

Using the SFL Genre-Based Approach to Improve Thai Learners' Writing of an Explanation

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Abstract

This study investigated the effects of employing the SFL (Systemic Functional Linguistic) genre-based approach in an English writing classroom to improve Thai learners' skills in writing an English explanation. Participants comprised of 22 English majors who were undertaking the English Report Writing Course. The corpus included students' writing drafts, a questionnaire, and a group interview. The findings showed that the SFL genre-based approach has the potential to help equip students with awareness of the focused genre. Analysis of students' writing revealed that students composed the drafts to achieve the writing goal and constructed explanation texts with the required schematic structure while their application of the language resources at clause level varied, depending on their levels of learning achievement. Based on these findings, this paper discusses selected implications for language learning and teaching, and future research.

Keywords: Writing, Systemic Functional Linguistic (SFL) Genre-Based Approach, Explanation

1. Introduction

After completing the university degrees, graduates have different ways to pursue their future endeavors. The two students' common goals are to involve in the higher education and to begin their careers. Regardless of any kinds of future they select, the students will find themselves in a new environment with new disciplinary conventions and expectations (Riazi & Spinks, 2017). The requirements of these new contexts are usually unfamiliar to them, resulting in students encountering unexpected challenges in academic discourse. The new demands in the new communities force them to cope up with new challenges which require them to master various technical skills and adapt to new cultures of learning and teaching (Sutton, 2011). Especially if the new environment requires the use of English as a medium for communication, graduates need not only the knowledge related

to their professions, but also the knowledge of language communication to work proficiently in their academic or professional lives. To exemplify this, the English language skills required for higher educational contexts would include the use of language for reading and writing academic papers as well as research reports whilst the abilities to describe the phenomenon processes or events happening in the organizations would be required in professional contexts.

As English will be used differently in different contexts, it is important that teachers are aware of students' future challenges and the ways in which English is currently used to ensure that the students are equipped with necessary skills and knowledge to meet the divergence of demands for their potential academic or career settings. By employing the SFL genre-based approach, this study focuses on the analysis of how disciplinary conventions are made in composing different text types in order to raise Thai EFL (English as a Foreign Language) students' awareness of the language features and improve their English writing of an explanation.

2. Literature Review

When students are required to write in English, different texts make different demands in terms of the contents and the language usage to accomplish the task (Seetrakarn, 2017). This makes writing one of the challenging skills for students to master (Piriyasilpa, 2016; Pribady, 2012). For non-native speakers, studies have found that the ability of students to write in English is generally unsatisfactory because they do not possess the required linguistic knowledge and confidence (Maarof, Yamat & Li, 2011). In a Thai educational context in particular, writing is often a difficult skill for students to master (Piriyasilpa, 2012; Seetrakarn 2017; Wahyuni & Ilyas, 2016); and from the teachers' perspective, this skill is not easy to teach (Chaisiri, 2010b). Possible reasons for Thai students' writing problems were pointed out in terms of mother tongue interference (Watcharapunyawong & Usaha, 2013), students' limited knowledge of grammar and structure (Boonyarattanasoontorn, 2017), and students' lack of awareness of the writing goals (Seensangworn & Chaya, 2017; Seetrakarn, 2017).

With the above limitations, both teachers and students are in need of the teaching and learning tools which allow them to analyze how features of language are structured and grammatically patterned in different social contexts that are relevant to their educational, social, and cultural needs. Such tools should allow teachers to demonstrate explicitly the required language forms and enable students to reflect on their own writing and serve as guidelines for self-assessment and correction, and Systemic Functional Linguistics (the theory which explains language in relation to its social context- SFL), responding to these needs. Aiming to raise students' awareness of the language patterns and structures when composing different text types, the present research study employed SFL genre-based approach in a writing classroom, and the discussion of the approach is as follows.

Genre-based approaches have been formulated by a number of researchers to meet the needs of student writers. Their focus is on the construction of texts which are purposefully and socially situated responses to particular contexts and communities (Hyland, 2003). Generally speaking, there have been three main schools of genre that have influenced international language learning and teaching: New Rhetoric, English for Specific Purposes (ESP) and Systemic Functional Linguistics (SFL). While the three schools focus on the construction of texts which are purposeful and context corresponding, the explanation of

how language features configure the rhetoric structure of different genres are not the main focus of the New Rhetoric and ESP approaches. SFL genre-based approach, however; sets up a model to realize that knowledge about the stable patterns and possibilities of variation within texts across a range of social institutions is a form of cultural capital. SFL genre-based approach, therefore, has the potential to help students obtain better understandings of how texts are organized in response to the social goals. By defining genres as staged, goal oriented social processes (Martin, 2000, p. 13), the approach distinguishes different types of text, or genres by distinctive patterns of lexical, grammatical, and cohesive choices. This means that when teachers are helping their students compose texts for different purposes and audiences, they can point out explicitly to what has to be done. Students no longer have to guess what is expected while writing (Feez, 2002). In this way, the explicit expectations of language used for writing different text types should be beneficial for non-native learners who have limited knowledge of grammar and structure.

Previous studies which investigated the application of the three genre traditions in the classrooms agree that the SFL genre-based approach would support learners in English writing classrooms (Feez, 2002; Piriyaasilpa, 2016). Especially for Thai EFL learner groups, teachers can be explicit with the students by providing descriptions of language structures and patterns which construct particular academic contexts of the semantic demands of any writing tasks (Piriyaasilpa, 2016). This will create purposes for writing, which can be used as the guidelines to compose, improve, as well as assess students' writing.

The SFL teaching and learning cycle consists of three main stages, namely: *Deconstruction*, *Joint Construction*, and *Independent Construction*. The *Deconstruction* stage, consisting of two minor stages: *Building Knowledge of Field* and *Modelling of Text*, involves the contextualization. The teacher may revise the lessons previously learnt before introducing a model text of the focused genre, followed by a structural analysis of texts. The way in which specific language features contribute to predictive information flow can also be introduced and discussed (Macnaught, Maton, Martin & Matruglio, 2013). The second stage, *Joint Construction of Text*, involves teacher-led construction of a text similar to the model text together. The aim of this stage is to prepare students for individual writing in the next stage, by working together with student peers and the teachers. This will enable them to ask questions, exchange ideas, and gain confidence before composing their own texts. In the last stage, *Independent Construction of Text*, students compose the text independently and the teacher provides constructive comments (Hammond et al., 1992). These teaching and learning stages, as presented in Figure 1 below, help train students to become independent from the teacher while producing texts.

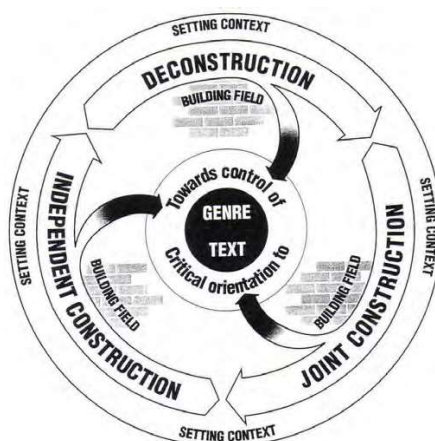


Figure 1: The Teaching and Learning Cycle (Rothery, 1994)

Much of the previous research which employed the SFL genre-based approach in the Thai writing classrooms focused on the practice of different genres, namely: expository (Kongpetch, 2006), review report (Payaprom, 2012), recount (Chaisiri, 2010b; Rayupsri & Kongpetch, 2014;), narrative (Pribady, 2012), expository and discussion (Srinon, 2010), recount, argument, procedure, process, and persuasive essay (Chaisiri, 2010a). These studies showed positive outcomes of the implementation of the SFL genre-based approach. Kongpetch (2006) found that the SFL genre-based approach could help students improve their essay writing while Srinon (2011) claimed that students produced essays that are closely matched with the genre prototypes of an exposition and discussion after being taught with the SFL genre-based approach. Positive findings were also presented in the studies by Chaisiri (2010a; 2010b). There, Chaisiri (2010b) suggested that the teachers should have a clear purpose for teaching the particular genre as well as what they expect students to explore.

The study by Payaprom (2012) aimed to develop students' analytical appreciation of texts by employing the approach and asking students to edit the prompted texts which were poorly composed. The study consistently found that SFL genre-based approach had a positive impact on students both in terms of attitudes and their literacy development by helping them understand and gain control of the review genre. Meanwhile, it is worth mentioning here that students' writing development was examined in Payaprom's study by their ability to edit the drafts composed by others while their ability to improve their own writing drafts have not been investigated. Further studies may analyze and compare the texts composed by the same students to explain clearly how students improve their writing abilities.

Other studies adjusted the stages of the SFL genre-based approach by combing them with the stages of other approaches. The study by Rayupsri & Kongpetch (2014), for example, combined the process approach, consisting of *Brainstorming, Drafting, Rewriting, Editing, Publishing* stages, with the SFL genre-based approach, containing *Deconstruction* (with the minor stages of: *Building Knowledge of Field, Modelling of the Text*), *Joint Construction of Text*, and *Independent Construction of Text*. In their study, the process-genre, consisting of five combined stages: *Building up Field Knowledge, Modeling of the Text, Drafting, Rewriting, and Publishing*, were implemented to improve students' writing of a recount. The study found that the approach helped students write a more comprehensive story, and have better control of generic stages and language features. The omission of the *Joint Construction of Text* stage of the SFL-genre approach, however; has been observed by other studies as being problematic. Piriyaasilpa (2016), for instance, noted that the *Joint Construction of Text* stage allows the teacher to guide the students to the choices selection and how the managing choices flow in the text. By skipping this stage, students may not have enough input of the particular genre descriptions, which may result in an insufficient understanding of the learnt genre type (ibid., p. 79).

The above discussion shows that further studies are still needed to investigate the effects of implementing the SFL genre-based approach to improve Thai EFL students' writing. Especially, students' improvements of writing other genres, such as an explanation or a description, have not been investigated. To fill in the gaps of the previous studies, the present study employed the SFL genre-based approach in a writing classroom and investigated Thai students' writing improvement of an explanation.

An explanation is a text composed with the goal to explain the processes involved in the formation or working of natural or sociocultural phenomena (Gerot & Wignell, 1994).

The text usually comprises the General Statement stage to position the reader, followed by the Sequenced Explanation of why or how something occurs. The stages to conduct an explanation can be presented as follows.

General Statement ^ Sequenced Explanation (^ = followed by)

As far as the language used at clause level is concerned, the significant lexico-grammatical features of an explanation include generic and non-human Participants, mainly the use of Material and Relational Processes, temporal and causal Circumstances and Conjunctions, and simple present tense of passive voice to get the themes right. Table 1 below illustrates a sample of an explanatory text.

Table 1: The schematic stages and significant language features of an explanation (Veel, 2000, p. 178)

Making sugar

Generic structure	*A general statement to position the reader	In some cooler parts of the world such as Europe, sugar <u>is obtained</u> from a plant <u>called</u> sugarbeet. In Australia and other warmer areas, sugar cane <u>is used</u> . The process that removes sugar from sugar cane uses many types of separation.
	*A sequenced explanation of why or how something occurs	<p>Making raw sugar</p> <p><u>As the sugar cane comes from the farms</u> it <u>is washed</u> of dirt and shredded into many small pieces. The juice can <u>then be squeezed</u> out with many large rollers. More modern factories use hot solutions to dissolve the sugar present.</p> <p>The next step <u>is</u> to remove some impurities. Limewater and other chemicals <u>are added</u> to make these impurities form particles. These <u>are allowed</u> to settle out by sedimentation. The juice <u>is then concentrated</u> by evaporation and boiling in special vacuum chamber so that the raw sugar crystallizes out. The crystals and left over solution <u>are then centrifuged</u> to remove the liquid.</p>
	<p>Significant lexico-grammatical features</p> <p>**Focus on generic, non-human Participants (bold)</p> <p>**Use mainly of Material and Relational Processes (<i>italics</i>)</p> <p>**Use mainly of temporal and causal Circumstances and Conjunctions (<u>underlined</u>)</p> <p>**Use of Passive voice to get Theme right (<i>italics and boxed</i>)</p>	<p>Refining of sugar</p> <p>Raw sugar <u>is refined</u> to produce the white crystals available in the shops. The raw sugar <u>is dissolved</u> in warm water and the coloring removed. This <u>is first done</u> with special chemicals, and the impurities that form <u>are filtered</u>. The final traces of color are removed by absorption using charcoal.</p> <p>The solution <u>is then concentrated</u> by evaporation and boiling in a special vacuum chamber. This causes crystallization of the white crystals of sugar. These crystals <u>are then centrifuged</u> to drive off most of the liquid. <u>Finally</u>, the crystals <u>are dried</u> in a long rotting drier by using hot air.</p>

An explanatory text is similar to a procedural text – a text organized to describe how something is accomplished through a sequence of actions or steps (Hammond et al., 1992, p. 26) – and the structures of the two text types can be confusing. However, an explanation explains the how and the why behind a process such as ‘*how man ravages the earth*’, ‘*what causes alcoholism?*’, or ‘*the process of water recycling*’. A procedural text, on the other hand, usually instructs how to make or do something, such as ‘*a cooking recipe*’ or ‘*steps of how to change a light bulb*’. The two text types, therefore, are different both in terms of writing goals and structures.

By employing the SFL genre-based approach in a writing classroom, the study aimed to answer the research questions below:

1. What are students’ attitudes toward the learning of English writing skills through the SFL genre-based approach?
2. Can the SFL genre-based approach help students improve their writing of an English explanation? And if so, in which ways?

3. Research Methodology

The populations of this research study included 33 third year students majoring in English (6 males and 27 females), who were undertaking the English Report Writing Course in the first semester of the academic year 2018 at a public university in Thailand. This group of students had the average TOEIC (Test of English for International Communication) score of 450 so their English proficiency level was between “Basic user- Waystage” and “Independent user- Threshold”, compared with the CEFR (Common European Framework of Reference) benchmark (see Educational Testing Service, 2006).

To recruit the research participants, the research project as well as the concepts of SFL genre-based approach were announced at the beginning of semester. Students were advised that the learning and teaching of the three units in the investigated course, namely units 3, 4, and 5 would be conducted using the approach. After that, students were invited to take part in the project, and then the research goals were clearly explained. They were also informed that once they agreed to become the research participants, their writing drafts would be analyzed for the research purposes, and some might be used as illustrations in the finding discussion. However, their names will be kept anonymous, and their decision would not affect the marks or grades obtained at the end of the course. At the beginning, all of the students (33) agreed to take part in the project, later on some opted out by not submitting the writing drafts of some topics. Eventually, the number of student participants was reduced to 22 (5 males and 17 females). Table 2 below summarizes the background of the student participants.

Table 2: Student background

Age	20-23 years old
No. of students	22 (M = 5, F = 17)
Program	English

Year	Sophomore
Level of proficiency according to CEFR benchmark	Basic user – Independent user
Previous writing course undertaken	Essay Writing
Writing course undertaking	English Report Writing

The English Report Writing Course focuses on the learning of methods, patterns, and language used in writing different kinds of reports; the research and collection of information from different sources; writing proposals, and referencing. Based on the course description, the contents were divided into six units. Unit 1 revised the knowledge of how evidence can be used to support the ideas when writing a report, followed by the guidelines of how to arrange evidence and make use of the given information using paraphrasing and summarizing techniques. Unit 2 focused on the practice of in-text citations, bibliography and reference writing. From Unit 3 to Unit 5, students practiced writing different kinds of texts (description, report, and explanation), and Unit 6 emphasized on proposal writing. After learning Unit 3 and Unit 6, students completed midterm and final examinations, respectively.

To collect the data for the first research question, a 5-point Likert scale questionnaire was prepared and its validity and reliability were found through two main processes. To obtain validity, the questions were evaluated by three experts. To do this, the experts rated their opinions on the questions with three scales, namely: +1 for agreeing that the questions can be used, 0 for uncertainty, and -1 for disagreeing that the questions could be used in a questionnaire. After that, the expert comments were calculated for the Index of Item Objective Congruence (IOC). In this study, the average IOC was 0.82, and the questions which had the level of IOC higher than 0.50 were used in the questionnaire. Moreover, the questions were edited based on the expert comments before distributing in the pilot study. To ensure the reliability of the questionnaire, it was piloted with a group of students who had similar level of intellectual performances with the participants. After that, the results were used to calculate for the Cronbach's alpha coefficient, using SPSS program; and it was found that the level of content validity was at 0.86, which is higher than 0.80 and therefore could be used for data collection (Srisatitnarakoon, 2007).

To collect the data for the second research question, students composed writing drafts on three topics (“*how bread is made*”, “*how waste water is recycled*”, and “*how potato chips are made*”). The topics were chosen based on students' interests. In so doing, the teacher provided the list of topics, and students were asked to vote for the ones they wanted to write. The data collection process of the first topic (“*how bread is made*”) was adapted from the process conducted in previous studies (Piriyasilpa, 2012; Sritrakarn, 2018), following the stages below.

- *Composing first drafts*: Prior to the application of the SFL genre-based approach, students were asked to compose their first drafts, entitled: *how bread is made*. The teacher showed the picture of a loaf of bread to the class and initiated a classroom discussion by asking the students if they knew how bread is made. Selected useful vocabulary was elicited during the discussion (e.g. *grow, mix, ingredients, yeast, bake, etc.*). Then, students were asked to write a report of how bread is made, based on their understanding and existing knowledge of the language forms and contents.

- *Intervention*: After students submitted their first drafts, the teacher started

teaching Unit 4 (explanation), following the stages of the teaching and learning cycle of the SFL genre-based approach – *Deconstruction, Joint Construction of Text, and Independent Construction of Text* (Hammond et al., 1992). In *Deconstruction* stage, the teacher selected the sample texts of students' first drafts which were composed in the structure of a procedure, and pointed out that the goal for the composition was to tell the reader '*how to make bread*'. The writing goal assigned in the first topic was, however, to describe '*how bread is made*' which required the writer to explain the process of '*how something is done*'. The teacher then introduced the model text of an explanation, and presented its generic structure as well as significant linguistic features. The instruction continued and students practiced exercises until they had clear understandings about the focused genre. In *Joint Construction* stage, the teacher and students co-wrote the text of an explanation before proceeding to the last stage of *Independent Construction* in which students composed their own explanatory texts.

- *Revision of drafts*: When composing their own texts in the last stage of the teaching and learning cycle (*Independent Writing*), students were recommended to assess their writing drafts, following the guidelines of schematic structure and significant language features of an explanation, to consider problems and mistakes of their writing before editing and submitting the second drafts to the teacher. To encourage students to revise their first drafts and raise their awareness of the required language patterns, they were advised to indicate those resources by coloring or using symbols in their writing.

- *Submission of final drafts*: After students submitted their second drafts, the teacher provided further comments on their work. Teacher comments in this stage focused on students' ability in using the language to compose explanatory texts both at discourse semantic (generic stages) and lexico-grammar levels (significant language features). Students revised and edited their writing based on the comments, and submitted their final drafts.

Further practice was made to ensure that students had an intensive understanding. However; the number of students' writing drafts reduced in the later topics. The second assigned topic was *how waste water is recycled* (see Appendix A). This time, students submitted their first drafts to receive comments from the teacher. After that, students edited their work and resubmitted the final drafts for marking. As shown in Appendix B, students made changes, and symbols were used to indicate certain features of language in their writing drafts.

The third topic was a delayed writing aiming to evaluate students' retention of knowledge. It was conducted after learning the contents. Since the explanation was taught after the midterm examination (weeks 13-15), the delayed writing in this context of investigation was the text that each student composed to complete a final examination at the end of the semester (week 18).

4. Data Analysis

To answer the first research question, students' attitudes from a questionnaire were calculated for a mean score (m) and standard deviation (SD), and the information obtained from a group interview was used to support the quantitative data. To answer the second research question, students' writing drafts on the three given topics were analyzed and compared by investigating the schematic structure and the significant language features of an explanation in their writing according to the SFL genre-based perspectives. Students'

mistakes or writing problems in the first drafts were identified and compared with the final drafts to see how students improved their writing.

5. The Findings

5.1 What are students' attitudes toward the learning of writing skills through the SFL genre-based approach?

Students' responses to the questionnaire showed their positive attitudes toward the approach, as shown in Table 3 below.

Table 3: Students' responses to the questionnaire

	Mean	SD
1. I think learning to write through the SFL genre-based approach helps improve my writing in general.	3.93	0.72
2. Learning to write through the SFL genre-based approach helps improve my writing of an explanation.	3.89	0.68
3. I think learning to write through the SFL genre-based approach helps raise my awareness of the writing goal of an explanation.	3.74	0.70
4. Learning to write through the SFL genre-based approach helps raise my awareness of the generic stages of an explanation.	3.67	0.72
5. Learning to write through the SFL genre-based approach helps raise my awareness of the significant language features for the writing of an explanation.	4.00	0.61
6. Learning to write through the SFL genre-based approach helps reduce the mistakes in my writing of an explanation.	3.48	0.69
7. Learning to write through the SFL genre-based approach helps as a guideline to edit my writing of an explanation before submitting the drafts to the teacher.	3.52	0.74
8. Learning to write through the SFL genre-based approach is complicated and confusing.	3.44	1.13
9. Learning to write through the SFL genre-based approach is more difficult than the traditional way of writing I used to learn.	3.33	1.02
10. I will apply the knowledge of SFL genre-based approach in my future writing for other purposes.	3.96	0.84

Table 3 shows that most of the students agreed that the SFL genre-based approach has the potential to help improve their writing in general ($m = 3.93$) as well as their writing of an explanation ($m = 3.89$). In the open-ended section of the questionnaire, the students explained that the approach provides explicit models of how to organize the text and which language form should be included, so they used those models as the guidelines.

Because SFL genre-based approach already has a model text with fixed

forms and structure to follow so it is easy for me to follow. (Tarika)
The SFL genre-based approach helps me to organize my text more systematically and not confusing. (Ponsri)

With regard to the benefits of the approach in helping students to reduce the mistakes in their writing and providing guidelines to edit their work, the findings showed a variety of student opinions, and the low mean scores in these two areas ($m = 3.48$ and 3.52 , respectively). Some students stated that the SFL genre-based approach supports their writing improvement by providing guidelines for writing and revision.

I used the guidelines of language forms and structure to recheck my work and edit it. (Siranya)
The approach helped me to organize my writing process more systematically and I could identify my own strengths and weaknesses. (Chayamart)

However, low achieving students stated that they found it challenging to improve their writing through this approach as they have limited knowledge of the language forms and grammar.

The fixed structures of language and rules are complicated. (Chakrit)
There are several rules and principles for writing. It takes time to learn and understand. (Thanat)
Language use and structure are my problems. (Thanwadee and Paweena)
It requires the understanding of the theory to be able to write. (Siriwimon)

5.2 Can the SFL genre-based approach help students improve their writing of an explanation? And if so, in which way?

To demonstrate students' improvements, samples of students' writing, representing three levels of learning achievements (high, moderate, and low) are illustrated. The three representatives were selected by considering their grades earned in the investigated course. These included those whose grades were A and B+ (scores 75 - 100), B and C+ (scores 65-74.5), and C, D+, D (scores 50 - 64.5), respectively.

Topic 1: How bread is made

As stated in the Methodology section, all of the students composed their first drafts of topic one as a procedure. Table 4 below shows the sample drafts of two students whose levels of achievement were high and low (Napat and Thawatchai- Pseudonyms).

Table 4: Students' writing prior to the implementation of the SFL genre-based approach

Napat (High achiever)	Thawatchai (Low achiever)
<p>Nowadays, people eat bread instead of rice especially, Europeans. Bread is one of food that they eat every day. Instructions of making bread is easy. It has 5 steps to make them.</p> <p>First, prepare flour eggs, sugar, butter, salt, and milk to make bread.</p> <p>Second, pour flour and eggs into a big bowl to mix them.</p> <p>Third, add salt, butter and sugar and mix them until smooth.</p> <p>Fourth, take dough into blocks and take them into a cooking oven 180C about 30 minutes.</p> <p>Finally, take them out from a cooking oven to cool and let's enjoy.</p> <p>These are how to make bread.</p>	<p>How bread is made</p> <p>Choose you have material for bread, sugar, egg, butter, flour, milk, salt and filling.</p> <p>First, you should put flour and egg then you mix them.</p> <p>Second, you put butter after you mixed flour and egg and mix again. Third, you should put milk and salt after you mixed already and mixed a short time, before you bring it to oven. You can put filling in your bread if you like. Finally, cook in an oven around 15 minute. When your bread be suitable you can eat them after the bread finish.</p>

As shown in Table 4, the two students organized their texts with temporal conjunctions (e.g. "First", "Second"), followed by the use of Material Processes in infinitive form (e.g. "prepare", "add", "put"). These language features signify the writing goal of a procedural text, reflecting the confusion of students between writing a procedure and an explanation, and that students were not aware of the writing goal of each text type while writing.

After learning about an explanation through the SFL genre-based approach, students revised their drafts and composed the second drafts before resubmitting them to receive comments from the teacher. Table 5 presents the final drafts (the third drafts), composed by Napat and Thawatchai after the revision according to the teacher's feedback.

Table 5: Students' writing of final drafts after the intervention

Generic stages	Napat (High achiever)	Thawatchai (Low achiever)
General statement	There are 4 steps to make bread .	How bread <u>is made</u> We eat bread everyday, but how <u>is</u> it <u>made</u> ?
Sequenced explanation	<p><u>First</u>, flour, eggs, sugar, butter, salt, yeast, and milk <u>are prepared</u> to make bread.</p> <p><u>Next</u>, flour and eggs <u>are mixed</u> in a big bowl. Milk <u>is added</u> slowly while flour and eggs <u>are mixed</u> by cooker.</p> <p><u>Then</u>, salt, butter, sugar, and yeast <u>are mixed</u> in a big bowl until they are smooth.</p> <p>After the dough has <u>been mixed</u>, it <u>is placed</u> on metal pans.</p> <p><u>Then</u> pans <u>are put</u> into an oven with the temperature at 180C for 30 minutes and then the bread <u>is removed</u> out of an oven and placed to cool for people to enjoy.</p>	<p><u>First of all</u>, grains such as wheat or rye <u>are grown</u> on farm. The grains <u>are harvested</u> and <u>stored</u> in silos.</p> <p><u>Later</u>, They <u>are taken</u> to a flour mill where the material into flour. There, it <u>is mixed</u> with water, butter, salt and egg to form dough.</p> <p><u>Next</u>, the dough <u>is placed</u> in metal bowls. The bowls <u>are put</u> into an oven. <u>After it is baked</u> about 30 minutes the bread <u>is brought out</u> of oven to cool</p> <p><u>Finally</u>, the loaves of bread <u>are wrapped</u> them in plastic and <u>kept</u> the refrigerator to eat in the next time.</p>

Table 5 shows that even though the problems in terms of language use still exist (e.g. the use of capital letter, pronoun, or the use of infinitive verb instead of past participle in Thawatchai's draft), the two students have shown writing improvement in their final drafts. The two drafts begin with the general statement, followed by the sequenced explanation. Evidence of significant language features, i.e. non-human Participants (**bold**), Material and Relational Processes (*italics*), temporal and causal Circumstances and Conjunctions (underlined), and passive voice (*italics and boxed*), can also be found in both of the students' final drafts.

Topic 2: How water is recycled

To practice further, students were assigned to compose the second topic: *how waste water is recycled* (see Appendix A). This time, comments were provided by the teacher for the first draft. To demonstrate students' writing improvement, the drafts of three students, who were chosen as representatives for the students at the three levels: high, moderate, and low achievers, are presented in Table 6-8 below. The use of significant language features of an explanation was consistently indicated in the samples as **bold** (generic and non-human Participants), *italics* (Material and Relational Processes), underlined (temporal and causal Circumstances and Conjunctions), and *italics and boxed* (passive form).

Table 6: Samples of students' writing drafts on the second topic (high achiever)

First draft	Final draft
<p>There <i>are</i> several processes of recycling waste water and making it usable. These <i>are</i>: separation, sewage, purification, collection, and distribution for industry and accommodation.</p> <p>First, waste water from flats and factories <i>is channeled</i> to treatment at sewage treatment works by piping 2,000 cubic meters daily into industrial waterworks. This sewage <i>is pumped</i> into Band Screen Chamber where the large objects such as leaves and floating items are filtered. Sewage <i>is then pumped</i> into low lift, the small dose of Chlorine <i>is added</i> and then water <i>is piped</i> to clarifier where Aluminum <i>is added</i>.</p> <p>Next, sewage <i>is trapped</i> suspended materials and <i>sent</i> to filtering through series of six sand beds. After <i>this process</i>, sewage <i>is trapped</i> again for remaining suspended materials and sent it over weirs at aerator. In the next section, organic materials from sewage <i>are filtered</i> and Oxygen <i>is used</i> with materials in the air to purify water.</p> <p>The next stage, processed water <i>is stored</i> temporarily in two clear water tanks and more Chlorine <i>is added</i>. Cleared water <i>is then piped</i> to reservoir. The last process of distribution, recycled water <i>is supplied</i> to factories or flats for usage.</p>	<p>There <i>are</i> several processes of recycling waste water and making it usable. These <i>are</i>: separating of sewage, purification, collection, and distribution for industry and accommodation.</p> <p>First, waste water from flats and factories <i>is channeled</i> to treatment at sewage treatment works by piping 20,000 cubic meters daily into Industrial Waterworks. This sewage <i>is pumped</i> into Band Screen Chamber where the large objects such as leaves and floating items <i>are filtered</i>. Sewage <i>is then pumped</i> into low lift, the small Aluminum <i>is added</i>.</p> <p>Next, suspended material <i>are trapped</i> and water <i>is sent</i> to filtering through series of six sand beds. After this process, sewage <i>is trapped</i> again for remaining suspended materials and it <i>is sent</i> over weirs at separator. In the next section, organic materials from sewage <i>are filtered</i> and oxygen <i>is mixed</i> with materials in to air to purify water.</p> <p>In the next stage, processed water <i>is stored</i> temporarily in two clear water tanks and more Chlorine <i>is also added</i>. Clear water <i>is then pumped</i> to reservoir. In the last process of distribution, recycled water <i>is supplied</i> to factories or flats for usage.</p>

Table 6 shows that Nuttawoot, a high achieving student, has organized both of the drafts to meet the social goal of an explanation. He begins the first paragraphs by introducing 'the thing' to the reader ("There are several processes of recycling waste water. These are: separation sewage, purification, collection, and distribution for industry and accommodation." and "There are several processes of recycling waste water. These are: separation of sewage, purification, collection, and distribution for industry and accommodation"). A few mistakes were found in terms of grammar usage and preposition in his first draft (e.g. the use of "The next stage" instead of "In the next stage") although the draft still reflects his awareness of the schematic structure of an explanation as well as its significant language features.

The improvement in the problematic areas was shown in his second draft (final draft) after receiving comments from the teacher. That is, the schematic stages were indicated clearly and more correct use of language forms was demonstrated (e.g. "The last process of distribution" to "In the last process of distribution"- see Table 6).

Janejira, who is a moderate achiever, shows more mistakes in her first draft than Nuttawoot even though her overall writing meets the social goal of an explanation, and her drafts were composed with certain generic stages and language features. Moreover, she demonstrated her awareness of these key features by illustrating them clearly in both of her two drafts (see Appendix B).

Table 7: Students' writing drafts on topic 2 (moderate achiever)

First draft	Final draft
<p>There are three stages in the process of recycling waste water. These <i>are</i>: channeling, treatment, and filtering.</p> <p>First, waste water <i>is channeled</i> from flats and factories, sewage <i>is collected</i> and <i>sent</i> to treatment.</p> <p>Then, stage of treatment, waste water <i>is carried</i> at Sewage Treatment Works. Waste water <i>is send</i> to pipe 2,000 cubic meters daily into industrial water works, it <i>is piped</i> to band screen chamber.</p> <p>The last stage, waste water <i>is filtered</i> out of the large objects, there are such as leaves and floating items. These objects <i>are filtered</i> from the pump to reduce damage, and small Chlorine <i>is added</i> and <i>pressed</i> into low lift pump.</p> <p>Alum <i>is pumped</i> to clarifier to trap suspended materials, throughout, series of six sand beds <i>are filtered</i> too. Waste water <i>is trapped</i> suspended materials remaining, and it <i>is sent</i> over weirs at aerator. In addition, waste water <i>is mixed</i> with Oxygen materials in air and the organic materials <i>are taken</i> off it. Water <i>is stored</i> processing water temporarily in clear water tanks, and it <i>is added</i> more Chlorine. Then, clear water <i>is piped</i> to reservoirs. Recycling water <i>is supplied</i> to factories and flats.</p>	<p>There are three stages in the process of recycling waste water. These <i>are</i>: channeling, treatment, and filtering.</p> <p>First, waste water <i>is channeled</i> from flats and factories, Sewage effluent <i>is collected</i> and <i>sent</i> to treatment.</p> <p>In the next stage of treatment, waste water <i>is carried</i> to Sewage Treatment Works. 20,000 cubic meters of waste water <i>is piped</i> daily into industrial water works, it <i>is piped</i> to band screen chamber.</p> <p>In the last stage, waste water <i>is filtered</i> out of the large objects such as leaves and floating items. These objects <i>are filtered</i> from the pump to reduce damage. Then, small Chlorine <i>is added</i>, and waste water <i>is pressed</i> into low lift pump. Alum <i>is pumped</i> to clarifier to trap suspended materials, and waste water <i>is filtered</i> through series of six sand beds. Remaining suspended materials <i>are trapped</i>, and it <i>is sent</i> over weirs at aerator. In addition, waste water <i>is mixed</i> with oxygen material in air and the organic <i>materials are taken</i> of it. Water <i>is stored</i> processing water temporarily in two clear water tanks, and more Chlorine <i>is added</i>. Then, clear water <i>is piped</i> to reservoirs. At last, recycling water <i>is supplied</i> to factories and flats.</p>

After receiving comments from the teacher, the improvement was shown in Janejira's draft even though some problems still existed in terms of word order (e.g. "Water is stored, processing water temporarily in two clear water tanks") or use of Conjunction ("At last").

Panadda, who is a low achieving student, made more mistakes in the drafts at a lexico-grammar level. However, she composed her first draft, which met the social goal of an explanation, by organizing it with a General Statement and a Sequenced Explanation (see Table 8).

Table 8: Panadda's writing drafts on topic 2 (low achiever)

First draft	Final draft
<p>Waste water recycling can significantly reduce total water use without requiring austerity, as the same water can <u>be used</u> more than once (from: http://sustainabilityworkshop.autodesk.com). There <i>are</i> three stages in the process of recycling waste water: contain treatment, filtering, and adding.</p> <p>First, waste water <u>is channeled</u> from flat and factories go to treatment at Sewage treatment works. Water <u>is piped</u> 20,000 cubic metres daily into industrial.</p> <p>In the next stage of filtering, waste water <u>is piped</u> into band screen chamber to filtering large objects, e.g. leaves, floating items. Chlorine <u>is added</u> to small dose to water <u>is pressed</u> into the lift pump. It <u>is pumped</u> to clarifies and alum. Water <u>then</u> go to the trap suspended materials and filter through series of six sand beds and trap remaining suspended materials again. <u>Next</u>, clear water <u>is sent</u> over weirs at aerator. It <u>is mixed</u> with oxygen and organic materials. The water <u>is stored</u> processed water temporarily in two clear water tanks. In addition, it <u>is added</u> more Chlorine.</p> <p>In the last stage of adding, clear water <u>is piped</u> to reservoirs. <u>Then</u> the water <u>is supplied</u> recycled water to factories or flats.</p>	<p>Waste water recycling can significantly reduce total potable water use without requiring austerity, as the same water can <u>be used</u> more than once (from: http://sustainabilityworkshop.autodesk.com). There <i>are</i> three stages in the process of recycling waste water: treatment, filtering, and adding.</p> <p>First, waste water from flat and factories <u>is channeled</u>. Water flow to treatment at Sewage treatment works. Water of 20,000 cubic metres <u>is piped</u> daily into industrial.</p> <p>In the next stage, waste water <u>is piped</u> into band screen chamber. Water <u>is filtered</u> large objects, e.g. leaves, floating items. A small dose of Chlorine <u>is added</u>. Water <u>is pressed</u> into the lift pump. It <u>is pumped</u> to clarifies and alum <u>is added</u>. Water <u>is then trapped</u> suspended materials and it <u>is filtered</u> through series of six sand beds. Water <u>is trapped</u> remained materials again. <u>Next</u>, clear water is sent over weirs at aerator. It <u>is mixed</u> with oxygen and organic materials. The water <u>is stored</u> to reservoirs temporarily in two clear water tanks. In addition, more chlorine <u>is added</u>.</p> <p>In the last stage, clear water <u>is piped</u> to reservoirs. <u>Then</u>, recycled water <u>is supplied</u> recycled water to factories or flats.</p>

As demonstrated in Table 8, Panadda's problems in the use of language at a lexicogrammatical level included word order and word form in passive-voice sentences. After receiving comments from the teacher, the improvement is depicted through her awareness of using a passive-voice form of Material Processes and her use of word order in long nominal groups was more effective (e.g. "First, waste water is channeled from flat and factories" "First, waste water from flat and factories is channeled" or "Chlorine is added to small dose to water" "A small dose of Chlorine is added"). However, some sentences in her final draft were still problematic (e.g. "Water is filtered large objects e.g. leaves, floating items", "Water is then trapped suspended materials.", "Water is trapped remaining suspended materials again.", and "The recycled water is supplied recycled water to factories or flat").

Topic 3: How potato chips are made

The main purpose for assigning students to write the third topic was to investigate their retention of knowledge after the intervention by examining their delayed writing made in the final examination. The findings showed students' ability to conduct explanation texts which reflected the writing goal and indicated the schematic stages as well as language features clearly in their original drafts. In Table 9 below, Nuttawoot, the high achieving student, has shown the ability to take control of the focused genre while a few grammatical mistakes in the use of past participle (e.g. "are throwed"), subject- verb

agreement (e.g. “The last stage are..”), and passive form (e.g. “chips carried by” or “then sent the package”) still existed.

Table 9: Nuttawoot’s writing in a delayed writing

<p>How potato chips are made.</p> <p>This is the process of making potato chip. There are five stages that are cleaning, slicing, cooking, seasoning, packaging, and distributing.</p> <p>First of all, cleaning, potatoes <u>are dumped</u> into a bath that <u>are washed</u> by workers. Next, potatoes <u>are lifted</u> to the peeler to remove potatoes peel. Potatoes <u>are then inspected</u> by inspectors to remove defects.</p> <p>The second stage is slicing that potatoes <u>are moved</u> to a slicer. When potatoes <u>are sliced</u>; they <u>are dropped</u> one by one to revolving plate by workers to remove slices from potatoes that potatoes <u>are thrown</u> against the revolving blades.</p> <p>The third stage is cooking by carrying the new made slices to the fryer through the long conveyer belt; potatoes <u>are washed and dried</u> in the moment. The hot oil and potato slices <u>are put</u> into the back of flyer together. chips <u>are pushed</u> from the back of the trough to the front while cooking and the chips <u>are then carried</u> off.</p> <p>The next stage is seasoning. Chips <u>are lifted</u> out of the oil and seasoned by salt or seasons and they <u>are inspected</u> by workers again.</p> <p>The last stage are packaging and distributing chips. Chips <u>carried</u> by conveyor to packaging machines and chips will <u>be packed</u> and then <u>sent</u> the packages to groceries or convenience stores.</p>
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Similar findings were revealed in the analysis of other students whose writing abilities were at different levels. Table 10 illustrates the delayed writing of Janejira and Panadda who were moderate and low achievers.

Table 10: Janejira’s and Panadda’s writing in a delayed writing

Janejira (Moderate achiever)	Panadda (Low achiever)
<p>How potato chips are made.</p> <p>Potato chips is the most popular for everyone. There is also the most famous around the world. And now we are going to learn about how potato chips are made. There are three processes: slicing, cooking and seasoning.</p> <p>The first, potatoes <u>are dumped</u> into a bath and washing by workers. It <u>is lifted</u> to the peeler (a long cylinder with rollers that revolve around stripping the potato of its skin) and inspected the <u>peeled</u> potatoes to remove defects. Then, potatoes <u>are moved</u> to a slicer (a machine which features eight sharp blades held upright in a ring, and the center of this ring has a revolving plate) <u>and dropped</u> one by one upon the revolving plates. Potatoes <u>are threw</u> against the revolving blades by spinning plates to remove slices from the potatoes. The second, potatoes <u>are sent</u> by conveyor belt to carry the newly made slices to the fryer (a long shallow trough) while <u>being washed</u> and</p>	<p>Potato chips</p> <p>There are five stages in the process of potato chips. There are: clean, slice, cook, season, pack and distribute.</p> <p>First, potato chip is dumped and washed potato into a bath. The worker then <u>is lifted</u> potatoes to the peeler. Potato chip <u>is inspected</u> the peeler potatoes to remove defects.</p> <p>In the next stage of potato chip, potato <u>is moved</u> to slicer, potato <u>is dropped</u> one by one upon the revolving plates. Potato <u>is thrown</u> against and the revolving blades to remove slices from the potatoes.</p> <p>Next, potato <u>is sent</u> to conveyor belt. It <u>is carried</u> the newly made slices to the tryer while <u>being washed and dried</u>. The potato chip <u>is put</u> hot oil and slices into the back of fryes together. the potato chip <u>is pushed</u> the chips from the back of</p>

<p>dried. Worker put hot oil and slices into the back of the fryer together, <u>then</u>, chips <u>are pushed</u> by hot oil from the back of the trough to front while cooking. Chips <u>are carried</u> off by conveyor belt. <u>The third</u>, the chips <u>are lifted</u> out of the oil by a conveyor and it <u>is</u> <u>salted, seasoned and inspected</u> by workers. <u>Then, the chips</u> <u>are carried</u> to machines and packaged. <u>Finally, the chips</u> <u>are sent</u> the packages to groceries or convenience stores by workers.</p>	<p>the trough to the front while cooking. The potato <u>is sent</u> to conveyor again for the purpose <u>is carried</u> off the chips. <u>Then, potato</u> <u>is lifted</u> the chips out of the oil. The potato then <u>are salted, seasoned, and inspected</u> the chips.</p> <p>In the last stage of potato chip, the potato <u>is</u> <u>carried</u> the chips to machines. <u>Then it</u> <u>is packed</u> the chips. The potato <u>is sent</u> the packages to groceries or convenience stores.</p>
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As seen in Table 10, Janejira and Panadda clearly demonstrated their retention of the learnt knowledge in the delayed writing, however; problems in the use of sequence markers (e.g. “The first”, “The second”), word order, word form, and especially the explanation of events in passive-voice forms (e.g. “Potatoes are threw against the revolving plates”, “The worker then is lifted potatoes to the peeler.”, “Potato chip is inspected the peeler potatoes to remove defects.”) were still found in their drafts at the lexico-grammatical level.

6. Discussion

The findings from this research study have provided some implications for the teaching of writing in the EFL learning context and for future research.

As far as the teaching of writing in the EFL learning context is concerned, the findings showed that the application of the SFL genre-based approach helps improve students’ writing of an explanation by raising their awareness of the writing goal and supporting them to take control of the focused genre at the discourse semantic and lexico-grammatical level. Evidence of this could be seen from the students’ writing drafts that indicated clearly with different colors or symbols to show the schematic stages and significant language features (see Appendix B). Especially, the students at all levels (high, moderate, and low achieving) have dismantled their awareness of the writing goal as well as its schematic stages, reflecting their ability to take control of language at the discourse semantic level.

According to the group interview, students found the SFL genre-based approach beneficial for their writing improvement, and some affirmed that the approach helped raise their awareness of language use and structure. The findings in this area supported the arguments of scholars that the stable patterns of language required for writing different text types help raise student awareness of variation in texts (Feez, 2002; Martin, 2000). By providing a stable pattern of schematic stages and significant language features, students could follow the guidelines and edit their own drafts before submitting to the teacher. This benefit could enable students to become independent and reduce the teacher’s roles and control.

As far as students’ use of language at the lexico-grammatical level is concerned, various kinds of achievement were shown among the participants. That is to say, the students had shown better control of their language use at the clause level by showing fewer mistakes; and the types of mistakes included: word form, word order, preposition, and use of sequence markers. These types of mistakes were consistently found in the students’ writing at all levels. This implies that while the approach helped raise students’ awareness of certain

language forms; problems in certain grammatical areas remained unchanged in some of the students' writing due to their limited knowledge of grammar. Students' problems in terms of grammar found in this study were consistent with findings from previous studies regarding English language problems of Thai students in general (Boonyarattanasoontorn, 2017; Foley, 2005; Sritrakarn, 2018). This reflects the need to prepare students' background knowledge of language forms and grammar at the early stage prior to the implementation of the SFL genre-based approach. As claimed by the scholars, Thai students need support and instruction of the learnt genres at the early stage, (Chaisiri, 2010b; Srinon, 2010). Students' knowledge of both language use as well as the theory should be prepared at the early level of higher education in Thailand to implement the approach effectively in the Thai classroom. Moreover, series of feedback and guidance from the teacher are needed to ensure that students compose their drafts comprehensively, especially those in the lower level group (Sritrakarn, 2018). Most importantly, compliments should be consistently made on individual students' ability in composing the texts at the broad structure while mistakes of grammar at the lower level may be treated as minor problems so that students are aware of them in the writing process. This would hopefully avoid discouraging the low-achieving learners, and instead, it could encourage them to put more effort to improve their drafts.

7. Conclusion

This study investigated the application of the SFL genre-based approach to improve Thai EFL students' writing of an explanation. The findings help inform the efficacy of the approach, in particular for the teaching of an English explanation, which has provided some contributions to the findings of the previous studies as well as shed light on the needs in terms of language background and knowledge for the Thai learner groups.

The study has some limitations which can be pointed out in three main areas.

First of all, the findings were drawn from the analysis of the students' writing drafts conducted in one writing classroom in the Thai learning context. These findings are limited to the investigated context only and more studies are still needed to generalize the findings for broader groups of English learners in different EFL learning contexts. Further studies therefore could be conducted to compare the findings with the present study in order to confirm the efficacy of the approach in other Thai EFL learning classrooms or in different learning contexts.

Secondly, the assessment of student writing in this study was made by comparing the use of generic stages and significant language features in students' first and final drafts. This may not serve as concrete evidence of the students' writing improvement. Further study may employ different methods of assessment such as a more systemically designed rubrics or pre/ post-test.

Finally, this study focused on the students' writing improvement of an explanation. As writing for different purposes encompasses different text types or genres, the application of the approach to improve students' writing of other genres is crucial. Future studies may thereby focus on the improvement of students' writing of, for example, a description, a report, or a news report.

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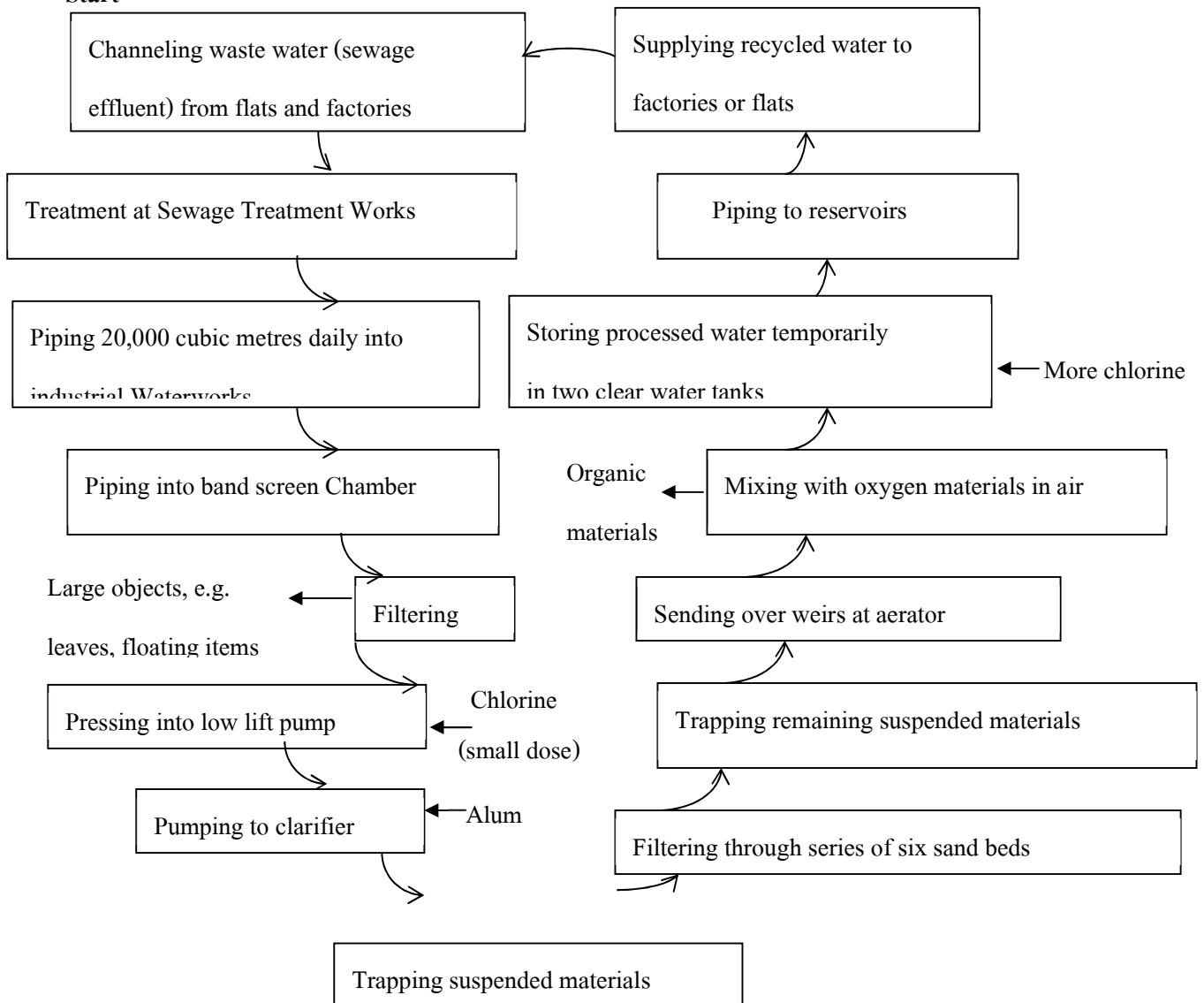
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Appendix A: Sample of Writing Task

Writing Task 2: How waste water is recycled

How is waste water recycled for industrial use? Write your answer to this question using the flowchart and the notes given.

Start



Adapted from: Choy & Cherk (1990)

Appendix B: Samples of students' writing

Table 1: Janejira' writing drafts on the second topic (moderate achiever)

First draft	Final draft
<p style="text-align: center;"><u>How waste water is recycling</u></p> <p>There <u>are</u> three stages in the process of recycling waste water. These <u>are</u>: channeling, treatment, and filtering.</p> <p>First, waste water <u>is</u> channelled from flats and factories, <u>sewage</u> effluent <u>is</u> collected and sent to treatment.</p> <p>When <u>the</u> stage of treatment, waste water <u>is</u> carried at <u>Sewage</u> Treatment Works, waste water <u>is</u> sent <u>to</u> <u>80,000</u> cubic meters daily into industrial water works, <u>it</u> <u>is</u> piped to band screen chamber.</p> <p>In <u>the</u> last stage, waste water <u>is</u> filtered out of the large objects, the such as <u>leaves</u> and <u>floating</u> items. These objects <u>are</u> filtered from the pump to reduce damage, <u>and</u> <u>small</u> chlorine <u>is</u> added <u>and</u> <u>pressed</u> into low lift pump.</p> <p>Alum <u>is</u> pumped to clarifier to trap suspended materials, throughout series of six sand beds <u>are</u> filtered too. Waste water <u>is</u> trapped, suspended materials <u>are</u> remaining, and it <u>is</u> sent over <u>weirs</u> at <u>derator</u>. In addition, waste water <u>is</u> mixed with <u>oxygen</u> material in air and the <u>organic</u> material <u>are</u> taken off it. <u>to</u> <u>clear</u> water <u>is</u> stored processing water temporarily in two clear water tanks, and <u>it</u> <u>is</u> added more chlorine, <u>then</u>, clear water <u>is</u> piped to <u>reservoirs</u>, <u>water</u> <u>is</u> supplied to <u>factories</u> and <u>flats</u>.</p> <p><u>is</u> Verb of being in present <u>is</u> Verb of action in passive form. <u>is</u> Technical terms. <u>is</u> Generic and non-human nouns. <u>is</u> Sequence markers and adverbial of time</p>	<p style="text-align: center;"><u>How waste water is recycling</u></p> <p>There <u>are</u> three stages in the process of recycling waste water. These <u>are</u>: Channeling, treatment, and filtering.</p> <p>First, waste water <u>is</u> channelled from flats and factories, <u>sewage</u> effluent <u>is</u> collected and sent to treatment.</p> <p>In the next stage of treatment, waste water <u>is</u> carried to <u>Sewage</u> Treatment Works, <u>80,000</u> cubic meters of waste water <u>is</u> piped daily into industrial water works, <u>it</u> <u>is</u> piped to band screen chamber.</p> <p>In the last stage, waste water <u>is</u> filtered out of the large objects such as <u>leaves</u> and <u>floating</u> items. These objects <u>are</u> filtered from the pump to reduce damage. <u>then</u>, <u>small</u> chlorine <u>is</u> added, and waste water <u>is</u> pressed into low lift pump. Alum <u>is</u> pumped to clarifier to trap suspended materials, and waste water <u>is</u> filtered through series of six sand beds. Remaining suspended materials <u>are</u> trapped, and it <u>is</u> sent over <u>weirs</u> at derator. In addition, waste water <u>is</u> mixed with <u>oxygen</u> material and the <u>organic</u> materials <u>are</u> taken off it. Water <u>is</u> stored processing water temporarily in two clear water tanks, and more chlorine <u>is</u> added. Clear water <u>is</u> piped to <u>reservoirs</u>. At last, recycling water <u>is</u> supplied to <u>factories</u> and <u>flats</u>.</p> <p><u>is</u> verb of being in present. <u>is</u> verb of action in passive form. <u>is</u> Technical terms. <u>is</u> Generic and non-human nouns. <u>is</u> Sequence markers and adverbial</p>