



The Effects of Genre-based Approach on Teaching Sales Promotion Letter Writing

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อวัดประสิทธิภาพของการสอนตามแนวคิดแบบอรรถฐาน ในการเขียนจดหมายส่งเสริมการขายของนักศึกษาระดับปริญญาตรี สาขาวิชาการบัญชี และเพื่อศึกษาเจตคติของผู้เรียนที่มีต่อการสอนเขียนจดหมายส่งเสริมการขาย โดยใช้รูปแบบดังกล่าว โดยมีกลุ่มตัวอย่าง คือ นักศึกษาระดับปริญญาตรี ชั้นปีที่ 2 สาขาวิชาบัญชี จำนวน 20 คน จาก 103 คน ที่ลงทะเบียนเรียนวิชาภาษาอังกฤษธุรกิจ 1 ภาคเรียนที่ 1 ปีการศึกษา 2554 ณ มหาวิทยาลัยแห่งหนึ่งในจังหวัดทางภาคตะวันออกเฉียงเหนือ ซึ่งได้มาโดยการเลือกกลุ่มตัวอย่างแบบเฉพาะเจาะจง เครื่องมือที่ใช้ในการวิจัย คือ แผนการสอนเขียนจดหมายส่งเสริมการขายตามแนวคิดการสอนแบบอรรถฐาน จำนวน 3 บท แบบทดสอบวัดความเข้าใจด้านการเขียนจดหมายส่งเสริมการขาย แบบทดสอบวัดความสามารถด้านการเขียนจดหมายส่งเสริมการขาย แบบประเมิน และเกณฑ์การประเมินความสามารถด้านการเขียนจดหมายส่งเสริมการขาย แบบวัดเจตคติที่มีต่อการเรียน เขียนจดหมายส่งเสริมการขายตามแนวคิดการสอนแบบอรรถฐาน และแบบสัมภาษณ์ กึ่งโครงสร้าง การวิเคราะห์ข้อมูล ใช้ค่าเฉลี่ยของคะแนน ค่าร้อยละ ค่าเบี่ยงเบนมาตรฐาน และทดสอบความแตกต่างระหว่างค่าเฉลี่ยของคะแนนโดยใช้สถิติ T-test แบบ Paired samples t-test ผลการวิจัย สรุปได้ดังนี้ความสามารถด้านการเขียนจดหมายส่งเสริมการขายของผู้เรียนหลังได้รับการสอนแบบอรรถฐานครั้งที่ 1 อยู่ในระดับปานกลาง ครั้งที่ 2 อยู่ในระดับปานกลาง และครั้งที่ 3 อยู่ในระดับมาก ความสามารถด้านการเขียนจดหมายส่งเสริมการขายเป็นกลุ่ม ก่อนการทดลองและหลังการทดลอง มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ความเข้าใจของผู้เรียนในการเขียนจดหมายส่งเสริมการขาย ก่อนการทดลองและหลังการทดลอง มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 ผู้สอนมีพฤติกรรมในการสอนโดยรวมอยู่ในระดับดีมาก ผู้เรียนมีเจตคติที่ดีต่อการสอนเขียนจดหมายส่งเสริมการขายตามแนวคิดการสอนแบบอรรถฐาน

คำสำคัญ : Teaching Genre-specific Writing, Business English, Genre-based Approach

ABSTRACT

This thesis aims to study the beliefs in superstition and the creation of superstitious conditioning from nine of Kingchat's novels. The findings were found in three aspects: 1) the belief in superstition regarding to life after death which presents in relation to spirit as the existence. Human beings and spirit can communicate monition and dreaming leads to presentation of the belief about bad omen or prediction of what will happen.

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with each other through physically appearing of spirit itself. Those with the sixth sense are able to communicate with spirit and this is done by haunting in human body, 2) the belief in superstition regarding to preThe belief of dreaming is the telling of what used to happen in the past and the dream occurred due to the person who had power of supernatural creation, and 3) the belief in superstition regarding mental power which presents about hidden power in human mind such as applying mental power to move things and using mental power to enlighten the occurrence or prediction.

The creation of superstitious conditioning in Kingchat's novels has been found in four styles of opening technique: opening story by setting description, incident description, character's behavior description and character's personality description. The character's behavior description has been found the most including the creation of conflict between humans and humans in the aspects of affection and jealousy. The stories are closed by happy-ending emphasizing on main character's occupation and love success. In the aspect of theme, it has been comprised of love, family and society as the main theme presented. In the aspect of characters, it is presented by both human and inhuman which is different from normal human behavior. In the aspect of setting and atmosphere consisted of three categories: the setting and atmosphere emphasizing on the unusual climate condition, emphasizing on sense perception, the setting and atmosphere occur from the author's beliefs and imagination. In the aspect of colloquial expression, it has been kept implementing dialogue that leads the readers to perceive character's behavior and personality or variety of incidents occurred. These make the readers enjoy as if they were taking part in the incidents themselves.

Keywords : The Creation of Superstitious Conditioning, the Beliefs in Superstition

Introduction

English has importantly played its role and also increasingly affected the ways of living of Thai people especially on their careers and technology. English is a tool to search new knowledge through reading skill and used to communicate with other people by speaking and writing. Writing letters to communicate in business correspondence is important because this can be kept as the evidence and to save time and expenses. So, appropriate business writing letters, they are added to link the idea of business writing and communication (lead to business success). That is to say, good letter writing is important. One main factor for good business letters is a well-written language expression.

(Supak Mahaworakarn, 2000) In all business correspondence, letters constitute 85% in the communication to keep exact evidence and to save energy, time, and money. This is an importance of letter writing in business (Piyani Piam-ngam, 2001) Moreover, the administrating executives require more skillful personnel with very good command of English; the first priority is in both speaking and writing skills, followed by listening and reading. The executives also encourage the personnel to firstly improve their knowledge of business English in writing and then in speaking, listening, translating, and reading respectively (Bang-on Sawangwarorot, 1993).

Currently many methodologies are used for



teaching and learning management. For learners to be able to use the thinking process systematically, teachers need to use appropriate models of teaching and have them practice well. And before writing, learners should have good foundation in vocabulary usage and language structures. If not, learners can make many mistakes and have negative attitudes in writing (Supattra Aksaranukraw, 1989). Thus, teachers need to use texts for practical purposes in class. Types of text are as follows : Report, Exposition, Observation, etc. (Chintana Nakboon, 1993). Teaching methodologies based on genre were developed by an Australian group of linguists such as James R. Martin, Joan Rothery, Frances Christie, Brian Gray, and Mary Macken (Martin and Rothery. 1980; 1981; Christie. 1987; 1989). They stated that teaching through genre-based approach was a method mainly related to Systemic Linguistic Theory by M.A.K. Halliday. This focuses on learning the genre or language idioms with a purpose in a particular context in order to give learners a clear understanding, encourage learners to communicate what they have written, and inspire learners to be interested in writing until they can fluently write and finally use the proper language independently (Martin and Rothery; Christie. 1987; 1989 as cited in (Saowaluck Ratana-wit, 1993). Genre-based approach focuses on text in contextual circumstances and cultures influencing the language use of different language users. Genre can help learners understand the language in contexts and participate in social activities quite well. (Miller, 1984)

The three procedures of sales promotion letter writing according to genre-based approach:

1. Modeling
2. Joint Construction of a Text

3. Independent Construction

Conventionally in teaching and learning business letter writing, before starting to write letters, teachers would bring samples of various types of letters for learners to study. Teachers would explain parts and forms of each letter type. As learners still have insufficient skills to create their own styles with proper language, they mostly copy the words, phrases, and sentences from the samples brought to study. For this, they would adjust some details related to them. Thus, it is necessary to develop the letter writing skill in order to help learners choose proper words and language use in letter writing on their own without copying any texts and to help enhance their skills in business letter writing in general. Genre-based approach at the moment is popularly used in writing instruction because of its focus on social objectives; basic learning structure and the syntax of the content become an alternative approach to use in writing teaching (Hyon, 1996). In many Asian countries such as Singapore, Indonesia, Vietnam, and Thailand, this approach is also popular (Kongpetch, 2006). In Thailand, the approach has widely been used. Chintana Nakboon (1993) compared the English writing ability and motivation of students in M.2, a lower secondary level, who were taught by using the factual information tried out through genre-based approach and by a controlled group of teaching approach based on the teacher's manual. The results reveal that the students in the experimental group and in the controlled group have shown different levels of abilities, the genre-based group was higher. Next, Siriman Yuwasopee (2002) compared the English writing abilities, attitudes, and language creativeness of students in Mattayomsuksa 2 who were taught by



using the factual information tried out through genre-based approach and by a controlled group of the conventional teaching approach. The results reveal that the students in the tried-out group showed a better development in their abilities. Similarly, Somsamai Wisutrujira (2002) comparatively studied the English writing abilities, and attitudes of English learning of students in M.3 who were taught by genre-based approach and by a controlled group of the conventional teaching approach in the teacher's manual. The results reveal that the students in the tried-out group by using genre-based approach have better abilities in English writing than students who studied based on the teacher's manual.

With the rationale mentioned above, the researchers are interested in investigating the results of using genre-based approach on teaching sales promotion letter writing to undergraduate students majoring in accounting to study the effectiveness in competency development of the students in writing sales promotion and to study the attitudes of the students towards the genre-based approach. In Business English I class, students are required to learn English writing related to business correspondence, vocabulary, idioms in various situations, e.g. types of business letter writing, business reports in brief, and also business qualification descriptions.

Research Objectives

1. to evaluate the effectiveness of genre-based approach in teaching sales promotion letter writing to bachelor's students of Accountancy
2. to study the attitudes of the students towards the teaching of writing sales promotion letters by using genre-based approach

Research Questions

1. Does the concept of genre-based teaching approach help develop the ability in writing sales promotion letters of sophomores in Accountancy?
2. What are the students' attitudes towards the use of genre-based approach to teach sales promotion letter writing?

Research Methodology

Population and Group Sampling

1. The Population in this study includes a group of 103 students in a university in the northeastern part of Thailand who enrolled in Business English I, Semester I, Academic Year 2011.
2. The Sampling Group consisted 20 sophomores of Accountancy in a university in the northeastern part of Thailand who enrolling in Business English I, Semester I, Academic Year 2011. They were selected by purposive sampling technique because these students are not English majors, and we wanted to know how well they can write letters in English, especially after being taught by the genre-based approach.

Research Tools

1. Lesson plans according to genre-based approach
 - 1.1 15-hour lesson plans were written based on genre-based approach. Reading texts were selected from books and journals related to the topic.
- Lesson plans by genre-based approach:
- 1) Modeling using multi-media, e.g. Power Point used in lecture to present the parts of texts and sales promotion letters.



2) Agreement of joint construction of a text : Students were divided into groups to analyze the structure of the sampling letters to promote sales. Then, students discussed the main points in the letters. The teacher gave suggestions and students studied the proper use of sentences, and idioms in sales promotion letter writing.

3) Independent construction : after the students in each group wrote a sales promotion letter together, they individually wrote a letter by following the typical function to promote sales.

1.2 Lesson plans which were checked by the specialists and then adapted were brought to teach the sampling group of 20 sophomores of Accountancy.

2. Pre- and Post-test

2.1 The test of 15 items were designed to test the understandings of sales promotion letter writing.

2.2 The test was tried out before conducting the pre-test and post-test.

3. Achievement test to check the ability of sales promotion letter writing.

3.1 Created a test to assess the ability of sale promotion letter writing related to teaching content to genre-based approach.

3.2 Brought the adapted tests to post-test the target group after the experiment in group activity

4. Evaluation form and criteria to assess the sales promotion letter writing ability.

4.1 Determined the criteria to assess the sale promotion letter writing ability by adapting from the criteria to assess English writing skills by Jacobs et al. (1981) as follows:

Content	4 marks
Coherence and Organization	4 marks

Vocabulary	4 marks
Grammar	4 marks
Mechanics	4 marks

Then the gained marks from the target group were compared with the criteria to assess the sales promotion letter writing ability adapted from the criteria to assess the English writing skills by Jacobs et al. (1981) as follows:

Level 4	excellent	16-20 marks
Level 3	good	11-15 marks
Level 2	fair	6-10 marks
Level 1	poor	1-5 marks

Then the researchers adjusted each mark from total of 20 marks to the average points of 5 (Mean) to be the level of ability in sales promotion letter writing; this was adapted from the criteria to assess the English writing skills by Puangrat Tawe-erat (2000) as follows:

Mean 4.51-5.00	defines	highest ability
Mean 3.51-4.50	defines	high ability
Mean 2.51-3.50	defines	proper ability
Mean 1.51-2.50	defines	low ability
Mean 1.00-1.50	defines	lowest ability

4.2 For this paper, there were three writing task raters: the main researcher (the researcher henceforth refers to the first author of this article) and 2 English teachers. Having three raters was the objective of checking and giving the marks in order to make the marks more reliable.

4.3 The researcher explained the criteria and assessment to the other two raters three times for a clear understanding. They were informed individually about the objectives and the method of the assessment on the students' ability in sales promotion letter writing.

4.4 The researcher and two raters examined the sales promotion letter writing tasks three



times to assess the ability in sales promotion letter writing of each student and of each group.

4.5 To find out the average points of the marks gained from the sales promotion letter writing tasks of the students, the researcher summed up the marks from all raters and then divided by three to find Mean. Then, the Mean was compared with the criteria showing the overall ability level in sales promotion letter writing of the students.

Data Collection

Steps in data collection :

1. Select one classroom to be a sampling group by purposive sampling technique.
2. Organized the orientation for students to understand the research objectives, methodologies, and evaluation
3. Administer the pre-test to the target group before the experiment
4. Tested the sampling groups on the writing tasks to assess the ability in sales promotion letter writing of the students.
5. Conduct the experiment, the researcher taught the sampling groups by following the three lesson plans based on the genre-based approach for 15 hours. After teaching each plan, the researcher tested the ability in sales promotion letter writing of the students individually.
6. Students wrote a sales promotion letter individually to be assessed after learning by using genre-based approach (post-test of writing).
7. The students took another test to check their understanding after learning by using genre-based approach (post-test of overall understanding?)
8. The researcher selected the students who received the highest and lowest marks from the writing task evaluation for the interviews.

9. After the teaching process, the researcher assessed the students' opinions by having them reflect their attitudes in the interviews? (in the questionnaires or in what ways, you have to be specific here) towards the genre-based approach.

10. Collected and analyzed data to find statistics.

11. Conclusion and Discussion

Data Analysis

Statistics used in data analysis were:

1. Basic Statistics
 - 1.1 Mean
 - 1.2 Standard Deviation
 - 1.3 Percentage
2. Statistics used in hypothesis testing
 - 2.1 The comparison of Mean scores of writing tasks in the group in pre-test and post-test by paired samples t-test
 - 2.2 Comparison of Mean from Comprehension pre-test and post-test by paired samples t-test

Research Results

1. The students' ability in writing sales promotion letters gradually increased after learning through genre-based approach, starting from the first lesson plan of the first week; the first writing was rated at the 'medium' level ($\bar{X}=2.97$), standard deviation (S.D = 0.14), in the second lesson plan of third week writing was at the 'medium' level ($\bar{X} = 3.35$), standard deviation (S.D = 0.16); in the third lesson plan of fifth week writing was at the 'high' level ($\bar{X} = 3.70$), standard deviation (S.D = 0.33).

2. Students' ability in groups in sales promotion



letter writing before and after being taught by genre-based approach has shown statistically significant difference at .01 level. The Mean before trying out was at $\bar{X} = 12.80$, and after at $\bar{X} = 16.00$. By this, it meant that students' ability in groups in sales promotion letter writing increased after being taught by genre-based approach.

3. The comprehension of students in sales promotion letter writing before and after being taught by genre-based approach had the statistically significant difference at .01 level. The Mean before trying out was at $\bar{X} = 6.50$ and after at $\bar{X} = 12.65$. That is to say that students' comprehension in sales promotion letter writing after being taught by genre-based approach increased. This was shown in the statistically significant difference at .01 levels. The Mean before trying out was at $\bar{X} = 6.50$ and after at $\bar{X} = 12.65$. By this, it meant that students' comprehension in sales promotion letter writing after being taught by genre-based approach increased.

4. The students had good attitudes towards English learning after being taught by genre-based approach. The average Mean of agreement was $\bar{X} = 3.66$. Considering each case, all students agreed with this approach and some of them mostly agreed (at $\bar{X} = 4.33$) that they were able to apply what they have learned in their real life. However, some reported that learning to write was difficult (at $\bar{X} = 4.20$). The students least agreed (at $\bar{X} = 2.50$) that they did not learn new things from the lessons about sales promotion letter writing

Summary and Discussion

1. After being taught about sales promotion letter writing by genre-based approach for three lessons plan, the results showed that the students'

ability to write letters increased as can be seen from their writing marks: firstly, the ability was fair at Mean $\bar{X} = 2.97$, S.D = 0.14 or 59.50%, secondly $\bar{X} = 3.35$, S.D = 0.16, 67.00%, and finally the ability increased to $\bar{X} = 3.70$, S.D = 0.33 or 74.00%.

1.1 Comparing the students' marks from the writing task assessment after being taught the genre-based approach within three lesson plan, the results showed in the first time checking that the students were able to write letters at Mean $\bar{X} = 2.97$ because they did not understand clearly about letter writing and the structures to be used. The researcher gave the sample on sales promotion letters to students to study and notice the language use in order to establish the word creation. Martin and Rothery; Christie, as stated in Saowaluck Ratanawit (1993), maintained that idioms in languages with a particular purpose to make a clear communication aim to help students understand the author's deliberation in each genre leading to understanding and to encourage the students to express the language in order to communicate the text they have read and motivate them to write fluently. Then finally they can use the language independently.

The second assessment showed that the students could write better, but their ability to write was still fair at $\bar{X} = 3.35$. This was probably caused by the fact that the students were not English majors. They have less basic knowledge about English structures and vocabulary was still difficult for them. This difficulty was also reported in Salahshoor (2001) who studied how to bring genre-based approach to teach English as a foreign language in Iran. There were problems about learners' background knowledge in language structures and also



an inappropriate use of genre in classes. This is another point for consideration when using any texts as a genre.

In the final experiment, the researcher gave the sampling sales promotion letters to the students to study and discuss the patterns of the language usage. The students also practiced writing sales promotion letters. The students' ability in letter writing in the third experiment increased to the high level at $\bar{X} = 3.70$. This result supports Schechter & Schechter's research (1987) reporting that contexts used could help students understand the language and the language expression, and is also related to Siriman Yuwasopee's paper (2002) which showed that the students' ability in English writing was higher after learning through a genre-based approach.

1.2 The researcher brought the action research methodology into this experiment to cope with the problems occurred in class and to enhance the learning development of the students as many scholars previously stated (Luan Saiyot and Angkana Saiyot, 1981; Wantanee Chusin, 1982; Somwang Pitayanupat, 1982; Wirach Wanarat, 1982; and Boonchom Srisa-ard, 1989). They all pointed out that action research is a research method aiming to solve current problems in order to bring the results to implement in the ongoing process of the research. Thus, the researchers conducted this research by following the circuit of working process designed by Kemmis (1988). There are four procedures in this type of action research:

- 1) Plan
- 2) Action
- 3) Observation
- 4) Reflection

2. After being taught sales promotion letter

writing by a genre-based approach, the students were able to write letters better than before with the statistically significant difference at .01 level. The Mean before trying out was at $\bar{X} = 12.00$ and after at $\bar{X} = 17.00$. The students' ability in sales promotion letter writing after being taught by a genre-based approach increased.

From the results, the statistically significant difference at .01 level mentioned herein was caused by the genre-based approach in teaching. This approach is an interesting new way to help the students to accomplish their goals. There are techniques to find out the main points in the texts. Students can learn about types of the texts from the samples. The approach also provides the systematic procedures: starting by the students reading the texts about sales promotion in groups, assigning students to work together, as well as to share information and opinions. Finally, the students brainstorm and come to an agreement to write sale promotion letters.

3. After being taught sales promotion letter writing by a genre-based approach, the students could write letters better than before with the statistically significant difference at .01 level. The Mean before trying-out was at $\bar{X} = 6.50$ and after at $\bar{X} = 12.65$. The students' comprehension in letter writing about sales promotion after being taught by a genre-based approach increased.

From the results of the experiment, the students' comprehension in letter writing to promote sales after being taught by a genre-based approach was higher than before with the statistically significant difference at .01 level. The teaching and learning activities following a genre-based approach can help students learn to generate the right pat-

terms of sales promotion letter writing. When study in step two, a joint construct of text, the students analyzed and discussed in groups, created new language, and used gestures to communicate. This is similar to Hyon (1996) who found that learners could comprehend better the reading and writing, and she concluded that genre-based teaching approach was useful and helped learners develop skills for their further study.

4. The teacher's overall performance was at a very good level: $\bar{X} = 4.27$, S.D = 0.79, or 85.40%. Each item considered, the teacher's behavior was at a high level - clearly respond to the students, easy to listen to, and pronunciation was at an excellent level: $\bar{X} = 4.67$. The only aspect to improve is more personal interactions individually with students when teaching.

5. After being taught sales promotion letter writing by the genre-based approach in teaching, the students had an agreeable attitude at $\bar{X} = 3.66$ and S.D = 0.84.

From the results of the try-out, the students' attitudes towards the genre-based approach was at an agreeable level at $\bar{X} = 3.66$. That is, students had good attitudes towards the teaching and learning activities of the genre-based approach.

In sum, individual students agreed with this approach. Every student could bring the knowledge from sales promotion letter writing to apply to use in the real situation as much as possible: $\bar{X} = 4.33$. When asked whether learning to write sales promotion letters was difficult, they agreed at $\bar{X} = 4.20$. This study goes in line with Wipada Prasansap (1992), and Chintana Nakboon (1993) which found that students who were taught by genre-based approach had better attitudes than those who were

taught by methods based on the teaching manuals.

Research Conclusion

1. After being taught for the first time about sales promotion letter writing by genre-based approach, the students were able to write letters at a fair level; the ability was assessed at Mean $\bar{X} = 2.97$, S.D = 0.14, 59.50%. For the second time, their ability increased to $\bar{X} = 3.35$, S.D = 0.16, 67.00%. And finally the ability increased to $\bar{X} = 3.70$, S.D = 0.33, an average of 74.00%.

2. After being taught sales promotion letter writing by genre-based approach, the students were able to write letters in the activity group better than before with the statistically significant difference at .01 level. The Mean before trying out was at $\bar{X} = 12.00$ and after at $\bar{X} = 17.00$. By this, it meant that students' ability in sales promotion letter writing increased.

3. After being taught about sales promotion letter writing by using genre-based approach, the students could write letters better than before with the statistically significant difference at .01 level. The Mean before trying-out was at $\bar{X} = 6.50$ and after at $\bar{X} = 12.65$. That is to say that students' comprehension in sales promotion letter writing increased after being taught by genre-based approach.

4. The teacher's overall performance was at a very good level: $\bar{X} = 4.27$, S.D = 0.79, or 85.40%. Each item considered, the teacher's behavior was at a high level; clearly respond to the students, easy to listen to, and pronunciation was at an excellent level: $\bar{X} = 4.67$. The only aspect to improve is more personal interactions individually



with students when teaching.

5. After being taught sales promotion letter writing with the genre-based approach, the students had an agreeable attitude at $\bar{X} = 3.66$ and S.D = 0.84.

Suggestions for further study

1. Since writing is a complicated skill which takes time to develop, it would be beneficial to take extended amount of time in doing writing research. The difference in students' skill improvement might be shown more clearly.

2. More research is needed about business letter writing in various types to be the information sources for further study and classroom implementation.

3. There should be studies on the learning results from genre-based teaching approach in relation to other skills, namely listening, speaking, and reading.

4. There should be studies to compare the results of genre-based teaching approach and other teaching and learning approaches with regard to the ability in letter writing.

5. Computers should be used in class to help with writing and typing the letters.

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