

**Constructing Social Reality Through Text Analysis: A Case Study of SUT Students, Nakhon Ratchasima, Thailand**

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**Abstract**

The present study is a case study of a group of Thai EFL and EAP learners of English V Academic Writing Course. It aims primarily to describe the cultural and situational influences on academic writing by SUT students of English V course under the systemic-functional approach as developed by Halliday (1973,1976,1985) and other functionalists who follow him and suggest how discourse-linguistic analysis can improve students' writing skills, course materials, and classroom interactions. The main focus in this paper is upon those aspects of text analysis that relate to the ideational function of language and to ideational meanings-to 'constructing social reality'. The emphasis is, therefore, upon the role of discourse in signification and reference, where the former comprises the role of discourse in constituting, reproducing, challenging and restructuring systems of knowledge and belief. The two main discourse samples are from the students' selected paragraphs written in the final examination of the academic year 2000. The particular analytical topics covered are: vocabulary, grammar, cohesion, and text structure.