Kongpetch 2003, 2006, Chaisiri 2011, Srinon 2011, Payaprom 2012, Ngonkum 2013) also claim advantages of the approach. However, few studies (Srinon 2011) have advocated the use the genre based approach to develop generic structures of exposition texts with students in a university context by looking closely at the students’ positions and macro genres or embedded genres. In this regard, Srinon (2009) found that in this situation a greater number of students were able to execute the generic structure well. However, some students departed from the writing model identified in the literature. That is, they produced texts which could best be graded as a middle way approach. In addition, studies (Chaisiri 2011, Piriyaasilpa 2017) often suggest benefits of the genre based approach rather than one of analyzing closely how students construed or executed their generic structures particularly on how explicitly they constructed their position at the beginning and ending parts of their exposition essays. The Sydney genre based school holds that explicit instruction based on generic structure developments is needed to help students become successful in their writing. Therefore, this current study falls within this theoretical framework and practice and seeks to analyze how students make their own positions and track the generic structure developments on their exposition essays from the perspectives of the Sydney genre based school and its systemic functional linguistics for the sake of developing effective argumentation.

Literature review

It has been recognized that genre studies have played a very significant role in teaching literacy for nearly three decades in the Australian academic context and have gained increasing attention in other contexts as well (Martin 1992). Theoretically, Martin (1984) defines a genre as “a staged, goal-oriented, purposeful activity in which speakers engage as members of our cultures”. In addition, Martin and Rose (2003, pp.7-8) state that “...a genre is a staged, goal-oriented social process.” From the perspective of the Sydney –genre based school, genre and practice have focused on three main cycles; modelling or deconstruction of text; join construction; and independent construction (Feez 1998; Christie 1999; Flowerdew 2000; Knapp and Watkins 2005; Martin and Rose 2007). That is, the cycle has been mainly characterized by three phases as follows: Modelling or deconstruction of text deals with the idea that the class investigates the structural pattern and language features of the model and then compares the model with other examples of the text-type. Join construction of text means students begin to contribute to the construction of whole examples of the text – type and the teacher gradually reduce the contribution to text construction, as the students moved closer to being able to control the text-type independently. Independent construction of text deals with the idea that students work independently with the text and learner performances are used for achievement assessment.

In terms of previous studies which are related to making a position in students’ essays, Stapleton and Wu (2015) have analyzed some argumentative essays of Hongkong high school students following a modified Toulmin model that included claims, counterargument claims and rebuttals. They found that there were several patterns of inadequacies in the reasoning of the 6 cases, exposing the need to bring greater attention to the quality of reasoning in students’ persuasive writing and they suggested that an integrated assessment framework and analytic scoring rubric for argumentative writing should be developed and recommended as a general guide for classroom use, taking into account both argumentative structure and substance.

In a study by Kuniper et. al. (2017), it is explored how GBWI can be used to scaffold students’ writing within the subject of Event Organization and to what extent students learned to use the typical features of the genre ‘event proposal’. In this study, a 5 – week subject – specific writing intervention was designed and subsequently enacted by a subject lecturer in a first-year class involving 13 students. The study used a coding scheme for interactional scaffolding strategies, five interaction fragments to analyze against the background of designed scaffolding and learning goals. From the study, the fragments indicated that the interplay of

designed scaffolding (instructional materials and activities) and interactional scaffolding (teacher-student interactions) promoted students' writing performance over time. The study also compared students' pre- and posttests by means of an analytic scoring scheme which pointed to statistically significant growth in the use of typical genre features ($d=1.41$). The results of the study indicated a potential of GBWI for scaffolding and promoting tertiary students' writing.

When looking at the Thai English essay writing context at university level, most studies focus on different approaches such as the communicative approach, content-based instruction, blended learning model, or the process based approach (Tawilapakul 2003, Tuppoom 2003, Phonlabutra 2007, Prapinwong, 2008, Limpabandhu et.al. 2018). Few studies (Kongpetch, 2003,2006, Srinon 2011, Chaisiri 2011) were undertaken to advocate a genre based approach. In this regard, Kongpetch (2003 and 2006) and Ngonkum (2013) discovered that the genre based approach helped students accomplish their goals in academic writing. However, these studies only focused on the process of approach and did not look closely at the generic structure of the students' essays and how they made their positions in the essays. These studies suggest that the approach should be done in a wider context in order to determine its advantages.

In Srinon's study (2011), two types of writing development; exposition and discussion by the genre based approach, were offered to develop Thai university students' writing ability. The study indicated that a majority of the students produced essays at the commencement of the course, before any teaching had taken place, which (1) did not match any of the genre structural prototypes outlined in the literature, and (2) seemed to be structurally and hence communicatively problematic, possibly on account of the former point. During the course all students subsequently produced essays which did closely match one or other of the genre prototypes outlined in the literature and which seemed persuasively more coherent and easier to follow than the essays produced initially, before exposure to the genre-based pedagogy employed by the course.

From the study, it is argued that it is plausible that the teaching and learning opportunities provided by the course played some role in this outcome. The study also reported that in addition to this, several trends were observed in the student's writing across the duration of the course by which they substantially increased the frequency with which they deployed the resources for construing inter-clausal relations (logico-semantic relations). That is, from the study, particular trends were observed by which the students, as a group,

reduced the proportion of single clause sentences in their writing, increased the frequency of coordination (parataxis) and subordination (hypotaxis), made much greater use of mechanisms for referencing other sources and voices, and much more frequently construed relations of consequentiality (cause-and-effect) and counter expectation. It is argued that these changes can be interpreted as positive developments in the writing of the students by which they extended their communicative range and their writing became more fluent and nuanced. It is further argued that it is plausible to see the course and its pedagogy as having played a significant role in this outcome. The study above proposed that these findings, based as they are on a longitudinal study involving a detailed and systematic analysis of specific linguistic features, lend strong support to claims about the efficacy of this genre-based approach to the teaching of writing.

In addition to the above findings, Piriya Silpa (2017) reviews relevant literature about writing instruction from three genre traditions (New Rhetoric, English for Specific Purposes-ESP, and Systemic Functional Linguistics-SFL). In her conclusion, she proposes SFL as the most appropriate theory for Thai English as a Foreign Language (EFL) learners. She discusses previous studies on applications of the approach in the writing classrooms of Thailand; and draws conclusions on guidelines for future research. In the study by Chaisiri (2011), he argues that RMUT teachers can use a genre based approach for the teaching of English writing by drawing on students' current repertoire of knowledge and skills, in line with the notion of a post-method and contextually appropriate pedagogy. From this review of studies, it is seen that although there are numerous studies about the writing developments of students following the genre-based approach at the university level, especially in Thai context, little understanding and insight are offered in terms of detailed analysis and the applications of the genre based approach on typical generic structures and how learners positioned themselves or projected their authorial voices in their exposition essays. Therefore, this study attempts to fill this research gap for the sake of the developments of explicit teaching and learning and discourse communication in the classroom context.

Purposes of the study

1. To analyse the developments of generic structure of the exposition essays written by Thai university students
2. To analyse how Thai university students construct their positions in the exposition essays

Research questions

1. What were the typical generic structures of the exposition essays written by Thai university students?
2. How did Thai university students construct their positions in the exposition essays?

Method

To conduct the study, two academic genres, exposition and discussion were introduced into two Thai university classrooms in an advanced English writing course in the 2017 academic year at Kasetsart University, Kamphaeng Saen Campus, Thailand. In this study, the researcher focused on exposition writing and chose a small sample of the students' exposition texts for the analysis. The sample consisted of three texts of students from three groups which were taken from 20 different groups of students from different 5 sections. In terms of teaching methodology in the classes during a period of six weeks, the researcher as lecturer followed the main stages of teaching and learning as identified in the literature as outlined below;

1. For the teaching process, the researcher followed the five stages of the teaching/learning cycle: 1) building the context; 2) modelling and deconstructing the text; 3) joint construction of the text; 4) independent construction of the text; and 5) linking related texts as suggested by Feez (1998). That is, the researcher set up the activities for students to learn from and study together in class. In doing so for each writing activity, students had a chance to debate the topic before they wrote their essay. During this process, the researcher assisted students in terms of language development and idea clarification. Following this, each group presented their arguments to the class. The class all argued for and against the arguments together. When they had finished their presentation and arguments, each group wrote their essays and finally they presented their written works to the class again. During this cycle, the researcher and students in the class gave feedbacks on the written work and presentation of each group. Again during this process, students had a chance to edit their work for the second draft after they had received comments from the lecturer and their friends on the first draft and before submitting final drafts to the lecturer for the evaluation.

2. In the learning cycle during the midterm session, students wrote exposition essays.

They were divided into small groups of 4-5 students for each section. That is, there were 5 sections of students in the course. Therefore, there were 20 groups of students in total in all 5 sections. They wrote exposition essays in which each group made two drafts of the

exposition. In this regard, the students in all groups produced the expositions based on the question “Do you agree or disagree that university students should take and pass English standardized tests such as IELTS, TOEIC and TOEFL before they graduate for the purpose of getting involved with professional jobs or further studies at the international level? Discuss the issue and give reasons to support your arguments.” It is noted that the essay questions were based on the Thai social context which took place shortly before the time of teaching and learning in the classroom. During the process of teaching and learning, they presented different parts (introduction, body and conclusion) of the drafts in the class. After they had received comments from the lecturer, they then submitted their final drafts to the lecturer for grading. Then all essays of the students after the teaching process were tracked and analysed using systemic functional linguistics and the genre based-approach framework. That is, the main analysis was on the generic structures/features of the Exposition as identified in the Sydney genre based school. The texts were especially analysed to determine the degree they conformed to the text organizational schema which the literature associates with the following three sub-types of argument (Martin and Rose, 2007); Exposition: one sided argument (Thesis ^ Supporting Arguments ^ Reinforcement); Discussion: considers/weights up arguments ‘for’ and ‘against’ before the author takes a position in the conclusion (Issue ^ Arguments For and Against ^ Recommendation) ; Challenge: refutes a counter position. (Challenged Position ^ Arguments Against ^ Anti-Thesis)

3. In terms of exposition analysis, the researcher analysed three of students’ texts to determine whether they conformed to the organizational schema of the exposition as identified in the literature or not. More specially, the researcher analysed the students’ positions in the texts and determined to some degree whether the students could follow the typical generic structures and indicate their positions explicitly and clearly in the introductions of the essays and the restatements of their positions according to the generic elements of the exposition as identified in the literature.

Analysis and findings

In analysing students’ texts, the researcher chose three selected texts from three samples as described in the methodology section. From the analysis of all sample texts in terms of generic structures, the key findings reported cover three main issues; conformity of the standard expositions, macro genres and forming the positions of the students which are identified in the Sydney genre based school. Therefore, the key findings can be reported as follows.

In-class exercise (Exposition)

In this mid-point in-class writing exercise, all students, produced texts which, in broad terms, matched one of the prototypes outlined in the literature. Given that the previous six-weeks had been devoted to the Exposition as a genre type, all of the students could produce relatively standard instances of this genre, at least in terms of broad staging structure.

Key findings – Genre development and expositions

In this section, key findings of the selected texts are presented. It is found that all examples of the texts selected for the analysis conform to the generic structure of the exposition as identified in the Sydney genre based school. Macro genres are also found in the students' exposition essays. The students indicated their positions explicitly and clearly in the beginnings of their essays and they also restated even more explicitly their positions in the conclusions to their essays.

Conformity to Sydney genre based school and standard structure of exposition

According to the analysis, it can be seen that 3 texts of the three groups of the students can be classified as "Standard Exposition". This means that they produced the texts that mostly conformed to the standard structure of Exposition as identified in the literature. That is, all texts conformed to the prototypical structures in the literature. They can include basic elements, for example, orientation, background, statement of issue, statement of position etc. in their texts. At this point, it can be noted that a greater number of students selected could produce the texts that matched the typical structure in the literature. Therefore, to see the evidences of the phenomena concerned, the detailed analysis on the standard expositions is presented in the following sections.

Typical exposition, macro genres and making the positions of the students

Typical exposition

From the analysis of the texts produced by all selected students, it is found that all 6 texts can be classified as "standard Exposition". However, to understand the texts that are conventionally constructed, three examples produced by groups of selected students is provided below.

Table 1 Text 1

Part	Stages	Text
Introduction	Orientation Statement of the issue	Why should we take and pass English standardized tests? We should take and pass English standardized tests because English is important to the work and study and it is accepted as the global language. We say that because international cooperation such as UN, EU and ASEAN uses English for communication. English is one of official languages of the UN and EU (United Nations, 2017, European Union, 2017). Article 34 of ASEAN Charter states, "The working language of ASEAN shall be English." (Association of Southeast Asian Nations, 2008, p.29). Many multinational companies come to Thailand to invest, so they need employees who have English skills to work with. For instance, company's human resource of Coca-Cola (Thailand) Ltd. (2017) states that they require employees who have strong communication in both Thai and English to communicate with stakeholders. People who want to work in multinational companies and to go abroad for work or study have to take and pass standardized tests for evaluating their English skills. English standardized tests are used to measure individual knowledge of English that are standard and credible such as TOEIC using for business, TOEFL using for further study at United States, and IELTS using for people who want to work or study in European countries.
	Statement of position	Consequently, we strongly agree that university students should take and pass English standardized tests before they graduate because of many reasons such as spending less money on application fee, evaluating knowledge of individual and increasing opportunity to work or study in European countries.
Body	Argument 1	One of the reasons why university students should take English standardized tests before graduation is test application fee is low.
	Point elaborations 1	Students who take standardized tests before graduation pay cheaper price of application while general publics have to pay full price such as TOEIC. Taking English standardized test with university, the university will associate with TOEIC test center for students evaluating their English skills and students will get the discount price of application. For example, Chiang Mai University cooperates with TOEIC Center Chiang Mai and they will discount the price of application for students from full price 1,500 baht to 1,200 baht (Language institute Chiang Mai University, 2017). KhonKaen University also cooperates with TOEIC Center Bangkok and taking standardized test, TOEIC, at KhonKaen University spends 1,000 baht from full price 1,500 baht (Faculty of Humanities and Social Sciences of KhonKaen University, 2017). Thus, students who take standardized test before graduation will pay discount price. Even students do not take standardized test with TOEIC test center directly, students can use standardized test to practical use and they are also convenient.
	Argument 2	Second reason is that students can use English standardized tests as individual language assessment.
	General point elaborations 2	English standardized tests are made by reliable organizations. TOEIC and TOEFL are made by Educational Testing Service (ETS) of Princeton, New Jersey, United States of America (Educational Testing Service, 2017). IELTS is made by British Council (British Council, 2017). And English standardized tests are standard examination which examinees take the same test paper. It can evaluate knowledge of individual even though people took different course of English study and graduated from different university. TOEIC Research states that TOEIC has been achieved to precede English giving lucky chance for individual learners (Educational Testing Service, 2017). IELTS states that IELTS is evaluated on a 9-band scale and reports scores of individual skills (IELTS, 2017). Due to this information, it is obviously that English standardized tests can evaluate individual skills. Therefore, taking standardized tests help and promote individual language assessment. If students take English standardized tests before graduation, they will know their strengths and weaknesses of English skills and they will have the time to improve their English skills for better result next time. In addition, English standardized tests can build on study and appropriate career of students. We will discuss in the next paragraph.
	Argument 3	The last reason is about getting much job opportunity.
	Point elaborations 3	TOEIC is one of the English standardized tests that is important and is used for job application in the country. At the present time, not only private organizations but also state enterprises require minimum scores of TOEIC for a job application. For example, human resource of Bangkok Airways requires Power plant Engineer to have minimum TOEIC 550 (Bangkok Airways, 2017). Another company, human resource of PTT Exploration and Production Public Company Limited requires Officer, Employee Relations who has minimum TOEIC 650 (PTTEP, 2017). In addition,

		people who want to study and work abroad have to submit their standard scores of TOEFL and IELTS to the university that they apply. For instance, Oxford University accepts an applicant to submit scores of IELTS at least 7.0 and TOEFL (paper-based) at least 600 (University of Oxford, 2017). According to these examples, we can see that all companies and universities around the world require applicants to have quite high scores to accept the employee for a job and student for a university. Even for those who want to work in a job which is not related to English, they still need English standardized tests scores for applying the jobs. So, if students have the standard score before they graduate and get high score, they will surely have a chance for job application and will be specially considered.
Conclusion	Restatement of the position	In conclusion, we believe that the university students should extremely take English standardized tests before they graduate because of reduction on their expenses for testing, assessment on their English skills and chance of getting jobs.
	Reinforcement	However, English standardized tests are just one of the factors that are used for consideration of study abroad and job. It does not mean that if students get low score, they will not be unemployed. They can find other jobs which are suitable for their aptitude. Whether students will take English standardized tests or not, it depends on students' decision.

From Table 1, it shows that the students presented the beginning of the text which included an orientation, statement of issue and statement of position. Then they presented the body of the text which included a series of arguments and elaborations. In the final part of the text, they presented the restatement of the position and reinforcement. It indicates that the text covers the main elements of the exposition essay as identified in the literature.

Table 2 Text 2

Part	Stages	Text
Introduction	Orientation	English is an international language that is very important especially in business and education. In business, it is necessary to communicate with other countries for trading. Most companies give priority to personnel who can use English well. In advanced education, English is used in course mostly such as textbook, report, and presenting. Because of these reasons, English standardized tests, e.g. International English Language Testing System (IELTS), Test of English for International Communication (TOEIC), Test of English as a Foreign Language (TOEFL), have a key role to evaluate university students' capability.
	Preview/ Statement of issue	The students who want to study abroad or to get a job should pass English standardized tests according to minimum requirement of companies and universities. For example, the qualifications of accountant at Siam Cement Group (SCG) should get TOEIC score at least 550 (SCG, 2016). In addition, Yale University states that minimum entry requirements of TOEFL and IELTS are 100 and 7.0 respectively.
	Statement of position	In our opinion, university students should take and pass these tests before they graduate. There are three benefits of taking these English standardized tests: the benefit about further study, job application, and career progression.
Body	Argument 1	Firstly, taking English standardized tests is useful for further study.
	Point elaborations 1	For all English standardized tests (TOEIC, TOEFL, IELTS), TOEFL/IELTS are the most significant tests for studying abroad. Educational Testing Service (2017) states that TOEFL/IELTS is English-language test, which is used for enroll in English-speaking universities and is the most widely accepted in the world. This is a reason why most universities in Australia, Canada, The United Kingdom, and The United States all use TOEFL/IELTS scores to determine non-English speakers who can be admitted to their universities (Tumurkhuu, No date). For instance, University of Oxford (2017) states on its own website that all non-native English speaking applicants must get TOEFL overall score of 110 with component scores of at least: Listening 22, Reading 24, Speaking 25, and Writing 24, or IELTS overall score of 7.0 (with at least 7.0 in each of the four components). If you have a good score, it can help you get a higher chance to be admitted to universities. Moreover, passing TOEFL/IELTS can show that you get a good level of English fluency. It can guarantee that you are able to understand lectures, write papers, and communicate fluently with teachers and

		classmates. Thus, if you have a plan to study in those universities, you should have TOEFL/IELTS scores on your hands first.
	Argument 2	Secondly, one of the benefits of taking these English standardized tests can help students to apply for a job.
	General point elaborations 2	All of these English standardized tests, TOEIC, TOEFL, IELTS, TOEIC is an important and useful test for work. Why TOEIC is necessary for job seekers? First of all, Educational Testing Service (2017) states that the Test of English for International Communication (TOEIC) is an English-language test to assess the English skills of people who working in an international environment. Educational Testing Service (2017) also reports that the TOEIC test give a competitive edge to job seekers. Nowadays, it is generally accepted that TOEIC scores are used by most companies both in Thailand and in other countries. Therefore, only English grades in transcript cannot guarantee the real ability because each university has different standard. From this reason, in many companies, Human Resource (HR) has to screen people who have a TOEIC score, that pass the minimum requirement. So, People who can use English well and take TOEIC test have more opportunity to choose job which they want to do than people who never take this test. Moreover, TOEIC test is very important for a job which has to use English such as aviation career, (cabin crew, ground attendant, etc.), international business, English teacher/tutor, and so on. Thai Air Asia (2016) mentioned that people who want to apply for the cabin crew must have TOEIC score of at least 650 points. In addition, most contents in TOEIC test are about real-life work such as meeting, business conversation, so this test has a lot of useful knowledge that can adapt in your work forward. Therefore, students should take and pass TOEIC test in order to have more opportunity to be chosen for working.
	Argument 3	Finally, career progression is also one of benefits for person who gets high scores in TOEIC.
	Point elaborations 3	The whole of English standardize tests (TOEIC, TOEFL and IELTS), taking TOEIC test has beneficial effects on career progression. Whether people have high TOEIC scores, they can negotiate salary to their employer for employment contract and obtain raising salary. For example, Asian Honda Motors (2017) states that the personnel who have TOEIC scores at least 650 can earn bonus. Global Green Chemicals Public Company Limited (2017) also reported that people who have TOEIC Score at least 550 can negotiate salary. Furthermore, having high TOEIC scores affects to people have the opportunity to work with reputable and big companies such as Mitsubishi Electric Consumer Products, Bangkok Airways Public Company Limited, and NISSAN MOTOR (THAILAND) CO., LTD. (JobsDB.com, 2017) So, having high TOEIC scores lead to high income. This results in quality of better life and stability for a job in the future.
Conclusion	Restatement of the position	In conclusion, we firmly agree that university students should take and pass English standardized tests (TOEIC, TOEFL and IELTS) before they graduate.
	Reinforcement	It is useful for further study, can help students to apply for a job, and they have more opportunities for career progression. If you are university students and have a plan to make more opportunities in your life whether it is a work or study, taking these English standardized tests first is a good choice to be suggested.

From Table 2, it shows that the students presented the introduction of the text by including orientation, preview, statement of issue and statement of position. In the body, the students presented a series of three arguments and elaborations. In the conclusion, they presented the restatement of the position and reinforcement.

Table 3 Text 3

Part	Stages	Text
Introduction	Orientation/issue	How important are standardized tests? ENGLISHCENTRAL (2015) said that because of the teaching, most of classes do not teach English in authentic material and we cannot bring more reality into our classrooms. So, students cannot understand and they don't know how relevant the language is to "life". From our experience, we can see reality in conversation. That is for foreigners when they speak, they do not concern too much about sentence structure. They emphasize the context of the situation. On the other hand, the English language is an important thing for university students because they have to use it for the taking standardized tests such as TOEIC (Test of English international communication), TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System). There are instruments that indicates student's ability. Moreover, their effect on students apply the job and achievement in the future.
	Statement of position	Therefore, we agree with the argument that students should test and pass English standardized tests before they graduate. Because There are three reasons that show benefit of standardized tests; the job application in the future, professionalism and success in life.
Body	Argument 1	Firstly, university students should test and pass English standardized tests before they graduate because its effect in working life.
	Point elaborations 1	For example, when you graduated in your school, you have to apply the job and if you pass the standard test with a high score, you get opportunity more than each other. S. A. COURTIS (1914)said that The standard tests are rules for the measurement of educational product, it is the instrument for finding jobs. For instance, an examination is assumed to the individual has effectively and they can define the course of work. ETS TOEIC (2013) state that over 30 years, the TOEIC test has set the standard for assessing English skills in the workplace. The TOEIC related to real-life in the workplace. Reporting provides workplace around the world and suggestions about the exam's strengths and weaknesses, along with answers. By about the strengths of the English language. It also said that the employer analyze the work that the employee is able to do, using the explanations to inform decisions on employment position and select qualified English staff. As defined, ETS will help ensure that TOEIC tests are accurate and relevant to today's changing workplace locations around the world. Outsourcing space, deploying and promoting the right candidate every year.
	Argument 2	Secondly, English standardized tests are related to professionalism, they express to educational background.
	General point elaborations 2	The tests can indicate that you are the students who have a high degree of knowledge. It elucidates the academic exams that you passed and has look strength of academic performance. Moreover, it can be used to compare the students from different school. So, you may get the scholarships. A report by Standard tests (2012) stated that The standardized tests are instrument students' learning, skill and understanding because the objective, proficient, equal and comprehensive. For these causes, they are used for discretion about admission to colleges and professional. It also said that, educators can help students better when they know how a student's objective performance compared to others, helping both teachers and students if students discern their advantages and disadvantages. The standardized tests compared educational performance from school to school. In addition, standardized testing is a central part of the current educational process and universities use standardized tests to select applicants. Students in grades K-12, testing plays a critical role in evaluating and classifying students, as well as identifying educational strengths and weaknesses, throughout their compulsory education. Gdglossary.org (2015).It also said that the test shows teachers their own weaknesses and provides insight on how to better structure lesson plans and focus areas. In addition, standardized tests are a cheap and effective way to measure how well a school meets state standards. Sometimes schools force course modifications and testing programs to meet these standards. Gawthrop and Escamilla (2014).
	Argument 3	Finally, you should pass the standardized test which can help you to achieve in life.
	Point elaborations 3	For example, if you pass the IELTS with a good score on a scale from 1- 9 level, you can apply to the colleges that you would like to study. According to U. S. News, (2015). Volodzko said that Oxford University requires as core of 7.0 for international undergraduates, while many famous Universities in the US accept scores in the range of 5.0 to 6.0.Slosberg (2015) she also said that, Standardized test scores are one of the factors that most colleges

		look for in an applicant.
Conclusion	Restatement of the position	According to these reasons, the university students should pass and test the standardized tests before they graduated.
	Reinforcement	Despite, some students disagree with the statement, we think taking standardized tests has advantages for students; job applications, look educationalist and achievement in life. Nevertheless, it depends on one's point. If you do the best, please be proud of yourselves.

From Table 3, it shows that the students presented the introduction of the text by including orientation, statement of position. In the body, the students presented a series of three arguments and elaborations. In the conclusion, they presented the restatement of the position and reinforcement.

From all three exposition essays, it is found that all groups of students presented their texts which matched the main typical generic structure as identified in the literature. That is to say, they mainly included orientation, preview, statement of position, series of arguments, point elaboration of arguments, restatement of position and reinforcement in their exposition essays. These evidences are found clearly as indicated in the analysis.

Macro genre

Based on the analysis of the three texts, it is also found that the students included macro genres in their exposition texts. Macro genres in Systemic Functional Linguistics as discussed by Hyland (2002, p.123) mean, "texts which combine more fundamental elemental genres such as recounts, narratives, explanations, and so on". That is to say, as Hyland states macro genre stands in for the idea of "complex" or "secondary" genres that might involve other multiple embedded genres. In order to see some evidences of the use of macro genres in the exposition texts written by the three groups of students, the extracts of the texts in which macro genres are embedded are presented in the following instances of essays.

Essay 1

.....For example, Chiang Mai University cooperates with TOEIC Center Chiang Mai and they will discount the price of application for students from full price 1,500 baht to 1,200 baht (Language institute Chiang Mai University, 2017). KhonKaen University also cooperates with TOEIC Center Bangkok and taking standardized test, TOEIC, at KhonKaen University spends 1,000 baht from full price 1,500 baht (Faculty of Humanities and Social Sciences of KhonKaen University, 2017)

Essay 2

.....For example, the qualifications of accountant at Siam Cement Group (SCG) should get TOEIC score at least 550 (SCG, 2016). In addition, Yale University states that minimum entry requirements of TOEFL and IELTS are 100 and 7.0 respectively.

Essay 3

.....A report by Standard tests (2012) stated that the standardized tests are instrument students' learning, skill and understanding because the objective, proficient, equal and comprehensive.

From the instances of macro genres presented by the students in all groups, we can see that the students tended to include information report genre and exemplification genre in their essays. That is, they used information report genre and exemplification instances to elaborate their arguments. This is one of the trends which can be observed in their essays. Interestingly, this kind of writing is found in all three essays. It can be observed that macro genre plays a very important role in students' essays when they are required to write their exposition essays. This phenomenon is in line with the study by Woodward (2005) who in his paper titled: "The role of genre and embedded genres in tertiary students' writing at a regional Australian university" found that the students wrote primarily expositions and discussions: however, they also embedded a range of other genres. Therefore, these findings support the idea that when students write academic essays, they tend to include embedded genres or a range of other genres.

Making the positions

From the analysis of the students' exposition essays, all groups of the students were able to project their positions explicitly and clearly in the beginning of the essays and they could restate their positions towards the issue clearly in their conclusions. These capacities can be observed from the following instances of the three essays.

Essay 1

At the beginning of the essay - Consequently, we strongly agree that university students should take and pass English standardized tests before they graduate because of many reasons such as spending less money on application fee, evaluating knowledge of individual and increasing opportunity to work or study in European countries.

At the conclusion of the essay - In conclusion, we believe that the university students should extremely take English standardized tests before they graduate because of reduction on their expenses for testing, assessment on their English skills and chance of getting jobs.

Essay 2

At the beginning of the essay - In our opinion, university students should take and pass these tests before they graduate. There are three benefits of taking these English standardized tests: the benefit about further study, job application, and career progression.

At the conclusion of the essay - In conclusion, we firmly agree that university students should take and pass English standardized tests (TOEIC, TOEFL and IELTS) before they graduate.

Essay 3

At the beginning of the essay - Therefore, we agree with the argument that students should test and pass English standardized tests before they graduate. Because There are three reasons that show benefit of standardized tests; the job application in the future, professionalism and success in life.

At the conclusion of the essay - According to these reasons, the university students should pass and test the standardized tests before they graduated.

From the instances of the texts presented, we can see that all groups of students could present their positions in the beginnings of their essays clearly and they could also clearly present restatements of their positions in the conclusions of the essays. These presentations reflect an ability to follow the generic structures of the exposition essays as identified in the literature. That is, their exposition essays conformed to the prototype texts to an improved degree.

Conclusion and discussion

From the study, it is concluded that the exposition essays of the students which were chosen for the analysis mostly conformed to the typical generic structures as identified in the Sydney genre based school. The students also included examples of macro genre, report genre and exemplification in their essays. In terms of stating their positions or authorial voices in the essays, following the course lessons, the students were able to project their positions more explicitly and clearly in the beginnings of the essays which mostly matched the prototypical generic structures. This indicates that the method of teaching helped to improve the students' writing. Overall, the students could write their exposition essays more explicitly and effectively in terms of following typical generic structures required in the literature. This indicates that the teaching and learning process following the genre based approach assisted in developing the students' clarity in academic writing skills.

From this analysis, it is argued that the students in all groups were able to produce the exposition clearly and explicitly according to the typical generic structure which is identified in the Sydney genre based-school. It is considered that a possible reason that the students could produce the exposition essays more explicitly is because of the teaching and learning process based on the genre based approach. That is, they could follow the main typical elements of the generic structures and project their positions and authorial voices

clearly in the beginnings of their essays whether they agreed or not with the question proposed. They could also project the restatement of their positions explicitly and clearly at the conclusions of their essays by presenting the restatements of their position and reinforced arguments on the topics which are required in the literature.

According to the analysis, it is found that apart from presenting generic structures in the essays, the students were also be able to include information report genre and exemplification which are termed “macro genre” as identified in the literature. It may be considered that macro genre plays a very important role for students when writing exposition essays. This kind of writing has been found in all essays which were chosen for the analysis.

Recommendations for further study

There are some recommendations which are offered for future research as follows; Since this study is in a small scale, future research should focus on a larger amount of texts for analysis. This would offer some more validity on how to interpret understanding on how students compose their exposition essays and there should be a criteria to grade students’ essays for the analysis into different levels of ability such as high, mid and low levels. There should be a close and detailed analysis that looks at the use of language structures and meanings in students’ essays and there should be a study that looks closely at the role of macro genres that are embedded in students’ exposition essays. This will offer some more insights on how students include different genres in their texts. A larger corpus of linguistic analysis might be employed in future study to determine how linguistics resources are employed in students’ exposition essays and there should be an investigation of students’ views on the teaching and learning of exposition writing. This will give more insight into how students reflect upon themselves in terms of their learning progress and the genre based approach.

There should be an investigation on the developments of teaching and learning materials on the genre based approach and systemic functional linguistics that play roles in the teaching and learning process in the classroom. There should be a study that closely looks at how students construe their language structures; eg, clause complexes (construing inter-clausal relations (logico-semantic relations) and coordination (parataxis) and subordination (hypotaxis) as identified in Systemic Functional Linguistics. This will give more insights on understanding of how students construe their language ability and convey meanings in an advanced academic context.

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