

**THE ANALYSIS OF THEME AND RHEME IN STUDENT
PARAGRAPH WRITING: A CASE STUDY WITH SUT
STUDENTS OF ENGLISH V, GROUP 07, TRIMESTER 3, 2000.**

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BENJAMART THANASOONTORNREK**

Submitted in accordance with the requirements for Research
Methodology in English Language Studies Course

**School of English
Suranaree University of Technology
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CONTRIBUTION

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ABSTRACT

The present study is exploratory-interpretative in nature. It aims to describe the nature of English written discourse, which nine Thai students at Suranaree University of Technology, who took English V: the English Writing course, built in their essay writing; and to identify the problems they had in writing in English. The data for the investigation were collected through the interview, classroom observation, and the review of students' written work. Findings of the research show that most of the subjects' paragraph writing contained the incomplete and ungrammatical conjunctive themes and rhemes, and this was probably due to students' weak grammar skills, limited knowledge of vocabulary and native language interference. This study also proposed pedagogical implications in these three areas: teaching, learning, and course development.

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CHAPTER 1

INTRODUCTION TO THE STUDY

CHAPTER ONE

INTRODUCTION TO THE STUDY

There have been attempts to solve students' problems of writing difficulties in English V classes, e.g. teachers have employed different teaching strategies as well as various materials. However, the investigation on the features of the students' written discourse (regarding Theme and Rheme) is rarely emphasized. In fact, this kind of investigation enables teachers to understand the causes of students' writing problems, and leads to the teaching insights and implications for improving students' writing ability as well as course development.

1.1 Research Definition

This research is concerned with analyzing discourse features regarding Theme and Rheme affecting students' paragraph writing. It is a qualitative research based theoretically on the systemic-functional approach to language analysis. Its paradigm is exploratory-interpretative research in nature, as it possesses non-experiment design, qualitative data, reflective inquiry, and interpretative analysis.

The study involves classroom observation, interviews of the teacher and students, and the examination of students' written work. The research findings are presented in order to provide pedagogical implications of improving students' paragraph writing.

1.2 Problem Identification

To begin with, the design of English V (Writing Course) aims to prepare students for writing various types of paragraphs and one 1,500 word argumentative essay. In addition, the instruction must prepare them for their writing after graduation. The design of this course did not consider students' presuppositions: some students have a good command of English, some have a poor grasp of the subject, and some are very weak in English. Secondly, the previous English courses do not provide them sufficient training in differences in register associated with the distinction between spoken and written English. Another problem derives from student factors such as the home family environment of the student, the student's motivation and general and social background, the inference of pure groups of youth subcultures, or even the student's personal learning style. These variables have considerable effects on students' writing.

1.3 Research Question

What kind of discourse features regarding Theme and Rheme that cause problems in paragraph writing of English V students?

1.4 Purpose of the Study

The present study aims mainly to describe and understand the nature of Theme and Rheme in students' paragraph writing.

1.5 Rationale

At present time, English is widely used for both academic and occupational purposes. In Thailand, English was once a compulsory subject from Grade 5 to university level, but now English is also elective subject which is studied from Grade 1 (Sukamolson, 1998).

Wongsothorn (1996) mentions that the amount of curriculum time assigned to the foreign language learning, especially English, is "insufficient." The medium of instruction is still worse.

As a result, learning and teaching English as an a second or foreign language in Thailand has not been very successful because there are a lot of factors. These factors are such as lack of qualified teachers of English, poorly planned curriculum, and old-teaching method. It is therefore the time for Thai teachers and students to consider language learning and teaching seriously, and start taking action to deal with it.

CHAPTER 2

REVIEW OF RELATED LITERATURE

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Literature

In language learning and teaching, the term "discourse analysis" refers to the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. (Richards, Platt and Platt, 1992, p.111). Johnson and Johnson (1999) state that "discourse analysis" refers to many different ways of examining spoken or written language. It is the study of how language used in communication assumes meaning, purpose and unity for their users: coherence of situation, culture and the world in general, the role, intentions, and relationships of participants.

Discourse analysis has now become an important part in communicative language teaching as a source of principles for the detailed description of the resources other than language knowledge which are needed in communication (Widdowson, 1979: Cook, 1989: McCarthy, 1991, McCarthy and Carter, 1998). An application of discourse analysis to the Thai language studies was first attempted by Burusphat (1994). It is an important development of linguistic studies in Thailand.

However, discourse analysis in the context of English language learning and teaching in Thailand lacks of attention or consideration in both research and classroom interaction. There is little research conducted, for example, An analysis of students' errors in certain registers in written business English as a basis for remedial design (Cheuytrongkarn, 1984), Using discourse analysis in teaching reading (Raksamani, 1988), Language

learning strategies used by Thai students studying English at Suranaree University of Technology, Korat, Thailand : Research Report (Intaraprawat, 1996). An important study, which is relevant to essay writing by Thai students, was conducted by Bickner and Peyasantiwong (1988). They investigated reflective essays written by Thai and American students. The results showed that the Thai students seemed to consider potential counter-arguments more than the American students did. It was also found that the Thai students used less colloquial language than did the Americans.

There is a need to research more in this area to find out an alternative model or a more functional approach to language teaching and learning that can be applicable and practical in the language class.

The present study will focus on the analysis of theme and rheme in student paragraph writing. It is a case study with Suranaree University of Technology students of English V, group 07, during the third trimester of 2000. It is to be seen how learners can be helped in paragraph writing skills by the insights provided by the discourse analysis of theme and rheme in their paragraph writings. This study will follow the relevant concepts and methods of analysis of theme and rheme written by Halliday in 1994.

2.2 The Concept of Theme and Rheme

The communicative structure of the sentence can be divided into two areas; theme and rheme. For the ideas of theme and rheme, there is still no agreement about the definition of "theme" and "rheme" in a sentence. Some authors try to determine the theme and rheme by means of the information value for the discourse of the various parts of the

sentence. According to this theory, the theme is what is known or given in the text, whereas the rheme is the unknown or new. Others assess the theme and rheme according to the contribution of parts of the sentence to the development of a discourse. If the contribution is slight, the relevant part of the sentence is described as the theme, and if it is considerable, it is called the rheme (Erdmann, 1999).

Halliday (1985, as cited in Erdmann, 1999) defines theme as "a function in the CLAUSE AS A MESSAGE. It is what the message is concerned with : the point of departure for what the speaker is going to say." Therefore, theme is the starting point that a speaker chooses for his or her message. Halliday (1985) states, "As a general guide, the Theme can be identified as that element which comes in first position in the clause (Halliday, 1985, p.39 as cited in Erdmann, 1999).

The underlined parts of these sentences are the examples of theme.

The duke has given my aunt that teapot.

My aunt has been given that teapot by the duke.

That teapot the duke has given to my aunt.

(Halliday, 1994, p.38).

2.3 Discourse Analysis

Discourse analysis has been applied in different ways in the social science. The first type of discourse analysis is influenced by speech act theory directed at a systematic account of the organization of conversational exchange in settings such as classroom. The second is focussing on discourse process. The third type developed within the sociology of

scientific knowledge. The fourth approach comes from a very different tradition of continental social philosophy and cultural analysis.

There are three features of discourse analysis. First, it is concerned with talk and texts as social practices. It would be classed as linguistic content (meaning and topics) and linguistic form (grammar and cohesion). Second, it is concerned with action, construction and variability (Potter and Wetherell, 1987). People perform different kinds of actions through their talk and their writing, and they accomplish the nature of these actions partly through discourse construction out of a variety of styles, linguistic resources and rhetorical or argumentative organization of talk and texts.

Principles of Discourse Analysis

The followings are Van Dijk 's (1997) twelve principles of discourse analysis.

1. Naturally Occuring Text and Talk : Most pervasive in the study of discourse is the virtually exclusive focus on actually or naturally occurring talk and text.
2. Contexts : Discourse should preferable be studied as a constitutive part of its local and global, social and cultural contexts.
3. Discourse as Talk : Talk is often considered as the basic or primordial form of discourse.
4. Discourse as Social Practice of Members : Both spoken and written discourse are forms of social practice in sociocultural contexts.
5. Members' Categories : It has become widespread practice not to impose preconceived notions and categories of analysts, but to respect the ways social members themselves

interpret, orient to and categorize the properties of the social world and their conduct in it, including that of discourse itself.

6. **Sequentiality** : The accomplishment of discourse is largely linear and sequential, in the production and understanding both of talk and of text.
7. **Constructivity** : Besides being sequential, discourses are constructive in the sense that their constitutive units may be functionally used, understood or analyzed as elements of larger ones, thus also creating hierarchical structures.
8. **Levels and Dimensions** : Discourse analysts tend to theoretically decompose discourse at various layers, dimensions or levels and at the same time to mutually relate such levels.
9. **Meaning and Function**: Both language users and analysts are after meaning.
10. **Rules**: Language, communication as well as discourse are assumed to be rule-governed.
11. **Strategies** : Besides rules, language users also know and apply expedient mental as well as interational strategies in the effective understanding and accomplishment of discourse and the realization of their communicative or social goals.
12. **Social Cognition**: Less generally recognized but not less relevant is the fundamental role of cognition, that is, of mental processes and representations in the production and understanding of text and talk.

CHAPTER 3

RESEARCH METHODOLOGY

CHAPTER 3

RESEARCH METHODOLOGY

Methods

3.1 Data Collection Instruments and Data Analysis

Data collection instruments were open interviews of the students and teacher, class observations, and documentary studies. In term of data analysis, all collected data were assembled, coded, compared; then an interpretation was built upon them. The analysis techniques were content analysis, development of coding categories, and analysis of classroom written assignments. Triangulation and member checks were utilized to check for data trustworthiness. The research results were reported in written form to the research supervisor.

3.2 Sampling and Participant Description

Since this research is the case study, the subjects were randomly selected from an English V class. In selecting the subjects for an investigation, the researchers intend to investigate a small group of students who take English V due to the manageable access and data. The participants were a teacher and nine students from Group 07 of English V (English Essay Writing Course) in Trimester 3, 2000 at Suranaree University of Technology (SUT) in Nakhon Ratchasima. The teacher had been a Thai male with teaching experience in English V course at SUT for nine years. All students were native speakers of Thai. The students were from different fields and years. They had taken the other four required

English courses (English I-IV, which focused on four language skills, especially reading and writing). Their English ability level ranged from beginner to intermediate. During the observation period, the students appeared passive and quiet. A few students paid attention to the teacher's lecture while some students answering questions. Most of them worked quietly.

CHAPTER 4

SUMMARY OF THE RESEARCH FINDINGS, PEDAGOGICAL IMPLICATION AND CONCLUSION

CHAPTER 4

SUMMARY OF THE RESEARCH FINDINGS, PEDAGOGICAL IMPLICATION AND CONCLUSION

4.1 Research Findings

4.1.1 Findings of Interviews

4.1.1.1 Teacher Interview

The interviews used for this investigation revealed the perspectives of both the learners and the teacher on learning aspects, difficulties and ways of learning to write in a foreign language. Regarding the point of view of the teacher who has had teaching experiences in English V: essay writing course for nine years, he viewed the students' problems as follows.

Generally, most English V students who have problems in writing an essay in English have insufficient knowledge of both grammar and vocabulary, which is essential in sentence, paragraph and essay writing. Their language proficiency is so poor that they cannot write even the correct sentences. Moreover, in spite of learning about the procedures of paragraph writing the students still cannot make a good paragraph.

In short, their major problems are poor knowledge of English grammar and vocabulary, the use of proper words, inadequate knowledge of the topic, inability to apply the learned principles of paragraph writing in their essays, the interference of Thai language, lack of self-motivation, less effort to fulfill the writing assignment, as well as negative attitude toward English writing.

The teacher himself has made attempts to solve those problems by having students review their weak areas in grammar by working on several exercises, increasing their vocabulary knowledge by giving more explanation including asking students to write a diary, preparing them for the simple sentence forming to the paragraph writing, and documenting his teaching plans.

Regarding what he would like to add to the various things he has done in order to solve students' writing problems, the teacher states that students should do research or reflect on what they are weak at and submit their work to the teacher for follow-ups and feedback. In addition, the teacher will provide more practices on the areas that students are weak. Most importantly, the syllabus of each English course should emphasize on the practice in related-writing skills and preparing students for the essay writing course.

4.1.1.2 Student Interview

There are two parts of the questions that had been used in the interview: the personal data, the questions about the problem in studying paragraph writing. The subjects were nine students, four female and five male students. Three of them were the first year students, one was the third year student, three were the fourth year students, and two of them were the fifth year students.

There are seven students from the engineering field of study. Their majors are Geotechnology, Chemical Engineering, Metallurgical Engineering, Polymer Product technology, Electrical Engineering, Engineering. There are two students from Agricultural Technology in major of Animal Production Technology. They have been studying English for eleven years in average.

All of them have the problem about grammar included the problem in using Tense, Articles, Prepositions, Adjectives, Adverbs, Word Order and Conjunctions. Moreover, before writing in English they always think in their native language and translate their ideas into English that makes the sentences wrong. There were six students that have problem with vocabulary. The main cause is the lack of vocabulary knowledge. Some of them cannot remember vocabulary. The technical or specialized terms are very difficult. Some students know only the vocabulary in their field. Furthermore, they do not understand the meaning of some specific vocabulary.

Four students have problem with the use of vocabulary, for example; how to use idiom. There are four students saying that they do not have enough knowledge about the topic that they are going to write about. They do not know about the details about that topic very well, in other words, they do not have enough information about the topic. Some students report that they do not understand how to write a paragraph. The problem of writing a paragraph is dealt with linking paragraphs. Most of them (seven students) like studying English because of different reasons. One of them says that he loves English because of different reasons. One of them says that he loves English because he was impressed with a teacher who taught him when he was in Mathayomsuksa 6 from his former school. Some say that learning English is advantageous because English is always used in many kinds of works or jobs. They sometimes have to write a job application letter in English, so English is very useful for them in looking for a job. There are a few students (two students) who do not like studying English. The reasons why they do not like studying English is, firstly, lack of writing skill, and secondly, studying very hard in his or her major subject and spending less time in English.

To solve these problems, they find the way out to deal with the problems by self-study. There are four of them who use self-study method. They buy some grammar books such as “Successful English Grammar” to read and do the additional exercises. They try to read every kind of books. They sometimes read books in order to increase vocabulary, looking up words in the dictionary, and reading English texts or newspapers. Besides self-study, three students gain knowledge with the Internet. In addition, five students will ask a teacher when they have problems. They say that they usually ask a teacher just only in the class. The last method that they use to solve their problems is consulting their friends. Six students will ask seniors, their classmates, and the experts.

These are the ways students think they can help solve their problems. First, four students study by themselves by reading grammar books and reviewing. Second, four of them watch sound track movies. Besides self-study, four students will consult a teacher about their writing problems and ask for more explanation from a teacher and do a lot of exercises. Third, one of them studies from other sources, for example, the Internet, CD-ROM, newspapers, magazines, and so on. Fourth, one of them will ask for help or consult his or her friends. Fifth, one of them consults an expert. Other ways suggested are studying in a small group, reviewing before learning and teaching, and using more English in conversations.

4.1.2 Findings of Students' Works

The data obtained through the review of the students' works were analyzed by researchers. Halliday's discourse analysis was used to analyze the collected data. The purpose of the review of students' works is to explore the nature of "Theme" and

"Rheme" in students' paragraph writing. The results showed that most of students had problems in building theme in written discourse as follows:

First, students misused the conjunctive in the theme of sentences, e.g.

- * *"Not only that, will to worry be get to be mentally tired when need to ponder very an account."*
- * *"result I have a free time to take homework."*

Second, students wrote sentences without subjects, e.g.

- * *"Because must to use all free time that without learning for job, thus no more time for repeat lesson."*
- * *"When not time cause decrease interest of study too."*
- * *"Because not have time of read a textbook of extremely result cannot test of fully."*
- * *"To result in have private time to decrease."*
- * *"Therefore should to divide one's time to give suitable."*

Third, redundancy is one of students' problems, e.g.

- * *"To do have time read book to decrease to result in study to decline."*

Fourth, students' theme writing was influenced by the Thai language, e.g.

- * *"Therefore should to divide one's time to give suitable."*
- * *"Campus club has advantage is learning anything and make body strong."*
- * *"It was felt tried over my friend."*
- * *"To do have time read book to decrease to result in study to decline."*
- * *"Not only that, will to worry be get to be mentally tired when need to ponder very an account"*

Some problems occurred in students' rheme building. The examples are shown as follows:

- * *"So students must manage their life for studying and working job so good both."*
- * *"Then we have many new friends and doing many activity example play basketball, play football etc."*

These example sentences were interfered by the native language.

4.1.3 Findings of Classroom Observation Analysis

In order to understand the student's problems in learning how to write in English, the researchers have attempted to identify students' learning in writing course by observing their behaviors in classroom setting. The researchers found that it was impossible to identify whether the students understand the lesson or not. However, other methods of

the investigation such as oral interviews and the analysis of students' works were used to find out how much students have learned in this course.

Meaningful classroom observations of students' learning behavior are for examining the nature of student participation in class, that is, how students act during the instruction of English V, how they interact with the teacher and classmates, whether or not the students share interest and seek for clarification.

The findings revealed that the English V students participated passively, though attentively. They listen to the teacher's lecture quietly, some of them took notes, a few answer the teacher's questions. During the class assignment most students work quietly on their own while a few discussed with peers. Surprisingly, none of them asked any question to the teacher. They hardly share their opinions with the teacher, and they did not show whether they understood what the teacher explained or not.

4.2 Pedagogical Implications

The research findings have the implications in the following areas: teaching, learning, and course development.

Teaching writing skills in English as a second and foreign language, first, might emphasize forming theme and rheme. Especially using conjunction (e.g. as a result, not only...but also) and subject missing of the sentence may be focused. Second, teachers should be aware of students' mother language interference since it might influence their English writing skills. Third, students should be motivated to work collaboratively

because they could share their experience and knowledge. Fourth, teachers should create learning environment that allows students to feel free and secure to ask questions or for clarification about what they do not understand. Fifth, feedback could play an important role in students' learning process. Feedback should be provided every time as much as possible. Sixth, teachers should provide sources which enhance their writing skills in English, such as web sites on the Internet, computer assisted language learning (CALL), and language laboratory. Finally, teacher should provide more practices in the areas that students are weak

Language learners are probably aware of their weaknesses in writing skills, for example, poor grammar skill or limited vocabulary knowledge. They should, therefore, gain more knowledge by reviewing and reading more books. In addition, intensive self-study and practices are one way to solve these problems. Most importantly, students should actively participate in their own learning by discussing and sharing their opinions with peers.

In terms of course development, the curriculum of each English course should aim to support and prepare students for a more advanced writing course. Furthermore, activities in the curriculum should emphasize the authentic practices. Besides, in designing a writing course needs a clear view not only of the aims to be reached, but also of the presuppositions that the students bring with them.

4.3 Conclusion

The present investigation has been conducted in order to find out students' problems in essay writing. The findings reported that students have problems in both rheme, and

especially theme. Those problems are the use of conjunctions, missing subject of the sentences, redundancy, and mother language interference. Lastly, the researchers of the present study have suggested some implications arising out of the research findings for the teaching and learning of English to both of English V teacher and students at Suranaree University of Technology (SUT). This study proposes pedagogical implications in these three areas: teaching, learning, and course development. Regarding teaching, teachers should consider the significance of theme and rheme, mother language interference, students' motivation, learning environment, feedback, rich sources for language learning, and more authentic practices in their teaching. For learners, gaining more knowledge, intensive self-practice, active participation can enhance their writing ability. Another area proposed is a course development. The syllabus design should be done in such a way that it can prepare students for writing courses, to provide more practice, and to correspond well to students' background and experience. However, further research along this line should be carried out to follow up these findings and suggests more solutions to the problems at hand.

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APPENDICES

Appendix A

คำถามที่ใช้ในการสัมภาษณ์นักศึกษา

การวิจัย : Discourse analysis of theme and rheme in English V students' paragraph writing.

คำถามที่ใช้ในการสัมภาษณ์มี 2 ส่วนดังนี้

- ข้อมูลเกี่ยวกับผู้ให้สัมภาษณ์
- คำถามเกี่ยวกับปัญหาการเรียนวิชาการเขียน Paragraph

ส่วนที่ 1 ข้อมูลเกี่ยวกับผู้ให้สัมภาษณ์

เพศ : _____ นักศึกษาชั้นปีที่ _____ สาขา _____ คณะ _____

เรียนวิชาภาษาอังกฤษมาเป็นเวลา _____ ปี

ส่วนที่ 2 คำถามเกี่ยวกับปัญหาการเรียนการสอนการเขียน Paragraph

1. นักศึกษามีปัญหาในการเขียน Paragraph บ้างหรือไม่

- มี ไม่มี

2. หากมีนักศึกษามีปัญหาในด้านใด

- ด้านไวยากรณ์ (Grammar) เช่น _____
- ด้านคำศัพท์ (Vocabulary) _____
- ด้านการเลือกใช้คำ (Use of vocabulary) _____
- ไม่มีความรู้ในเรื่องที่จะเขียน _____
- ไม่เข้าใจวิธีการเขียน Paragraph _____
- ไม่ชอบเรียนวิชาภาษาอังกฤษเพราะ _____
- _____
- _____
- _____

3. ที่ผ่านมานักศึกษาใช้วิธีการใดในการแก้ไขปัญหาเหล่านี้ และวิธีการนั้นช่วยแก้ไขปัญห
ได้หรือไม่

- ศึกษาด้วยตนเองจากหนังสือแบบเรียนภาษาอังกฤษ
- ศึกษาหาความรู้เพิ่มเติมด้วยอินเทอร์เน็ต
- สอบถามอาจารย์ผู้สอน
- ปรึกษาเพื่อนนักศึกษาด้วยกัน

- _____
- _____
- _____

4. นักศึกษาคิดว่าวิธีการเรียนแบบใดน่าจะช่วยแก้ไขปัญหเหล่านี้ได้

- ศึกษาด้วยตนเองจากหนังสือแบบเรียนภาษาอังกฤษให้มากขึ้น
- ปรึกษาอาจารย์ผู้สอนเกี่ยวกับปัญหาในการเขียน Paragraph ของตนเอง และขอให้
อาจารย์อธิบาย และให้ทำแบบฝึกหัดมากขึ้น
- ศึกษาด้วยตนเองจากแหล่งข้อมูลต่าง ๆ เช่น จากอินเทอร์เน็ต ซีดีรอม หนังสือ
พิมพ์ วารสาร ฯลฯ
- ปรึกษาเพื่อนนักศึกษาด้วยกัน

- _____
- _____
- _____

Appendix B

คำถามที่ใช้ในการสัมภาษณ์อาจารย์

การวิจัย : Discourse analysis of theme and rheme in English V students' paragraph writing.

คำถามที่ใช้ในการสัมภาษณ์มี 2 ส่วนดังนี้

- ข้อมูลเกี่ยวกับผู้ให้สัมภาษณ์
- คำถามเกี่ยวกับปัญหาการเรียนการสอนวิชาการเขียน Paragraph

ส่วนที่ 1 ข้อมูลเกี่ยวกับผู้ให้สัมภาษณ์

เพศ : _____ สอนวิชาภาษาอังกฤษมาเป็นเวลา _____ ปี

ส่วนที่ 2 คำถามเกี่ยวกับปัญหาการเรียนการสอนวิชาการเขียน Paragraph

1. อาจารย์มีปัญหาในการสอนวิชาการเขียน Paragraph บ้างหรือไม่

- มี ไม่มี

หากมี ด้านใดบ้าง

2. อาจารย์คิดว่านักเรียนมีปัญหาการเรียน Paragraph ในด้านใดบ้าง

- ด้านไวยากรณ์ (Grammar) เช่น _____
- ด้านคำศัพท์ (Vocabulary) _____
- ด้านการเลือกใช้คำ (Use of vocabulary) _____
- "ไม่มีความรู้ในเรื่องที่จะเขียน" _____
- "ไม่เข้าใจวิธีการเขียน Paragraph" _____
- "ไม่ชอบเรียนวิชาภาษาอังกฤษเพราะ" _____
- _____
- _____

3. ที่ผ่านมามาจารย์ใช้วิธีการใดในการแก้ไขปัญหาลำนี้ และวิธีการนั้นช่วยแก้ไขปัญห
ได้หรือไม่

- _____
- _____
- _____

4. อาจารย์คิดว่าวิธีการเรียนแบบใดน่าจะช่วยแก้ไขปัญหาลำนี้ได้

- ให้นักศึกษาค้นคว้าศึกษาด้วยตนเองจากหนังสือแบบเรียนภาษาอังกฤษให้มากขึ้น
- ให้นักศึกษามาขอคำปรึกษาทั้งเป็นการส่วนตัวและในห้องเรียนเกี่ยวกับปัญหาใน
การเขียน Paragraph ของตนเอง
- ให้ทำแบบฝึกหัดให้มากขึ้น
- ให้นักศึกษาค้นคว้าด้วยตนเองจากแหล่งข้อมูลต่าง ๆ เช่น จากอินเทอร์เน็ต
ซีดีรอม หนังสือพิมพ์ วารสาร ฯลฯ
- ให้นักศึกษาที่มีปัญหาการเขียน Paragraph เหมือนกัน ค้นคว้าและทำงานร่วมกัน
แล้วนำเสนอเพื่อนนักศึกษาให้ห้องเรียน
- _____
- _____
- _____

Appendix C

Identify Theme and Rheme in Students' Written Work

B 1

Original paragraph :

Taking a part time job affect some group of students. They aren't manage to student's schedule cause they're timer of study and reading book to decrease. When not time cause decrease interest of study too. So they are lower grade and affect retier from University.

Taking	a part-time job	affect some group of students.
<i>Conjunctive</i>		
<i>Topical</i>		
<i>Theme</i>		<i>Rheme</i>

They	aren't manage to student's schedule	cause	they	're timer of study and reading book to decrease.
<i>Interpersonal</i>			<i>Interpersonal</i>	
<i>Theme 2</i>	<i>Rheme 2</i>		<i>Theme3</i>	<i>Rheme 3</i>
<i>Theme 1</i>		<i>Rheme 1</i>		

When	not time	Cause decrease interest of study too.
<i>Conjunctive</i>	<i>Rheme</i>	
<i>Textual</i>		
<i>Theme</i>		

So	they	are lower grade and affect retier from University.
<i>Conjunctive</i>	<i>Interpersonal</i>	<i>Rheme</i>
<i>Textual</i>		
<i>Theme</i>		

B 2

Original paragraph :

Taking a part-time job while attending college greatly affects a student's schedule. A part-time job cause to make a list not straight for study time, when e tired to result in sleepy in classroom. A part-time job to do time to review decrease. Moreover to result in study to decline.

Taking a part-time job while attending college greatly	Affects a student's schedule.
<i>Theme</i>	<i>Rheme</i>

Note : The student copied this sentence from the worksheet. Thus, the analysis is skipped.

A part-time job	cause to make a list not straight for study time;	when	we	tired to result in sleepy in classroom.
<i>Textual</i>		<i>Textual</i>	<i>Interpersonal</i>	<i>Rheme 2</i>
<i>Theme 1</i>	<i>Rheme 1</i>	<i>Theme 2</i>		

A part-time job	to do time to review decrease.
<i>Topical</i>	<i>Rheme</i>
<i>Theme</i>	

Moreover	to result in study	to decline.
<i>Conjunctive</i>		
<i>Textual</i>	<i>Theme 2</i>	<i>Rheme 2</i>
<i>Theme 1</i>	<i>Rheme 1</i>	

B 3

Original paragraph :

Joining a campus club has effect my life in several ways. To result in have private time to decrease. Since to remain with campus club in order to make many activity, have many friends. To do have time read book to decrease to result in study to decline. Therefore should to divide one's time to give suitable.

Joining a campus club	has effect my life in several ways.
<i>Topical</i>	<i>Rheme</i>
<i>Theme</i>	

To result in	have private time to	decrease.
<i>Conjunctive</i>		
<i>Textual</i>		
<i>Theme 2</i>	<i>Rheme 2</i>	
<i>Theme 1</i>		<i>Rheme 1</i>

Since	to remain with campus club	in order to make money activity, have many friends.
<i>Conjunctive</i>		
<i>Textual</i>		
<i>Theme 1</i>		<i>Rheme 1</i>

To do have time read book	to decrease to result in study to decline.
<i>Textual</i>	<i>Rheme</i>
<i>Theme</i>	

Therefore	should to divide one's time to give suitable.
<i>Conjunctive</i>	<i>Rheme</i>
<i>Textual</i>	
<i>Theme</i>	

M 1

Original paragraph:

Taking a part time job while attending college greatly affects a student's schedule result I have a few time to take homework, I have to reading have a little time, it was felt tried over my friend, and it makes me for done every thing less time.

Taking a part time job while attending college greatly	affects a student's schedule
<i>Topical Theme</i>	<i>Rheme</i>

Note: The student copied this sentence from the worksheet. Thus, the analysis is skipped.

result	I	have a few time	to take homework
<i>Conjunctive/ Textual theme</i>	<i>Interpersonal theme</i>		<i>Rheme</i>

I	have to reading have a little time
<i>Interpersonal theme</i>	<i>Rheme</i>

it	was felt tried over my friend
<i>Topical theme</i>	<i>Rheme</i>

and	it	makes me for done every thing less time
<i>Conjunctive/Textual theme</i>	<i>Topical theme</i>	<i>Rheme</i>

M2

Original paragraph:

I think about a part-time job while attending college that It's cause to lose the strength and I don't understand in the lesson, but I think that the ability keep money and I have to get experience in myself.

I like a part-time job because It's to be useful my freetime and a make friendships.

I	think about a part-time job while attending college	that It's	cause to lose the strength
<i>Interpersonal theme</i>	<i>Rheme</i>	<i>Topical theme</i>	<i>Rheme</i>

and	I	don't understand in the lesson,
<i>Conjunctive/ Textual theme</i>	<i>Interpersonal theme</i>	<i>Rheme</i>

but	I	think	that the ability	keep money
<i>ConjunctiveTextual theme</i>	<i>Interpersonal theme</i>	<i>Rheme</i>	<i>Topical theme</i>	<i>Rheme</i>

and	I	have to get experience in myself.
<i>Conjunctive/Textual theme</i>	<i>Interpersonal theme</i>	<i>Rheme</i>

I	like a part-time job	because	It's	to be useful my freetime and a make friendships.
<i>Interpersonal theme</i>	<i>Rheme</i>	<i>Conjunctive/Textual theme</i>	<i>Topical theme</i>	<i>Rheme</i>

M3

Original paragraph:

*Joining a campus club has influenced my life in several ways**. If we joining a campus club everyday then we have many his friend and doing many activity. Example play basketball, play football etc. Joining a campus club effect us reading books is short time cause doing activity a campus club. However, campus club has advantage is learning anything and make body strong.

Note: The student repeated the first sentence from the worksheet. Thus, the analysis is skipped.

If	we	joining a campus club everyday
<i>Structural theme</i>	<i>Interpersonal theme</i>	<i>Rheme</i>

then	we	have many his friend	and	doing many activity Example play basketball, play football etc.
<i>Conjunctive/Textual theme</i>	<i>Interpersonal theme</i>	<i>Rheme</i>	<i>Conjunctive/ textual theme</i>	<i>Rheme</i>

Joining a campus club	effect us reading books is short time	cause doing activity a campus club.
<i>Topical theme</i>	<i>Rheme</i>	<i>Rheme</i>

However,	campus club	has advantage is learning anything and make body strong.
<i>Conjunctive/Textual theme</i>	<i>Topical theme</i>	<i>Rheme</i>

K 1

Student who takes a part time job while studying in college is a nice guy. This idea is so good but it makes student loss examination result from many reasons such as. first, it makes a few time for student's reading. Second, if student work hard then student hasn't time for studying. Finally, it makes student loss examination since student takes a part- time job. So, students must manage their life for studying and working job so good both.

Student	who	takes a part time job while studying in college	is a nice guy.
<i>Topical</i>	<i>Conjunctive</i>	<i>Rheme 2</i>	
<i>Textual</i>			
<i>Theme 2</i>			
<i>Theme 1</i>			<i>Rheme</i>

This idea	is so good	But	it	makes student loss examination result from many reason such as.
<i>Topical</i>		<i>Conjunctive</i>	<i>Topical</i>	
<i>Experiential</i>		<i>Textual</i>		
<i>Theme 2</i>	<i>Rheme 2</i>	<i>Theme 3</i>		<i>Rheme 3</i>
<i>Theme 1</i>		<i>Rheme 1</i>		

first	it	makes a few time for student's reading.
<i>Conjunctive</i>	<i>Topical</i>	
<i>Textual</i>		
<i>Theme</i>		<i>Rheme</i>

Second	if	student	work hard	then	student	hasn't time for studying.
<i>Conjunctive</i>	<i>Structural</i>			<i>Conjunctive</i>	<i>Topical</i>	<i>Rheme 3</i>
<i>Textual</i>				<i>Textual</i>	<i>Experiential</i>	
<i>Theme 2</i>			<i>Rheme 2</i>	<i>Theme 3</i>		
<i>Theme</i>				<i>Rheme 1</i>		

Finally,	it	makes students loss examination	since	a student	takes a part-time job.
<i>Conjunctive</i>	<i>Topical</i>		<i>Conjunctive</i>	<i>Topical</i>	
<i>Textual</i>			<i>Textual</i>	<i>Experiential</i>	
<i>Theme 2</i>		<i>Rheme 2</i>	<i>Theme 3</i>		<i>Rheme 3</i>
<i>Theme 1</i>		<i>Rheme 1</i>			

So,	students	must manage their life for studying and working job so good both.
<i>Conjunctive</i>	<i>Topical</i>	<i>Rheme</i>
<i>Textual</i>		
<i>Theme</i>		

K 2.

Taking a part time job while attending college greatly affects a student's schedule. Because not have time of read a textbook of extremely result cannot test of fully. Not only that, will to worry be get to be mentally tired when need to ponder very an account. From the many cause result a study to be down.

Taking a part time job while attending college greatly	affects a student's schedule.
<i>Theme</i>	<i>Rheme</i>

Note : The student copied this sentence from the worksheet. Thus, the analysis is skipped.

Because	not have time of read a textbook of extremely result	cannot test of fully.
<i>Conjunctive</i>		<i>Rheme</i>
<i>Textual</i>		
<i>Theme</i>		

Not only that,	will to worry	be get to be mentally tired when need to ponder very an account.
<i>Conjunctive</i>		<i>Rheme</i>
<i>Textual</i>		
<i>Theme</i>		

From the many cause	result a study to be down.
<i>Prepositional phrase as adjunct</i>	<i>Rheme</i>
<i>Textual</i>	
<i>Theme</i>	

K 3

Taking a part time job while attending college greatly affects a student's schedule. Because must to use all free time that without learning for job, thus no more time for repeat lesson. When the college arrange any activity cannot join properly. Sometime cannot use time for private activity.

Taking a part time job while attending college greatly	affects a student's schedule.
<i>Theme</i>	<i>Rheme</i>

Note : The student copied this sentence from the worksheet. Thus, the analysis is skipped.

Because	must to use all free time that without learning for job	thus	no more time for repeat lesson.
<i>Conjunctive</i>		<i>Conjunctive</i>	
<i>Textual</i>		<i>Textual</i>	
<i>Theme 1</i>		<i>Theme 2</i>	<i>Rheme 2</i>

When	the college	arrange any activity	cannot join property.
<i>Conjunctive</i>	<i>Topical</i>		<i>Rheme</i>
<i>Textual</i>			
<i>Theme</i>			

Sometime	cannot use time for private activity.
<i>Adjunct</i>	<i>Rheme</i>
<i>Textual</i>	
<i>Theme</i>	