

**The Thai university student's fine-tuning of discourse in
academic essays and electronic bulletin boards:
Performance and competence**

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Doctor of Philosophy in Linguistics, Macquarie University

Montri Tangpijaikul

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Department of Linguistics
Macquarie University
Sydney, Australia

DECLARATION

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself have been appropriately acknowledged. All information sources and literature used are indicated in the thesis.

The research presented in this thesis was approved by Macquarie University Ethics Review Committee, reference number: HE28OCT2005-D04353 on 6 February 2006.

Montri Tangpijaikul (40693139)

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ABSTRACT

While natural interaction is one of the important components that lead to successful language learning (Vygotsky 1978, 1986), communication in classroom practice in Thailand is mostly teacher-centered and not genuinely interactive. Online group communication is different because it allows learners to exercise interpersonal communicative skills through interaction and meaning negotiation, as in reciprocal speech situations. At the same time it gives learners time to think and produce language without having to face the kind of pressure they feel in face-to-face classroom discussion. The language learner's competence is thus likely to be enhanced by opportunities to communicate online, and to be more visible there than in academic contexts, although there is a dearth of experimental research to show this. One way of investigating the pedagogical potential of bulletin board discussions is to focus on the interpersonal linguistic devices used in textual interactions (Biber 1988).

The purpose of this research is to find out whether students communicating online in bulletin board writing will exercise their repertoires of linguistic fine-tuning devices (hedges, modals, and intensifiers) more extensively than when writing academic essays. This was expected because hedges, modals and intensifiers are likely to be found in interactive discussions (Holmes 1983), while academic tasks do not create such an environment. Though hedges and modal devices are also found in academic genres (Salager-Meyer 1994, Hyland 1998), those used tend to be academic in function rather than communicative.

In order to compare the frequency and variety of the fine-tuning devices used by learners in the two mediums, data was gathered from 39 Thai students of English at Kasetsart University, from (1) their discussions in online bulletin boards and (2) their academic essays. Tasks were assigned on parallel topics in three text types (narrative, explanatory, argumentative) for both mediums. The amount of writing was normalized to create comparable text lengths. Measures used in the quantitative analysis included tallying of the types and tokens of the experimental linguistic items, with the help of the AntConc 2007 computer concordancer. Samples of written texts from the two mediums were also

analyzed qualitatively and compared in terms of their discourse structure (stages, moves and speech acts), to see which functional segments support or prompt particular types of pragmatic devices.

The findings confirm that in electronic bulletin boards the students exercise their repertoires of fine-tuning devices more frequently, and use a greater variety of pragmatic functions than in academic essays. This is probably because online discussion fosters interactions that are more typical of speech (Crystal 2006), and its structure allows for a series of interpersonal moves which have no place in academic tasks. Text-type also emerged as a significant factor: writing argumentative texts prompted greater use of modals and intensifiers than the narrative and explanatory ones. Thus students' communicative competence showed itself most fully in the argumentative online assignments, and was not so evident in academic and expository essays. Frequent use of modal and intensifying elements was also found to correlate with the students' English proficiency grades, and how regularly they wrote online. This incidentally shows the importance of exposure to L2 in language acquisition, and that lower-proficiency learners need more opportunities to exercise their L2 resources in interactive discourse, in order to develop competence in using them.

These research findings support Long's (1996) 'Interaction Hypothesis', that learners learn best in situations that cater for interaction; and Swain's (1985) 'Output Hypothesis', that learners need the chance to exercise their language naturally in a variety of contexts – through academic tasks as well as social interactions, which are equally important for language education. Extended performance opportunities undoubtedly feed back into the learner's communicative competence.

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CHAPTER 1

INTRODUCTION

1.1 ENGLISH IN THE THAI CONTEXT

Thailand has long been a largely monolingual society, with the Thai language as the first language and English as a foreign or international language. English is less widely used in Thailand compared to other countries in the South East Asian region such as the Philippines, Malaysia or Singapore, where the role of English is as a second language (ESL) rather than a foreign language (EFL). In Thailand, English is recognized as a language of modern technology and higher education, and the most widely used foreign language in business (Pornpibul 2003), particularly in the hospitality sector (Chakorn 2006: 104). It is by far the most popular foreign language taught in Thai schools and used in media, followed by Chinese, Japanese and other European languages (Wongsothorn et al. 1996: 93). English also appears in many government publications and public signs (Baker 2008: 136), and knowledge of almost every academic field is available in English (Saengboon 2006: 143).

However, the level of English proficiency of the Thais, as shown by their TOEFL scores, is among the lowest (ranked 10th) of the 15 South East Asian countries (The Nation 2005, ETS 2005). This is probably because Thai people do not use English in everyday communication. The lower English proficiency among the Thais is not in line with the greater demand from public and private sectors, which now look for recruits with a reasonably good command of English (Saengboon 2006: 143). This demand has been brought about by new internet technologies that create pressures for global communication. But the internet has also brought with it great opportunities for teaching and exercising skills in English communication. This research explores how online written communication via the internet may contribute to communicative competence of Thai students learning English, and how it compares with language skills developed in formal academic writing.

1.2 PROBLEMS WITH ELT IN THAILAND

It was not until 1996 that English was made compulsory for all primary students from Grade 1 onwards. From 1999, this has been underpinned by the new National Education Act which mandates Thais having the right to 12 years of education, compulsory for Grade 1-9 and optional for 10-12 (Wongsothorn 2002: 107). The 12-year basic education policy makes English language study continue without interruption from the primary to the secondary level. Since then, demands for the study of English have been increasing dramatically, but the principle of self-paced learning as written in the new National Education Act has not yet implemented into Thai ELT (Wiriyachitra 2001, 2002).

While the national goal for an English language curriculum is *“to produce students who can use English both for social interactions and in academic settings”* (Wiriyachitra & Keyuravong 2002: 13), Keyuravong (2002) found that English curriculum in Thai universities does not balance the academic and communicative demands. Wiriyachitra (2002) noted that while tourism earns Thailand its highest income, Thai university graduates in tourism have a poor command of English communication. As for personnel in the IT industry, Keyuravong, Singhasiri & Chatupote (2006) found the need to incorporate e-mail writing into the Thai curriculum.

There are many contextual reasons for the low communicative competence among the Thai EFL learners. In the education sector, the main ones are (1) the preference for teacher-centered over communicative approaches (Darasawang & Srimavin 2006), (2) the influence of the national university entrance examination (Watson Todd 2007a, 2007b), and (3) the reluctance to speak English in class (Wiriyachitra 2002, Hull 2007). These will be discussed in turn.

1.2.1 Teacher-centered v. communicative approaches

Traditional methods have long been practised in Thai pedagogy (Saengboon 2006: 144), and the newer communicative approach is criticized for its lack of grammatical focus (Kajornboon 2000). English education in Thailand is still very much teacher-centered and

book-oriented (Adamson 2003), although recent years have seen a gradual increase in communicative teaching. The teacher-centered approach is probably partly a consequence of an increasing number of students while the number of teachers has remained the same. The lecture approach does not make language learning communicative because it is difficult for teachers to offer tasks allowing for the creativity and interactivity which are expected in successful language learning (Darasawang & Srimavin 2006: 41). It is thus not in line with the new Education Act (Section 22, 24) which aims to “*enable learners to think critically*” and “*develop themselves at their own pace*” (Office of the National Education Commission 1999).

But how are communicative activities to be implemented with the high numbers of students, around 50 per class? Many Thai ELT classrooms (e.g. Khampusaen 2003, Abdullah & Keyuravong 2005, Keyuravong & Maneekhao 2006, Van DeBogart 2006) make use of internet technologies and implement e-mail writing for pedagogical purposes, because it enables participation in a large language class. Students can thus interact with each other, and develop their writing and communicative skills together in a form of collaborative text construction. However, many teachers are reluctant to incorporate online writing activities into their classes, due to the limited amount of research on online communication in the Thai ELT context. This in turn is due to the fact that online communication is a new English medium, and new in language pedagogy.

While teacher-centered approaches seem to be prevalent in Thai education, communicative approaches have usually been mistaken by many Thai ELT teachers as simply the approach that allows free language use without teacher’s correction (Kajornboon 2000: 64). The teacher lets the students talk and write freely, but without clear contexts or settings, so no communication takes place. In fact, the goal of communicative approaches is “*to know a language and to be able to put that knowledge to use in communicating with people in a variety of settings and situations*” (Hedge 2000: 45). In other words, it is not just about using the language freely, but it is meaningful and successful communication that matters. It includes knowing the appropriate expressions to produce and understanding them in the context where they hear them. Degrees of formality, modality, and intensity play important roles in successful communication; but these aspects of pragmatic competence are not

easily implemented in large Thai classes, particularly those with the teacher-centered approach that does not allow social interaction to take place.

1.2.2 Influence of examinations and pragmatic competence

To Thai students, the university entrance examination has a major gate-keeping role, particularly the test of English competency which is required for entry to all programs (Arts and Sciences) at the tertiary level of education. Yet the examination is multiple-choice, so communicative skills are not tested. This clearly shapes English education in Thailand (Watson Todd 2007b), by encouraging teachers to put more attention on reading and grammar than any other productive skills.

“University entrance exams which only examine reading skills and grammar knowledge have led to a neglect of other skills in the classroom, especially the productive skills of writing and speaking” (Baker 2008: 138).

There have been attempts to increase the ratio of the classroom writing exercises over the examinations in calculating the score for entering universities, in response to the new Education ACT 1999 (Noppakunthong 2007) and to avoid the backwash effect of the examination. But they have failed because of administrators’ concerns over the validity and the reliability of the local writing assessments of the mass of students (Watson Todd 2007b). The reduced assessment of productive skills results in reduced teaching of them, and more attention is given to accuracy and rules of grammar than language use.

Grammar and accuracy is thus a primary concern over appropriateness and effectiveness in Thai ELT, but students who use language fluently and correctly in terms of grammar may also use it inappropriately or even offensively, simply because language skills involve not only linguistic but also pragmatic competence. Imagine a Thai university graduate working in the tourism industry who attempts to attract the attention of a foreign customer with ‘Hey you’, simply because of a small repertoire of pragmatic devices, not because he or she wants to be rude. Another problem is the fact that Thai students often sound blunt in their academic writing, because they often state things too directly, e.g. through the use of the simple present tense without any trace of modality or degree of intensity. Thai students who enter university tend not to voice their thoughts appropriately in academic essay

writing, because they have not been made aware of norms of academic discourse. They are not aware of the existence of pragmatic devices that help fine-tune their utterances subtly or make them sound academically convincing, because the teaching of pragmatics both in everyday and academic contexts has generally been neglected in language education (Thomas 1983: 96), and usually has lower teaching priority in the traditional curriculum (Takata 2003: 4). But how can we expect learners to use these pragmatic devices well, when they have not been given opportunities to exercise them in their learning?

1.2.3 Reluctance to speak English in class

The problem with the Thai learner's productivity also relates to the role of English as a foreign language (EFL) in a monolingual society. This results in lack of opportunities for Thais to use English productively in their daily lives, and therefore being reluctant to speak English when required, even in the language classrooms (Wiriyaichitra 2002). Hull (2007) reported several attempts to incorporate an English-only environment into a communicative class when teaching Thai university students. But, as he himself admits, it was unnatural for students who had known each other for several years to converse among themselves in English. They were probably anxious about making mistakes and being embarrassed in front of their friends.

Anxiety over language use is an important factor that mentally blocks learners from utilizing comprehensible input and converting it to output (Krashen 1981: 56). It clearly has a negative effect on L2 writing (Horwitz & Young 1991, Ellis 1994: 480). But the degree of anxiety varies with the kind of tasks students are involved in. Students writing an academic essay, for example, may be anxious about their language production, because the writing is formal and monologic, thus requiring high level of cognitive control of macro and micro discourse structure. Online group writing, on the other hand, makes lower cognitive demands because of the collaborative development of discourse that takes place through social interaction. Students communicating in online group writing may express themselves more confidently, and with less anxiety over grammatical accuracy. While '*face*' has the negative impact on the Thai learners' cultural social behavior and thus blocks them from being productive; '*sanoook*', the Thai social concept of integrating fun

into work (Adamson 2003), prompts them to communicate more in English (Hull 2007: 59).

1.3 COMPUTER-NETWORKED WRITING AND ELT

The question is how to integrate the more social interactive tasks into the kind of learning environment that is less intimidating, so that students are encouraged to produce more communicative language output. In responding to this, many EFL teachers have now turned to internet technologies and incorporated electronic group writing into their communicative activities. Online writing (e.g. e-mails, discussion lists) allows students to exercise and develop their communicative competence (Zha et al. 2006) in authentic, meaningful interaction to exercise many communicative functions (Warschauer & Healey 1998: 64). At the same time their anxiety over language use is reduced due to their faceless identities (Freiermuth & Jarrell 2006). This situation can encourage more meaningful output, which is to be hoped for during the process of language learning (Swain 1985). Many teachers from primary to tertiary levels have reported positive evaluations of their language classes using e-mails (Kimoto 1995), discussion lists (Schiefelbein et al. 1995, Olsen & Lepeintre 1995) and bulletin board systems (Kroonenberg 1995, Paramskas 1995, Scinicariello 1995, Mollering 2000).

1.3.1 Interaction, participation, and collaborative learning

According to Vygotsky (1978, 1986), learning takes place through negotiation of meanings, during the social interaction between the teacher and students or among the students themselves. This social assistance, which may come in the form of hints or clues, questions, responses, praise, and suggestions between interactants, is essential for language learning, because it provides a psychological ‘scaffold’ for the student to make sense of the feedback given to them, thus corresponding with Krashen’s (1981, 1985) ‘input hypothesis’ for language acquisition. As a result of this interactive negotiation of meaning that assists their understanding, the student reaches the realm of what Vygotsky calls the ‘Zone of Proximal Development’ or ZPD, which allows them to respond by providing ‘comprehensible output’ (Swain 1985). Vygotsky’s idea of learning through social

interaction lends itself to the development of 'interaction hypothesis' (Long 1981, 1983, 1985, 1996) in the SLA literature, which holds that learning the language is not about developing what one can do alone, but working with the help of others through interaction (Burton & Rusek 1994, Burton & Daroon 2003).

The structure of online networked writing encourages authentic and interactive negotiation of meaning, thus improving students' interactive competence (Chun 1994, Kitade 2000) and critical thinking skills (Van DeBogart 2006) through experimental writing, and exchanging of different responses and views (Spiliotopoulos 2002, 2003). This situation is usually restricted in ELT classrooms (Thongrin 2001: 42). Sullivan & Pratt (1996: 496) found only 50% of students participating in the oral class, while 100% did so in the computer-assisted class; and that teacher's turn taking was reduced from 65% in the oral class to only 15% in the computer-networked class. Compared to oral activities, online chatting provides a more comfortable environment that enhances learners' interaction in English (Freiermuth & Jarrell 2006). Their interactions in online group discussion were also found to increase gradually through time as the course progressed (Nunan 1999: 70). This is because in the oral classroom the teacher usually dominates by asking questions and giving feedback, while in the computer-networked environment the teachers' role is minimized, so participants are given equal opportunities for participation (Warschauer 1996, Ortega 1997: 83). While power inequity can negatively affect willingness to communicate (Zuengler 1989), equality of participation in online discussion can result in a shift from a teacher-centered to a student-centered environment (Sotillo 2000: 82).

In comparison with the individual essay writing, the discourse structure of online communication allows learners to interact: there is a high degree of peer support and a sense of belonging to a community (Nunan 1999: 59). This friendly atmosphere helps students to develop language knowledge as a social actor, rather than an individual, to reduce the social distance between students and the course instructor, and to promote joint construction of continuous dialogues (Kamhi-Stein 2000a: 430). Writing in online bulletin boards allows students to interact with each other personally by exchanging experiences, giving advice and opinions (Spiliotopoulos 2005: 103).

Through this interactive communication, students gain numerous opportunities to exercise their repertoires of interpersonal devices which are crucial for social interaction, but the frequency of use of such devices can also vary with the kind of text-types students are producing. Pragmatic hedges, modals and intensifiers, for example, were found more in personalized texts than informational ones (Biber 1988).

1.3.2 Willingness to communicate

Discussions on the electronic bulletin board offer students opportunities to display and develop their identities freely (Nguyen & Kellogg 2005), so reducing anxiety over mistakes and the effect of face-loss which may lead to language avoidance found among EFL learners (Kamhi-Stein 2000a: 430). Interaction in online discussion is less threatening than oral interaction in terms of anxiety over pronunciation (Kivela 1996) and less inhibiting than formal writing in terms of anxiety over grammatical errors. In the Thai situation where students of the same L2 are apprehensive about speaking the target language with each other, computer terminals can serve as an ‘impersonal vehicle’ (Sullivan & Pratt 1996: 492) reducing that apprehension.

With less anxiety and more comfort in the company of their peers, online communication enhances a student’s willingness to communicate, resulting in more language production (Freiermuth & Jarrell 2006: 191). It was found that EFL Finnish high school students became much more eager to write in an e-mail exchange than in traditional classroom writing (Tella 1992, Warschauer & Healey 1998: 64). Several other studies (e.g. Ortega 1997: 83, Sengupta 2001: 106, Beauvois 1992 in Sullivan & Pratt 1996: 493) have shown that L2 learners produce larger amounts of writing in computer networked settings than in traditional writing classes, presumably because of higher motivation (Warschauer 1996, Chaisaklert & Watson Todd 2005). Motivation in terms of ‘task attractiveness’, as explained by Keller (1979, 1983), is beneficial for language acquisition (Gardner & Lambert 1972, Dulay & Burt 1977, Krashen 1981, Dörnyei 1998, 2001). Not surprisingly, when comparing two groups of students writing in online (e-mail) and offline (paper-and-pencil) journals, Wang (1993) found that the former wrote more frequently than the latter.

The benefit of being able to communicate at one's own time and pace in asynchronous online discussion is an additional benefit in online communication. Compared to face-to-face discussion, writers in asynchronous online discussion not only have more time to work on the language of their texts; they also have more time to think creatively and critically in order to organize their thoughts and sentences in the way that makes their output comprehensible to others (Ortega 1997: 83, Sullivan & Pratt 1996: 500). Students were also found to observe the English-only rule very strictly, as they would not normally do in face-to-face communication when the two communicators share the same L1 and are inclined to engage in code-switching (Negretti 1999: 81). Osuna & Meskill (1998: 74) found that 88% of students reported an increase in their communicative skills, and 32% continued interacting after the task had been completed.

The willingness to communicate is likely to stimulate the learner's communicative skills. Sullivan & Pratt (1996: 491, 500) observed that the more time students are engaged in the computer-based writing class; the better their writing skills are developed. Warschauer & Healey (1998: 65) noted that online writing has generally been viewed as a way to get learners to practise their writing so that they could later improve their higher writing skills. L2 Learners' use of the syntactic and discourse patterns of the target language was found to be developed by their noticing and imitating the language used by other participants in online group conference (Davis & Thiede 2000: 87, 112). But aside from the linguistic competence, when the online medium is used for a communicative task, the beneficial effect it has on learner's pragmatic competence must also be considered.

1.3.3 Communicative functions and pragmatic awareness

Wang (1993) found that ESL students using e-mail for writing their dialogue journals not only wrote more, but also used more communicative functions than the group that did not use e-mail. This is because during the online journal writing, students adopted a more conversational tone, resulting in greater variety of interpersonal and interactional speech acts (Chun 1994, Gonzalez-Bueno 1998: 57). Like the dialogue journal writing in its writer-centeredness, interactivity, and reflectivity (Hull, Oonkaew & Pakpoom 2004), online group writing caters for a variety of communicative functions. It promotes conversational, and reflective interactivity (Lamy & Goodfellow 1999), allowing

participants to negotiate meaning through personal exchanges in several turns and functions (Ortega 1997: 83, Kamhi-Stein 2000b: 126), such as agreeing, responding to praise, and encouraging others (Jacobs & Lee 1996: 133, Sengupta 2001: 115).

In expressing these language functions, learners need not only linguistic but also pragmatic competence to convey social politeness, modesty and deference to others, as well as confidence or lack of confidence about their statements through the use of modality, hedges, and intensifiers. These linguistic elements can be expected in reflective online communication, because it involves many communicative moves which prompt the use of interpersonal devices. Postings in electronic bulletin board were found to be dynamic as time progressed, with students making increasing numbers of interpersonal moves. Their messages gradually shifted from formal to interpersonal style over a period of time (Christine 2002: 10).

These studies all show the benefits of using computer-networked writing for exercising communicative skills in general. Yet none has observed its potential as a tool for exercising pragmatic skills and the use of modality and degrees of intensity in particular, though these aspects of language use are of paramount importance for successful communication. They are part of everyday communication and also found in successful academic writing (Hyland 1998), but they are underused by L2 European learners (Karkkainen 1992) and Asian learners (Gibbons & Markwick-Smith 1992, Hyland & Milton 1997, Nguyen 2008), including Thais (Bhandhufalck 1983). The underuse of modality was found particularly among lower-proficiency learners (Altman 1982, 1984). Not only can online writing increase students' awareness of the significance of these pragmatic devices in communication, but it could also help them improve their academic writing skills through practice in critical thinking and modifying their attitudes and perceptions towards the topics under discussion (Spiliotopoulos 2002: 6).

1.4 OBJECTIVES OF THIS RESEARCH

So far, we have discussed problems with the Thai university student's communicative competence, and reviewed research showing the potential of online communication for exercising and enhancing interactive and pragmatic skills. The expectation might be that online networked writing would help to raise learners' awareness of the pragmatics of communication, and particularly to expand their repertoires of pragmatic devices in English, because this mode of writing encourages students to express their meanings interpersonally and freely through authentic, meaningful interaction.

There has however been no research focusing on the Thai EFL learner's use of pragmatic devices by English language learners in different types of discourse. It is of particular interest to compare their use in more formal writing exercises (e.g. academic essays) with their use in online group writing. This research aims to investigate the correlation of online communication with the learner's use of pragmatic devices, through analyzing the use of modals, hedges and intensifiers, to see whether the less formal online mode allows learners to exercise their repertoires of these pragmatic devices more freely and fully than the more formal academic essay.

This research also aims to analyze other factors, such as whether Thai learner's use of these pragmatic devices is affected by (1) task-oriented factors such as the structure of discourse and the topic/text-type, and (2) person-oriented factors such as how frequently they use English on the internet, and whether their individual English classroom proficiency has any bearing on their repertoires of pragmatic devices. The general aims of this research can be formulated into the following questions:

1. Do the Thai students make more use of pragmatic devices in online than academic writing?
2. Does the structure of online generic discourse allow the students to exercise a greater range of communicative functions than academic writing?
3. Is the students' use of pragmatic devices affected by the topics being discussed?
4. Is the students' use of pragmatic devices affected by how often they write online?

5. Does the student with higher English classroom proficiency have larger repertoire of pragmatic devices than the student with lower proficiency?

The above questions are important for Thai ELT pedagogy, and need to be answered if teachers are to take advantage of online group writing in their classrooms. Teachers need to understand the role and influence of online writing as a tool in improving and raising student's pragmatic awareness, particularly in exercising modality and degrees of intensity in English. It may be that the topics and text-types assigned also encourage the student to exercise these pragmatic devices. The questions will be reformulated into null hypotheses in Chapter 5.

1.5 STRUCTURE OF THIS DISSERTATION

This introductory chapter has presented the background to this research, particularly the problems with teaching pragmatic competence in Thai ELT education, the limited opportunities for the Thai learners to produce communicative discourse, and the potential for online writing to help boost their pragmatic awareness and enhance their output.

In what follows, Chapter 2 reviews the literature on language competence, performance, proficiency and L2 learners' use of pragmatic devices (modals, hedges, and intensifiers) in English. Chapter 3 discusses the influence of genres and mediums of communication on the language used, with the aim of comparing the generic structures of the online bulletin board and academic essay writing. Chapter 4 reviews the literature on linguistic notions of modality and degrees of intensity in English from a variety of theoretical perspectives in order to foreground the analytical frameworks to be used in this research. Chapter 5 deals with the methodology used in this research, including the methods of data collection, the analytical frameworks, the criteria for the selection of pragmatic 'fine-tuning' devices (FTDs) to be used in this research, and the statistical procedures used. Chapter 6 presents and discusses the macro findings, i.e. the collective results for the participants as a cohort. Chapter 7 presents several case studies profiling individual usage of FTDs in specific contexts of discourse and analyzing students' repertoires of FTDs. The implications for teaching and recommendations for future research are provided in Chapter 8.

CHAPTER 2

CONCEPTUAL FRAMEWORKS:

LANGUAGE COMPETENCE AND THE ACQUISITION OF MODALITY

2.1 INTRODUCTION

This chapter explores the literature on the concept of language competence, in order to see how pragmatic skills, which are realized by modals, hedges and intensifiers, contribute to the goal of achieving communicative competence. The chapter is divided into two parts. The first part (2.2) introduces the notion of communicative competence, and how the concept is viewed and implemented in ELT. The question of how modality and the expression of intensity contribute to communicative competence will be discussed here. The second part (2.3) explores different aspects of learner's use of modality and degrees of intensity with reference to Selinker's (1972) concept of 'interlanguage'. While modality and degrees of intensity are important for appropriate language use, studies have proved it to be problematic among L2 learners (Karkkainen 1992, Nguyen 2008). These problems, as reflected by their underuse, overuse, and misuse, will be discussed in the light of SLA theories.

2.2 COMMUNICATIVE COMPETENCE

2.2.1 Approaches to competence for NS and NNS of English

The notion of 'language competence' was defined by Chomsky (1965: 4) for the native speaker in terms of a two-part model. The first component, which he called 'competence' was "*the speaker-hearer's knowledge of his language*" or the innate grammatical knowledge of the native speaker. The second component, i.e. 'performance' was linguistic knowledge embodied in the substance of communication which he defined briefly as "*the actual use of language in concrete situations*". While the distinction between competence

and performance has generally been accepted among psycholinguists, Chomsky's notion of competence itself, as the ideal condition of the native speaker's knowledge of language rules, was criticized by Campbell & Wales (1970: 246) and Hymes (1972), on several grounds. For one thing it conceptualizes ideal grammatical knowledge under perfect conditions. For another, it gives no place to the socio-cultural knowledge in using language. According to Hymes (1972: 277), native-speakers also acquire competence as to "*when to speak, when not, and as to what to talk about, with whom, when, where, in what manner*".

While Chomsky looks at the homogeneity of an individual native speaker's competence, both Campbell & Well and Hymes take a sociolinguistic stance and view competence as consisting of both knowledge of linguistic rules and the ability to communicate successfully with them in different contexts. As Hymes (1972: 278) said, "*There are rules of use without which the rules of grammar would be useless*". This view corresponds with Lyons (1970: 287) who reflected that "*The ability to use one's language correctly in a variety of socially determined situations is as much and as central a part of linguistic competence as the ability to produce grammatically well-formed sentences*". The notion of NS competence has thus been extended to cover communicative aspects or what Hymes refers to as 'communicative competence'. Clearly, non-native speakers too need to couple their grammatical linguistic knowledge with the ability to use such knowledge appropriately in context. For this reason, communicative competence has also been discussed and examined in the SLA literature.

Despite his distinction between competence and performance, Chomsky focused almost entirely on the first. Widdowson (1978), on the other hand, was more interested in both because he was concerned with the language teaching it takes to achieve that competence, and the fact that learner proficiency can only be observed through performance. For these reasons, he distinguished between the 'usage' and 'use'. While 'usage' was defined as the aspect of performance "*in which the language user demonstrates his knowledge of linguistic rules*", 'use' was defined as one "*which language user demonstrates his ability to use his knowledge of linguistic rules for effective communication*" (Widdowson 1978: 3). It is Widdowson's principle of effective language use in a variety of contexts for a variety of

purposes that gave rise to the ‘communicative approach’ or ‘communicative language teaching’ (CLT) which will be discussed in Section 2.2.2.

The notion of ‘communicative competence’ has been further detailed by Canale & Swain (1980) as referring to both knowledge and skill in actual communication, so as to consist of three major components: linguistic, sociolinguistic, and strategic competence, as shown in Figure 2.1 below.

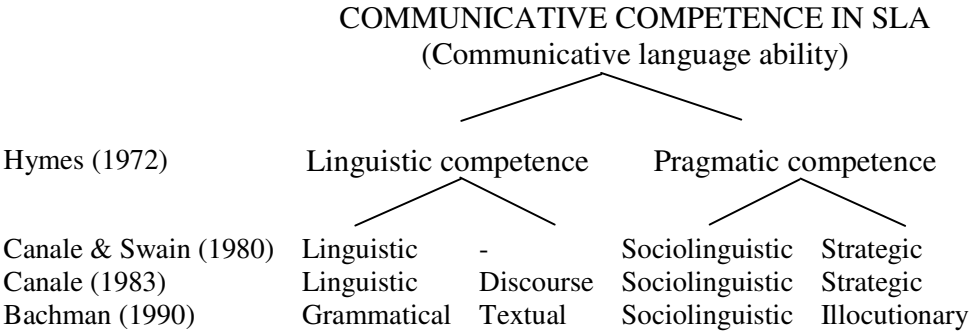


Figure 2.1 Components of language competence

In a revision of his original paper, Canale (1983) adds discourse competence to his earlier framework. The four components can be summarized as follows:

“Grammatical competence refers to the degree to which the language user has mastered the linguistic code... Sociolinguistic competence addresses the extent to which grammatical forms can be used or understood appropriately in various contexts... Discourse competence involves the ability to combine ideas to achieve cohesion in form and coherence in thought... Strategic competence involves the use of verbal and nonverbal communication strategies to compensate for gaps in the language user’s knowledge” (Omaggio 1986: 7-8).

Similarly, Bachman (1990) divides communicative competence into ‘organizational’ and ‘pragmatic’ competence. The former includes Canale (1983) linguistic and discourse competence called grammatical and textual; and the latter covers Canale and Swain’s (1980) sociolinguistic and strategic competence called sociolinguistic and illocutionary. Bachman’s framework is thus very like the earlier frameworks: all agree that language ability involves linguistic and pragmatic competence, and that one cannot usually exist without the other.

To balance both types of competence, Bachman (1990) opted for the term ‘communicative language ability (CLA)’, building on his earlier notion of ‘communicative language proficiency (CLP)’ (Bachman & Palmer 1982, Bachman & Savignon 1986). Bachman explained that CLA consists of both *“knowledge, or competence, and the capacity for implementing that competence in appropriate, contextualized communicative language use”* (1990: 84). His definition seems to suggest that competence and performance cannot really be separated. They both should be viewed in terms of learners’ proficiency; that is, what one can do with the language ‘at various stages of acquiring one’s competence’ (Omaggio 1983: 330). Bachman’s framework is however rather static, considering that strategic competence must be more dynamic than the others, because it adapts continually to the context and the individual language resources, leading to reduction or achievement strategies (Faerch & Kasper 1983, Kasper & Kellerman 1997). These dynamics of communicative competence have not been modeled in earlier frameworks, and they clearly present considerable challenges to further analysis.

The frameworks reviewed above do not indicate which kind of competence is acquired first in the developmental process. It may be that the acquisition of grammatical competence in L2 precedes that of pragmatic competence, as suggested by Kasper & Rose (2002: 174), or it could be that learners have pragmatic awareness, but their linguistic knowledge have not been fully developed, thus resulting in the ‘pragmalinguistic failure’ (Thomas 1983: 102). This will be discussed in Section 2.3.2.3.

2.2.2 Communicative language teaching (CLT)

Chomsky’s view of a native-speaker’s competence leaves no room for assessing performance, because competence is internalized knowledge and performance is simply an external aspect, influenced by not only competence but other physical and psychological conditions. Yet when assessing learners’ language abilities, it is necessary to look at their performance (Ellis 1994: 156). It may not be a perfect mirror of competence, but only through performance can we observe and infer competence as an indicator of their learning (Canale & Swain 1980: 29, McCroskey 1982: 3, Cooley & Roach 1984: 15).

“Teaching methodology and assessment instruments must be designed so as to address not only communicative competence but also communicative

performance, i.e. the actual demonstration of this knowledge in real second language situations” (Canale & Swain 1980: 6).

Canale & Swain’s emphasis on ‘communicative performance’ matches Bachman’s (1990) definition of CLA and Tarone’s (1988) view that learner’s capability must account for not only their competence, but also the actual ability to use their competence. But the question is, as formulated by Ellis (1985: 212), “*what type of performance provides the best window for looking at competence*”. How good the performance is as a reflection of competence depends on the type of activities learners are involved in, and obviously not all communicative activities can be said to reflect communicative competence (Paulston 1992: 40). Most activities reflect the linguistic rather than communicative competence, as the following model suggests.

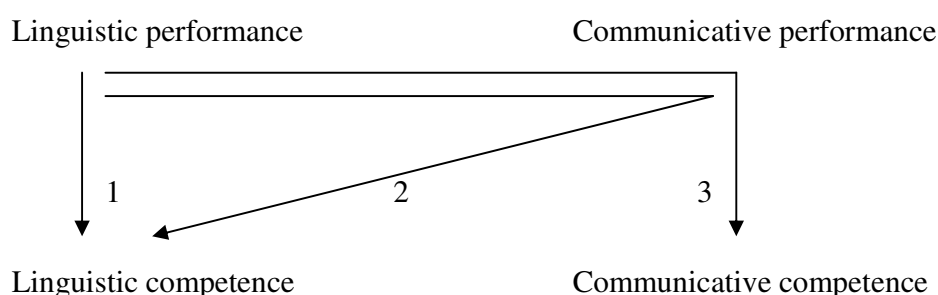


Figure 2.2 Paulston’s (1992) model of communicative language teaching

Paulston raised the point that competence can be developed through performance. But obviously not all types of performance will do, because many classroom activities that claim to be communicative do not carry distinctive social significance. Grammar drills and exercises, as represented by line 1 in Figure 2.2, exercise linguistic competence only, thus are not a ‘meaningful performance situation’ (Selinker 1972: 210). Activities such as Twenty Questions where students take turns asking and answering questions requiring factual information, as represented by line 2, allow students to use the language, but do not encourage them to use it to express social interpersonal meaning of the target language. Students only apply the dialogic rules for that activity, which do not lead to broader communicative competence. It is line 3 that is most desirable in communicative language teaching (CLT): that is, activities that involve students in using language in genuine

meaningful interaction, according to the ‘interaction hypothesis’ (Long 1981, 1983, 1985, 1996).

As regards L2 pragmatic competence, Bialystok (1993) claims that one needs to acquire both pragmatic knowledge and control over that knowledge, and these two cognitive processes are separate from each other. Takahashi & Beebe (1993: 141) found that their Japanese students were aware of the importance of using positive remarks before criticisms were mentioned, but their use of positive forms was “*so lukewarm that a native-speaker would hardly call them positive or feel comfortable with them*”. Nguyen (2008: 769) found that her EFL Vietnamese students knew the linguistic forms for modifying the criticisms they wished to express, but had difficulty mapping these forms onto their pragmatic functions. It is possible that EFL learners can demonstrate their grammatical knowledge, yet express themselves inappropriately with it in L2. Both studies are congruent with Kasper & Rose’s (2002: 175) claim that ‘grammar precedes pragmatics’, and they support Bialystok’s (1993) comments on L2 pragmatic acquisition, that acquiring pragmatic knowledge is one thing, controlling it is another. The inherent problem is that learners lack opportunities to experiment with their language use, so as to gain pragmatic experience and control over pragmatic knowledge. This underscores the importance of Paulston’s notion of developing competence through performance.

The question is how many forms of discourse are needed to exercise and develop pragmatic competence. The answer lies not in the infinite number of discourses for practice, but how interactive they are.

“If we accept Hymes’ notion that a model of language must be designed with a face toward communicative conduct and social life, then it follows that a model for teaching language must also be designed with a face toward communicative conduct and social life” (Paulston 1992: 39).

Since learning language is essentially a social activity (Vygotsky 1978), language activities that claim to develop communicative competence should involve learners in using language that is appropriate to situational and social constraints. This language learning situation can take place during the interaction and meaning negotiation (Burton & Clennell 2003, Burton & Daroon 2003). However, the emphasis on the social developmental process and communicative interaction have often been taken for granted, resulting in language teachers

letting their students communicate and forgetting about grammar (Bachman & Savignon 1986: 381), which is a total misinterpretation of the original meaning of 'communicative competence'. Communicative teaching has also been questioned by Thai scholars such as Saengboon (2006) as to whether it fits in the local Thai context where the principal need is for formal written language rather than competence in spoken interaction. Arguably writing has an interpersonal dimension, considering that one cannot write a formal document without making due deference to readers. Yet the impact of writing on its readers is largely hidden. What is important is making sense of language in successful communication, yet classes in which CLT is observed to be effectively used are quite rare (Karavas-Doukas 1996). Successful CLT thus needs well-trained teachers who are accountable in using it (Burns 2008: 190), but many language teachers are unsure how to implement it (Duquette 1995). Basically, CLT needs to incorporate activities that are authentic, meaningful, learner-autonomous, and focused on use rather than usage. Unfortunately, most communicative activities simply iterate a single communicative task, as illustrated in Paulston's model (Figure 2.2).

2.2.3 Academic and interpersonal competence

So far, the conclusion to be drawn from the above studies is that communicative competence comprises both correct and appropriate use of the target language. Grammatical competence does not guarantee communicative competence and vice versa. It is also questionable whether the learners who handle academic English skills in classroom very well will perform just as well when it comes to everyday communication.

Research has shown that developing L2 academic writing proficiency does not necessarily require fluent communicative skills (Saville-Troike 2006: 136). Thai students who had learned English through formal classroom training and academic tasks were not found to be successful language users in communication (Upshur & Palmer 1974). Conversely American students, who often tend not to manifest their abilities in academic tasks, are not deficient in their everyday language proficiency (Labov 1973 in Cummins & Swain 1986: 145-146). Upshur (1979) finds that the student's performance on academic achievement tests is unrelated to performance on communication tests. The earlier frameworks as proposed by Canale & Swain (1980) and Canale (1983) serve as a categorical view of

competence and do not show differences of learner's performance in this respect. Upshur's claim is supported by Cummins (1979, 1984, 1994, 1999), who proposes that learner's competence varies in terms of cognitive and contextual demands as shown in Figure 2.3. We need to differentiate between 'cognitive academic language competence' (CALP) and 'basic interpersonal communicative skills' (BICS). It is problematic when language teachers view one as a predictor of the other.

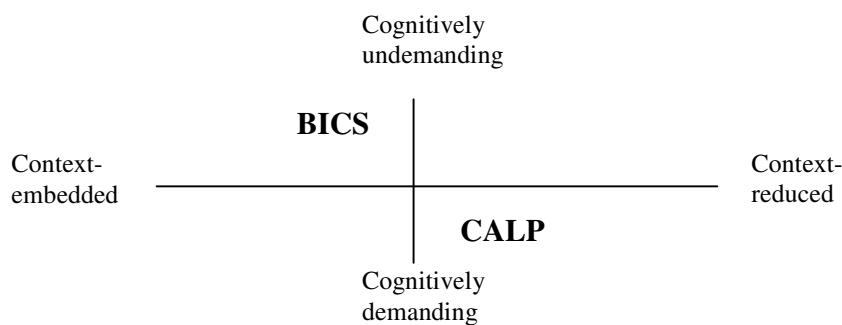


Figure 2.3 Cummins' model of BICS and CALP

In the horizontal scale, context-embedded communication is related to natural language use where contexts facilitate communication, whereas context-reduced communication is more common in classroom communication. In the vertical scale, communicative tasks at the top require little active cognitive processing, while the tasks and activities at the lower end of the continuum require higher active cognitive involvement for problem-solving. BICS and CALP stand at the opposite ends of both continua. The former refers to communicative skills required for oral fluency while the latter refers to linguistic skills required for academic work. The failure to distinguish between BICS and CALP can be found in bilingual education programs (Cummins & Swain 1986) as well as ESL contexts (Cummins 1994).

In bilingual education, Cummins & Swain (1986) found that students of different ethnic backgrounds who seemed to be able to speak English fluently in everyday conversation were mistakenly thought to have academic English skills equal to those of native students. So, they were transferred into classes of native students. However, because their superficial fluency in everyday conversation (BICS) did not reflect their academic competence, the students then showed learning difficulties. Their teachers were inclined to blame learner's

poor performance on their intelligence, instead of the limitations of their language competence. The result was that learning disabilities seemed to be overrepresented among students of non-English-speaking backgrounds.

While BICS was taken as an indicator of CALP in the above bilingual education, in the ESL context, CALP may be mistaken as a predictor of BICS (Cummins 1994: 38). English teachers may teach their students through formal academic tasks, drills and exercises, and then expect them to be able to communicate effectively. The confusion between the academic (CALP) and conversational skills (BICS) may lead to the undervaluing of student's everyday communicative competence. Such students may be rated as linguistically incompetent because of the low academic performance, which is mistaken as a predictor of their overall language competence. As Garcia (1997: 8) points out, there are "situations in which CALP is achieved before BICS". A familiar example would be the scientist who reads a text written in a language which she doesn't speak. In the same way, it is possible that Thai EFL students, who develop their skills mainly through reading, writing and grammar exercises, may develop their academic language skills (CALP) before their conversational skills (BICS).

Cummins' model seems to suggest that the learner's total communicative language ability (CLA) comprises both social and academic language skills. But one need not be an indicator of the other.

2.2.4 Modality and pragmatic competence

Acquiring a language is not only about acquiring the rules of usage and using correct grammar, but also about acquiring the language that allows us to express ourselves explicitly in the epistemic¹ dimension and socially in the interpersonal dimension. Advanced students who are able to use English accurately and fluently with few syntactic or morphological errors are often viewed as competent language users, but their language use may sound bookish and pedantic (Channell 1994: 21), and at the same time exaggerated to a native speaker (Lorenz 1998: 61). In fact, it is appropriateness that is often

¹ The notion of epistemic modality is examined in detail in Chapter 4 (Section 4.2.2.2).

more problematic for learners than grammatical correctness, as native speakers tend to be more tolerant of the learner's ungrammatical utterances than learner's inappropriate language use. As Altman (1984: 2) said, "...*the distinction between native and non-native speaker usage lies not so much in syntactic grammaticality but in the application of rules of appropriateness*".

In our daily communication, we need the social language skills (BICS) that allow us to be flexible about the extent to which we want to soften or hedge our utterances, or to commit ourselves to an assertion. Unmodified declaratives are viewed as inadequate, and "*the speaker who is confined to such forms is likely to be considered communicatively incompetent*" (Holmes, 1982: 9). Modal devices (e.g. *will, maybe*) and degree adverbs (e.g. *quite, really*) alone account for two of the nine important lexical categories of the 2000 most frequent words in the CANCODE corpus of spoken native-speaker English (Cambridge and Nottingham Corpus of Discourse in English) (McCarthy 1999).

Like speech, academic writing or CALP, is not just about conveying factual information. It is also about expressing personal views on the content of utterances as well as building relationships with the reader. As Hyland & Milton (1997: 183) put it, "*Statements must not only indicate the extent of the writer's conviction in their truth, ..., but also convey a suitable degree of deference and modesty to the audience*". Peters (1986) compared the writing performances of university student writers and found that successful writers are those who maintain a good balance in using not only textual devices, but also interpersonal and evaluative devices in interacting with their readers. Hyland (1999) agreed in saying that "*balancing of reporting objective data and signaling subjective evaluation is critical*" in academic writing. This interpersonal function of language can be expressed through modalisation and intensification, which are instantiated by modals, hedges and intensifiers. At this point, they are referred to as 'pragmatic devices', following Östman (1981: 5), because pragmatic meanings are encoded implicitly through them.

A great number of research studies (e.g. Hyland 1999, Varttala 2001, Vold 2006) have shown that moderating utterances through modal devices and hedges is important in academic writing, because they allow writers to avoid making their propositions too blunt, and also allow for the possibility that their statements may be proved wrong in the future.

As for language learners, modal and hedges allows them to express themselves more subtly and convincingly for academic purposes. Epistemic modals (e.g. *may*, *could*), lexical hedges (e.g. *maybe*, *probably*) and some discourse markers (e.g. *I think*, *in my opinion*) also allow students to convey negative politeness to minimize the effect of ‘face threatening’ (Brown & Levinson 1987: 129). As Crystal (1988: 46) said, “...it turns out, when we look carefully at the way people talk and write, that there are numerous contexts where a modicum of imprecision is desirable or even essential”. Various lexicogrammatical devices contribute to the pragmatic meaning of utterances, thus important in the pragmatic competence (Muller 2005: 1), but several research studies (e.g. Karkkainen 1992, Hyland & Milton 1997, Aijmer 2002a, Nguyen 2008) have shown that learners underuse them. These studies however focus on the overall frequency of pragmatic devices, not taking into account the learner’s individual repertoire of the devices.

Recski (2005) found that not only modals and hedges, but also intensifiers are important, particularly when expressing firm commitment to statements in an academic defense. In line with Recski, Peacock (2006) found an average of 6 boosters per 1,000 words from 216 research articles, so he concluded that boosting discourse is part of the writer’s competence in academic writing. Though intensifiers are not in themselves positive politeness devices, they can be used to intensify the illocutionary force of an utterance (Carretero 1992). So when used as agreements (*‘It is absolutely true’*) or compliments (*‘I really like your idea’*), they may contribute to the expression of positive politeness (Holmes 1995: 77). However Hinkel (2005) found in her comparative studies of NS and NNS academic essays that L2 student writers tended to overuse intensifiers, so their essays sounded exaggerated and unconvincing. Even though Recki too gathered his data from an L2 learner, he did not raise this point of overuse. This is probably because his Korean learner had greater communicative competence compared to Hinkel’s undergraduate students, by virtue of being a Ph.D. candidate studying at a university in the United States.

Corpus-based research (e.g. Aijmer 2002a, Hinkel 2005) has shown evidence of the use of modal devices and expressions of doubt and certainty on which native and non-native speakers tend to diverge. Comparing the native speaker’s norm with a learner’s performance, the learner’s repertoire of modality has been shown to be much more limited. The deeper problem is that L2 learners need to have an adequate repertoire of modality in

order to choose what and when to use, or when not to. Yet most research studies focus on the overall frequency of use, and we lack findings on the individual's variety of use. Most of the research studies conducted have been concerned with European learners (e.g. Karkkainen 1992, Aijmer 2002a, 2002b, Martinez-Flor 2003, Neff et al. 2003a, 2003b, 2004, Mollering 2004, Muller 2005), with a few Asian studies concerning learners from Chinese background (Gibbons & Markwick-Smith 1992, Hyland & Milton 1997), but none yet carried out for Thai learners. So, research on the Thai learner's repertoires of modal devices is needed, as indicated in Chapter 1.

2.3 MODALITY, DEGREES OF INTENSITY AND INTERLANGUAGE

The notion of 'interlanguage' has its origin in the work of Selinker (1972: 214) to refer to *"a separate linguistic system based on the observable output which results from a learner's attempted production of a target language norm"*. Corder (1978: 72) called it simply *"the language-learner's language"*, since it refers to the L2's individual knowledge during the developmental process of learning. Interlanguage is characterized by its own internal regularities and strategies, and is thus independent of both the learner's L1 and the target language (Ellis 1994: 710). The notion of interlanguage has also been applied in pragmatics, hence the term 'interlanguage pragmatics' (Kasper & Blum-Kulka 1993), because developmental stages in acquiring L2 can also be related to pragmatic competence. This section discusses problems in the learner's using pragmatic devices expressing modality and degrees of intensity in the light of this interlanguage process. Section 2.3.1 and 2.3.2 discuss the underuse, overuse, and misuse of modal and intensifiers noted by researchers, and the factors thought to contribute to these features of interlanguage.

2.3.1 Interlanguage processes of acquiring modals and intensifiers

Acquiring English modality has long been recognized as problematic for EFL learners, even those at an advanced level (Altman 1982: 10-11, Wai-yee & Mi-ying 1994: 82). Because English modal verbs are implicit markers of the speakers' attitude (Cook 1978: 5, Hinkel, 1995: 326), it is difficult for learners to interpret the underlying meanings. One could hardly expect L2 learners to feel the nuances of modal verbs the same way as the native speakers do (Robberecht & Peteghem 1982: 35-36, Holmes 1988: 22). It is even

more difficult for learners when native speakers make their utterances deliberately ambiguous for strategic purposes (Karkkainen 1992: 200, Leech 1983: 17) by using a wide range of modal verbs and other lexical metaphorical realizations. The polysemy of modal verbs such as *may* causes the difficulty, since it can function epistemically as marker of possibility, deontically as marker of permission, and pragmatically as a politeness marker, as in the case of concessive *may* where the speaker accepts the proposition as true in order to contrast one state of affairs with another, e.g. ‘While that may be true, ...’ (Palmer 2001: 31). The wide range of these devices with their different functions causes confusion for learners in choosing and matching the right modal with the right context (Cook 1978: 5). This was echoed by Hyland & Milton (1997: 185).

“Modal expressions are complex for novice writers because they are polypragmatic, that is, they can simultaneously convey a range of different meanings. It is difficult to relate particular forms to specific functions on a one-to-one basis ... Determining how an item is used therefore requires a pragmatic interpretation of actual instances of use.”

The causes of difficulty in acquiring modality can be (1) the difficulty in determining the degree of certainty intended, (2) the wide range of linguistic devices available in English, and (3) the multi-functionality of epistemic modality, where one form can convey several meanings depending on contexts (Holmes 1982: 10-11). This linguistic complexity is even more problematic for L2 learners who lack contact with native speakers or explicit instruction about it (Mollering 2004: 62).

These difficulties result in the learner’s avoidance or underuse of modality. But the avoidance of some linguistic devices can trigger the overuse of others to compensate for avoiding the more difficult ones (Ellis 1994: 305). In this sense, underusing difficult forms may be viewed as part of the learner’s ‘reduction strategies’, while overusing alternative forms as ‘achievement strategies’ (Faerch & Kasper 1983: 36, Kasper & Kellerman 1997). Problems arise when learners avoid difficult devices (e.g. modal verbs such as *would*), and turn instead to devices they think are easier to use (e.g. lexical modal expressions such as *maybe*), though they have not in fact acquired full competence in using them. They may use them without awareness of register, resulting in inappropriate use or misuse of modality. These interlanguage processes are explored in turn in the following three sections.

2.3.1.1 Underuse

Because of the difficulties in using modality, modalised clauses are underrepresented among learners. Some may subconsciously reduce modality and focus instead on expressing precise information (Kasper 1982). Others may give up learning to use modals and try to avoid using them instead (DeCarrico 1986: 670). German learners at lower proficiency levels do not usually mark their speech acts for modality (Kasper 1982: 107). Finnish students were found to use fewer tokens of epistemic modality than native speakers in their oral interaction (Karkkainen 1992: 201-202). Similarly, the number of modalised clauses in the Chinese student's writing is much lower than in that of the English native speaker, the different proportions being 9% and 43% respectively (Gibbons & Markwick-Smith 1992).

In a large scale study, Hyland & Milton (1997) compared NS and NNS use of modal devices. Based on 900 essays, written by the Hong Kong Chinese students, and 770 essays, written by British school students, their study reveals that certain probability adverbs are also used much more by native than non-native speakers. For example, *perhaps* is used 439 times by the NS group, but only 37 times by the NNS group, while *possible(-ly)* is used 170 times by the NS, but only 26 times by the NNS. The hedges and intensifiers used by native speakers were also found by Hinkel (2005: 29) to be more diverse than those used by learners, which were severely limited in range. The reason for the general underuse of these devices will be discussed in Section 2.3.2.1.

2.3.1.2 Overuse

Learners may underuse or overuse their modal elements. For example, in one study (Hyland & Milton 1997), while *would* was used twice as often by native than nonnative (Chinese) speakers (1,355 v. 625 respectively), *will* was used more than twice as often by NNSs than NSs (2,731 v. 1,344). The relative frequencies of these two epistemic modals imply that NSs tend to express probability in writing more than Chinese learners, and Chinese learners to express certainty. Similarly, while downtoners were 25% underused in the Asian nonnative speaker's writing, intensifiers are overused by 70% (Hinkel 2005). German learners of English were also found to use 40% more intensifiers in writing than

native speakers (Lorenz 1998). These findings imply that native speakers tend to hedge their utterances more than nonnative speakers, who tend rather to reinforce them. The overuse of certainty and the underuse of possibility meanings make L2 writing sound overconfident and too categorical.

Some of the research findings are contradictory. While Hyland & Milton found the reduction in use of epistemic combinations among Chinese learners, Aijmer (2002a) found that Swedish learners overuse clusters of modals and adverbial satellites such as *can probably* and *probably should*. Perhaps, the different findings of Hyland & Milton and Aijmer are due to the learners' different L1 backgrounds. The issue of L1 transfer will be discussed in Section 2.3.2.2.

However, both Hyland & Milton and Aijmer found that NNSs use epistemic lexical verbs to express interpersonal modality more often than NSs. According to Aijmer (2002a: 71), lexical modal verbs such as *I think* and *I believe* were used 67 times by NNSs, and only 5 times by NSs in comparable data. Hyland & Milton examining academic essays found that *I know* was used 227 times by NNSs, but only 12 times by NSs, while *I think* was used 634 times by NNSs, but only 173 by NSs. Likewise, Karkkainen also points out that Finnish students tended to use speaker-oriented parenthetical verbs such as *I think* and *I know* more often than NSs, who tended to rely on modal adverbs when expressing epistemic meaning. It is not difficult to imagine why learners avoid grammatical devices such as modal verbs and resort to more independent lexical devices such as modal adverbs and lexical verbs, because these lexical items seem to carry more straightforward meanings, hence easier to master than grammatical ones (Holmes 1983: 110, 1988: 23).

2.3.1.3 Misuse

Degrees of necessity and obligation are not always straightforward when used by the NS, much less the NNS (Levinson 1983: 140, Hinkel 1995: 326). Some instances of the misuse of clause modalisation in Chinese student academic writing were found by Hyland & Milton (1997: 198). For example, students used the clause '*It is no doubt that ...*' instead of '*There is no doubt that ...*' or '*It is clearly that ...*' instead of '*It is clear that ...*'. These examples show that the students were aware of the function of these modal expressions,

but they got the sentence realization wrong, probably because they have not been given enough practice in or exposure to actual performance. Another instance reported was the misunderstanding by Japanese students who felt that *had better* is another way of saying '*it's better*' simply because of the similarity in wording (Altman 1990: 96). They thus felt that *had better* was weaker in its degree of obligation than *can*, and could misinterpret a native-speaker saying '*you'd better go now*' as '*you can go now*' or '*it's better to go now*'. Or they may use *had better* in contexts where a weaker obligation modal should be used. This shows clearly that misunderstandings about expression of modality can lead to misuse, and both are obstacles for achieving pragmatic competence.

2.3.2 Psycholinguistic explanations for the acquisition of modals and intensifiers

Learners' underuse, overuse, and misuse of modal expressions can all be viewed in the light of interlanguage. According to Selinker (1972: 216-217), learners rely on several principal processes in learning a new language, such as avoidance, language transfer; transfer of training, and overgeneralization from within their L2. All these impact on learners expressing doubt and certainty. Avoidance results in the learners' underuse of modality, while overgeneralization could lead to overuse and misuse. At the same time, transfer of training can result in the learners' misuse, while L1 transfer could lead to either underuse or overuse of modal expressions. Among Thai EFL learners, Bhandhufalck (1983) found the main causes of errors in using modality were due to these interlanguage processes, as well as teaching-induced errors in the Thai EFL classrooms, and interference from the Thai language. Altman (1982) refers to these learners' use of modality as 'interlanguage modality', that is, approximations to standard usage of modality during the process of language learning.

2.3.2.1 Avoidance v. lack of awareness

The reduced use of modality discussed in Section 2.3.1.1 indicates its difficulty for learners who are not adept with the use of modality in English, or inclined to avoid possible mistakes by using it to a very limited extent. This reduction can thus be explained in terms of their communication strategy (Faerch & Kasper 1983), and the learner's limited control over language production under communicative pressure (Kasper 1982: 107). Nonetheless,

researchers note that the absence or underuse of modality among lower-proficiency learners cannot always be viewed as avoidance. Rather it could be related to their level of awareness of modality: Kasper (1979: 275) found learners' awareness of modality to be low in comparison with other linguistic notions. Lower-level learners do not have much awareness of the need for modality, but "*it only makes sense to talk of avoidance if the learners know what they are avoiding*" (Ellis, 1994: 305). So, learners may not intend to avoid expressing modality, but are in fact hardly aware of its existence. But if avoidance is the case, there is motivation for learners to show their underlying competence by using other kinds of expression which are less linguistically demanding. It is however hard to pinpoint at which stage of learning learners start to be aware of the significance of modality, so the border between the learners' lack of awareness and their language avoidance is unclear.

2.3.2.2 Competence and exposure to English

Learners of higher proficiency may avoid using modality because they are afraid that they may not use it appropriately, which is why nonnative speakers, in general, use modality less than native speakers. Research has nevertheless shown that the more advanced student deploys a larger repertoire of epistemic modals (Altman 1982) and root modals (Martinez-Flor 2003) than those with lower proficiencies.

To find out if language competence had any bearing on the acquisition of modality, Karkkainen (1992) divided her subjects into three groups based on competence, and not surprisingly, her research found that higher level students used more grammatical and lexical modal expressions, both in frequency and variety, than lower level students. This also proved to be the case in Hyland & Milton's (1997) research into differences in the use of modality between learners with different proficiency levels. They found that lower level students employ more certainty markers (e.g. *will, always, in fact*), while the higher level students employ more probability and possibility devices (e.g. *might, quite, seem*). Their findings also indicate lower level learners' greater use of lexical verbs that contribute to modality (e.g. *know, think, believe*) than higher level learners. Salsbury & Bardovi-Harlig (2000, 2001, cited by Kasper & Rose 2002: 175) examined the developmental process of

beginning ESL learners and found that modal expressions emerged in a consistent acquisitional pattern:

maybe > I think > can > will > would > could.

This sequence can be explained by Meisel, Clahsen & Pienemann's (1981) 'complexification hypothesis' which holds that the order of acquisition of L2 forms depends on their structural complexity. The order of acquisition proposed by Salsbury & Bardovi-Harlig's (2000, 2001) begins with *maybe*, which is always used externally to the sentence structure, while *I think* can be used either parenthetically or non-parenthetically depending on contexts and speaker's intonation. Compared to the sentence-external/lexical devices, sentence-internal/grammatical devices (e.g. *can*, *will*) are less explicit in their meaning, particularly *will*, which is used to indicate mood as well as tense, and *would*, which though it does not convey futurity, can carry epistemic and hypothetical senses. They make higher cognitive demands, and are usually acquired later than indicative structures using lexical devices to express modality (Kasper & Rose 2002: 176, Nguyen 2008: 769-770).

The period of exposure to learning English is also an important factor in the acquisition of modality. Gibbs (1990) found, in her 75 Panjabi-speaking students, that those who arrived in the English-speaking-country and started learning English at a younger age (pre-puberty), performed better in the command of modality than the ones who started later (post-puberty). This is in line with earlier SLA research such as that of Dulay, Burt & Krashen (1982) regarding the correlation of age and L2 learners' language acquisition, i.e., the younger the better. Japanese students who stay in English-speaking-countries longer than three years were also found to use a greater variety of modality than those who stay for a shorter period (Takata 2003: 90). L2 learners who have longer period of exposure to casual interactions in L2 were also found by Hinkel (2005: 43) to employ conversational skills in fine-tuning utterances more frequently than those who have less exposure.

2.3.2.3 L1 interference

Aside from factors such as proficiency which affect the learners' overuse and underuse of modality, Altman's preliminary work (1984) also raised questions to explore further in the

acquisition of modality, one being whether the choice of expressions is L1-influenced. She found that Spanish students prefer '*need*' in the sense of English '*have to*', as a result of interference from Spanish (Altman 1984: 23).

To investigate whether the reduction in use of modality among German learners is affected by their L1, Kasper (1979: 273) compared (1) a German student speaking in English with a native speaker, and (2) two German students speaking in their L1. Kasper found that the German student in the first scenario used much less modality than the English native speaker. However, in the second scenario when the two German learners talked together in their L1, modal particles, downtoners, and politeness markers in German abounded. She concluded that the reduction of modality among the German learners when speaking English is not necessarily L1-induced. Rather she suggests that the German learners intentionally avoid complexity in conversation with native speakers and simplify their language to make their utterances direct as part of their communication strategy.

Nonetheless, Kasper does not deny the influence of the L1 on the German learners' use of some modal verbs. In a later publication (Kasper 1982: 104), she notes that because there is an equivalent to *must* in German, i.e. *müssen*, *must* is acquired at a very early learning stage before *have to*, and this leads to the German learners' overuse of *must*. Similarly, the Thai language only has one modal particle in conveying strong obligation, i.e. /tɔŋ/, so the Thai EFL learners tend to stick with either *must* or *have to* and use it exclusively in all situations. Thai students also find it easier to use *not necessary for...to* instead of *needn't*, because there is an exact equivalent in Thai (Bhandhufalck 1983: 56-57). Similarly, modalizing utterances in Chinese relies on modal lexical particles (e.g. adjuncts), so Chinese learners transfer this practice into English, where they overuse lexical modal devices in their writing (Gibbons & Markwick-Smith 1992). However, Gibbons & Markwick-Smith's finding did not indicate whether the Chinese students then overuse a variety of lexical devices or simply used limited number of devices repeatedly. The Thai language modalisation and intensification are heavily vested in lexical words (Poonlarp 2007), so the Thais may be more comfortable with lexical devices in English, and thus acquire them sooner than the grammatical ones as discussed earlier in 2.3.2.2. Lorenz's (2002) and Dahl's (2004) notion of 'delexicalization' and 'grammaticalization' of

intensifiers shed light on the Thai interlanguage use of English *really*, whose Thai equivalent is */jing-jing/*, but their sentence realizations are different. The following examples show this to be the case.

ENGLISH	THAI
<i>I <u>really</u> like you</i>	<i>pom chɔɔp kun <u>jing-jing</u></i>
[subject + <u>intensifier</u> + verb + object]	[subject(male) + verb + object + <u>intensifier</u>]

The different syntactic position of intensifiers in the two languages may lead to Thai learners incorrectly placing *really* at the end of the English sentence, without being aware that though *really* can also be used at the end of the sentence, its pragmatic meaning there is normally that of a qualifier rather than an intensifier.

L1 interference could also be the cause of ‘pragmatic overgeneralization’ or the extension of something known to a new context (Schmidt & Richards 1980: 148). This is likely to occur when a word in the mother tongue has a wide range of translations in the target language. In line with Schmidt & Richards, Thomas (1983: 102) finds that the learner’s inappropriate use of modals and the lack of modality markers may lead to what she called ‘*pragmalinguistic failure*’ which occurs when a learner tries to perform the right speech act but uses the wrong linguistic means (Ellis 1994: 165), or when they use a direct instead of an indirect speech act, where the latter is more appropriate in L2 (Mollering 2004: 53). For example, the polite usage in Russian permits more direct imperatives than does English, so Russian learners of English may say a sentence like *Tell me (please) how to get to...*, rather than using modal-initial construction *Could you tell me how to get to...*. Focusing on the writing of Norwegian students, Hasselgren (1994) found that the students hold on tightly to words they learnt in the early stages of their L1 or what she calls ‘*lexical teddy bears*’ and use English words that are spelled similarly (e.g. German *müssen* and English *must*), assuming that words they use have the same meanings as the words in English.

Learners’ interlanguage modality may not be L1-induced alone, but also a matter of interlanguage shared by all learners of English. To examine whether the overuse and underuse of English modality is a feature shared by learners from different L1 backgrounds, Aijmer (2002a) compared Swedish university student’s overuse and underuse of English modality with that of native-speakers and those other European

learners. Using data from three learner corpora (ICLE-Swedish, ICLE-French, and ICLE-German) and the English speaker corpus (LOCNESS corpus), Aijmer found that modal verbs were strikingly overused by all three groups of learners. The study was extended by Neff et al. (2003a) to cover learners from a broader range of L1 backgrounds. Using the writing samples from the ICLE corpora, they compared the performance of the Dutch, French, German, Italian, and Spanish university students with the data from LOCNESS corpus. In line with Aijmer (2002a), they found similarities in the use of modality among the enlarged set of European learners. For example, students from different L1s all tend to overuse ‘*can*’ and ‘*might*’ and underuse ‘*may*’ and ‘*must*’. Their research therefore confirms Altman’s (1982) notion of English ‘interlanguage modality’.

2.3.2.4 Transfer of registers

The findings of both Aijmer and Neff et al. could nevertheless be caused by L1 interference, or the non-native student’s lack of awareness of the differences between formal and informal discourse (Aijmer 2002a: 73). Learners’ use of modality and degrees of intensity may be caused by their inability to distinguish between spoken and academic written styles at earlier stages of their language learning, so they transfer the language used in a more personal register to expository genres. Hyland & Milton (1997: 192, 198) also noted that students are not very conscious of the academic style of writing, so they mix informal spoken and formal written forms, and transfer conversational usage into their academic discourse. For example, they found frequent use of *that*-clauses such as in ‘*I think that...*’, or ‘*I know that...*’, although such clauses are relatively rare in the native speaker’s academic writing because it is not part of the academic style to report personal thoughts or feelings in expository writing (Biber et al, 1998: 103).

Transfer of pragmatic elements across different registers need not always be regarded as an error, but a strategy. Clachar (2003, 2006) found that creole-English students grapple with unfamiliar registers of academic writing by transferring discourse patterns in creole English to academic discourse. Learners may be expected to replace the challenging modals (e.g. *could*, *would*) in formal academic writing with equivalent modal lexical expressions (e.g. *maybe*, *probably*), items which they are more familiar with in their informal writing and can be used for the same purpose in fine-tuning arguments.

2.3.2.5 Transfer of training

The learner's use of modality and degree of intensity may of course be affected by the instruction they receive. Some students are taught not to use some modal particles simply because they are viewed by the teachers as '*useless fillers*' (Jain 1974 in Kasper, 1979: 276). The problem may stem from the grammar-based syllabuses, which focus more on normative usage than use; that is, the learner's performance is viewed from a formal-grammatical and not from a functional-pragmatic point of view. This goes with the fact that grammar and expression of content are the most important criteria for marking. Errors in using modality, on the other hand, may not be taken seriously. Modality is not given attention or taught systematically, particularly in the EFL context where learners are only taught to use the language grammatically, rather than as appropriate for the context. However, Kasper (1981: 94, 1982: 102) also notes that some inappropriate use of modal verbs has to do with the teaching the learners had been exposed to; she calls this 'teaching-induced errors'. These teaching-induced problems can result from primary or secondary level teaching (Kasper 1982: 102).

At the primary level, learners are presented with rules of usage which students incorporate into their interlanguage system. For instance, only one form of root modal *must* is taught at a very early stage, so it is automatized in the learner's interlanguage system; as a result, learners overuse *must*, even in cases where other modals are possible. Coupled with this is the emphasis on *must* rather than *have to* in formal discourse. Hinkel (1995: 329) observed that one of his students used *must* in conversation with a teacher, because he had been taught that *must* is more formal than *have to*, and assumed that it should be used in ordinary dialogue with his teacher.

At the secondary level, learners form their own interlanguage rules out of elements presented in course materials and the way they are exercised in classroom. This is a secondary type of induction which leads to rule formation or overgeneralization of rules. For example, the use of the modal *may* as in "*Excuse me please, may I ask you whether you are alone here?*" sounds too formal when used by a German L2 student at a student party. This inappropriate use of the formal register results from intensive study of English literary texts in German secondary schools (Kasper 1982: 103).

Another example of secondary school language learning which may confuse learners is the difference between modal meaning and past time reference. For example, when beginning to learn about English verbs, students are taught to use present forms as present time reference, and past tense forms as past time reference. They transfer this to the past tense forms of modals which now represent parameters of mood express the past tense, e.g. *would, should, could, might*. Thus, *would* in the sentence '*I would think harder*' was mistaken as '*I thought harder*'. This misunderstanding of the relationship between modal and past tense meanings is probably induced from teaching in Thai context (Bhandhufalck, 1983: 60). The lack of clear explanation in teaching can cause confusion in using modality, yet not teaching them at all could cause more serious problems and result in learner's avoidance of modality. As Karkkainen (1992: 212) noted, "*one important reason for the lack of these expressions in the Finnish students' speech is lack of explicit teaching*".

2.3.2.6 Influence from ESL textbooks

Problems in the learners' use of modality could come from the teaching itself or it could come from the influence of the textbooks the teachers use. Once again, ESL textbooks do not always provide adequate explanations of the distinction between tense, aspect and mood/modality; hence, learners are easily confused when a sentence conveys modal meaning rather than tense and aspect (DeCarrico 1986: 669). In the sentence, *It might rain today*, students were left to figure out what seems to be contradictory, with the past form *might* and present time expression *today* co-occurring in the same sentence. Another example is "*He should have gone to the dentist yesterday*" conveys hypothetical past, rather than present perfect tense. Past time expressions such as *yesterday* are perfectly compatible with the modal used in a hypothetical context. Such problems can be common, if textbooks do not explain the distinction between modality and time reference.

Some ESL textbooks mention only the canonical modal verbs when dealing with linguistic devices expressing doubt and certainty (Holmes 1988: 40), while others introduce modal expressions unsystematically and deal with them in a single exercise (Hyland 1994: 250). For example, *had better* is often used by English native speakers to make suggestions, but is not well represented in course books. Holmes also notes that some course books neglect alternative linguistic strategies for expressing doubt and certainty. Since native speakers do

not confine themselves to modal verbs when expressing epistemic meanings, *“it is important therefore that textbooks present learners with alternative syntactic and lexical devices”* (Holmes, 1988: 40). Otherwise learners are encouraged to rely on limited number of modal devices when expressing modality, and teachers tend to think that they are not important to teach. *“There is a common assumption that any item in a textbook must be an important learning item and, conversely, that anything not included can be safely omitted from a course.”* (Hyland 1994: 251-252)

The teaching of L2 modal verbs, when teachers only present models and examples taken from the textbook without further contextual explanation or opportunities to practice them, seriously downplays their pragmatic significance. For example, the teaching of the notion of obligation and necessity has largely focused on grammatical exercises on modal verbs, rather than on their pragmatic and contextual uses in interpersonal communication (Hinkel 1995: 337).

2.3.2.7 Lexical dependence and repetition

In early interlanguage, learner’s repertoires of modality and degrees of intensity are very restricted, so they rely on a few formulaic phrases which they feel most secure and confident in using (Granger 1998: 156). Though this verbal behavior helps to maintain the flow of language production, it results in their overuse. Some examples of learners’ overusing phrases expressing degrees of conviction found by Granger (1998), were *I think*, *I would say that*, *I truly believe that*. They are referred to by Dechert (1984: 227) as ‘islands of reliability’. This corresponds with Karkkainen’s (1992) view:

“When speaking the language, the student may find it best to play safe and resort to devices that are quite explicit and predictable as to their interactive effect: explicitly subjective parentheticals, such as ‘I think’, and also other types of modality markers than epistemic ones.” (Karkkainen 1992: 213)

Thomas (1983: 103) also notes that L2 learners usually select one of the options among modal verbs and use it in all contexts. As Larsen-Freeman & Long (1991: 26) note, *“Learners will use only those aspects in which they have the most confidence”*. But

repeated use of a single form makes their content sound limited and their writing competence underdeveloped, not at an advanced stage of interlanguage.

2.4 CONCLUSION

This overview of literature shows that language competence consists of both linguistic competence (knowledge of grammatical rules) and pragmatic competence (knowledge of what constitutes appropriate language use). Both contribute to the expression of modality and degrees of intensity, although their role has been under-recognized. They allow us to fine-tune our utterances to convey due deference to a reader/hearer (Holmes 1995), and to moderate the degree of commitment to the propositional statement in academic writing (Hyland 1999). The lack of emphasis on communicative language teaching (CLT), especially in Asian EFL contexts, has meant that learners have had insufficient opportunities to develop their pragmatic competence.

Language learners need opportunities to exercise their interlanguage while developing their language competence through a variety of interactive discourse, according to Swain's (1985) 'output hypothesis'. However, the language exercises available in formal classroom teaching, especially in Thailand where the teacher-centered approach is a mainstream of teaching methods, do not cater for the genuine exercise of communicative competence (Paulston 1992). Classroom academic performance does not necessarily represent interpersonal communicative competence, because the two reflect different aspects of language use: BICS and CALP (Cummins 1999).

Research studies have brought to light the interlanguage processes involved in the acquisition of modality and degrees of intensity, but their findings vary with different types of discourse, some focusing on oral while others on written performance. None of them have investigated modal and intensifying elements being used in electronic discourse. The discoursal nature of online writing will be discussed in the next chapter.

CHAPTER 3

GENERIC FRAMEWORKS: SPEECH, WRITING AND ELECTRONIC COMMUNICATION

3.1 INTRODUCTION

Chapter 2 has shown that students' performance in the classroom does not necessarily reflect their competence in communication, because EFL classroom activities do not provide students with enough practice in using language interactively (Kitade 2000). Interaction between the teacher and students or among students themselves is important for successful language learning, according to the 'interaction hypothesis' (Long 1981, 1996). Electronic communication seems to hold interactive potential because it exhibits certain typical characteristics of both speech and writing (Crystal 2006: 31, Frehner 2008: 31).

This chapter examines the literature on electronic communication which compares it with speech and writing, in order to identify the linguistic properties it shares with each of them (Section 3.2), and the likely influence of medium, genres and text-types (Section 3.3) on language use. The generic structures of conversation, academic essays and electronic discussions will be compared in Section 3.4 to establish the kinds of speech functions that they support. The chapter as a whole aims to show what kinds and levels of interactivity can be expected within the three mediums.

3.2 MEDIUM OF COMMUNICATION

In what follows, Section 3.2.1 compares features of speech and writing and Section 3.2.2 discusses those that electronic communication shares with them.

3.2.1 Speech and writing

Let us first review some of the research literature on the differences between speech and writing in their linguistic and other properties.

3.2.1.1 Typical parameters

Most early research studies based on lexical and syntactic criteria have found that writing is syntactically more complex than speech, while speech is more personally involved than writing (Biber 1988). At the lexical level, the Type-Token Ratio (TTR) in spoken language was found significantly smaller than that of written language (Gibson et. al 1966: 450). Words in speech are shorter than those in writing (Drieman 1962, Chafe 1982: 35). The pronoun *I*, hedges, and tentative markers (*e.g. apparently, to me, seem, appear*) have been found more often in speech than in writing, correlating with the fact that speech is more personally involved than writing (DeVito 1966, Chafe 1982: 35, Biber 1988: 47). At the syntactic level, the average length of sentences or Minimal Terminable Unit (T-unit)² in spoken language was found to be smaller than that in written language (O'Donnell 1974). O'Donnell assumes that the greater clause length in writing reflects a greater syntactic complexity. Kroll (1977: 98) also finds that speech uses fewer subordinate clauses than writing, while writing uses fewer coordinate clauses than speech.

These linguistic differences when clustered together lend themselves to Chafe's (1979, 1982) two-dimensional framework showing multiple differences between spoken and written discourse. According to Chafe, speech and writing vary, on the one hand, along a continuum from 'integration' to 'fragmentation' as shown in the vertical axis in Figure 3.1 and, on the other, along the continuum of 'involvement' and 'detachment' presented in the horizontal axis. Based on the linguistic devices realizing the four features, speech is highly fragmented and personally involved, thus falling in the lower right quadrant, whereas writing is highly integrated and detached, thus falling in the upper left quadrant (Chafe 1982, Redeker 1984, Chafe & Danielewicz 1987).

² T-unit is the shortest unit where a sentence can be reduced to one independent clause (Hunt 1966).

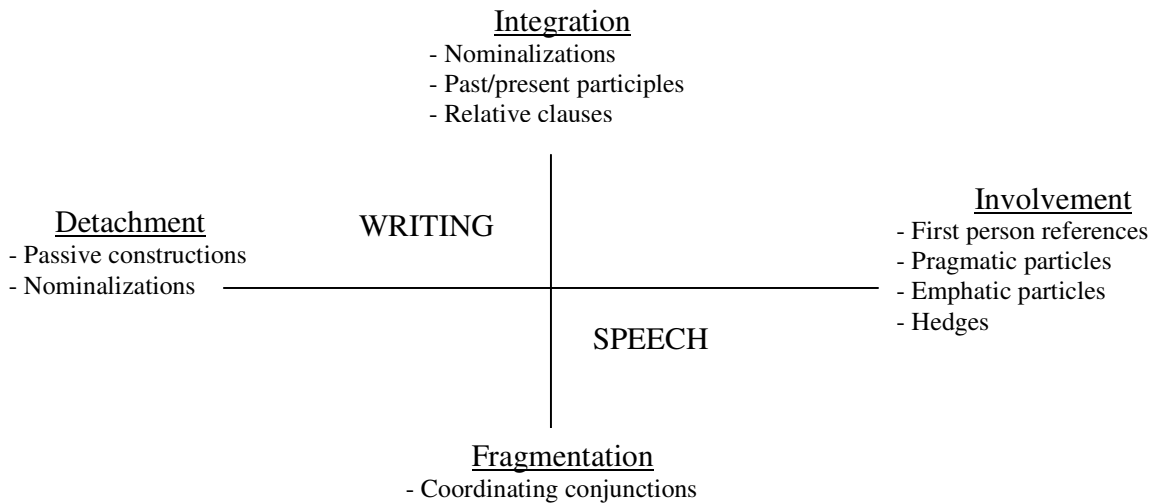


Figure 3.1 Chafe's (1979, 1982) schematic representation of speech and writing

On the degree of integration, Chafe found that the nominalizations in writing were 8.5 times greater than speech, participles were used 4 times more in writing, and relative clauses in writing nearly double those in speech. This higher syntactic complexity is understandable due to our having more time for written production (Chafe 1982:37). On the degree of involvement, he found more first person pronouns in speech than writing. Pragmatic particles (e.g. *I mean*) were found at a frequency of 22.1/1,000w in speech but absent in formal writing. Emphatic particles (e.g. *really*) occurred 12.6/1,000w in speech but only 0.4/1,000w in writing. Hedges (e.g. *sort of*) were also found 3 times more often in speech than writing. This is because writers and readers are removed from each other in time and space, but speakers and listeners are not, and so are more 'involved' in the context of the communication.

However, the idea that writing is more complex than speech has been challenged by quite a few researchers. Poole & Field (1976), for example, found more adjectives, adverbs and subordinated clauses in speech. Price & Graves (1980) also found slightly longer T-Units and more subordinated clauses in oral than written production. Speech may have more complex sentences with simple phrases, while writing has more complex phrases with simple sentences (Halliday 1979: 49).

3.2.1.2 Pragmatic dimensions

The contrary findings reported above may well be due to the kinds of speech or writing we take as our reference point. The type of spoken discourse usually referred to is spontaneous face-to-face conversation, and the type usually referred to as written is expository prose (Tannen 1985: 128). In fact, there are many types of written discourse as well as many types of speech; speech is not necessarily conversation, as it could be a lecture, whereas informal writing (e.g. notes) may be written as if spoken. It is also common to see some aspects of writing being borrowed by speakers, and those of speech being borrowed by writers (Chafe & Danielewicz 1987: 84), the phenomenon that creates a '*complex medium*' (Crystal & Davy 1969: 70). Written advertisements and novels both contain linguistic elements of speech (McCarthy & Carter 1994: 6), while magazine texts may be written in a conversational style to attract readers, and use interactive discourse markers to flavor the content as if it was spoken (McCarthy 1993: 172). So, Chafe's (1979, 1982) division of speech and writing along two dimensions is too simplistic for Beaman (1984: 46). He argues that texts vary in many dimensions, at least the six identified by Lakoff (1979), shown in Table 3.1 below.

Table 3.1 Lakoff's (1979) features of spoken and written language in six dimensions

Feature	Spontaneous oral dyad	Expository written prose
visibility	+	-
reciprocity	+	-
informality	+	-
spontaneity	+	-
empathy	+	-
inconsequentiality	+	-

Lakoff's six parameters are different from Chafe's two dimensions in that her criteria are physical and pragmatic rather than linguistic. Visibility gives speakers paralinguistic aids such as eye contact and facial expressions which are not available for writers. Yet this is the most basic parameter dividing speech and writing, and the only real bipolar contrast between the two mediums. The other criteria which are also presented by Lakoff as total contrasts in fact involve a continuum in each case. The model thus ignores the case of a non-prototypical text-type or complex medium. Reciprocity and informality can vary in degree depending on the genre (conversation v. lecture), while spontaneity may depend on

the relationship between participants. Empathy and inconsequentiality are also hard to prove in linguistic analysis. Lakoff's framework is still not comprehensive as one thinks of other missing factors, such as the context of use, the subject matter, the purpose of the speaker-writer, the relationship between the message senders and receivers. What seem to be the differences between speech and writing in Lakoff's framework may simply be differences in register (Beaman 1984: 46, 51). The amount of time available for production also influences linguistic output (Chafe 1986). For example, hedges are used more frequently in unplanned than in planned texts (Redeker 1984: 44, Ochs 1979 in Beaman 1984: 50), and the first person pronoun *I* is found more in the first (Ädel 2008). These, put together, are multi-faceted features underlying the differences between speech and writing.

“The difference between speech and writing is actually an instance of a more general phenomenon of variation in language, that of register ... rhetorical mode, degree of ‘openness’ or unpredictability, level of technicality, conventionality and so on” (Halliday (1979: 51).

Speech and writing also intersect in terms of text-types (Tannen 1982 in McCarthy & Carter 1994: 10, Mazzie 1987). For example, narration, spoken or written, shows more involvement and fragmentation and less detachment and integration than explanation. So, narrative writing may well show more involvement than explanatory speech (Redeker 1984). Earlier studies compared modes regardless of text-types, so the similarities found between the two modes actually reflect the same text-type. (Biber 1988:53).

While research has identified the different linguistic features of typical speech and writing, actual language use in them contains both typical and non-typical features. Analyzing language use in terms of medium of communication is then problematic, because the notion of typicality is rather a cline than a dichotomy. In the following Section 3.2.3, we will turn to the framework that captures a greater range of linguistic dimensions.

3.2.1.3 Multi-features and multi-dimensions

The studies discussed above have shown that there is no single parameter to differentiate speech and writing because texts can vary greatly in genres, registers and text-types. While texts in similar genres can vary in some linguistic dimensions, texts of different genres can be similar in other dimensions. For example, newspaper articles can be highly narrative or less so, while personal letters and spontaneous speech can be similar in personal dimension. Chafe's (1979, 1982) framework is problematic because it focuses on typical texts, and because the linguistic features underlying each of his dimensions are not necessarily equally important. We learn from Chafe (1982) that first person pronouns and emphatic particles are salient in highly involved text, but we do not know which of the two features has more weight in determining the kind of texts they belong to.

In response to this problem, Biber's (1988) proposed a framework that takes into account the presence and absence of a group of linguistic features underlying each of the six linguistic dimensions. These features are ranked in order of frequency, shown by factor loadings which derive from the raw counts of particular linguistic features found in texts of similar kinds. For example, in the first dimension³ (Figure 3.2), he finds positive loading scores of .96 for the use of private verbs (e.g. *think, feel*), .74 for first person pronouns, .66 for discourse particles, .58 for hedges, and .56 for amplifiers. The higher the loading scores of these linguistic features in a text, the greater the likelihood that the text is more involved than informational. These factor loadings suggest that apart from the use of private verbs and the first person pronoun, typical texts of high involvement contain frequent use of discourse particles, hedges and amplifiers (Biber 1986, 1987, 1988). This incidentally shows the association of pragmatic particles with involvement in Chafe's (1979, 1982) framework.

In Biber's method, the factor scores for each text belonging to a particular genre are accumulated and divided by the total number of texts of the same kind, to arrive in the mean score per text. If there are three personal letters in the corpus having the scores of 25,

³ Biber's factorial analysis of the first dimension (Dimension 1: involved/informational) is exemplified here because modals, hedges and intensifiers abound in this dimension. Other dimensions are narrative/non-narrative, explicit/situated, degree of persuasion, abstract/non-abstract, and online/informational.

21, and 14 respectively, the mean score for personal letters would be $(25 + 21 + 14) / 3 = 20$. It is then put on the scale as shown in Figure 3.2.

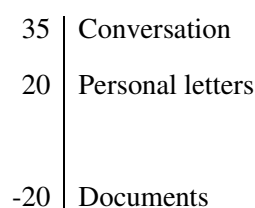


Figure 3.2 Mean scores of three genres in Dimension 1 (Involved-informational)

The same method, using other linguistic features, produces a total of six linguistic dimensions. The overall results for three genres are shown in the following Figure 3.3 (adapted from Biber 1988: 165).

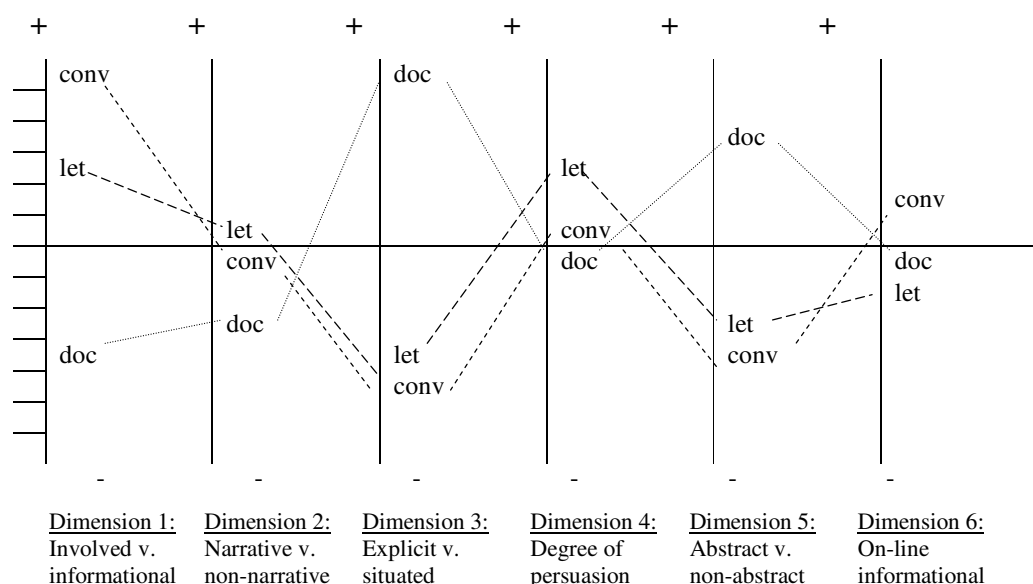


Figure 3.3 Plot of the textual relations among three genres

Note: conv = face-to-face conversation, let = personal letters, doc = official documents

When the average factor scores on each dimension are put together for casual conversation, personal letters, and official documents, Biber's approach shows that there is no absolute dichotomy between speech and writing. In many textual dimensions (1, 2, 3 and 5 in Figure 3.3), written genres such as personal letters are more similar to spoken genres such as face-to-face conversation than they are to other written genres such as official documents. Biber's findings illuminate Crystal & Davy's (1969: 70) notion of the complex

medium, because they show that speech and writing can be very similar. Though each dimension carries a different textual significance, it is the first dimension that is most important for the analysis of text interactivity and reciprocity.

Biber's multi-feature/multi-dimensional (MF/MD) approach has been applied in numerous subsequent studies of spoken and written texts, and now in the analysis of the online electronic discourse (Collot & Belmore 1996). Where online writing sits in the cline of speech and writing will be discussed in the next section.

3.2.2 Electronic communication

In order to place electronic communication relative to the medium of speech and writing, and identify its linguistic properties, we will review the research on its definitions, classifications and levels of interactivity.

3.2.2.1 Terms and definitions

Online communication via computers is referred to by a variety of names: 'computer-mediated communication' or 'CMC' (Kiesler, Siegel, & McGuire 1984), 'electronic language' (Collot 1991, Collot & Belmore 1996), 'electronic discourse' (Davis & Brewer 1997), 'cyberlanguage' (Gibbs 2000), 'netspeak' (Crystal 2006), 'computer-mediated discourse' or 'CMD' (Herring 2007). Still, the most widely and generally used term is Kiesler et al.'s original 'CMC', so it will be used in this study. Davis & Brewer explain that CMC writing "*very often reads as if it were being spoken*". Some authors of electronic writing style guides (e.g. Hale & Scanlon 1999: 12) even advise people to "*write the way people speak*". CMC is speech-like in terms of pronoun and modal auxiliary use, yet writing-like in terms of lexical density (Ooi 2002: 94).

3.2.2.2 Classifications of electronic communication

CMC is sometimes viewed as distinct from either speech or writing, and sometimes as a blend of the two, depending on the topics and goals of the communication (Thurlow, Lengel & Tomic 2004: 126). Some researchers (e.g. Ferrara, Brunner & Whittemore 1991)

view online writing at the global level as a single genre, while others (e.g. Cherny 1999) focus on one type of CMC and find that its features are subject to a variety of factors. For example, e-mail writing and real time chatting differ in terms of formality and styles. The view of CMC as one single genre of ‘interactive written discourse’ (IWD) as suggested by Ferrara et al. (1991) may overshadow its contextual diversity (Herring 2001: 613, 625). This explains the slightly different categories of CMC made by researchers for online language, as shown in Table 3.2.

Table 3.2 Classifications of CMC

<i>Baron (1998)</i>	<i>Cherny (1999)</i>	<i>Eastman (1999)</i>	<i>Barnes (2003)</i>	<i>Crystal (2006)</i>
- one-to-one dialogue - one-to-many dialogue	- one-way transmission - two-way transmission	- e-mails - discussion lists - bulletin boards - real-time chat	- web posting - e-mails - chatgroups - virtual worlds - discussion lists	- web posting - e-mails - chatgroups - virtual worlds - blogs - instant messages

The above classifications show the progressive development of online forms of communication over almost ten years, and the different parameters being used. Baron (1998) focuses on the number of participants, so separates one-to-one from one-to-many dialogues; while Cherny (1999) focuses on the synchronicity, so divides between one-way and two-way transmission. But most others who categorize CMC in terms of communicative situations come up with a number of online activities which can never be complete. This is because the types of online communication expand in time along with the advance in internet technologies, from four types in Eastman (1999) to five in Barnes (2003) including virtual worlds, and six in Crystal (2006) including blogs and instant messages. The different underlying parameters will be discussed separately in the following sections.

a) Participation

The presence and absence of other persons participating with the speaker/writer profoundly influence the language use in terms of text interactivity. McCarthy & Carter (1994: 17) define the typical monologic texts as those which show “*no overt evidence of taking the receiver into account*” and typical dialogic texts as those which “*depend crucially on overt receiver response*”. They mention that this dimension should be viewed as a scale of immediacy, rather than a dichotomy.

According to McCarthy & Carter's definitions, academic writing is predominantly monologic, while online writing is mostly dialogic. But because the online dialogue is not exactly the same as face-to-face dialogue in terms of synchronicity, online dialogues are sometimes referred to in the communication literature as online 'polylogue'. The term was coined by Marcoccia (2004) to refer to asynchronous discussion between multiple participants in internet newsgroups. Unfortunately, Marcoccia does not provide an exact definition of the term, but simply diagrams the online participation framework, as shown below (Figure 3.10) in Section 3.4.4.

A BB discussion can be monologic, conversational, and reflective (Lamy & Goodfellow 1999). For example, the BB discourse which students write to report information or to narrate stories lacks any form of address to receivers, so it is monologic. But monologic BB discourse can also be conversation-like when two participants interact with each other interpersonally by asking questions and seeking clarification, which may result in a reflective type of meaning negotiation. Language learning is likely to occur in this type of exchange, because it is interactional in both information processing and social communication (Lamy & Goodfellow 1999: 52).

As regards the number of participants, one can hardly draw a line between the type of one-to-one writing in e-mails and one-to-many writing as in bulletin board (BB) discussions (Baron 1998: 146). This is because in e-mail, one can easily address multiple recipients by using the CC (carbon copy) or BCC (blind carbon copy) function, so the one-to-one monologue can turn into one-to-many dialogue, when an e-mail to a discussion list is replied to by all.

The interaction can also shift from monologic towards more dialogic language as the discussion moves on (Lewis 2005: 1804). For example, while many initial posts are primarily topic-oriented, subsequent messages are more reactive and refer to other participants instead of the topic itself. The more dialogic the discourse, the more interpersonal the language is, because there is a strong connection between them (Tannen 1985: 130), i.e. dialogic or polylogic communication tend to be more person-oriented, whereas monologic communication tends to be more information-oriented. It is thus

natural to find more modality, discourse markers, hedges, amplifiers and emphatics (features that are heavily weighted in Biber's first dimension) more in the bulletin board discussion than in academic writing.

b) Synchronicity

Another dimension in the classification of online communication is the notion of synchronicity (Kiesler et al.'s 1984), and message transmission Cherny (1999). These two notions are put together by Herring (2001) as shown in Table 3.3 below.

Table 3.3 Classification of online communication according to medium variables

	<i>One-way transmission</i>	<i>Two-way transmission</i>
<i>Synchronous</i>	webchats	phone, face-to-face
<i>Asynchronous</i>	e-mails, bulletin boards	-

Two-way transmission allows senders and recipients to see the message as it is produced, while a one-way transmission message allows the recipient to see it only when it arrives (Cherny 1999). But the notion of synchronicity is not as dichotomous as the notion of transmission, because the border between synchronous and asynchronous texts is a fine line. It is true that in synchronous situations, the interaction takes place in real time, but synchronicity in webchats is still not like the real time of natural conversation. As for asynchronous online situations, the interactions are stored, and made available to users in postponed time. Yet when two people happen to log on at the same time and exchange messages simultaneously in the bulletin board forum, the communication can become close to synchronous. In other words, there might be no difference in terms of interaction between the real-time webchats and non-real-time bulletin board writing. The notion of synchronicity is better illustrated in 'e-mail spectrum' as shown by Baron (1998).

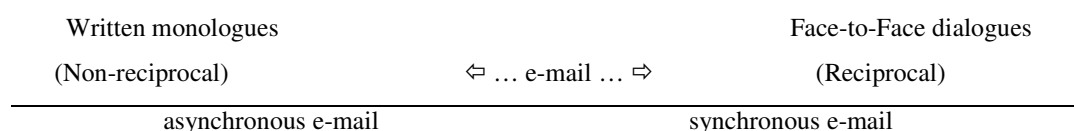


Figure 3.4 Baron's (1998) 'e-mail spectrum' on the cline of synchronicity

Baron's spectrum of synchronicity, building upon the reciprocity of communication (Cook 1989), suggests whether language is used in real time or postponed time influences how we see it in relation to speech or writing. E-mails are less reciprocal than chatgroups, and thus closer to the traditional writing, so we tend to refer to it as 'writing'; while chatgroups are more reciprocal and thus closer to conversation than typical writing, so we tend to refer to it as 'chatting' (Crystal 2006: 32). Linguistic evidence was provided by Sotillo (2000), who counted the frequency of T-units in each medium and found that asynchronous discussion is more syntactically complex than synchronous discussion, simply because the former is closer to typical writing.

c) Medium and situation

One of the latest taxonomies of CMC proposed by Herring (2007) focuses on both medium and situation factors.

Table 3.4 Two factors determining types of CMC (simplified from Herring 2007)

<i>Medium factors</i>	<i>Situation factors</i>
- Synchronicity	- Participant characteristics
- Message transmission	- Purpose
- Limitation on message size	- Topic
- Channels of communication	- Tone
- Privacy v. Publicity	- Norms

The division is not new, in fact, as the medium factor parallels that of 'mode' in systemic-functional linguistics (SFL), while the situation factor combines the SFL's factors of 'field' and 'tenor' in the study of registers. Herring's binary distinction is useful as a conceptual framework for the classification of online discourse, because it separates computer/physical factors from human/social factors. They are however interdependent, because online discussions that show the same degree of synchronicity may be found in 'task-oriented' discussions or 'person-oriented' social chats (Ferrara et al. 1991, Cherny 1999, Goutsos 2005). But Herring's theoretical model can hardly be applied in quantitative analysis, because each feature included in her framework is again a cline rather than a dichotomy, and the features themselves are not a definitive set. Her framework builds upon Crystal's (2006) earlier framework comparing e-mails with speech and writing, shown in Table 3.5.

Table 3.5 Typical characteristics of e-mails as compared to typical spoken and written language (adapted from Crystal 2006: 45, 47)

<i>Spoken language</i>	<i>e-mail</i>	<i>Written language</i>	<i>e-mail</i>
1. time-bound	yes (differently)	space-bound	yes (differently)
2. spontaneous	variable	contrived	variable
3. face-to-face	no	visually decontextualized	yes
4. loosely structured	variable	elaborately structured	variable
5. socially interactive	variable	factually communicative	yes
6. immediately revisable	no	repeatedly revisable	variable

Electronic writing is viewed in Crystal's framework as time-bound, though there can be delays in time. It is also space-bound, but not exactly like traditional writing because there is plenty of electronic space, and messages in online discussions can be altered electronically. They also vary enormously on items 2 and 4 of Table 3.5. For instance, some messages are delivered with no revision at all, so the sentences may not be elaborately structured, while others are carefully edited. This is very much dependent on social factors as discussed earlier by Baron (1998: 142) and Herring (2007). The limitation of Crystal's communicative framework is that many of his e-mail writing characteristics are marked as 'variable'. His framework does not capture the variation in genres or registers, but simply compares e-mails with typical spoken and written language (Crystal 2006: 27). Crystal's framework seems to suggest that e-mails are more like writing than speech, simply because the physical conditions in which they are produced and read are more similar to writing.

d) Linguistic dimensions

According to Crystal's communicative framework, e-mail writing displays more properties of writing than speech, but from the linguistic point of view, a more in-depth analysis is needed. Quantitative studies of the linguistic features of online writing date back to Collot (1991) who compared the types of comparative adjectives which occurred in a corpus of electronic texts, with those which Rusiecki (1985) had found in the Survey of English Usage (SEU) corpus. Collot found both the inflectional type of comparative adjectives (e.g. *happier*) and periphrastic type (e.g. *more helpful*) in electronic communication. However, the study investigated a single linguistic feature, so did not provide a general linguistic view of online language. In the same year, Ferrara et al. (1991) conducted research on 23 subjects exchanging messages in computer-networked communication, and found four

recurrent linguistic characteristics including the omission of subject pronouns, omission of articles and of copular verbs, as well as shortening of words through the use of abbreviations. Their findings prompted subsequent studies which found similar features such as ellipsis, casualness, and decapitalization (Lan 2000, Liwei 2001, Yongyan 2001, Ross 2006). Ferrara et al. then conclude that CMC is a form of simplified or '*reduced register*', similar to note-taking. The same view was expressed earlier by Murray (1995: 16) who also saw online writing as a '*simplified register*'. Ferrara et al.'s study however is limited to one group communicating on one topic, so any possible variation in online text-types is not taken into account, and the number of linguistic features under study is quite limited.

Two other major studies on the overall linguistic features of electronic language are Yates (1996), and Collot & Belmore (1996). Both compared data from their electronic corpus against the norms of the Lancaster-Oslo/Bergen (LOB) corpus of written English and London-Lund corpus of spoken English. While Yates (1996) analyzed CMC using Halliday's textual, interpersonal, and ideational metafunctions, Collot & Belmore (1996) used Biber's MF/MD approach.

On Halliday's textual dimension, Yates measured the lexical density of her texts and found that the CMC score of 49.28 was close to that of writing (50.32), and at a remove from speech (42.29). She concluded that CMC is more akin to writing than speech in this dimension, whereas in the interpersonal dimension, Yates found that CMC is closer to speech than writing, as it makes greater use of first and second-person pronouns. In fact, Yates found a significantly higher proportion of modal auxiliaries in CMC (18.3) than in either writing (13.7) or speech (14.5). Yates notes that this is because electronic dialogue contains a considerable degree of discussion in which statements are usually modalized, particularly the writer's expression of volitional modality. Yates' findings then suggest the possibility that CMC may score high in Biber's first textual dimension, because of the density of its interpersonal devices being used. Collot & Belmore (1996) investigated this further.

Unlike Yates, Collot & Belmore compare CMC with a variety of genres using Biber's multi-feature/multi-dimensional analysis. The following results are reduced from those of

Collot & Belmore so as to compare CMC with face-to-face conversation, personal letters, and academic prose through Biber's method previously illustrated in Figure 3.3.

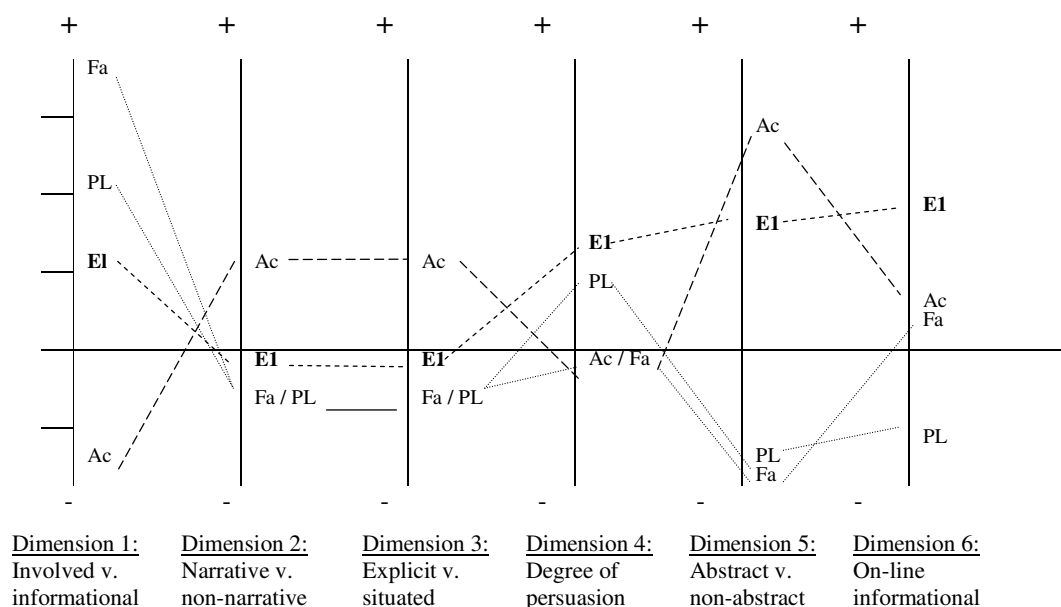


Figure 3.5 Plot of the textual relations among four genres

Note: Fa = face-to-face conversation; PL = personal letters; El = electronic language; Ac = academic prose

The results from Collot & Belmore's (1996) analysis suggest that CMC varies along multiple dimensions, and on each dimension it sits at a different point relative to speech and writing. They found that though one of the main purposes for BB writing is for participants to share ideas and information, the language in which this information is conveyed is more personalized than informative. They also note that markers of involvement such as first and second person pronouns, hedges, and amplifiers are frequent in electronic bulletin board writing.

Regarding Biber's first four dimensions, Collot & Belmore show that electronic language is linguistically most similar to that of personal letters (1996: 21), though synchronous electronic writing also approximates face-to-face and telephone conversation in its physical interactivity (Frehner 2008: 35). However, Collot & Belmore's results do not distinguish between different discussion topics in their electronic data. It seems likely that electronic chit-chat is closer to face-to-face conversation, while medical talk may be closer to academic genres. Yates (1996: 46), concludes that electronic language is "neither simply

speech-like nor simply writing-like”, but is its own language variety and affected by a number of social and situational factors.

In her attempts to compare CMC with speech and writing, Baron (1998) drew a linguistic model of e-mails based on four variables: social dynamic, format, grammar, and style. She found that the dynamics of e-mail are more like writing, since e-mail interlocutors are separated in time, but more like speech in their style and lexicon. As for their format and grammar, e-mails seem to be in the middle of the divide. In her later article, Baron (2003: 85) questions whether it is a good idea to characterize e-mails by reference to speech and writing, as by doing so we tend to ignore the abundant variation found in spoken and written styles across users and usage contexts.

3.2.3 Summary of Section 3.2

The preceding discussion has shown problems in using the conventional speech/writing dichotomy. They reflect the variety of genres in either medium, although one kind of genre is often regarded as more typical than others, and similar linguistic features are found across different mediums. It is even more problematic when we focus on computer electronic communication, which contains certain linguistic characteristics of speech which are also found in the written medium. Again, the phenomenon reflects the growing diversity of electronic genres. Students’ writing in online bulletin board discussion, for example, can be more or less synchronous; monologic or polylogic; person-oriented or topic-oriented. All these will influence the level of interactivity within them and the linguistic features being used.

3.3 GENRE AND TEXT-TYPES

The preceding discussion has drawn attention to the variety of genres within each of the mediums of interest in this research. Let us now put the spotlight on the concepts of genre and text-types and problems in differentiating between them.

3.3.1 Concepts and definitions

The concept of genre has been a central issue in the area of language teaching and learning, although it is defined and approached in several different ways. Originally, genre was defined in literary study as an “*identifiable category of artistic composition*” (Crystal 1999: 132) and it accounts mainly for written types of text. But the concept has since been adapted in the domain of linguistics to include different types of speech such as conversation and lecture. The inclusion of both the written and spoken types of discourse is reflected by the definition of genre given by Richards et al. (1992: 156). In its broadest sense it is “*a particular class of events that are considered by a discourse community to be the same types*”, so examples of genres are conversations, sermons, letters, and novels. The notion of genre is used in English for Specific Purposes (ESP) by Hutchinson & Waters (1986: 16) and Swales (1990) to differentiate between English for academic purposes, medical sciences, and business, for example. In a more specific context, English for business can be further subcategorized into sales promotion and job application letters (Bhatia 1993).

A genre comprises a class of communicative events, the member of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style (Swales 1990: 58).

In the above definition, Swales highlights the fact that communicative purposes determine the choice of content, style and the structure of the genre. Different genres have different purposes, so different schematic structures (Swales 1990:41). Since these structures are realized through registers, and registers are realized through language choices (Martin 1985: 250), genre analysts should not focus on language alone but the context of situation in which a text occurs. They need to take into consideration the social situation, as well as the communicative purpose of the text.

3.3.2 Different use of terms

The concept of genre as in linguistics is used by some to refer to ‘text-type’, and the term ‘generic structure’ is sometimes used instead of the more general term ‘schematic structure’, which conveys the same concept (Paltridge 2001: 63). Derewianka (1991), for example, applies the label ‘genre’ to recounts, narratives, reports, explanations, and arguments, while Knapp & Watkins (2005) include narrating, describing, instructing, explaining, and arguing as generic categories. Such groupings are also found in Butt et al. (2000). Most other researchers (Biber 1988, Paltridge 1996) draw a clear distinction between genre and text-type. For Biber (1988: 170), “*genres characterize texts on the basis of external criteria*”, while “*text types represent groupings of texts that are similar in their linguistic form, irrespective of genre*”. This distinction is pedagogically important, because learners should be aware that more than one genre may share the same text-type (e.g. persuasive writing in advertisements and reports), while different text-types may be found in the same genre (e.g. formal letters may include exposition and argumentation). As Paltridge (1996: 239) says, presentations of genre analysis which separate genre from text-type do provide students with a clear view of the discourse components of texts.

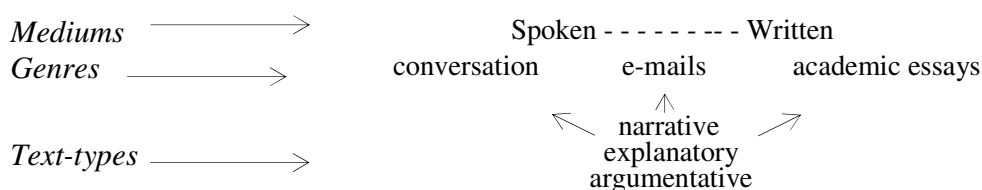


Figure 3.6 Division between mediums, genres and text-types

Figure 3.6 shows the distinction between genres and text-types and the possibility for text-types to appear across different genres. Texts may of course sit between two text-types (Cope & Kalantzis 1993, Paltridge 2001: 11), a text that is not entirely an exposition and not quite a narrative but a mixture of both. There could also be a case of a mixed text-type in which a narrative is used to support claims in complex argumentation. Swales (1990) views text-type mixing within the notion of prototypicality, where certain texts are more typical than others. Hence, a text may be regarded as a ‘best example’ of a particular text-type in some cases, and other less typical. Martin (1994: 49) sees this mixing as combinations of ‘micro-genres’ in a ‘macro-genre’ structure, because again he regards

text-types as a subset of genre. To avoid confusion in use of terms, this research draws a distinction between the notions of genre and text-type, based on Biber's definitions.

When put together as shown in Figure 3.6, the notions of mediums, genres, and text-types are still not entirely discrete. Consider e-mails and academic essays, which in terms of medium are both written, but with differing degrees of reciprocity. In terms of genre, they are clearly different; one is formal, the other less so. In terms of text-types, they can be similar or different depending on their contents.

3.4 FROM GENRE TO GENERIC STRUCTURES

While text-types constrain the language use at the linguistic levels of vocabulary and syntax, genres constrain it at the level of discourse structure (Couture 1986: 82, Swales 1990: 41). As Thornbury & Slade (2006: 147) say, familiarity with schematic structures is a characteristic of members of the same speech community, and ignorance of genres can exclude people from effective participation in social activities. If we expect language learners to be able to communicate effectively and appropriately in a particular context, we need to show them the discourse structures used there (Sengupta 2001: 107, Dörnyei 1995: 63, Cook 1989: 49). It has been found that L2 learners by observing others were able to gain proficiency in using the discourse patterns of the target language, and experimenting with them in given social contexts (Davis & Thiede 2000: 87, 112). Their growing competence can be seen in their abilities to initiate appropriate moves within the larger generic structure.

In generic structure analysis, the analysis of moves is often used to identify functional segments in a discourse which contribute to its overall purpose. Swales' (1990) work on the move approach in analyzing English in academic contexts has been taken up in the analysis of academic written genres. Meanwhile, Bhatia (1993) applies it to business letters and legal documents. Move analysis has also been applied in other research such as the analysis of direct mail sales letters (Chueng 1993), promotional texts (Henry & Roseberry 1996) and tourist leaflets (Boonchayaanant 2003). The approach has been suggested for both the analysis of written (Bhatia 1993: 22-36) and spoken genres (Thornbury & Slade

2006: 147), such as the discourse of clinic talk (Taiwo & Salami 2007), and casual conversation (Stenström 1994, Tsui 1994, Eggins & Slade 2005). Yet because electronic communication is a hybrid between speech and writing (Frehner 2008: 31), Swales' move analysis cannot be directly applied to it. The analysis of the move structure in conversation as suggested by Stenström and Tsui also needs adjustment when used with online discourse. These various approaches to analyzing the discourse structure of casual conversation will be discussed in Section 3.4.1 and 3.4.2, to academic writing in Section 3.4.3, and to online writing in Section 3.4.4.

3.4.1 The macrostructure of conversation

The macrostructure of conversation, according to Stenström (1994), can be viewed in three stages: opening, message, and closing, as shown in Figure 3.7.

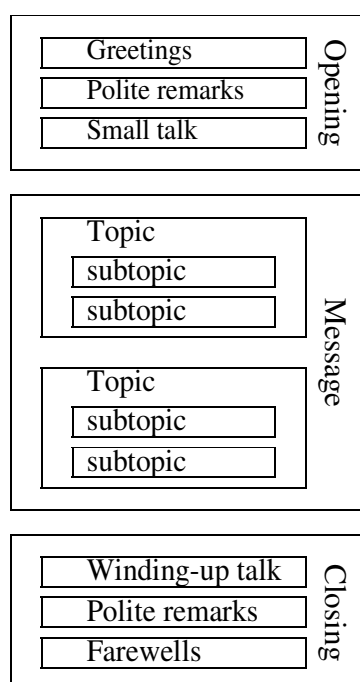


Figure 3.7 Schematic structure of casual conversation (Stenström 1994).

Even though a speaker may have a particular message to convey, it is not usually stated at once. Rather, we begin to express the message in predictable stages. For example, we greet each other, ask about each other's well-being, or talk about something that may not be topic-related before moving on to the main talk, and finally take leave by giving excuses

and saying goodbye. This phatic talk appears as one of the important politeness strategies, as it allows speaker to avoid being abrupt (Scarcella & Brunak 1981: 65) and to claim common ground with an addressee (Brown & Levinson 1987). Since abrupt closure in conversation without any pre-sequences can also be construed as rudeness in the English speaking culture (Cook 1989: 56), closing stages are again vital in helping the flow of conversation so as to be socially polite to others and to maintain a pleasant atmosphere. This conventional structure thus dictates use of interpersonal strategies and language in casual conversation.

The above macrostructural diagram shows the discourse of conversation at its highest levels, focusing on the main functional segments and topics, disregarding the interactions between participants and the patterns of exchange. This makes room for the continuous interactivity in the microstructure of ordinary conversation, discussed in the following Section 3.4.2.

3.4.2 The microstructure of conversation

Conversation analysis was developed by American ethno-methodologists (Sacks, Schegloff, & Jefferson 1974) and British linguists from Birmingham School (Sinclair & Coulthard 1975), both taking the view that large discourse units are made up of smaller ones. While Sacks et al. see the ‘conversation sequence’ as made up of pairs of turns, Sinclair & Coulthard see the ‘exchange structure’ as made up of moves, which are made up of acts⁴.



Figure 3.8 ‘Conversation sequence’ v. ‘exchange structure’

⁴ Sinclair & Coulthard’s (1975) use of the term ‘acts’ seems to develop from Austin (1962) and Searle’s (1969) five-part classification of ‘speech acts’ (commissive, declarative, directive, expressive, representative), which they applied in classroom discourse analysis. In the later usage (Tsui 1994, Stenström 1994), the notion is expanded to cover the greater variety of acts needed for the analysis of casual conversation.

The key difference between Sacks et al. and Sinclair & Coulthard is in the number of turns in sequence or exchange structure, i.e. whether conversation is basically composed of two-part adjacency pairs or three-part moves. Schegloff et al. view conversation sequence as being made up of at least two pair parts or 'adjacency pairs', in which the first pair-part acts as a stimulus for the second pair-part (e.g. question is followed by answer). Sinclair & Coulthard (1975), on the other hand, see 'exchange structure' as composed of at least three moves: 'initiation', 'response', and 'follow-up', or IRF exchange structure. This difference goes back to the fact that Sacks et al. (1974) focus on casual conversation while Sinclair & Coulthard focus on classroom conversation.

Some researchers see the follow-up move as optional (e.g. Coulthard & Brazil, 1981: 98) or even unlikely (e.g. Burton 1981) in casual conversation. Others (e.g. Tsui 1994) see it as quite natural even in social interaction between equals. Tsui (1994: 29) argues that the follow-up move does not necessarily function to evaluate the correctness of the reply, as in the classroom, but can function simply to indicate that a response has been received. The structure of classroom discourse is more rigid than everyday conversation since it is based upon the unequal power relationship, yet it can be generally applied to casual conversation because of its focus on discourse coherence through turn-taking. Sinclair & Coulthard's approach can thus be applied to the analysis of language outside the classroom to conversation.

Austin's (1962) and Searle's (1969) notion of 'speech acts' is also taken up in the Hallidayan school of systemic-functional linguistics (SFL) into what are called 'speech functions'. Halliday & Matthiessen (2004: 108) views conversation as 'a process of exchange' between the person speaking now and the person speaking next. The first turn can be analyzed in (1) types of exchange, either information or goods and services, and (2) roles of exchanges, either giving or demanding. Put the two together, the initiating moves can be an <offer>, <command>, <statement> or <question>. This serves as the first pair-parts, which are followed by the second pair-parts, whose responses can be in preferred or dispreferred, similar to the notion of adjacency pairs. The speech functions can thus be categorized into 12 as in Table 3.6.

Table 3.6 Twelve speech functions in SFL (Halliday & Matthiessen 2004: 108)

<i>Types of exchange</i>	<i>Roles of exchange</i>	<i>Initiation</i>	<i>Response</i>	
			<i>Preferred</i>	<i>Dispreferred</i>
Goods & services	Giving	<offer>	<acceptance>	<rejection>
	Demanding	<command>	<undertaking>	<refusal>
Information	Giving	<statement>	<acknowledgement>	<contradiction>
	Demanding	<question>	<answer>	<disclaimer>

However, the types of exchange relating to goods and services are mostly transactional rather than interactional, so less useful for the analysis of causal conversation. The dispreferred type of response is also less likely in educational and collaborative language learning context. So the speech acts that are left for the analysis of the discussion in educational and conversational contexts are only four - statement, question, acknowledgement and answer - which are insufficient for conversation analysis. A statement could contain factual information or opinion, for example, which makes for very different types of conversation and language usage. Like the adjacency pairs of Sacks et al, Halliday & Matthiessen's notion of speech functions does not identify Sinclair & Coulthard's follow-up moves.

Despite differences between 'adjacency pairs', 'exchange structure', and 'speech functions', the three approaches share a hierarchical view of discourse structure, where larger meaningful units are made up of smaller ones. More detailed analysis of move structures in conversation is developed in the work of Stenström (1994), Tsui (1994), Carter & McCarthy (1997), and Eggins & Slade (2005). Drawing on both the British and American schools, Stenström (1994), uses the terms 'transaction', 'exchange', 'turn', 'move', and 'act' which run in hierarchical order respectively.

Conversational analysts do not always agree in the use of terms. For example, the act of elicitation in the initiating move may be differently labeled, according to the level of analysis. Stenström uses the umbrella label <question>, without differentiating the purpose of the question - whether it is to ask for information, for confirmation, or for commitment, whereas Tsui distinguishes them as <elicit:inform>, <elicit:confirm>, and <elicit:commit>. However, the more delicate labels are not without problems, as

Stenström notes with the distinction between <inform> and <opine>, whose applications overlap (p. 89). The labels for advice-giving also diverge. While Searle & Vanderveken (1985) distinguish between <advise>, <suggest>, and <recommend>, both Tsui and Stenström view this simply as different labels for the same act. (Tsui chooses the label <advise>, while Stenström resorts to <suggest>.) The different sets of terms raise questions about the value of finer differentiation between speech acts. This perhaps depends on the purpose and level of analysis, whether it is aimed to compare the discursial properties of different genres, or to analyze the semantic content of an utterance in individual conversations.

3.4.3 The structure of academic essays

The macrostructure of academic essays, like conversation, can be divided into three sections: beginning, middle, and end. However the functions of the three sections are different from those of conversation modeled in Figure 3.7 above. Casual conversation begins with social and interpersonal moves that have little place in academic genres. Students writing academic essays do not start with greetings and end with farewells.

Academic writing begins with an introduction to the topic, leading towards the main arguments in the body of message, before ending with a conclusion that functions to consolidate the writer's proposition (Hyland 1990). This however is the view of structure at its highest level. At best, it provides novice student writers with the overall scaffold which can facilitate their written production (Martin, Christie & Rothery 1987: 142). For the more advanced student writer, it is the level beneath the schematic superstructure that is of interest for the discourse coherence. Van Dijk (1980) and Van Dijk & Kintsch (1983) show the coherence of the discourse on the schematic and semantic grounds in the strata of 'superstructure', 'macrostructure' and 'microstructure', as shown in Figure 3.9.

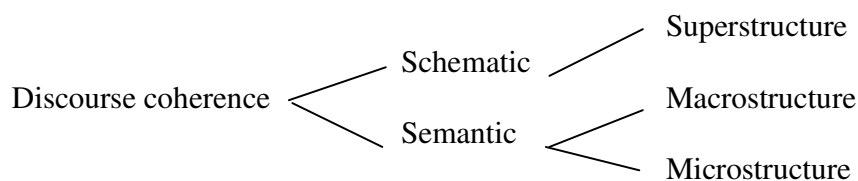


Figure 3.9 Schematic and semantic views of discourse organization

According to Van Dijk (1980: 6), the analysis of the ‘schematic superstructure’ is different from that of the semantic macrostructure in that the former focuses on the higher level of ‘form’ or ‘schema’, while the latter focuses on the meaningful ‘gist’ or ‘theme’ of the subject matter. At the semantic level, further categorization can be made between macro- and micro-units. ‘Macrostructure’ is the global message (or theme of a discourse), which determines and is determined by ‘microstructure’ or semantic chains of cohesion of words and clauses (Van Dijk 1980: 26, Lindeberg 1994: 139). In what follows, we will examine the schematic/semantic structure of academic essays, focusing on one kind of text-type (argumentative) for the sake of comparison.

Similar schematic structures can be found in research on student argumentative writing by Hyland (1990), and those which are suggested to students in textbooks on writing by Knapp & Watkins (1994) and Oshima & Hogue (1997).

Table 3.7 Schematic structure of the L2 student argumentative essay

Hyland (1990: 69)	Knapp & Watkins (1994: 131)	Oshima & Hogue (1997: 118)
Thesis - (Gambit) - (Information) - (Evaluation) - (Marker) Argument - Marker - (Restatement) - Claim - Support Conclusion - (Marker) - Consolidation - (Affirmation) - (Close)	Thesis Body Argument - Point - Elaboration Argument - Point - Elaboration Conclusion	Introduction - General statement - Thesis statement Body -Topic - Supporting - Concluding - Topic - Supporting - Concluding Conclusion - Concluding statement

Note: Optional micro-units are shown in parentheses

The comparisons above show similar high-level organization, with the argumentative essay composed in a three-part structure: introduction/thesis, body/argument and conclusion. Hyland’s structure includes all the optional elements, suggesting very full articulation of the semantic functions in discourse. But without the optional moves, the connection between ‘claim’ and ‘support’ is not different from the connection between the ‘point’ and its ‘elaboration’ as presented by Knapp & Watkins (1994) and ‘topic’ and ‘support’ by Oshima & Hogue (1997).

At the level beneath it, these structures can be slightly different depending on the strategies being used. One of the influences on the essay structure and the attendant speech acts is shared understandings between the writer and the reader, and whether the claim being made is already satisfactorily warranted (Peters 1985: 8); that is, the writer may expect less resistance from the reader for a widely accepted claim than one that is not (Hyland 1990: 73). For example, a claim that ‘... *all immigrants should be given basic human rights*’ is well warranted because the view is shared by most humane societies, so lengthy elaboration is not needed. But a claim that ‘... *the problem with Thai ELT is the national examination*’ is a view expressed only among the Thai ELT researchers. It is less generally known or discussed by Thais who are not in the field of language education, so strong justification and exemplification would be needed for the argument to be successful with lay Thai readers or those outside Thailand. These examples indicate that the safety of argumentative position influences the structure of the argumentation (Tirkkonen-Condit 1989: 416), such as how extended the elaboration of claim needs to be.

The purpose of argumentation is not necessarily to persuade but also to inquire: ‘*argumentation for purposes of inquiry often takes a different form from argumentation for persuasion*’ (Meiland 1989: 185). One example is that the structure of the conclusion can vary depending on whether the writer chooses to write for a ‘maximum impact’ or ‘optimum acceptability’ (Peters 1985: 51) for their argument. While the former puts an argument powerfully and strongly opposes the opposite view for the purpose of persuasion, the latter does not attempt to do so and instead raises convergent issues or the possibility of accepting the counter-argument. The structure of the argument varies with the choice between these strategies. If the writer opts for convergence, the point may not need to be emphasized in the conclusion. With such possible variation, it is no wonder three of the four moves in Hyland’s (1990: 69) conclusion, i.e. marker, affirmation and close are optional (Table 3.7).

At the semantic level, discourse analysts have focused on rhetorical functions, but again they have shown divergent functions in argumentation. Both Knapp & Watkins (1994) and Oshima & Hogue’s (1997) models seem to be built on Tirkkonen-Condit’s (1984: 224) three rhetorical functions of ‘Topic + Elaboration + Conclusion’ in the ‘remark-response’ type of argumentative writing. But argumentative writing can also be a ‘problem-solution’

type, where Connor (1990) suggested four possible argumentative moves: (1) introduction of the problem, (2) problem development, (3) solution, and (4) evaluation of the solution. Considering all the above factors, it is not surprising to find researchers proposing different types of moves for argumentative texts, or presenting only few components within a broad 'superstructure', which avoids dealing with them in terms of their semantic functions within microstructure.

Though a division can be made between macro- and micro-discourse structure, the two are closely related and interdependent, so they should be viewed together (Wong 2003: 25). Global structure contributes to the discourse coherence in the sense that it binds the text together and delivers it in an organized way (Meyer 1992: 80). It thus provides readers with cognitive frames of what to expect in the text (Lautamatti 1990: 35). Local structure, on the other hand, enhances the reader's understanding by showing how arguments are built up in sequences of clauses, and how the meaning of one clause can be interpreted in the light of other clauses or functions in discourse (Winter 1974: 59).

The high-level schema is nevertheless important for the analysis of low-level speech acts, because certain moves allow certain speech acts to occur, so we can predict the kind of speech acts that may appear in a particular move. For example, Connor (1987) found that an <assertive> act is important for [claim] and [justification], while a <directive> speech act is indispensable in [evaluation]. The analysis of moves and acts at the semantic microstructure facilitates the analysis of discourse in online discussions. Though the schematic superstructure may be different, the semantic microstructure of the online argument may be quite similar to that of academic essays.

3.4.4 Discourse structure of online bulletin board discussion

The structure of online bulletin board discussions and their dynamics are different from those discussed in 3.4.1 - 3.4.3. In electronic bulletin board discussions, participants post their messages independently in response to the discussion topic. The messages are then kept for future participants to read and respond to. New postings are linked to the previous ones by the expression of agreement or disagreement. All messages are made coherent by the participants' quoting or paraphrasing the previous messages (Crystal 2006) or by their

referring to the name of the previous speakers (Castro 2007: 27). These strategies contribute to text coherence and group collaboration, but not everyone co-operates. This is why some bulletin boards have a moderator participating so that the discussion does not go off topic. In ELT contexts (e.g. Piriyaasilpa 2007), the moderator is usually a classroom teacher.

But even with the moderator, the linear nature of the interaction does not guarantee the natural sequential turn exchange structure, because messages are organized mechanically by their time of arrival, and there is no requirement that messages will elicit responses, due to the conversation being stretched across time and space (Crystal 2006: 142). Because casual conversation takes place in real time, the interaction can be viewed in a sequence of alternating turns between participants, with one turn being coherent with its neighbors in adjacency pairs (Sacks et al. 1974). But online bulletin board writing does not have a clearly organized sequence of turns because communication does not take place in real time, and hence analysis in terms of adjacency pairs is not appropriate. The actual structure of online interaction is more like that presented by Marcoccia (2004: 119), illustrated in Figure 3.10.

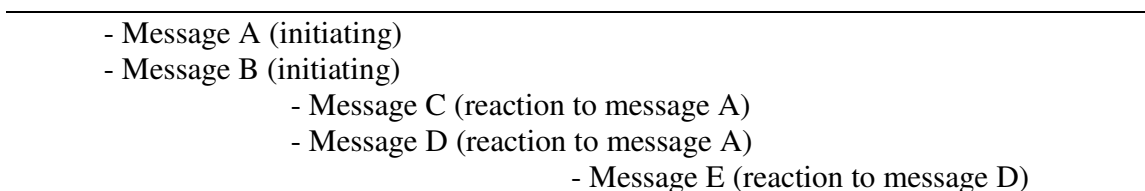


Figure 3.10 Structure of interaction in online discussion (Marcoccia 2004: 119)

In the turn sequence shown above, writer A starts a conversation which triggers off the turns from other participants (C and D), but one cannot expect their inputs to be responded to on the spot, and they effectively overshadow the message posted by B initially. During the course of the conversation, a response to B might occur a week later, as Marcoccia (2004: 117) argues. It is also possible that others may not see the need to respond to B at all, simply because B logged off a while ago, and is not available for discussion. Even if a response to B comes later from a subsequent contributor, B may not know that the turn has been responded to, so does not follow up the interaction. The delay in online message interaction results in the phenomenon called ‘persistent conversation’ (Erickson 1999) or

‘slow motion conversation’ (Lamy & Goodfellow 1999). The interaction that takes place in the electronic medium effectively breaks up the natural turn-taking model, and suggests that Sinclair & Coulthard’s (1975) model of Initiation-Response-Feedback (IRF) may be rare in online communication.

Difficulties in applying the notion of turn-taking (Cherny 1999: 160, Castro 2007: 27) and adjacency pairs (Murray 1985, 1989) to online discussion also cause problems in analyzing online writing through discourse moves and acts. For instance, acts such as <request> and <offer> may not necessarily be responded to or even acknowledged. Moves such as [repair] and [backchannel] may not appear in online discussions at all. It all depends on the degree of synchronicity. Sotillo (2000: 82) compared the typical synchronous and typical asynchronous electronic communication constructed by the same group of students. She found that discourse functions in synchronous discussions were similar to the types of interaction found in face-to-face conversations, while those in asynchronous discussions were similar to the Initiation-Response-Feedback (IRF) sequence of the traditional language classroom. She found far more electronic move types (14 of them) in synchronous discussion including [greeting], [topic-initiation], [off-topic], and [closing]. Meanwhile only 4 moves were found in asynchronous discussions, including [topic initiation], [student-response], [teacher-response], and [student-response/comment to other students]. Synchronicity thus seems to affect the range of moves in online discussion very strongly.

3.4.5 Generic differences in online discussion

Typical segments of a particular type of online conversation also vary considerably according to the type of discussion group (Crystal 2006: 135): the roles and relationships of participants, the purposes of the communication, the topic of discussion, and the degree of formality and synchronicity as discussed earlier in Section 3.2.2.2. While most typical synchronous chatgroups are social or person-oriented (e.g. Ooi 2002, Goutsos 2005, Gonzales & Esteves 2006, and Castro 2007), most asynchronous online bulletin board discussions are topical or task-oriented (e.g. Herring 1996, Lewis 2005). Even if the conversation falls under the same asynchronous topic-oriented type, they still differ in terms of the participants. A discussion group among professional participants works

differently from one designed for pedagogical purposes. Topics in professional discussion are always voluntarily raised by the participants, but topics in pedagogical online forums are assigned and may be prematurely directed by the teacher. So, the moves available to participants are very different in one and the other.

3.4.5.1 Professional topic-oriented discussion

In analyzing the ‘message schema’ of the two professional online forums in the LINGUIST list and WMST (Women’s Studies) list, Herring (1996: 86) found 17 types of microsegments in the messages, although no single message contains all of the functions. The main ones (with the frequency of 10% and above) are listed here in Table 3.8 below.

Table 3.8 Functions and frequencies of macro/microsegments of CMC

<i>Functions</i>	<i>N = 136</i>	
Epistolary convention		
- Salutation	13%	17
Introduction		
- Metacomment	10%	13
- Link to previous message	67%	91
Body		
- Express views	67%	91
- Provide information	27%	37
- Express feelings	10%	13
- Suggest solution	11%	15
Close		
- Apology	21%	29
- Appeal to others	24%	32
Epistolary convention		
- Signature	80%	109

Despite the 17 functions listed, Herring found that most messages contain only two or three of them. She then put the spotlight on their having an introduction, a contentful message body, and a close to come up with ‘the basic electronic message schema’, as in Figure 3.11

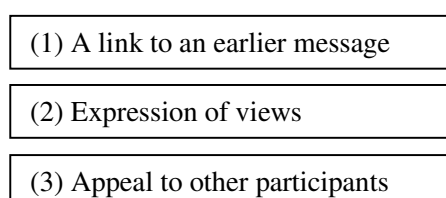


Figure 3.11 ‘The basic electronic message schema’ (Herring 1996)

The newspaper online discussion forums ('Financial Times' and 'The Guardian') analyzed by Lewis (2005) showed a slightly different message schema. There she found a common two-part structure, comprising [reaction/position + supporting statement]. This structure is similar to the [claim + support] or [point + elaboration] in the structure of academic essays as discussed earlier in Section 3.4.3 (see Table 3.7).

A reaction or a link to a previous message (e.g. a response or appeal to other participants) can be used before the statement of position, but Lewis found this rare. She also found that statements of position are usually supported by evidence, which is signaled by a lexical marker such as '*for example*', and that epistemic and emphatic expressions abounded in supporting statements. Like Lewis, Murray (1989) did not find the phatic functions of opening or closing moves in electronic conversation. The presence and absence of the acts involving phatic communication may depend on differences in the topics and groups of participants. Murray's data were from computer business chat, where everyone knows each other so may not feel the need for social talk as much as the participants in Herring's data.

3.4.5.2 Pedagogical topic-focused conversation

Research on the use of CMC for English language learning has found the basic sequences in ESL discussion groups to be similar to those of face-to-face conversation even in the topic-focused conversation. They contain many phatic functions such as [greeting], [opening], and [closing] (Negretti 1999). At the micro discourse level, the teacher's intervention in some forums (e.g. Piriyaasilpa 2007) can affect the degree of casualness in the students' conversation. Without any teacher's intervention, the message schema in online discussions, as shown in Goutsos (2005) and Gonzales & Esteves (2006), is quite similar. Both include (1) greeting and self-description, (2) point introduction and elaboration, and (3) preclosing and arrangement for future chat. This three-part structure aligns with Stenström's (1994) structure of casual conversation, where greeting is part of the opening move in conversation and preclosing or winding-down talk is part of the closing.

In analyzing classroom online discussion, Sengupta (2001: 115) found that agreeing and praising were the two prevalent moves in the main body, and noted that students usually start their turn with the word 'agree' which functions to praise as well as to agree with an

argumentative position. Multiple speech acts could be found in Negretti's data from a public ESL chat group, which involved a mix of English NS and NNS participants. The structures produced by this combination of participants were not very different in terms of moves, i.e. both groups exploited the same number of speech functions in a single turn, though learners have more challenges to "*acquire the typical structures and sequences of the foreign language and then adapt them to this new communicative setting with its contingent standards*" (Negretti 1999: 81).

While the data used by Murray (1989), Herring (1996) and Lewis (2005) are solely topic-oriented conversation, that of Negretti (1999), Sengupta (2001), Goutsos (2005) and Gonzelez & Esteves (2006) are both topic-oriented and person-oriented chat among learners. This again reflects the kind of topic and purpose shown earlier in Herring's framework (Table 3.4 in Section 3.2.2.2), rather than the difference between professional and pedagogical talks. Topics related to friendly chats of course contain more interpersonal moves and phatic functions than serious political talks. Unsurprisingly, in a small and closed group in an online ESL/EFL class conference where the situation is more casual and friendly, the greeting '*Hello everyone*' is a common feature (Gillen & Goddard 2003 in Crystal 2006: 146). Whereas writers in professional chatgroups go straight to the point without greetings or much phatic talk. Herring omits social greetings from her 'basic electronic message schema', simply because she deals with the professional online discussion, not the pedagogical one.

3.4.6 Summary of Section 3.4

The discussion in Section 3.4 has shown us that at the highest structural levels conversation and academic essays share a three-part structure: opening/introduction, message/body, and conclusion. But within the body of the discourse, conversation includes far more interactive speech functions that allow for meaning negotiation between the message sender and message receivers in exchange structures. Academic writing is monologic, thus no communicative exchange of messages is allowed, although students writing in academic essays have opportunities to organize their ideas and mediate them carefully to their readers without the pressure of time. They must nevertheless focus more on textual than interpersonal strategies for communicating content. Online discussions share their

interactive dynamic with conversation, and the benefit of the delayed response with academic writing. They thus have the potential to develop and exercise the language learner's ability to organize ideas and articulate arguments as well as interpersonal styles for communication.

3.5 CONCLUSION

The medium of communication (speech, writing, online communication) emerges as not a very productive approach for investigating language variation or the language functions used, because they vary on multiple parameters. Whether online writing is closer to speech or to writing depends on what kinds of online writing are in question, because there are many kinds of online communication ranging on the cline of synchronicity, for example. Online discourse structure is not exactly like speech or writing, rather a complex medium where the content is written as if it was spoken, yet without the usual feedback mechanisms. Online communication is of course more interactive than academic writing, but the interactivity is in 'slow motion', making it less dynamic than real conversation, thus more time for L2 learners to express themselves. Both these properties make it a supportive matrix for language learning.

The structure of the online bulletin board allows a wide variety of speech acts as students put their arguments forward in successive moves. It is possible that L2 learners, given enough exposure to training in online bulletin board discussions, may transfer interpersonal linguistic features (e.g. hedges and intensifiers) which are important for conveying interpersonal speech functions (e.g. giving suggestions, expressing personal views) from online communication into the argumentative microstructure of their academic essay writing. The frequency of different types of modal devices is known to vary from one medium and discourse type to another, but their distribution in online discussion has not yet been systematically researched.

CHAPTER 4

LINGUISTIC FRAMEWORKS:

MODALITY AND RELATED CONCEPTS

4.1 INTRODUCTION

Modals and intensifiers, which abound in Biber's (1988) 'involved-informational' textual dimension, are commonly found in online electronic writing (Yates 1996, Collot & Belmore 1996) as shown in Chapter 3 (Section 3.2.2.2). This chapter puts the spotlight on them and discusses how they have been classified by linguists, grammarians, and researchers, in order to prepare the ground for the analytical framework which will be proposed in Chapter 5. Modality is a complex system and there has been no consensus among linguists and grammarians on a common framework. The classification of degrees of intensity, though less complex, is not without problems of indeterminacy. These conceptual problems raise questions as to which modal and intensifying elements should be included in the analytical framework for this research, as most researchers focus on only a limited set. The literature review of this chapter aims to establish how modality and intensity can be examined together, and whether modal and intensifying elements are used equally across the different types of discourse and academic disciplines.

The chapter is divided into two main parts. The first part deals with the concepts and classifications of modality and intensity (presented in Sections 4.2 and 4.3), and how they can be integrated semantically (Section 4.4). The second part discusses the frequency of modal and intensifying elements in different discourse types, presented in Section 4.5.

4.2 MODALITY

4.2.1 Definitions, conceptualization and scope

Modality is a semantic category which in general terms refers to “*a speaker’s or a writer’s attitude towards, or point of view about, a state of the world*” (Carter & McCarthy 2006). This attitude can be expressed through the use of modal auxiliaries, or by other means such as modal nouns, adjectives, adverbs, or lexical verbs, hence the distinction between grammatical and lexical modal items. When an utterance is modalized, it reflects what the speaker perceives as true, desirable or necessary. These multiple meanings of modality may be analyzed in different dichotomies, and from a variety of perspectives.

In philosophical semantics, the concept of modality divides into two separate notions, i.e. the epistemic and root sense (Palmer 1990). While epistemic modality signals the speaker’s judgment on a proposition referring to the factuality of what is said, i.e. the degree of certainty, probability, and possibility; root modality expresses some kind of human control over the proposition, i.e. the expression of degree of obligation, permission, and volition (Greenbaum 1996: 20). From the point of view of grammarians such as Quirk, Greenbaum, Leech & Svartvik (1985), and Biber, Conrad & Leech (2002), a further distinction can be made in terms of whether modality is used extrinsically or intrinsically. While the extrinsic use parallels the epistemic sense, its intrinsic use parallels the root sense. Meanwhile, researchers belonging to the systemic-functional school (Halliday 1985, 1994, Halliday & Matthiessen 2004) categorize modality in terms of speech acts, i.e. whether modality is used to convey ‘propositional’ or ‘proposal’ functions.

The scope of modality has also been delimited slightly differently by semanticists and grammarians, without any consensus on a standard framework for analyzing it (Altman 1984: 4). Some focus mainly on modal auxiliaries, others are more flexible and allow space for other lexical items, including some pragmatic particles. Certain semantic categories which are included within the area of modality by some linguists are excluded by others, depending on whether they view modality formally or semantically. Palmer reflects on the difficulty in setting the scope of the modality system as follows.

“Just as it is not easy to define precisely the semantic range, so it is not always clear precisely what is to be included in the formal system. Indeed the vagueness and indeterminacy of the semantic system seems to lead to some lack of clear determination in the formal system, and gives the investigator no very clear guidelines concerning where to set the limits” (Palmer 1990: 2-3).

The classification of the modal system challenges all researchers who set foot into this semantic area. The variety of classifications of modality is also troublesome for language learners (Palmer 2003), apart from the inherent difficulties in using it. An overview of research studies in modality is needed to establish a working definition and classification system to be applied in this research.

4.2.2 Classifications

This section briefly reviews the classifications of modality from the different perspectives of semanticists and grammarians.

4.2.2.1 Grammatical and lexical categories

In English grammar, the primary realization of modality is through the use of the modal auxiliary verbs. These modal verbs can be categorized as either (i) base forms (*will, shall, can, may, must*); or (ii) past forms (*would, should, could, might, ought to*), which in non-past contexts imply meanings of formality, remoteness, politeness, or tentativeness. There is no past tense in sentences such as ‘*You should see a doctor*’ or ‘*It could be true*’ (Lyons 1968: 311). Perkins (1983: 50) refers to the first group as *primary modality* and the second as *secondary modality*. Palmer (1990: 3), views both groups as the core exponents of modality. He sees *need* as peripheral within the modal system. Although ‘semi-modals’ such as *have to, have got to, be going to* have no place in the formal system, they are important in the semantic system (p. 25). Since Palmer focuses on modal auxiliaries, he does not mention the use of epistemic modal adverbs such as *maybe, probably, perhaps*.

From a semantic perspective, modality can be realized by either grammatical or lexical items. Caton (1969) was among the first to include both in the set which he called

‘epistemic qualifiers’ (EQs). According to him, EQs are “*qualifiers which are used to indicate something about one’s state of knowledge or belief or opinion in an answer to the question whether X is Y*” (p. 43). He explained that the construction X is Y can be modalized in three patterns through the use of (1) modal verbs such as in ‘X *may be* Y’, (2) modal adverbs such as in ‘X *is probably* Y’, and (3) lexical verbs such as in ‘I *know that* X is Y’. However, Caton’s notion of epistemic qualification only captures the epistemic sense of modality. Halliday (1970: 328-331) provides a broader conceptual frame looking at both epistemic and root notions, and argues that modality can be expressed by either verbal or non-verbal means, or both. The verbal forms are the modal auxiliaries: *can, could, may, might, must, need, ought to, will, would, shall, should*. The non-verbal forms include (i) adverbs (e.g. *perhaps, possibly, obviously*), (ii) adjectives (e.g. *possible, likely, necessary*), (iii) nouns (e.g. *possibility, chance, likelihood*). Halliday’s inclusion of both verbal and nonverbal expressions of modality lends itself to the more developed classification of Hermerén (1978: 10), in terms of grammatical word classes, including modal nouns, adjectives, adverbs, and verbs as shown below.

Nouns:	<i>chance, expectation, hope, presumption</i> e.g. There is no <u>chance</u> that ...
Adjectives:	<i>certain, likely, necessary, possible, sure</i> e.g. It is <u>possible</u> that ..., I am <u>sure</u> that ...
Adverbs:	<i>evidently, hardly, perhaps, surprisingly</i> e.g. <u>Evidently</u> , he was a dangerous criminal.
Verbs:	- Modal auxiliaries: <i>can, could, may, might, must, will, would, etc.</i> e.g. We <u>should</u> be at the seminar on time. - Lexical verbs: <i>believe, think, prefer, want</i> e.g. I doubt that he <u>will</u> win.

(Hermerén 1978: 10)

Hermerén’s inclusion of lexical verbs is an addition to Halliday’s (1970) framework. Though this category is not clearly included in early Halliday (1970), it appears later in Halliday (1985, 1994) and Halliday & Matthiessen (2004), as a metaphorical realization of modality. Coates (1983) also broadened her framework from the core modal auxiliaries to cover lexical verbs (e.g. *suppose, presume*) which appear in later Coates (1987).

4.2.2.2 Epistemic and root modality

The function of epistemic modality is to add probabilistic judgments to propositions. Epistemic modality is viewed by Palmer (1990: 50) as the ‘modality of propositions’. Halliday (1994: 88) explains that in everyday conversation, we do not limit ourselves only to positive and negative meanings. There are times that we do not want to say things straightforwardly for many reasons, and there are many kinds of indeterminacy that fall in between the yes and no. These intermediate degrees, between the positive and negative poles are known as ‘epistemic modality’.

While Palmer counts only a few modal verbs such as *may, might, must, will, would* as epistemic markers, Halliday focuses on epistemic modality as a semantic function, including not only the modal auxiliaries but also adverbs (e.g. *maybe, probably*) and adjectives (e.g. *possible, certain*). He also says that it may be expressed through a primary clause (a clause containing periphrastic verbs or parenthetical verbs) such as *I think, I believe, I guess* as in, for example, “*I think it’s going to rain.*”, which is semantically equivalent to the modal adverb *probably* in “*It’s probably going to rain.*”. From the semantic perspective, there can be a wide range of variant forms for the lexical expression of modality, including such formulaic phrases as *in my opinion, in fact, I am sure*.

In the view of systemic-functional linguistics, epistemic modality represents the personal involvement of a speaker to some extent in the text, by indicating speaker’s judgment about the validity of a proposition. This is realized by several discourse markers in which Halliday calls ‘mood adjuncts’ and ‘comment adjuncts’. Mood adjuncts such as *probably, generally, of course*, and comment adjuncts such as *in my opinion, personally* convey modal meaning in that they allow speakers to foreground their personal attitudes to the propositional utterances. Putting together both the grammaticalised (verbal) and lexicalized (non-verbal) linguistic items, these devices have received a variety of labels in the linguistic literature, including ‘epistemic qualifiers’ (Caton 1969: 37), ‘modality markers’ (House & Kasper 1981 in Kasper 1982: 108), ‘modal elements’ (Aijmer 1984: 126), ‘marker of tentativeness’ (Stubbs, 1986: 18) ‘modal qualifiers’ (Powell 1992: 83), ‘epistemic expressions’ (Carretero 1992: 17), and ‘hedging devices’ (Karkkainen 1992: 207, Hyland 1994: 239). In this research, I will adopt ‘hedging devices’ to refer to them.

A distinction is usually made between the epistemic and non-epistemic modality, and the latter is called 'root' modality. The non-epistemic or root modality is further divided by Palmer (1990) into 'deontic' and 'dynamic' modality. Deontic modality has to do mainly with (i) presenting a suggestion or an obligation, as with the modal verb *must* as in '*you must go now*', and (ii) giving permission, as with the modal verb *may* as in '*you may come in*'. Dynamic modality, on the other hand, has to do with (i) ability through the use of *can* and *be able to* (e.g. '*He can fix the radio*'), and (ii) volition through the use of *will*, *want to*, and *would like to* (e.g. '*I want to join you*'). For the purposes of this research, the term 'root' modality is preferred to 'deontic', because it can cover the concept more broadly, including the purely deontic and the dynamic sense.

Because the function of root modality is essentially performative (Palmer 1990: 69), it is generally viewed as the 'modality of proposals', conveying the speech function of either commanding or offering according to the context. For example, saying '*you must go now*' expresses a speaker's command over a hearer, while saying '*I want to help you*' expresses a speaker's intention to offer a service. While root modals take a limited number of grammatical forms, linguists of the systemic-functional school propose a broader range of them. Perkins (1983: 121), for example, focusing on semantic function includes semi-modal forms such as *be obliged to* as in '*you are obliged to go*' as a polite form of '*you must go*'. The use of adjectives such as *keen to* as in '*Jane's keen to help*' is regarded by Halliday (1994: 358) as an equivalent to *will* in expressing volition, as in '*Jane'll help*'.

4.2.2.3 Intrinsic and extrinsic modality

Grammarians such as Quirk, Greenbaum, Leech & Svartvik (1985), draw a distinction between intrinsic and extrinsic modality. The concept was later elaborated by Biber, Johansson, Leech, Conrad & Finegan (1999) and Biber, Conrad, & Leech (2002). According to Biber et al. (2002: 176), each modal item can have intrinsic (or personal) and extrinsic (or logical) uses. Intrinsic (personal) modal meaning refers to the control of actions and events by human and other agents, i.e. "*the subject of the verb phrase usually refers to a human being, and the main verb is usually a dynamic verb that describes an activity or event that can be controlled*" (p. 177). Extrinsic (logical) modal meaning, on the

other hand, refers to the logical status of events, i.e. “*modal verbs with logical meanings usually occur with non-human subjects and/or with main verbs that express states*”.

Table 4.1 The intrinsic-extrinsic binary distinction of modality (Biber et al. 2002: 176)

Modals	Distinction	Meanings
<i>can, could, may, might</i>	- intrinsic: - extrinsic:	permission / possibility / ability possibility
<i>be supposed to, had better, have to, must, should, ought to</i>	- intrinsic: - extrinsic:	obligation necessity
<i>be going to, shall, will, would,</i>	- intrinsic: - extrinsic:	volition / intention prediction

The distinction between intrinsic and extrinsic modality as shown in Table 4.1 above proves useful as it is able to explain the multiple meanings which one modal verb can convey. For example, *must* as a dual-function modal conveys either personal obligation or logical necessity. This model shows that the modal’s function is clear when used with a human subject and a dynamic verb such as in ‘*you must leave*’ which conveys the speaker’s imposition of the obligation on the hearer; whereas *must* in ‘*it must be somewhere here*’ occurs with a non-human subject and static main verb, so it conveys speaker’s confidence in the truth of the proposition. But still it does not capture pragmatic differences between the personal intrinsic modals used with different personal pronouns. For example, the first person pronoun *I* as in ‘*I must admit that...*’ is used to mitigate the imposition of the speaker’s own face when his or her utterances are unfavorable for him or herself (Palmer 1990: 74, Hunston 2002: 59). It is the opposite when the pronoun *you* is used as in ‘*you must admit that...*’ where the challenge to the hearer’s face is quite blatant.

The criteria for the intrinsic-extrinsic distinction are different from that of epistemic and root in focusing on whether the subject is human or not. But the human/non-human subject distinction is also sometimes problematic, in cases such as ‘*the government should know*’, where the subject could be understood as either a human body or non-human system. So, in this case, the intrinsic/extrinsic criteria of distinction cannot handle the above ambiguity any better than the epistemic/root since the sentence could be interpreted intrinsically or extrinsically. So in this case, the intrinsic/extrinsic distinction does not distinguish the two senses any better than the epistemic/root distinction. There are other indeterminate cases,

as when either a logical or personal interpretation is possible. The two meanings merge in the sentence *'I will be back soon'*, where the use of *will* could express both volition and prediction. The issue of indeterminacy will be discussed further in Section 4.2.3, but let us first discuss the systemic-functional perspective on the classification of modals.

4.2.2.4 Modalization and modulation

Many corpus-based studies of the expression of modality focus on modal verbs, although there are other grammatical classes which can be used to convey similar meanings, such as lexical verbs, adverbial constructions, nouns, and adjectives, as we have already seen in Section 4.2.2.1. Perkins (1983: 19-20) also recognizes that there is a wide range of lexical devices in English which are more than just modal verb paraphrases, and equally deserve to be labeled as 'modal', but he does not specify what linguistic items should be included in that set. He does explain, however, following Lyons (1977), that *'the more fully something is grammaticalized, rather than lexicalized, the more central it is in the system'*. On these grounds, modal auxiliaries are deemed as more central in English modality than non-auxiliary modal expressions (Perkins, 1983: 104). Hence, the term 'central modal auxiliaries' is used to refer to the nine modal verb forms: *will, would, shall, should, can, could, may, might, must*.

"An analysis of the modals will constitute a first step in a much broader analysis of a wide range of expressions and other linguistic devices which are also available for the expression of modality in English" (Perkins, 1983: 25).

Instead of providing a full list of linguistic items which can never be exhaustive or complete, Halliday (1985), like Hermerén (1978) and Perkins (1983), proposes two language functions of 'modalization' and 'modulation' to include both grammatical and lexical linguistic devices conveying modality, as shown in Figure 4.1 below. The difference between the two notions is not, in fact, new, as it parallels the difference between epistemic and root modality in philosophical semantics. However in the systemic-functional view, modality is viewed as having two different functions which can be understood through the two different types of exchange functions in a sentence. A sentence can be said to perform either propositional or proposal functions, and the difference

between them is aligned with the difference between modalization and modulation (Halliday & Matthiessen 2004: 147).

Modalization (modalized meaning) conveys the speaker's assessment of the probability of the propositional content in a clause. It is external to the content and hence interpersonal in function, reflecting communicative roles between the speakers (or writers) and listeners (or readers). Modulation (modulated meaning) also expresses the relation between the participant and the process, but the meaning is part of the proposal (Halliday 1970: 347, 349). For example, without any context, the sentence '*You must be very careless*' is usually viewed as modalized clause as it only conveys speaker's judgment that the listener is careless, whereas '*You must be very careful*', again used without context, usually conveys a strong suggestion to the listener (p. 326). The former is modalized clause, while the latter is modulated one.

While modalization is related to the referential function and thus parallels epistemic modality, modulation is related to the transactional functions of language and thus parallels root modality. Modalized clauses convey two semantic categories (1) degrees of probability through the use of core modal verbs (e.g. '*It must / might be John*') and (2) degrees of usuality through the use of adverbs of frequency (e.g. '*John is always / sometimes here*'). However, Halliday & Matthiessen's inclusion of usuality in the modal system is not generally agreed on by grammarians. The two notions are clearly separated in Downing & Locke (2006: 70). Modulated clauses are those that convey the function of offering or commanding, including (1) degrees of obligation (e.g. '*John must / is supposed to go*') and (2) degrees of inclination (e.g. '*John will / is willing to help*'). In communication we tend to fine-tune our utterances both in degree of certainty and degree of obligation and volition via interpersonal devices.

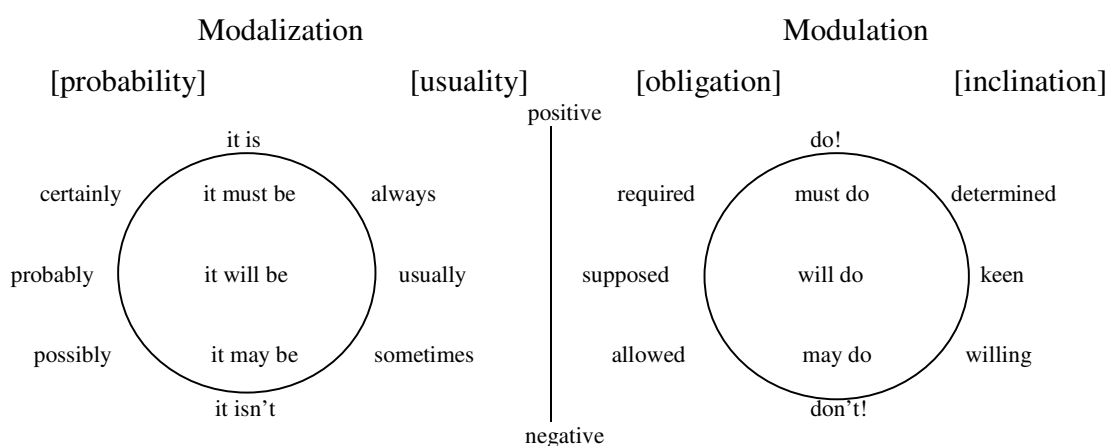


Figure 4.1 Modality framework in systemic-functional linguistics (Halliday: 1985: 335)

Figure 4.1 represents the two areas of modality. The area on the left represents modalization of ‘propositions’ (statements and questions) or epistemic meanings. The area on the right represents modulation of ‘proposals’ (offers and commands) or root meanings. Despite Halliday’s inclusion of modal paraphrases, his model clearly shows the centrality of verbal against non-verbal modals by using the two focal circles, like camera lenses, where items inside are the core modals and those outside are peripheral. The framework also illustrates the gradience of meaning varying along the positive-negative continuum.

The model suggests that two systems are identical in their formal means of expression since the same modal auxiliaries can be used to express both modalization and modulation. For example, *may* can express either modalized meaning in terms of certainty (e.g. *that may be true*) or modulated meaning in terms of obligation (e.g. *you may come in*), as illustrated in the diagram; *will* can express both modalized meaning as probability and modulated meaning as willingness. However, the diagram only serves at the conceptual level to capture the system of modality in functional terms. The model is open-ended, allowing for almost any lexical realizations of modality whose literal meanings are similar to those demonstrated in the diagram to be included in the system.

4.2.3 Indeterminacy

Having reviewed different perspectives on the modal classification, we will now focus on problems for conceptualization of some modal items. Section 4.2.3.1 exemplifies the case

of ambiguity where dual functions occur in the same modal auxiliaries. Section 4.2.3.2 discusses problems in distinguishing epistemic modals from interpersonal hedges.

4.2.3.1 Ambiguity of modal verbs

Ambiguity is the case when more than one meaning lies in a sentence but only one is intended. The problem is that it is impossible to be sure which one is intended (Coates 1983). A single modal verb may convey different modal meanings, as shown in Figure 4.1, but it is often impossible to assign one single function to a given modal item, because the meaning depends on the context of utterances and a speaker/writer's intention (Perkins 1983: 14, Karkkainen, 1992: 199). Even Palmer (1990: 197-200) who attempts to classify modality using a categorical approach accepts that the system of modality is messy because there are cases of ambiguity. As Halliday & Matthiessen (2004: 148) say, "*Since modality is an expression of indeterminacy, it might be expected that the systems themselves would be notably indeterminate*". This very brief review of literature can only mention a few of the ambiguous cases, concerning the use of modal verbs *must*, *will*, and *can*, in order to show complexity in modal classification. The criteria for the selection of these modals and others in this research are discussed in Chapter 5 (Section 5.6).

(a) Epistemic (certainty) and root (obligation) *must*

The modal *must* can be used to express either epistemic or root sense depending on contexts (Leech & Coates 1980: 81). As discussed earlier by Halliday (Section 4.2.2.4), *must* in the sentence 'you must be very careful' tends to convey a root sense, whereas in 'you must be very careless' it is used as an epistemic marker. Huddleston & Pullum (2005: 55), however, point out the ambiguous case where *must* allows either kind of interpretation such as in 'you must be very tactful' which can be read either as '*I have evidence that leads me to believe you are very tactful*' or '*there is an obligation for you to be very tactful*'. When these cases occur, researchers usually exclude them from the analysis or treat them separately as an ambiguous group.

(b) Epistemic (prediction) and root (volition) *will*

As for *will*, the problem lies in its two meanings of prediction and volition. The two are closely related because volitional *will* always has the implication of prediction (Palmer 1990: 135). For example, the sentence like 'I'll be with you shortly' could be a promise/volition (deontic) or a prediction (epistemic) depending on whether or not the speaker has the power or ability to effect the event (Altman, 1984: 8). Some researchers (e.g. Wai-yee & Mi-ying 1994) rely on Quirk et al.'s (1985) grammatical criteria for dividing intrinsic and extrinsic modality as discussed earlier in Section 4.2.2.3. Others (e.g. Klinge 2005) avoid distinguishing between the two meanings.

(c) Epistemic (possibility) and root (permission / ability) *can*

The meanings of *can* include permission, ability, and possibility (Quirk et al. 1985: 221, Palmer 2001: 15). The permission sense of *can* as in 'Can I borrow your book?' is clearly deontic when it is replaceable by *may* in its permission sense. But the use of *can* in 'she can type very fast' is dynamic as it describes the ability or potential of the subject of the sentence, rather than the possibility of something to occur (Steele 1975: 38, Palmer 1990: 36). Its use in 'that can be right' seems to convey the epistemic sense.

However, it is not always clear how ability and possibility are to be distinguished (Leech & Coates, 1980: 84). The meaning of *can* may be explained by the context of meaning in relation to laws of restrictions (Perkins 1982: 248-249, Altman 1984: 10). The interpretation depends on which set of laws is thought to be most appropriate in the context of utterances (Perkins 1982: 253). The possibility sense refers to rational or logical restrictions, while the ability sense of 'can' refers to natural laws. However, Perkins' explanation does not resolve the issue as it depends on individual interpretations as of what sort of laws are to be applied (logical or natural). Quirk et al. (1985: 222) suggest that the 'possibility' sense of *can* may be paraphrased by the use of 'be possible', while the 'ability' sense by the use of 'be able to'. However, this rule is again subjective, since '*she can type very fast*' could be read as either '*it is possible that she types very fast*' or '*she is able to type very fast*'. So, *can* is a special case of the 'possibility' meaning "*one in which the possibility of an action is due to some skill or capability on the part of the subject referent*" (Quirk et al. 1985: 222). Leech & Svartvik (2002: 151) call this 'theoretical

possibility’, and consider it as weaker than the ‘factual possibility’. The theoretical possibility of *can* is treated separately in the modal system as ‘capability’ by Eggins & Slade (2005: 107) or ‘capacity’ by Martin & White (2005: 54).

No consensus has been reached so far regarding including *can* in the modal analysis. While some researchers (e.g. Steele 1975) do not consider *can* as expressing modality at all, some others, (e.g. Perkins 1983, Coates 1995) note that the epistemic reading of *can* is possible in some cases; and Recski (2005) includes all occurrences of *can* in his study of modality. Many researchers (e.g. Holmes 1988, Salager-Meyer 1994, Hyland 1994, 1996a, Hyland & Milton 1997) avoid arguing over the interpretation of *can* as epistemic possibility by not including it at all in their studies, while Varttala (2001) is careful in selecting only some cases of epistemic *can* by using Biber et al.’s (1999) model, which puts the three meanings of *can* (permission/possibility/ability) together and divides them, instead, on the basis of intrinsic / extrinsic distinctions discussed earlier in 4.2.2.3.

In some cases, it is hard to prove which meaning is intended by the speaker even when viewed in context, and it could be that the speaker intends to convey both meanings at the same time. This is what Coates (1983) calls ‘merger’, the type of indeterminacy where the two meanings are possible in one sentence and the context fails to exclude one of the two possible meanings. It is sometimes impossible to say whether a sentence such as ‘*you can go*’ is meant to be assertive or directive because the utterance could have been either, or in fact both (Karkkainen 1992: 200). As Preisler (1986: 91) says, “*If the ambiguity is not resolved by the context, the reason is perhaps that it is not intended to*”.

4.2.3.2 Epistemic and interpersonal meanings: Modality and hedging

Epistemic modality helps to modify illocutionary meaning by converting a speaker’s estimation into a level of possibility (Holmes 1983: 100, 1984: 348). Two main reasons for doing so are: (1) to convey the speaker’s assessment of the truth of the proposition, generally conveying modal or propositional meaning, and (2) to express the speaker’s deference or politeness towards the addressee, generally conveying affective or communicative meaning. These two functions are important in ELT contexts, because learners need to be able to interpret and convey both kinds of meaning in order to use the

language appropriately (Kennedy 1979, Holmes 1983: 100). Both functions are also important in academic writing where statements should indicate both the writer's degree of conviction in the finer points of their argument, as well as to reflect due deference to the reader (Allison 1995, Hyland 1994, 1996a, Hyland & Milton 1997).

Since epistemic modality relates to a subjective inference made by the speaker, not the verifiability in the light of knowledge (Lyons 1977: 792, Palmer 1990: 7), the same modal devices which are used to signal epistemic meaning can also function as an affective means of attenuating the illocutionary force of an utterance (Holmes, 1983: 100). A single token of modality can function both epistemically and interpersonally, as in the cases discussed in Section 4.2.3.1. Because of this, it may not be possible to distinguish between what is the writer's conviction and what is deference, modesty or politeness.

“One can make distinctions at a theoretical level into epistemic modality used to indicate genuine uncertainty and epistemic modality used as a conversation-interactional strategy, but in a given instance of use it is only possible to distinguish varying degrees to which one function is more prominent than the other” (Karkkainen 1992: 201).

We can theoretically differentiate ‘the expression of doubt and certainty’ about facts being explained, i.e. epistemic meaning; and ‘sensitivity to others’ feelings’, i.e. interpersonal meaning (Coates 1996). But in most cases, both epistemic and interpersonal functions of language are realized by the same token. For example, *may* as in ‘they may be right’, which conveys epistemic meaning, actually performs an interpersonal function simultaneously. For this reason, researchers often put both epistemic modals and interpersonal expressions under the umbrella of ‘hedging’, because they are related semantically and pragmatically.

The inclusion of epistemic modality under hedging is not however without problems as there has been no consensus so far as to what to call the multitude of linguistic devices serving this function. The research literature has also dealt with this under the titles such as the language of ‘doubt’ (Holmes 1982), or the ‘tentative language’ (Stubbs 1986). These terminologies serve to avoid the problematic distinction between the true modal devices and hedging devices. If one focuses only on the epistemic modal auxiliaries, one tends to be faced with a great number of other lexical devices which semantically realize the same

function of hedging, such as copular verbs other than 'be' (e.g. *tend*, *seem*), or parenthetical elements (e.g. *in our opinion*, *in my view*).

Lakoff's (1973) definition of 'hedging' as "words whose job is to make things fuzzy or less fuzzy" is divided by Prince et al. (1982) into (1) fuzziness within the proposition itself, e.g. 'his feet were sort of blue', and (2) fuzziness within the speaker commitment, e.g. 'I think his feet were blue'. Though both convey the same speech function of avoiding precision which is appropriate in social communication (Channell 1994: 15), they are distinguished in terms of pragmatics. *Sort of* functions to moderate the degree of typicality of the characteristics put forth in the proposition, while *I think* serves to convey less commitment to the proposition by suggesting that what is said is only believed to be true from the view of the speaker. Prince et al. call the first type 'approximators' and the latter 'shields'. The distinction gives 'shields' a large set of linguistic exponents, since comment clauses can be realized in many forms such as *I think*, *I believe*, *I guess*. But 'approximators' and 'shields' seem to be distinguishable only in terms of syntactic structure (Skelton 1988a). This distinction lends itself to Holmes' (1982) division between personalized expressions, e.g. *I think ...* and impersonalized expressions, e.g. *It's likely that ...*.

The inclusion of lexical verbs such as *think* or *guess* is debatable, because they can function either as reporting verbs or parenthetical verbs. If they function as reporting verbs, they appear in the sentence initial position where speakers intend only to report the content of the proposition without conveying degree of conviction. If they function parenthetically in the medial or final sentence position, the speakers weaken their commitment to the truth of the proposition (Huddleston & Pullum 2002: 896). The inclusion of the sentence-initial comment clauses such as *I think* or *I guess* by researchers such as Holmes (1983, 1984), Coates (1987), Karkkainen (1992) and Aijmer (1996) is understandable, as their data include speech and there are lots of prosodic clues that allow these initial clauses to be interpreted as parentheticals. In writing, however, only comment clauses that appear in the medial or final sentential position provide readers with the clue to interpret them as hedging devices. Besides, *I think* in the sentence-initial position, as discussed by Holmes (1985, 1995) and Coates (1987), can also function to strengthen, rather than to weaken, the force of the utterance.

Some researchers (e.g. Salager-Meyer 1994, Hyland 1994, 1996a) include *I believe* as an academic hedge. Systemic functionalists include these comment clauses in any sentence position, regardless of whether they are spoken or written (Halliday & Matthiessen 2004: 614). This is the major point of disagreement between systemic-functional linguists and grammarians whether comment clauses should be included as modal devices.

4.2.4 Clusters and combinations of modal devices

An expression of modality can occur individually in a sentence or it can combine with other lexical expressions which work to reinforce or fine-tune the meaning of others. Even though Palmer (1990: 67) does not accept lexical probability adverbs⁵ as modals by themselves, he accepts that there are a few adverbs that sometimes occur with epistemic modal verbs, for example, *may* and *possibly* as in ‘*He may possibly have forgotten*’. Modal adverbs are also found with deontic modal verbs, for example, *must* and *certainly* as in ‘*Withdrawals must certainly not exceed £600*’ (Hoye 1997). Aijmer (2002a: 70) refers to modal adverbs used in combination with the modal verbs as ‘*adverbial satellites*’. The co-occurrence of the two items can be close or distant on the scale of certainty, as in the combination of *would* and *probably* which is viewed as ‘*modally harmonic*’ and *may* and *certainly* as ‘*modally non-harmonic*’ (Lyons 1977: 807, Huddleston & Pullum 2002: 179). The non-harmonic combination could result from the fine-tuning of statements on the run, demonstrating the dynamic adjustment of speech in interaction with others.

In practice, even the highest degree of certainty does not convey certainty of meaning, because the term is only a reflection of the speaker’s evaluation. Speakers can say that they are certain about something when they are less than certain. Ironically, ‘*that’s certainly John*’ conveys less certainty than the unqualified ‘*that’s John*’ (Halliday 1994: 89). Because of this, Halliday’s use of the term ‘*certainty*’ has been argued by Palmer (1990: 53) as misleading.

⁵ The term ‘probability adverb’ was originated by Declerck (1991: 233) to cover all epistemic modal adverbs expressing certainty, probability, and possibility.

The use of adverbs conveying certainty can nevertheless add emphasis to the strength of the propositional utterances (Hyland & Milton 1997: 199). For example, *should + of course* as used in ‘*New influences from all over the world should of course be seen as assets ...*’ contains more persuasive force than the single *should* (Aijmer 2002a: 70). However, it is arguable whether epistemic devices used in combination or ‘*epistemic clusters*’ necessarily reinforce the degree of epistemic modality. Preisler (1986: 97) seems to believe so, for he says each additional epistemic device in the sentence “*it is not inconceivable that she might perhaps have overheard something ...*” makes the utterance more tentative. Yet another view, not shared by all, is that of Palmer (1990: 67) who regards the presence of probability adverbs which co-occur with probability modals as simply pleonastic. This may depend on whether the utterances are conveyed in speech or in writing. In speech, the meaning can be realized through intonation and stress, while in writing too many modal devices can be redundant. This makes it an interesting question whether epistemic clusters appear more in conversational than academic texts.

4.2.5 Summary of Section 4.2

In this Section 4.2, we have discussed the different dichotomies of modality based on the views of semanticists, grammarians, and systemic-functional linguists. The intrinsic-extrinsic dichotomy is useful for developing the criteria for distinguishing between epistemic and root modality, and the inclusion of metaphorical variants of modality in a functional perspective gives scope for a broader range of modal selections. In this research, the semantic terms ‘epistemic’ and ‘root’ are preferred, since they cover the binary semantic values of the modals more comprehensively than others. The notion of epistemic modality lends itself to that of intensity as well, simply because when we convey degrees of conviction, we sometimes commit ourselves unavoidably to an interpersonal degree of intensity and the two cannot be clearly separated. This is why intensity deserves our attention in this research and will be discussed in the following section.

4.3 INTENSITY

4.3.1 Definitions and concepts

The term ‘intensity’ as used in the systemic-functional school describes the way in which meaning can be modified: on the one hand, as higher or lower on the scale of intensification; and on the other, as more or less interpersonally-involved on the interpersonal scale. On the vertical axis, adverbs such as *totally* and *utterly* would serve as extreme realizations of intensity, *somewhat* and *rather* as medium to high, and *scarcely* and *hardly* as low. On the horizontal axis, these adverbs are interpersonally neutral. Others such as *amazingly*, *awfully* express personal judgments and thus are interpersonally significant (Halliday & Matthiessen 2004: 356). The intensity adverbs are viewed as ‘*mood adjuncts*’, while the interpersonal ones are ‘*comment adjuncts*’. These two dimensions can thus be illustrated in Figure 4.2.

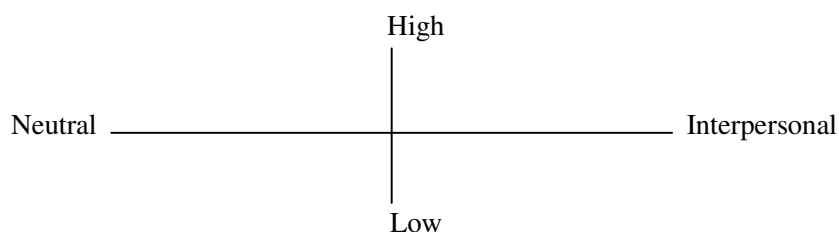


Figure 4.2 The two dimensions of intensity (extracted from Halliday & Matthiessen 2004)

While modality is semantically realized by the use of modal auxiliaries and various other lexical forms, intensity is realized primarily by the use of adverbs which function as modifiers. These adverbs are called ‘intensifiers’ in Quirk et al. (1985: 589), ‘adverbs of degree’ in Biber et al. (1999: 554), ‘degree adverbs’ in Leech & Svartvik (2002: 119), or ‘intensifying adverbs’ in Crystal (2004b: 268).

Halliday & Matthiessen’s use of degrees of ‘intensity’ and their division of the concept into total, high, and low aligns well with Quirk et al.’s (1985) use of the term ‘intensifiers’. According to them, “the term ‘intensifier’ ... indicates a point on an abstractly conceived intensity scale; and the point indicated may be relatively low or relatively high.” (p.589). This makes Halliday & Matthiessen’s total degree of intensity parallel to Quirk et al.’s

‘maximizers’; a high degree of intensity parallels the ‘booster’; and a low degree of intensity is comparable to the ‘downtoner’.

4.3.2 Classifications

Subjuncts conveying degrees of intensity divide into emphasizees and intensifiers (Quirk et al. 1985). Emphasizers (e.g. *really, actually, certainly*) are subjuncts which emphasize the speaker/writer’s conviction on the truth value of the clause to which they apply. Intensifiers, on the other hand, push the degree of intensity upwards or downwards, depending on the whether they are used as downtoners or amplifiers. If they are used as downtoners, their functions are to attenuate or soften the meaning of adjectives they modify. If they are used as amplifiers, their functions are to reinforce or highlight the gradable properties of those adjectives. Downtoners can be subcategorized into approximators (e.g. *nearly, almost*), compromisers (e.g. *somewhat, rather*), diminishers (e.g. *somewhat, partly*), and minimisers (e.g. *hardly, barely*). Amplifiers can be divided into boosters (e.g. *highly, strongly*) and maximizers (e.g. *extremely, absolutely*).

Intensifiers differ from emphasizees in that the former are gradable subjuncts conveying scalar property, hence the term ‘scalar intensifiers’ (Paradis 2000) or ‘scale words’ (Leech & Svartvik 2002: 116); while the latter are usually non-gradable as they simply add the absolute reinforcing effect, hence the term ‘totality modifiers’ (Paradis 2000) or ‘limit words’ (Leech & Svartvik 2002: 116). When viewed with Quirk et al.’s (1985) framework, approximators and maximizers, and emphasizees fall under totality modifiers, while compromisers, diminishers, minimizers, and boosters are under scalar modifiers as shown in Figure 4.3. Minimizers (e.g. *hardly* or *barely*) are, nonetheless, not included in Paradis’ (2000: 148) original framework of degree modifiers, one possible reason being that they overlap with the degree of usuality which is part of Halliday’s framework of modality. Whether they are viewed under the temporal usuality in Halliday’s framework of modality, or scalar intensity in Quirk et al. they have the same semantic hedging function.

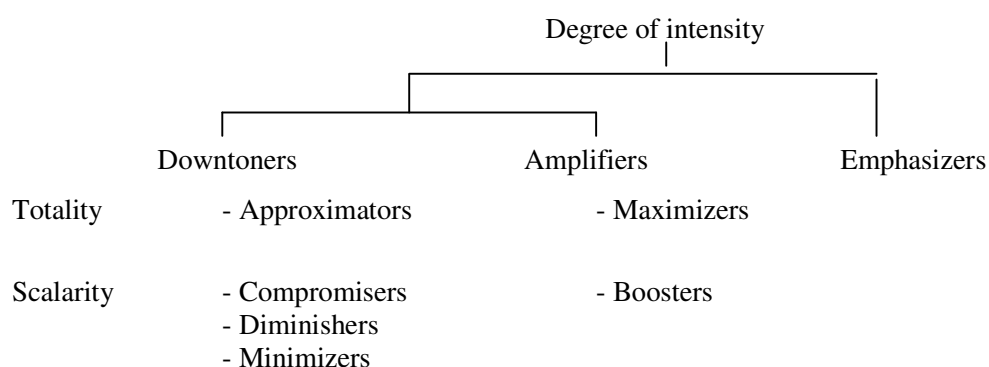


Figure 4.3 Classification of degrees of intensity (synthesized from Quirk et al. 1985, Paradis 2000, and Crystal 2004a, 2004b)

Compared to the classification of the modality system, that of intensity is much less complex, and most grammarians agree on the general classification. Slight differences remain though, at the level of terminology and the diagram above is a synthesis of the different terms used by several grammarians. For example, Quirk et al.’s use of the term ‘intensifiers’ has not been used by all grammarians, probably because the term suggests only upward intensification rather than the cline or degree of intensity; according to the Collins COBUILD Dictionary (Sinclair 2003: 756), ‘intensify’ means “*to become greater in strength, amount, or degree*”. As a result, the word could be misinterpreted to mean only maximizers and boosters. Instead, Holmes (1988) uses the term ‘degree of conviction’, while Crystal opts for the term ‘degree of intensity’ (2004a: 183) and ‘scale of intensity’ (2004b: 285). Following Quirk et al. and Crystal, the classification of these degree adverbs is simplified to three functions including emphasizing, scaling upwards, and scaling downwards. The three functions parallel Quirk et al.’s *emphasizers*, *amplifiers*, and *downtoners*, respectively. Even though there is a general consensus regarding the classification of these adverbs as individual words, there can be indeterminate cases, as shown in the following section.

4.3.3 Indeterminacy

Even though adverbs conveying degrees of intensity are categorical in their conception, as shown in the above Figure 4.3, the distinction between their classes is not without problems. Like modality, there are some indeterminate cases where meanings of some adverbs depend on their syntactic position, i.e. their position within the clause or sentence.

According to Quirk et al. (1985: 583), emphazizers can take on the semantic role of modality. However, in practice, it is difficult to distinguish between emphazizers, which express epistemic modal meaning; and amplifiers, which express interpersonal meaning.

- (a) He *really* may have injured innocent people.
- (b) He may *really* have injured innocent people.
- (c) He may have *really* injured innocent people.

Quirk et al. explain that in examples (a) and (b) above, *really* serves purely as an emphazizer asserting the factuality of the whole statement, whereas in (c), it is ambiguous as it could be interpreted as assertion of certainty (thus is replaceable by *indeed* or *actually*) or expression of higher degree of injury (meaning seriously, to a severe extent). Most researchers (Stenström 1986, Paradis 2003) rely on the syntactic position, and regard *really* as intensifier only when it is used as a modifier in front of an adjective, i.e. as a subjunct. This also depends on what adjective is modified. Similarly, *quite* can function either as a booster, when used with non-gradable adjectives, or downtoner, when it modifies gradable adjectives.

Meaning is also dependent on the variety of English used. American use of *quite* often conveys boosting function, while the British use of the term usually conveys hedging function (Peters 2004: 453). Similarly, *pretty* as an adverb can function either as a booster or a downtoner in American English, but in British English it tends to function mainly as a downtoner rather than a booster (p.440). This brief review can present only some examples of the indeterminacy in the use of intensifying devices. Section 5.6 (Chapter 5) discusses indeterminate cases of modals and intensifiers in more detail. How these cases are dealt with in the data analysis is discussed in Chapters 6 and 7.

4.4 PUTTING MODALITY AND INTENSITY TOGETHER

The inclusion of modal and intensifying elements in the same analytical framework is not unprecedented in research on particular kinds of discourse. It has been previously attempted in several research studies such as on medical spoken discourse (Prince et. al 1982), academic journals in science, humanities (Skelton 1988b) and medical disciplines

(Salager-Meyer 1994, 1997), L2 academic essays (Hyland & Milton 1997), and oral dissertation defenses (Recski 2005).

Skelton's (1988a) research includes modal, hedging and intensifying elements, and refers to them as 'commentative language'. His modal and hedging devices include, for example, *may, seem, appear, probably, doubt*, while intensity devices include, for example, *will, must, certain*. Skelton's linguistic exponents of commentative language was later criticized by Hyland (1994: 242) as "*neither comprehensive nor categorically watertight*" in comparison with his own more limited list of items. Similarly, Salager-Meyer (1994), includes modal devices such as *may, might, seem, likely, somewhat, approximately, I believe, to our knowledge*; and intensity devices such as *extremely, surprisingly, unexpectedly* in her framework, which is even broader than Skelton's. Her framework is thus open to theoretical argument, particularly over the inclusion of sentence-initial comment clauses, and some lexical verbs that are claimed to be epistemic, as discussed earlier in Section 4.2.3.2.

More inclusive sets of modality and intensity devices are also used in Hyland & Milton's (1997) study of L2 student academic writing. While Skelton and Salager-Mayer simply discuss the inclusion of their devices and do not provide a definite set of included items; Hyland & Milton's framework, based on Coates (1983), Perkins (1983), Quirk et al. (1985), Holmes (1988), and Hyland (1996a), provides a list of 77 frequently used items. The list is broadened to as many as 180 items in Hyland (1998). However, the broader the scope, the more marginal items are included.

Instead of drawing a line between modality and intensity, Hyland (1998) puts the two notions together, divides them into two functional categories: one that expresses doubt (hedges) and one that conveys certainty (boosters). While hedges allow writers to present claims with appropriate caution and deference to readers (Hyland 1999), boosters are designed to intensify the writer's attention to the subject matter (Brown & Levinson 1987: 106) and contribute to the expression of positive politeness (Holmes 1995: 77), thus creating solidarity with readers. They are complementary in discourse. In writing we need the skills of claiming statements strongly with confidence (especially when we have the evidence), as well as sometimes remaining tentative and avoiding direct commitment when

we are less certain about our claims or when expressing our affective meaning to the readers (Carter & McCarthy 2006: 279). While hedges can be realized by *may, could, perhaps, probably, likely, seem, appear, often, usually, partly* and *partially*; boosters can be realized by *will, must, certainly, of course, clear, obvious, always* and *I believe*. Hyland includes but does not discuss indeterminate cases such as *quite* and *pretty*, which may be hedges or boosters, depending on whether they are used in British or American English (Peters 2004: 440, 453). Once again, the dichotomy is not absolute.

Focusing on spoken discourse, Recski (2005) analyzed doctoral candidates' stances in oral defense of their dissertations, and expanded the frontiers of modality even further by suggesting that it could be viewed from a functional perspective and analyzed together with other linguistic choices. His functional view results in the integration of hedges, modal and intensifying elements in a common framework. He avoids the term 'hedging' or 'boosting' and opts for the term 'modal certainty' as a way of combining the two concepts under Halliday's (1970) framework of 'modal assessment', and Quirk et al.'s (1985) 'downtoners' and 'amplifiers'. His set of modality devices includes (1) quantifiers such as *few, little, some*, (2) degree words such as *really, quite, very*, (3) modal adverbs such as *maybe, probably*, (4) modal nouns such as *chance, possibility*, (5) reporting verbs such as *think, guess*, and (6) metalinguistic comments such as *I can tell you that, I will say that*. This makes his selection under the concept of modal certainty rather broad and arbitrary. Like Hyland (1998), Recski concludes that strategies for using the language in conveying tentativeness and certainty are of equal importance and are closely linked as these linguistic devices occur in combination with one another.

"If we restrict the study of modality to the occurrence of modal auxiliary verbs we obtain an incomplete picture. For this reason, modality must be examined in combination with other choices expressing the speaker's intrusion upon the proposition. What links these systems is that they all express attitude, which is why they are gradable (low-median-high commitment)" (Recski 2005: 19).

Recski's inclusion of a variety of lexicogrammatical features of language as what he calls 'modal certainty' seems to be in line with McCarthy & Carter (1994: 103) who suggest that many kinds of modal items such as modal verbs, lexical modals, or discourse markers should be included under the general umbrella of modality. This idea also corresponds with Stubbs' (1986) perspective on 'modal grammar of English'. However, there is still the

question as to how these grammatical and lexical categories are to be put together systematically in an English taxonomy of ‘modal certainty’. If we include them all, we finish up with endless listings of lexical realizations, where in actual usage some words and phrases would be more peripheral than others. Since expressing modality and intensity are equally important in communication as argued by Hyland (1998) and Recski (2005), including only the modal verbs would not be comprehensive enough to analyze the learners’ competence in fine-tuning statements.

Modality and intensity will be examined together in this research because the two notions are closely linked in semantics. They can be viewed together on the grounds that they both allow the speaker to fine-tune their epistemic and interpersonal meanings along the cline of doubt and certainty. The two notions are seen to co-operate within the system of modal assessment (Figure 4.4) under the interpersonal metafunction in systemic-functional grammar (Halliday & Matthiessen 2004). Both are put together by Drago & Humphrey (2002: 73) as linguistic resources for realizing modality.

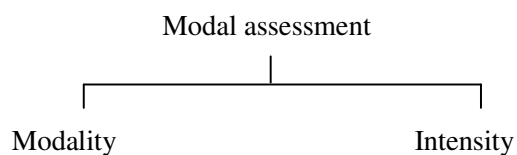


Figure 4.4 Relation of modality and intensity (adapted from Halliday & Matthiessen 2004)

The grammatical difference between them is their functions within a clause; that is, while modal auxiliary verbs are grammatically integrated in a clause, the lexical modal and intensifying elements function simply as clause adjuncts. However, both modality and intensity allow speakers/writers to convey their confidence in the degree of truthfulness or certainty of their attitudinal utterances. The possibility of integrating the two sets of linguistic devices whose function is to fine-tune (moderating and reinforcing) discourse justifies treating them together on the notion of ‘fine-tuning discourse’ proposed in this research study. This notion is illustrated in Figure 4.5.

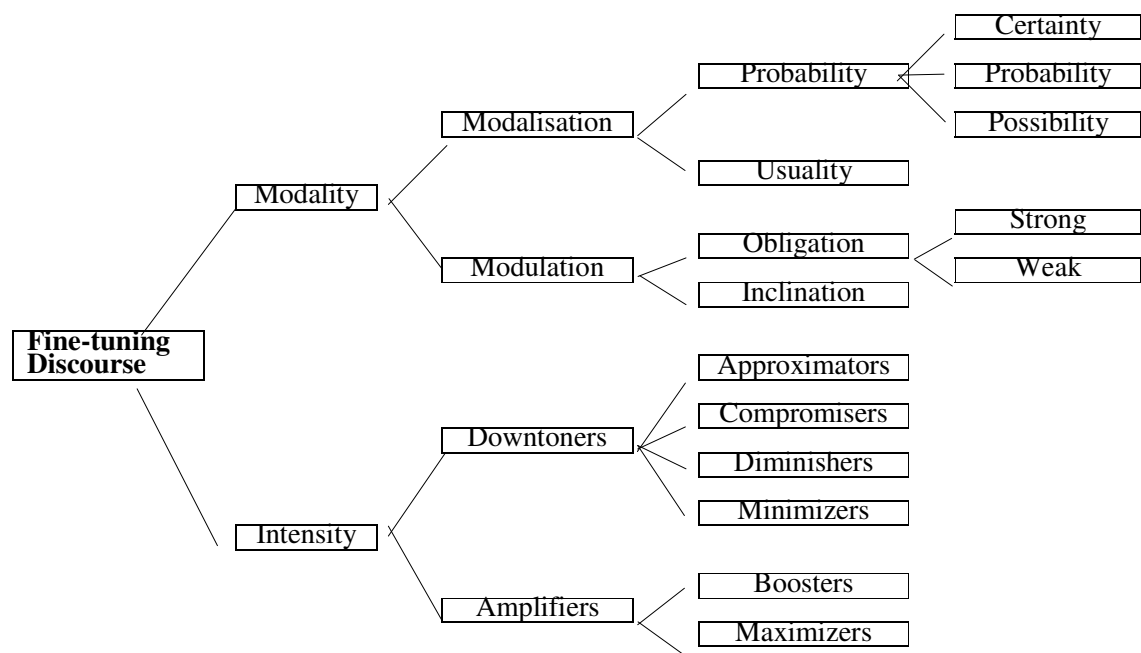


Figure 4.5 The 'fine-tuning discourse' framework
(synthesized from Halliday & Matthiessen 2004, Quirk et al. 1985)

Though previous research (Hyland 1998) has integrated the treatment of modality and intensity, it included only epistemic modal devices. In fact, root modality also plays an important part in fine-tuning the speaker/writer's statements in expressing degrees of suggestion and desire. What also remains problematic in research on this area of language is the scope and limits of modality and intensity, on which linguists and grammarians do not agree, and there is no consensus on a common name for referring to the analysis of this area. Some researchers refer to this area as 'degree of conviction' (Holmes 1983), others call it 'evidential qualification' (Chafe 1986), 'commentative language' (Skelton 1988a), or 'qualification and certainty' (Hyland & Milton 1997), but again none of these terms capture the area of root modality. This study uses the term 'fine-tuning devices' to refer to hedges, modal and intensifying elements expressing degrees of conviction, suggestion, and desire.

While consensus on the linguistic taxonomy has not been reached, it is important to establish common ground on how to view modality and intensity together, in order to observe learners' competence in fine-tuning utterances in discourse. In fact, they are often combined in research on their distribution in different contexts and genres, as discussed in the following section.

4.5 DISTRIBUTION OF MODALS AND INTENSIFIERS IN DIFFERENT TYPES OF DISCOURSE

Quantitative research on modal and intensifiers appears first in conversation analysis (e.g. Holmes 1988, Coates 1996, Poos & Simpson 2002) and later extends to academic discourse, particularly research writing in science (e.g. Thomas 1994, Hyland 1996a, Varttala 1999) and medicine (e.g. Prince et al. 1982, Salager-Meyer 1994, 1997, Varttala 1999, Vold 2006). This section deals with the frequency of these linguistic devices in spoken and written discourse (Section 4.5.1), and their frequency in different academic fields (Section 4.5.2).

4.5.1 Frequency of modals and intensifiers in spoken and written corpora

Modal devices are found generally more in speech than in writing (Holmes 1983, Rudolph 1991, Facchinetti 2002, Mollering 2004). Findings from Biber et al. (1999) show that almost all epistemic modal verbs, with the exception of *may*, are found more in conversation than in academic prose. Biber's findings led to his conclusion that "*modal and semi-modal verbs are most common in conversation, and least common in news and academic prose*" (Biber et. al 1999: 486). This finding is supported by Kennedy (2002: 86) who notes that, in the British National Corpus, there are over 56% more modals per 1,000 words in speech than in writing. He suggests that this is because of the role of modality in speech, which it is commonly used to soften utterances and express subtle differences in degrees of certainty, attitudes, and value judgments (Kennedy 2002: 88).

By comparing spoken English from London-Lund and written English from LOB corpora per equivalent one million running words, Kennedy (1998) found that four of the six epistemic modals (*can, could, will, would*) appeared more in the corpus of spoken texts, whereas the other two modals *may* and *might* are found more in the corpus of written texts. As for root modals, Collins (2007a, 2007b) in his comparative study of the ICE-AUS, GB, and US corpora found that four of the seven root modals (*have to, have got to, need to, want to*) are found more often in speech, whereas two of them (*must, should*) are found more in writing, and the frequency of *shall* shows divergent results in different English

varieties. The British speaker uses the root sense of *shall* slightly more in speech, whereas Americans and Australians use it more in writing.

In Biber's first textual dimension (involved v. informational), degree intensifiers are also generally found more in conversation than academic prose, depending on their stylistic characters. Although approximators such as *almost*, *approximately*, *around* and *roughly* are found more in academic prose, *nearly* is found four times more in conversation (Biber et al 1999: 113). Other cases are compromisers such as *somewhat*, *slightly*, *rather* and *fairly* which are also found more in academic prose than in conversation. As for amplifiers, they found that *so*, *really*, and *very* are found more in conversation than in academic prose. While boosters such as *highly*, *fully*, and *extremely* are found more in academic prose, most maximizers such as *completely*, *absolutely* and *totally* are found more in conversation (Biber et. al 1999: 565). Yet overall the actual frequency of intensifiers in conversation is much greater.

The studies reviewed above have shown that most modals and intensifiers tend to occur more frequently in conversational than academic contexts. It seems very likely therefore that some discourse contexts prompt speakers/writers to express modality and degrees of intensity more than others. This raises the further question as to what sort of speech functions underlie such different genres of discourse and text-types.

4.5.2 Frequency of modals and intensifiers in different academic disciplines

Research has shown that different disciplines favor different types of modality (Poos & Simpson 2002). For example, research articles in Medical Science mostly use epistemic modality, whereas those in literary criticism combine both epistemic and root modality (Pique et al. 2001, 2002). While *will* and *should* are used more in Social Science (Commerce, Finance), *can* and *may* feature strongly in Pure Science, according to Kennedy (2002: 79, 81). Copular verbs other than '*be*' are found much more in Medicine than Linguistics (Vold 2006).

Like modal devices, hedges are also preferred in particular academic disciplines. Based on the corpus of 40 multi-disciplinary research articles, Skelton (1988b) finds that hedges are used most frequently in Philosophy (38.62 per 1000 words) and least in Chemistry (5.15

per 1,000 words). Similarly, Hyland (1998, 1999) finds that research articles in Philosophy and Applied Linguistics use many more hedges than disciplines such as Biology, Engineering, and Physics. This is not surprising given the fact that Philosophy and Linguistics are more discursive types of disciplines than Engineering and Physics which are more quantitative, so writers in Philosophy and Linguistics have more opportunities to fine-tune statements to interpret their research findings.

As for intensifiers, certain adverbs such as *entirely*, *extremely* and *highly* are common and important to the negotiation of claims in academic writing (Biber et al. 1999: 565). Peacock (2006) focuses on boosters (including also modals *will* and *must*), and finds that they are used the most in articles on Language and Linguistics (10.98 per 1,000 words), a little more than in Physics and Science (9.61), rather more than in Business (7.84) and Environmental Science (7.57). Peacock (2006: 61) concludes that the ability to use boosting devices is part of the writer's competence in any academic field. Still boosters are less important than hedges in academic writing, as they are found 5.88 times per 1000 words on average while hedges are found 14.6 times (Hyland 1998).

The use of modal devices and intensifiers also varies considerably between sections in research articles. In scientific reports, they are found most condensed in discussion sections, followed by introduction, methodology, and the results section (Skelton 1988b, Thomas 1994, Salager-Mayer 1994, Varttala 1999). Not surprisingly, while epistemic modal devices are rare in descriptive reports of events, they occur frequently in the contexts of discussion and debate (Coates 1980 in Holmes 1982: 21, Holmes 1983: 110). When debating issues, speakers have to express their convictions strongly so as to convince their readers or listeners and tend to emphasize them with the use of these linguistic devices. We would therefore expect more use of modals and intensifiers in the L2 argumentative essays than in other kinds of text-types, for the same reason.

"The most fruitful contexts are ones where participants are involved in discussion, expressing their personal opinions and evaluations on contentious or speculative topics." (Holmes 1982: 24)

Modal devices and degree intensifiers are also found in spoken academic genres. In ESP, Prince et al. (1982) found that hedges are used more than one word in every fifteen seconds in spoken medical discourse among physicians. Like Prince et al., Recski (2005) also looks

at multiple discourse styles; that is, oral defenses of dissertations where the data were taken from oral interviews. He finds that modality and intensity devices abound in this spoken academic discourse.

Modality and intensity devices occur more frequently in academic disciplines in Arts (e.g. Linguistics and Philosophy), which are concerned with the writer's interpretation and argument, than in the disciplines in Science (e.g. Physics and Biology), where research data relies more on objective results. But this also depends on types of discourse, as Hinkel (1995, 2009) found that L2 academic writers used more root modals in the topic relating to personal experiences and socio-cultural background knowledge. It is an interesting question whether modal and intensifying elements are used more often in topics involving opinion-giving and argumentation than in explanatory topic, for example. The distribution of modals and intensifiers may depend not only on the medium and academic disciplines, but also on text-types.

4.6 CONCLUSION

Previous research on modality and degrees of intensity includes a variety of word classes: modal auxiliaries, adverbs, adjectives, and copular verbs other than '*be*', all of which share the function of 'fine-tuning' meanings in discourse. We shall therefore call them 'fine-tuning devices'. This notion of fine-tuning discourse serves as a conceptual foundation for the development of the analytical frameworks to be used in this research, which will be presented in the next chapter.

Further findings from previous studies have shown us that modality and degrees of intensity are generally found more often in speech, i.e. interactive discourse, than in writing. None of this research has examined the use of these pragmatic devices in the online discourse, which is neither speech nor writing in terms of linguistic properties. It will therefore be interesting to find out how far the student's use of these fine-tuning elements discussed in this chapter will diverge in the mediums of written and online genres, in different text-types. The further question that needs to be asked is whether their use of these devices is prompted by the speech functions found in any particular discourse contexts.

CHAPTER 5

RESEARCH DESIGN AND METHODOLOGIES

5.1 INTRODUCTION

This chapter describes the process of data collection and methodologies used for investigating fine-tuning devices (FTDs) in the Thai students' online electronic and academic writing. It begins with an overview of the research context, the students' English training and computer skills in Section 5.2. The rationale and method for compiling the Kaset corpus are discussed in Section 5.3. Research questions and hypotheses are shown in Section 5.4. The rationale for the three analytical frameworks used is discussed in Section 5.5, while Section 5.6 deals with the criteria for the selection of FTDs, including modal verbs, adverbials, modal adjectives, and copular verbs other than '*be*'. This chapter ends (Section 5.7) with a description of how FTDs are annotated, retrieved, and how they are interpreted by means of statistical tests of significance and correlation.

5.2 PARTICIPANTS

Data was collected from a homogeneous group of Thai learners of English, in order to reduce individual factors that may affect learner output, as recommended by Granger (2002) for the compilation of learner corpora. All were undergraduate students at Kasetsart University in Bangkok, Thailand, in the second year of their English major program. The sample comprised 39 students (35 female and 4 male). Their ages ranged from 17 to 20. Having completed the prerequisite course of English Writing I, the students took a class in English Writing II from November 2005 to February 2006 when the data was collected. Prior to the two courses, students had fulfilled the requirements of the foundation courses, which covered the areas of grammar, vocabulary and integrated skills in listening, speaking, reading, and writing.

The students were intermediate level, in transition towards the English Writing III, the final writing course provided by the English major program. Most students however had little or no experience in writing academic essays, because the foundation courses (English I, II, III) prior to English Writing I class did not prepare them with skills and practice in academic writing, and English Writing I simply introduced the basic notion of academic writing. Even though all of them had some background in composition writing in high school where it was part of the school curriculum, these students making the transition from secondary to tertiary education level were not yet proficient in writing academic discourse.

Although it would be preferable to investigate learner's performance at advanced levels rather than at the intermediate stage (Lorenz 1999), the intermediate group was selected on the grounds that this is the level of proficiency on which Thai students majoring in English typically graduate, because of the problems as discussed in Chapter 1 (Section 1.2). Some are able to maintain their skills at this level after graduation if they have an exposure to the language at work. Only limited numbers can afford to further their study in English-speaking countries, and others do not have much opportunity for more direct language learning after university graduation. The amount of data which could be elicited from advanced learners in the same research setting would be too limited. It was therefore desirable in this study to look at the mainstream of Thai learners' interlanguage in the university context, rather than those who were most advanced or only early in their stage of learning.

At the beginning of the course, the students were asked to answer a questionnaire to elicit information about their general biodata, their English learning experiences, their computer skills, and how often they write in English on the internet (see Appendix 1). Their English grades from Writing I and II classes were reported by the teacher.

The students all used word-processing software in which they normally wrote their written assignments, and an internet web browser with which they accessed websites, wrote e-mails, and chatted with online friends. Most students had their own computers at home with the university free wired-internet service, whereas others who lived at the university dormitory relied on the university LAN computer at the IT self-access center.

Since students may differ in their computer skills, they were given an orientation session during the first week on how to use the course website designed by the researcher. A sample topic was also given during a free-practice session, so that students could gain hands-on experience and be familiar with the website tools before the first online writing assignment was given.

The course website was designed by the researcher with the help of website-making tools from www.blogger.com. The website <http://www.writing355232.blogspot.com> (Figure 5.1) was easily used by the students and the available bulletin board system (BBS) allowed them to post their messages with the time shown in each post. With this feature, the researcher can see whether the interaction was almost immediate or more remote in time.

5.3 CORPUS COMPILATION

The Thai learner corpus used in this research included two sub-corpora. The first one was compiled out of the Thai students' written assignments in academic essays (hereafter the ACAD corpus), whereas the second was extracted from their written contributions in the online bulletin board discussion (hereafter the BB corpus). The reason for creating these corpora was based on the following rationale.

Most existing learner corpora of student academic writing consist of work by advanced learners from non-Thai background. They are designed for specific research purposes, and not widely accessible to public. Learner corpora compiled from the collections of e-mail and electronic bulletin board writing are even fewer, because online writing is a relatively new medium of communication. In fact, most of them were designed for ELT purposes, so teachers acted as moderators in the online forum (e.g. Sotillo 2000, Piriyaasilpa 2007) during their discussion. But the teacher's intervention may have affected the naturalness of the learner's interlanguage, resulting in their avoidance of certain pragmatic features which are of interest in this research. For these reasons, a corpus of academic essays written by Thai intermediate students (ACAD corpus) and one of online electronic posting with no teacher's intervention (BB corpus) had to be

created at Kasetsart University. We shall refer to the combined ACAD and BB corpora as the 'Kaset corpus'.

Since features such as overuse and underuse of linguistic items can only be viewed in comparison to the native speaker's norm, the frequency of the linguistic items under study in the Kaset corpus were compared with those found in the Longman Spoken and Written English (LSWE) Corpus (Biber et al. 1999). The Thai learner data gathered in this research complements the available NS data, helping to display NNS competence and interlanguage features. They may be used to represent the norms of NNS usage for comparison with NS data (Granger 1998).

5.3.1 Two writing tasks

The students were assigned two out-of-class writing tasks: essay writing and online bulletin board discussion on parallel topics, each accounting for 10% of the class assessment. Both tasks were assigned as untimed to avoid the variation in the timed-untimed parameter that could affect the students' output (Chafe 1986, Ädel 2005, 2008). From these two assignments, research data was drawn for the compilation of the Kaset corpus. In creating the Kaset-ACAD corpus, three topics of writing, with approximately 400 words in each, were received from each student, resulting in the total output of around 1,200 words per person (400×3). The three writing samples from 39 students then added up to 117 essays (3×39) in total. For the Kaset-BB corpus, students were asked to contribute to the online discussion forum on three topics paralleling those set for the academic tasks. Students were divided into eight groups of 4-6 members each, so that they could feel uninhibited in expressing themselves. Every three weeks, a new topic was posted. Students were told to discuss the set topic in the minimum of 400 words for each topic, during a three-week period. This resulted in the total output for the three topics of around 1,200 words per person (400×3) during the nine-week period.

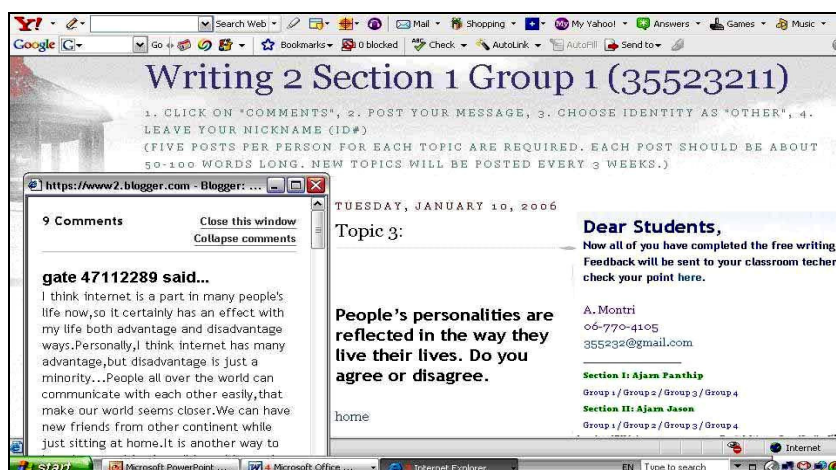


Figure 5.1 Sample of online BB interface in group 1, writing in topic 3

On the course web site, students were told to interact only within their groups. Figure 5.1 shows the screen interface of the students in group 1 discussing the third topic. They were given three weeks to discuss each topic with no teacher intervention. Once the deadline of each topic was reached, the system blocked them from further postings, and the new discussion topic appeared. Students' postings were organized chronologically, and all postings were stored and could be viewed retrospectively. Hence, students had the choice to interact with the latest message or previous ones, but once a message had been posted, no further changes could be made. Students' identities were encoded by their pseudonyms followed by their student ID number, so they could express themselves fully with hidden identities, while the researcher could trace their real identities. All messages include the date and time when posted.

5.3.2 Topics of writing

The topics of writing were closely coordinated with those provided in the student's coursebook. There were three main themes in the textbook chapters (narrating stories, describing technologies, supporting opinions), so the topics for the essay and online writing were formulated so as to cover narrative, explanatory, and argumentative text-types. The topics set were run parallel in the two mediums, so that they would be comparable in terms of content and text-types.

Topics assigned in academic writing

1. Write about the most frightening experience you have had or heard about.
2. Write about changes that a modern invention has already caused or will cause you.
3. People's personalities are reflected in their hairstyles and clothing.
Do you agree or disagree?

Topics posted in online bulletin board writing

1. Write about the most frightening movie or TV program you have ever seen.
2. Write about the effect that the internet has already caused or will cause you.
3. People's personalities are reflected in the way they live their lives.
Do you agree or disagree?

To reduce the practice effect of one mode over the other, the two parallel topics were assigned at about the same time, and the students could decide to do either mode first. The deadlines for both assignments were set for the same date.

5.3.3 Corpus size

The total number of words in the ACAD corpus was 57,483 and the total in the BB corpus was 89,808 words. Due to the different sizes of the two corpora, all texts in the BB corpus were downsized somewhat to 58,497 words, so that the two corpora could be compared directly. The downsizing of texts in BB corpus was based on their relevance to the topic, so the part that was most irrelevant to the topic in question (e.g. asking friends out for a movie during the discussion) was removed first. However, this off-topic talk is different from small talk at the beginning of turns which functions phatically to lead others to the writer's main thoughts, so this initial small talk was not removed. Table 5.1 shows the adjusted total number of words in the two corpora.

Table 5.1 The size of the ACAD and trimmed BB corpora in three writing topics

<i>Topics</i>	<i>ACAD</i>	<i>BB</i>	<i>Total</i>
Topic 1	21,808	19,020	40,828
Topic 2	17,370	21,282	38,652
Topic 3	18,305	18,195	36,500
<i>Total</i>	<i>57,483</i>	<i>58,497</i>	<i>115,980</i>

Note: Total words are computer-counted, with a 'word' regarded as letters or numbers strung together with spaces on both sides.

5.3.4 Text extraction

Since the online task required that the learners wrote together as a group, each script of the online writing forum was made up of the writings contributed by 4-6 students in each group. To investigate the performance of each individual student, their written contributions were then separated and reorganized so that all the writing done by an individual student could be viewed separately from the group.

Table 5.2 Total number of files shown in two modes and three topics

<i>Modes</i>	<i>Topics</i>	<i>Learners</i>	<i>Total</i>
ACAD	1. Narrative	Student # 1, 2, 3, ... 39	
	2. Explanatory		
	3. Argumentative		
	× 3	× 39	= 117
BB	1. Narrative	Student # 1, 2, 3, ... 39	
	2. Explanatory		
	3. Argumentative		
	× 3	× 39	= 117
<i>Grand Total</i>			= 234

The 24 online forums, which were made up of 8 discussion groups writing on 3 topics (8×3), were reorganized. Each individual student's writing in each group was extracted and transformed into 3 files according to the 3 topics. The result was the total of 117 files, made up of 39 students' written samples in the 3 topics (39×3). Thus the total number of files in online writing matched that of 117 text files in ACAD corpus. This resulted in the overall number of 234 text files as shown in Table 5.2. Samples of writing in the two mediums are shown in Appendices 8 and 9.

5.4 RESEARCH QUESTIONS AND HYPOTHESES

This research aims to explore the Thai EFL learner's competence in fine-tuning utterances in online and academic writing, in order to examine whether online writing can provide learners with broader opportunities than academic essays to exercise skills in fine-tuning discourse by means of modal and intensifying elements. These modal and intensifying elements, which will be shown in Section 5.5.2 and 5.5.3 are collectively referred to in this study as 'fine-tuning devices' or 'FTDs'. They are called such because they share the function of helping speakers to fine-tune their utterances in moderating or reinforcing the degree of doubt and certainty, degree of commitment, and degree of inclination embedded in them.

Not only the frequency but the variety of these pragmatic devices will be investigated in the students' repertoires of FTDs. Students' classroom English proficiency as assessed by their teachers at the end of the semester, the frequency of their writing online in English, and the text-types are also taken into consideration. These comparisons in terms of use of FTDs in the two mediums are reformulated into three major research questions:

1. Do Thai L2 learners display a larger repertoire of FTDs in BB than in ACAD?
2. Is there any correlation between the frequency of students' use of FTDs, and factors such as (1) their classroom English proficiency grades, (2) their being regular online writers, and (3) the topics of writing?
3. Does the structure of BB discourse allow the students to exercise a greater variety of speech acts than ACAD writing? If so, which speech acts in BB (or ACAD) encourage students to exercise their FTDs?

These three research questions generate the following sets of null hypotheses:

- 1.1 Students do not use more FTDs in BB postings than in ACAD writing.
- 1.2 Students do not exercise larger range of pragmatic functions of FTDs in BB postings than in ACAD writing.
- 2.1 Students with higher classroom English proficiency do not use FTDs more often than those with lower classroom English proficiency.
- 2.2 Students who write English frequently in online communication do not use FTDs more often than those who less often write English online.
- 2.3 Students do not use FTDs more often in an argumentative topic than in explanatory and narrative topics.
3. Students do not exercise a greater variety of speech acts in their BB postings than in ACAD writing.
- 4.1 Students' individual repertoires of FTDs are not larger in the BB than ACAD mode.
- 4.2 Students with lower classroom English proficiency do not deploy their repertoires of FTDs more repetitively than the students with higher proficiency.

In testing the first two sets of null hypotheses, data was used from all 39 students whose assignments were collected for Kaset Corpus (see Chapter 6). In the qualitative analysis (Chapter 7), data from five selected students was used to test null hypothesis 3 (p. 160), and from two students to test null hypothesis 4 (p. 183).

5.5 ANALYTICAL FRAMEWORKS

The use of modality is far too complex to be completely categorized in a single framework. This research made use of three frameworks: (1) a structural framework for top-down analysis of the schematic structure of academic and online writing, (2) a lexicogrammatical framework which separates the notion of modality from degree of intensity in bottom-up analysis, and (3) a pragmatic framework which is grounded in lexico-grammar, but at a higher level, so that it mediates between the higher and lower levels of discourse analyses.

To investigate the role of FTDs in different segments of the discourse, ACAD and BB texts were analyzed in terms of the schematic structure of moves and speech acts. The framework for the move and act analysis will be discussed in Section 5.5.1. While the lexicogrammatical framework was important for identifying the range of FTDs to be included and counted in this research, the pragmatic framework was necessary for analyzing the pragmatic functions underlying each FTD item. By using both the pragmatic and lexicogrammatical frameworks, FTDs could be annotated and retrieved on the basis of either their semantic categories at the pragmatic level or lexicogrammatical forms and functions at the lower linguistic level. The pragmatic framework is shown in Section 5.5.2, and its application is discussed in both Chapters 6 and 7. The lexicogrammatical framework is shown in Section 5.5.3, and its application shown in the relative frequencies of FTDs is discussed in Chapter 6.

5.5.1 Structural analysis framework

In order to compare language usage within the structure and functional segments of academic essays and online discussion inputs, a common framework for analyzing the two genres is needed. This research undertook schematic analysis of moves and acts adapted from the models of Swales (1990), Hyland (1990), Stenström (1994), Tsui (1994) and Herring (1996). The generic structure analysis of the research data can be shown as a hierarchy of {stages}, [moves], and <acts>, as in Figure 5.2.

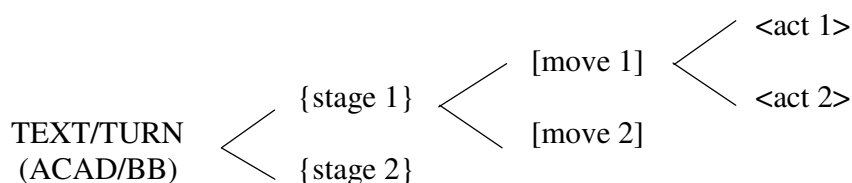


Figure 5.2 Stages, moves, and acts, synthesized from Hyland (1990), Stenström (1994) and Herring (1996)

Figure 5.2 shows how the large discourse units under investigation in this research are made up of smaller ones. Their ranks are marked by different types of {curly}, [square], and <angular> brackets, as shown earlier in Chapter 3 (Sections 3.4.2 – 3.4.4). {Stage} refers to the main macrostructural segments of an essay or each contributor's turn in online writing. [Move] signals the smaller constituents of each stage. Each move consists of at least one <act>, the smallest unit in discourse which functions to signal the speaker intended action in communication. The framework for the schematic structure analysis of academic essay is shown in Table 5.3.

Table 5.3 Outline of discourse structure at three levels in a student academic essay

Stages	Moves	Acts	Examples
{Introduction}	[lead-in]	<inform>	<i>Food is important for ...</i>
{Body}	[point]	<inform>	<i>The food we eat affects ...</i>
		<opine>	<i>It is true that ...</i>
	[elaboration]	<clarify>	<i>This means that ...</i>
		<expand>	<i>Besides, ...</i>
		<justify>	<i>This is because ...</i>
{Conclusion}	[concluding]	<exemplify>	<i>For example, ...</i>
		<conclude>	<i>Therefore, ...</i>
		<suggest>	<i>... so we should ...</i>

Note: Examples are all taken from the Kaset-ACAD corpus.

Table 5.3 shows the framework used for the structural analysis of the student academic essays, with examples taken from the ACAD corpus. The stage and move labels are taken from Hyland's (1990) analysis of L2 learner's essay organization, with elements from the models suggested by Oshima & Hogue (1997: 118) and Knapp & Watkins (2005: 91) for teaching L2 student academic writing. The speech act labels are taken from Stenström (1994) and Tsui (1994).

None of the frameworks used in previous research on the move analysis of online discourse could be straightforwardly used for this research analysis. An influential framework for the move analysis of CMC was developed by Herring (1996), but it was based only on NS writing, not writing used for the purpose of L2 language learning. Frameworks provided by Goutsos (2005), Gonzales & Esteves (2006), though used for L2 learner data, were based on real-time communication, not asynchronous interaction. Sotillo's (2000) framework was for NNS writing in asynchronous talk, but it allowed for teacher involvement which was not embraced in the Kaset-BB discussions. These frameworks have therefore been modified with labels of speech acts that are applicable to analyzing the BB texts collected for this research. The labels needed to identify moves and speech acts in BB writing shown in Table 5.4 below are more diverse than those found in ACAD corpus. Full lists of the labels are shown in Appendix 5.

Table 5.4 Outline of discourse structure of a turn in electronic bulletin board writing

Stages	Moves	Acts	Examples
{Opening}	[greeting]	<greet>	<i>Hi...everyone</i>
	[small talk]	<request>	<i>Please let me know when ...</i>
		<question>	<i>Are you guys going tomorrow?</i>
{Message}	[lead-in]	<introduce>*	<i>I would like to say ... , Let's talk about ...</i>
		<continue>*	<i>Let me continue from last time.</i>
		<reference>*	<i>As John said, ...</i>
	[point]	<opine>	<i>In my opinion, ...</i>
		<agree>	<i>I agree with you that...</i>
	[elaboration]	<justify>	<i>This is because ...</i>
		<exemplify>	<i>For example, ...</i>
	[concluding]	<conclude>	<i>Therefore, ...</i>
		<suggest>	<i>... so we should ...</i>
{Closing}	[preclosing]	<pre-farewell>*	<i>Have to go now.</i>
		<promise>*	<i>I'll be back.</i>
		<wish>	<i>I hope you do well for the exam tomorrow.</i>
	[closing]	<farewell>	<i>Bye, See you.</i>

Note ¹: * = Speech acts added to Stenström (1994) and Tsui (1994) by Herring (1996), Sotillo (2000), Goutsos (2005) and Gonzales & Esteves (2006)

Note ²: Examples are all taken from Kaset-BB corpus.

Table 5.4 shows the framework used for the structural analysis of the student online writing, with examples taken from the BB corpus. Some labels (e.g. <conclude>, <justify> and <exemplify>) were taken from the academic written discourse as shown in Table 5.3, others (e.g. <opine>, <suggest>, <request>, <question>, <farewell>) were borrowed from conversation analysis (Stenström 1994, Tsui 1994). Supplementary acts were marked with asterisks. For example; <introduce> and <reference> referred to Herring's (1996) 'introduction' and 'link to previous message'; <continue> referred to Sotillo's (2000) 'topic continuation'; <pre-farewell> was the term used by Gonzales & Esteves (2006), for Goutsos' 'preclosing'; and <promise> referred to Goutsos' 'arrangement for future interaction'. The full descriptions of these labels are shown in Appendix 5.

5.5.2 Pragmatic framework

The FTDs included in this research form a large set of grammatical and lexical devices (107 types in all, shown in Appendix 2), which can be analyzed in terms of four pragmatic functions: hedging, boosting, committal, and inclination, based on the categories of Hyland (1998) and Halliday & Matthiessen (2004).

Figure 5.3 shows that devices from different grammatical word classes and the four linguistic categories may come together in the same pragmatic category. For example, *will* and *always* can both express degree of certainty, so they both have the pragmatic function of boosting. *May* and *possibly* express possibility, so both of them have the hedging function (Hyland 1998: 356). Degree adverbs such as *somewhat* or *rather* allow speakers to express their low commitment to the proposition; hence they function as hedges. Adverbs such as *strongly* or *extremely* express high commitment; hence they function as boosters.

Linguistic Categories	Grammatical Categories	Pragmatic Categories			
		Hedging	Boosting	Committal	Inclination
Modality	Modal and semi-modal verbs	<i>may, might, could, would</i>	<i>will, be going to</i>	<i>should, have to, must, had better</i>	<i>want to, would like to, will, shall</i>
	Modal adverbs	<i>maybe, probably, possibly</i>	<i>certainly, definitely, surely</i>		
	Modal adjectives	<i>likely possible</i>	<i>certain, true</i>		
	Copular other than 'be'	<i>tend, seem, appear</i>			
Intensity	Degree adverbs	<i>somewhat, quite, rather, a bit</i>	<i>very, so, highly, strongly</i>		
Usuality	Adverbs of frequency	<i>sometimes, hardly</i>	<i>always, never</i>		
Perspective	Clauses and phrases	<i>I think, In my opinion, according to</i>			

Figure 5.3 Pragmatic framework for fine-tuning devices (FTDs) used in this study

Apart from their epistemic meanings, FTDs often carry interpersonal meaning. The 'hedging' function allows learners to express affective meaning in terms of negative politeness, e.g. 'You might be wrong, I think'. The 'boosting' function allows them to intensify or exaggerate their meanings in terms of positive politeness when used as a compliment, e.g. 'That was a truly delicious meal!' (Holmes 1995: 77, Hinkel 2005: 31). Each pragmatic function of FTDs is thus related to certain particular speech acts. Hedging and boosting functions allow speakers to fine-tune their statements in acts such as <opine>, <inform>, <agree>, <disagree>, because opinions and information given can be fine-tuned depending on the speaker's confidence in the reliability of their statements.

'Committal' is an important concept in fine-tuning as it conveys the degree of obligation or level of suggestion intended by the speaker, which is realized by the root modals. The term 'committal' was chosen in this research to cover two kinds of obligation: (1) when

the speakers commit themselves or someone else to doing something, e.g. '*I should leave now*', and (2) when the situation is compulsory because of an external force of necessity, e.g. '*The school must provide more funds*' (Biber et al. 2002: 176). While the first kind may occur in the speech act of <pre-farewell> when speakers signal others of their future leave-taking, the second simply performs the act <suggest>.

'Inclination' is one of the key pragmatic function in Halliday's (1994) modality framework where speakers express a desire by using semi-modal *want to*, which is replaceable by *would like to* for a more formal expression of preference. The function of inclination can be realized in the act <introduce> when the speakers express their intention to introduce a topic as in '*I would like to talk about the internet*'. But of course not every speech act has FTDs: students can say '*let's talk about the internet*' when performing the speech act <introduce> without FTDs being used.

5.5.3 Lexicogrammatical framework

The lexicogrammatical framework used in this research is a synthesis of the linguist's and grammarian's perspectives on modality and the degree of intensity, as explained in Chapter 4. It combines Halliday & Matthiessen's (2004) theoretical framework of modality and intensity, which included both the core modal verbs and the metaphorical lexical variants of modal devices, with that of grammatical categories presented in Quirk et. al (1985), Biber et. al (1999, 2002), Leech & Svartvik (2002), Crystal (2004a, 2004b) and Carter & McCarthy (2006). The inventory of FTDs is then supplemented with items from empirical research on English modality by Perkins (1983), Coates (1983) and Palmer (1990). FTDs expressing the notion of doubt and certainty come from Huebner (1983), Holmes (1983), Hyland (1996b) and Hyland & Milton (1997).

5.5.3.1 Modality

The modality framework has been divided into 'grammatical devices' including modal auxiliaries (e.g. *will*, *must*) and copular verbs other than '*be*' (e.g. *seem*, *tend*); and 'lexical devices' including modal adverbials (e.g. *maybe*, *in my opinion*) and modal adjectives (e.g. *certain*, *possible*).

Table 5.5 Lexicogrammatical framework of modal devices

	Forms	Functions	Binary	Examples
Grammatical	<i>Modal / semi-modal auxiliaries</i>	- Possibility	Intrinsic	possibility: may, might - <i>You may receive the virus mail.</i>
			Extrinsic	- <i>It may be risky.</i>
		- Obligation	Intrinsic	obligation: should, must, have to, ought to, be supposed to, had better - <i>I must say that it is very important.</i>
			Extrinsic	- <i>The government should reduce taxes.</i>
		- Volition - Certainty	Intrinsic	certainty / probability / volition: will, shall, would, be going to, want to, would like to - <i>I'll be back.</i>
			Extrinsic	certainty / probability: will, would, shall, be going to (epistemic must, should, etc.) - <i>It will be very useful for you.</i>
	<i>Copulars other than 'be'</i>	- Perspective	Intrinsic	seem - <i>It seems to me that ...</i>
			Extrinsic	seem, tend, appear - <i>People tend to be different ...</i>
Lexical	<i>Adverbials</i>	- Usuality	Intrinsic	always, generally, normally, commonly, often, usually, sometimes, occasionally, seldom, never - <i>We always use it.</i>
			Extrinsic	- <i>Most movies usually use the special effect.</i>
		- Possibility	Intrinsic	maybe, perhaps, probably, possibly, - <i>Perhaps your friend were wrong.</i>
			Extrinsic	- <i>It sounds frightening, maybe.</i>
		- Actuality - Certainty	Intrinsic	certainly, definitely, surely, undoubtedly, of course, actually, really, truly, in fact, indeed, - <i>I like it very much, indeed.</i>
			Extrinsic	- <i>In fact, those costs are fixed.</i>
		- Perspective	Intrinsic	To me, For me, In my opinion, I think, I guess - <i>I don't like it at all, I think..</i>
			Extrinsic	According to ..., - <i>According to the ASTV news, ...</i>
	<i>Adjectives</i>	- Certainty - Possibility	Intrinsic	sure, certain - <i>I'm sure / certain</i>
			Extrinsic	true, likely, possible, clear, obvious - <i>It is true / likely / possible that ...</i>

Note: Examples are all taken from the Kaset corpus

Table 5.5 shows that modal devices in the four word classes may fall under any of seven semantic themes (possibility, certainty, actuality, usuality, obligation, volition, and

perspective). Epistemic modality can be seen in terms of the ‘degree of likelihood’ (Leech & Svartvik 2002: 150), resulting in the extremes of ‘possibility’ and ‘certainty’. The border between ‘certainty’ and ‘actuality’ is however a fine line, and the criteria for discriminating between them will be discussed in Section 5.6.3. The notion of ‘usuality’ is one of the key elements of epistemic modality in systemic-functional linguistics (Halliday & Matthiessen 2004). Root modality meanwhile expresses the semantic notions of ‘obligation’ and ‘volition’ of Palmer (1990), as explained in Chapter 4. Perspective is adapted from Biber et al.’s (1999) epistemic stance markers.

The seven functions of FTDs, shown in the third column of Table 5.3, can be further analyzed into Biber et al.’s (1999: 485) intrinsic/extrinsic binary distinction, as shown in the fourth column.

5.5.3.2 Intensity

Although modality and degree of intensity function together in helping learners to express degrees of doubt and certainty, they require separate analytical treatment. *Really* as in ‘*she’s really pregnant*’ and in ‘*it’s a really hot day*’ were classified differently, as will be discussed in Section 5.6.3. In the first sentence *really* is an epistemic stance adverb, so it was classified using the modality framework (Table 5.5), while in the second it simply functions as adjective modifier. For this reason, intensifiers such as *really*, *actually*, *truly* had to be viewed separately in their own intensity framework (Table 5.6) which includes only adverbs of degree.

Table 5.6 Framework for analyzing degree adverbs (Quirk et al. 1985: 589-590)

	Forms	Functions	Categories	Examples
lexical	Degree Adverbs	Downtoners	approximators	<i>almost, nearly, about, around</i> - <i>He paid almost 3,000 baht.</i>
			compromisers	<i>rather, quite*, pretty, kind of, sort of</i> - <i>This story is kind of interesting.</i>
			diminishers	<i>somewhat, just, a little, a bit, a little bit</i> - <i>It's a bit late to say.</i>
		Amplifiers	boosters	<i>so, strongly, greatly, highly</i> <i>truly, actually, really, quite*</i> - <i>It was greatly wrong.</i>
			maximizers	<i>absolutely, completely, extremely, totally</i> - <i>They were totally stunned.</i>

Note ¹: * Quite can be a downtoner or an amplifier (See Section 5.6.3.2).

Note ²: Both boosters and maximizers realize the same boosting function in the pragmatic framework (Figure 5.3).

Note ³: Examples are all taken from the Kaset corpus.

As Table 5.6 shows, the framework for the degree adverbs in this study adapted that of Quirk et al. (1985) where downtoners were separated from amplifiers, based on the increasing and decreasing degree of intensity (Crystal 2004a: 183). Downtoners include approximators, compromisers, diminishers, and minimizers. However, minimizers such as *rarely*, *barely*, and *hardly* often overlap with the function of ‘modal usuality’ in the modality framework in Table 5.3, so they were not included here. Amplifiers, on the other hand, were divided into boosters and maximizers. These degree adverbs parallel those referred to in systemic-functional linguistics as ‘modal adjuncts’ expressing degree of intensity, and they fall under ‘hedges and boosters’ in Hyland’s (1996b, 1998) framework.

5.6 CRITERIA FOR THE SELECTION OF FTDS

This section discusses the criteria for the selection of FTDs. Section 5.6.1 explains the selection criteria of modal verbs, Section 5.6.2 for copulars other than ‘*be*’, Section 5.6.3 for adverbials and Section 5.6.4 for modal adjectives. Items included in the counts for all their occurrences are marked as ‘included’. Those from which some only were selected on the basis of their use in context (e.g. including only non-dynamic uses of *can* and *may*) are marked as ‘selective’. Items in the third group marked ‘alternative’ are all

included but categorized separately according to the types of modality and intensity they express.

Table 5.7 Criteria for the selection of FTDs

	<i>Included</i>	<i>Selective</i>	<i>Alternative</i>	<i>Discussed in Section</i>
<u>Grammatical FTDs</u>				
<u>Modal verbs</u>				
Epistemic:				5.6.1.1
- can, could	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
- may	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
- might	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- will, be going to	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
- would	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Root:				5.6.1.2
- must, should, have to, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
- should, ought to, had better, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
- want to, would like to		<input checked="" type="checkbox"/>		
<u>Copulars other than ‘be’</u>				5.6.2
- appear, seem	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
- tend	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Lexical FTDs</u>				
<u>Adverbials</u>				
Actuality				5.6.3.1
- really, truly, actually	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
- indeed, in fact, in reality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Degree of intensity				5.6.3.2
- quite	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
- rather, somewhat, partly, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- highly, strongly, completely	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Doubt & certainty				5.6.3.3
- maybe, perhaps, probably	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- certainly, definitely, surely, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perspectives				5.6.3.4
- I think, I guess, I suppose	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
- in my opinion, in my view, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Usuality				5.6.3.5
- always, sometimes, hardly, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Modal adjectives</u>				5.6.4
- sure, certain, likely, possible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

In following sections, the distinctions between ‘included’, ‘selective’ and ‘alternative’ types will be discussed to explain their inclusion and exclusion from the analysis, and their categorization. The discriminations are explained with reference to examples from the Kaset corpus, with whatever elements of interlanguage they manifest.

5.6.1 Modal verbs

5.6.1.1 Epistemic modals

While the meanings of *can* include permission, ability, and possibility (Palmer 2001: 15), this study only includes the epistemic reading of *can*, that is, the *can* of possibility, so *can* used in permissive sense as in (1) is then excluded.

1. *Can I borrow house of Wax VCD?*
2. *Cars can run even faster than 200 kilometers per hour.*
3. *This can cause changes of our personalities.*

The distinction between the possibility and ability meanings of *can* is more difficult to decide and even impossible in some cases. Some studies which deal with large corpora exclude *can* at all (e.g. Hyland & Milton 1997); some include all occurrences of *can* (e.g. Promsin 2006); and others which are smaller in scope remain selective for their inclusion of *can* (e.g. Varttala 2001). In the Kaset corpus, the second writing topic required that the students write about modern inventions, so the students might use *can* simply to convey functional capability of what things can perform. Thus according to Palmer (1990: 85), the use of *can* with inanimate subjects can be read as conveying ability, in the case where the subjects themselves have qualities to cause the action to take place. For example, *can* in (2) expresses the ability of the subject referents, i.e. cars. Only epistemic instances of *can* are to be counted in this research. They were identified using Biber's extrinsic criterion: *can* is included only in cases where the inanimate subjects are followed by an abstract verb (e.g. *be*, *cause*, *reflect*). So *can* as in (2) is not included, while that in (3) is.

Could which functions as intrinsic *can* in the past such as in (4) is also excluded from the count because it conveys past achievement, rather than tentativeness.

4. *After watching that movie, I couldn't eat at all.*
5. *The sound effects could make the audience excited.*

But when used in the generic present tense as in (5), it marks conditional possibility expressing degree of certainty (Biber et al. 1999: 493). In this sense, *could* functions as a modal of epistemic possibility (Coates 1983: 131) and is included in the dataset.

The uses of *may* expressing root permission and epistemic possibility called for selective inclusion. In its root sense as in (6), it is used to express a request for permission, so it is not included. *May* in (7) expresses speaker's degree of conviction towards the proposition and thus is included.

6. *May I suppose some situation?*
7. *A person who keep a snake may bring harm to others.*

All occurrences of *might*, both present (8) and past (9), are included as they express epistemic possibility, with a higher degree of tentativeness than *may* (Carter & McCarthy 2006: 647). *Might* is also used as a hypothetical form of *may* (Coates 1983: 147) as in (10), and this hypothetical use is also included in this analysis.

8. *One who comes from the poor family might have less chance.*
9. *We always thought that she might be ok, but we were wrong.*
10. *If we play internet too much, we might be an internet addict.*

All occurrences of *will* are included, but its alternative predictive sense as in (11) and volitional sense as in (12) are distinguished.

11. *Fuel cell will surely open the new age of energy saving.*
12. *Now, I will talk about the opposite opinion.*
13. *I will tell you later because I'm very hungry.*
14. *I'm going to tell you my scandal.*

While *will* in (11) is clearly epistemic, *will* in (12) is replaceable by *want to*, indicating what the student wants to write about for the topic in question. Similarly, *will* in (13) is volitional in signaling the writers' desire to take leave. These functions of *will* used with the first singular pronoun *I* and the projecting verbs (e.g. say, tell) are then categorized as root volition, rather than epistemic. Likewise, *be going to* can function to express root as well as epistemic meanings. This study includes all occurrences of *be going to*. However, when it appears in a context such as (14), it is similar in function to that of *will* in (12), so this use of *going to* is counted as a root semi-modal.

This study includes all occurrences of predictive and conditional *would* as in (15). Volitional *would* is also included as in the phrase '*would like to*' (16), whose literal meaning parallels the semi-modal verb '*want to*'. It marks volition without prediction, so it is counted as an inclination marker.

15. *This situation would not happen again.*
16. *Today I'd like to talk about my disagreement.*

5.6.1.2 Root modals

Must and *have to* have alternative uses to discriminate. They function primarily as root modals, and occasionally as epistemic modals. When the ambiguity occurs, the elements of the sentence are taken into account. The root sense is usually realized by the second pronoun 'you' as in (17). Its epistemic sense is usually realized by the inanimate third person subject as in (18).

17. *You have to wake up early everyday.*
18. *Nobody wants to watch that movie. It must be very scary.*

Need to is a semi-modal of obligation as shown in (19). However, *need* used as a main verb followed by a noun as in (20) is not counted.

19. *The university needs to buy more books.*
20. *The library needs more books.*

Should and *ought to*, *had better*, and *be supposed to* can also express both root and epistemic senses. In their root sense as in (21), they express the suggestion that something needs to be done, while in their epistemic sense as in (22), they express tentativeness about the proposition. Their use in context is analyzed so as to distinguish the epistemic and root meanings.

21. *I hope this TV program should be banned soon.*
22. *It is 12. The house ought to be warm by now.*

Want to and *would like to* express personal desire as discussed earlier in (16). They were included in this analysis only when they appeared with the pronouns 'I' and 'you', because only when they are used with the first and second pronouns is the meaning of volition clear. When used with the third person pronouns, the volition is only based on the speaker's interpretation (Verplaetse 2003).

5.6.2 Copulars other than ‘be’

A variety of lexical verbs, according to Varttala (1999: 186, 2001: 120) can be used in academic writing to express the speaker/writer’s commitment to the truth value of the proposition (e.g. *seem*, *suggest*, *indicate*). However, students in this research do not write real academic papers, and sentences such as “*The data suggest that ...*” are not to be expected because they were not conducting experiments. Only Varttala’s category of copulars other than ‘be’ is included, i.e. *appear*, *seem*, *tend*. However, *seem* or *appear* followed by an adjective as in (23) mostly function as a linking verb.

23. *Her dress seems beautiful.*

24. *Personality seems to be greatly influenced by lifestyles.*

Only when followed by the preposition ‘to’ as in (24), are they included, because they do then convey the speaker/writer’s uncertainty about the proposition.

5.6.3 Adverbials

5.6.3.1 Actuality: *actually*, *in fact*, *in reality*, *indeed*, *really*, *truly*

Adverbs expressing actuality (e.g. *really*, *actually*, *truly*) can sometimes function as degree intensifiers (Hillier 2004: 76), depending on context of use and their positions in the sentence as discussed earlier in Chapter 4 (Section 4.3.3). Nevertheless, discriminating between modality and intensity meanings is difficult because of the overlapping area (shown in Figure 5.4) where their syntactic position cannot settle the issue.

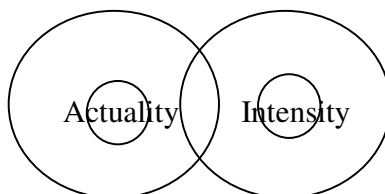


Figure 5.4 The overlapping area of actuality and intensity

Aside from the syntactic position, this analysis takes into account the gradability of the adjective that follows. For example, *pregnant* as in (25) is non-gradable adjective, so

really is regarded as marker of epistemic stance, while *nice* in (26) is gradable, so *really* in (26) is regarded as an intensifier.

25. *The girl is really pregnant.*

26. *She is really nice.*

As for *in fact*, *indeed*, and *in reality*, their syntactic mobility clearly makes them disjuncts, so they are markers of epistemic stance (Biber et al. 1999: 858).

5.6.3.2 Degrees of intensity: *a bit, a little, absolutely, completely, extremely, highly, partly, quite, rather, somewhat, strongly, totally*

Adverbs expressing degree of intensity can be divided into downtoners (e.g. *somewhat, rather*) and amplifiers (e.g. *highly, totally*) (Quirk et al. 1985). However, adverbs such as *quite* can occur with both gradable and non-gradable adjectives, and a different meaning in each case (Hyland 1996c: 94, Biber et al. 1999: 556). When occurring with gradable words, *quite* usually means ‘to some extent’, while with non-gradables it conveys the meaning of ‘completely’. Depending on the gradability of the adjective, this research categorizes *quite* as in ‘*quite impossible*’ as a maximizer, and that in ‘*quite big*’ as a moderator.

5.6.3.3 Doubt and certainty: *certainly, clearly, definitely, maybe, of course, perhaps, possibly, probably, surely, undoubtedly,*

Adverbs conveying doubt (e.g. *maybe, probably*) and adverbs of certainty (e.g. *certainly, definitely*) are regarded as modal adverbs (Perkins 1983) as discussed in Chapter 4. They are used mostly as disjuncts in the initial or final position, as in (27) and (28).

27. *Obviously, different environment makes people different.*

28. *They must be happy certainly.*

29. *This music is certainly classic.*

Yet some certainty adverbs can also express the degree of intensity at the same time, as in (29) where ‘*certainly*’ could also be read as ‘*very*’, hence, modifying the adjective ‘*classic*’, rather than emphasizing the speaker’s certainty towards the truth value of the sentence. This use as an adjective modifier was however very rare in the L2 data used in

this research. *Surely*, *of course*, and *for sure* almost always function as disjuncts and do not appear in front of an adjective in the corpus data.

5.6.3.4 Perspective: *according to, for me, from my point of view, I guess, I suppose, I think, in my opinion, in my view, to me,*

In this study, mental verbs such as *think*, *guess*, *suppose* are regarded as epistemic markers only when they are used with the first person pronoun ‘*I*’ and function parenthetically in the comment clauses. Comment clauses are marked, in speech, by a parenthetical tone of voice, while in writing, they appear in sentence-medial or final position, or when the clause is marked off from the surrounding text by commas or dashes (Crystal 2004b: 330). So, the mental clause ‘*I think*’ in (30) is included in the analysis, while that in (31) simply serves as a reporting verb and is not counted.

30. *The topic is really interesting, I think.*
31. *I think it was very frightening tv program.*

Like comment clauses, adverbial phrases such as *in my opinion*, *in my view*, *from my point of view* also convey epistemic meaning and are viewed as a metaphorical representation of modality conveying probability (Halliday & Matthiessen 2004: 617) as discussed earlier in Chapter 4, so they are all included in the analysis.

5.6.3.5 Usuality: *always, barely, commonly, generally, hardly, mainly, never, normally, occasionally, often, rarely, seldom, sometimes, usually*

Adverbs of usuality belong to the four key components of modality in Halliday & Metthiessen’s (2004) framework as discussed in Chapter 4. All of them are therefore included this analysis. Kennedy (1987) provides a list of the 43 most-used adverbs of usuality, and McArthur (1992) lists almost 50 items. Their frameworks are comprehensive because they include both adverbs of definite frequency (e.g. *twice a week*) and indefinite ones (e.g. *usually*). Due to the L2 learner’s limited repertoire of these devices, this research includes only the 14 adverbs of indefinite frequency used by the Thai students in the Kaset corpus.

5.6.4 Modal adjectives

Modal adjectives conveying possibility are regarded as epistemic stance markers (Neff et al. 2003b) and are generally included in the study of modality and hedging (Thomas 1994). They are viewed by Perkins (1983: 67) as ‘adjectival modal expressions’, as they convey possibility similar to that of *may*. For example, ‘*He may be mad*’ is similarly to ‘*It is possible that he is mad*’. However, some adjectives conveying certainty are used in their literal meaning, which may not be related to the epistemic sense as in (32), so they are not included.

32. *This picture is not so clear.*

Modal adjectives are counted only when they appear in the primary clause construction of ‘Subject + BE + ~ that / to ...’ such as in (33) and (34).

33. *It’s clear to me that most people are superficial.*

34. *Teenagers are likely to use the internet to play games.*

35. *Sure, these things gave me a nightmare.*

Note that *sure* as in (35) is often used as an adverb conveying sentence emphasis in informal usage, according to the Collins COBUILD Dictionary (Sinclair 2003: 1457). In this case, it is marked off from the rest of the sentence by a comma and functions parenthetically. This use of *sure* is replaceable by *surely* and counted as an adverb of certainty, rather than a modal adjective.

5.7 COMPUTERIZATION AND STATISTICAL TREATMENT

This section describes the computer software used for the quantitative analysis. Section 5.7.1 presents the text annotation system and explains the use of computer concordancer for finding word occurrences in texts. Section 5.7.2 explains how the frequency of items in texts of different sizes is normalized. Section 5.7.3 describes computer tools for testing significance of the differences in frequencies and the correlation between two independent factors, respectively.

5.7.1 Annotation and retrieval

All the 234 text files as shown in Table 5.2 were manually tagged, based on the criteria discussed in Section 5.6. Seventeen FTD tagsets were used, based on the lexicogrammatical framework presented above in Table 5.5 and 5.6. Each tagset is made up of two elements: form and function, written as capitalized abbreviations in angular brackets, as shown in Table 5.8. Examples of these tagsets used for the analysis are shown in Appendix 3.

Table 5.8 FTD tagsets and their meanings

	FTD Tagsets	Forms	Functions
1.	<MDV:CRT>	Modal verb	Certainty
2.	<MDV:PRB>	Modal verb	Probability
3.	<MDV:PSS>	Modal verb	Possibility
4.	<MDV:OBL>	Modal verb	Obligation
5.	<MDV:VLT>	Modal verb	Volition
6.	<ADV:CRT>	Adverb	Certainty
7.	<ADV:PRB>	Adverb	Probability
8.	<ADV:PSS>	Adverb	Possibility
9.	<ADV:USL>	Adverb	Usuality
10.	<ADV:ACT>	Adverb	Actuality
11.	<ADV:HDG>	Adverb	Hedges
12.	<ADV:AMP>	Adverb	Amplifiers
13.	<ADV:PSP>	Adverb	Perspective
14.	<ADJ:CRT>	Adjective	Certainty
15.	<ADJ:PRB>	Adjective	Probability
16.	<ADJ:PSS>	Adjective	Possibility
17.	<CRP:PRB>	Copular verb	Probability

Text annotation was necessary in this research, because it allowed computer concordancing software to extract the FTD tagsets alone, rather than lexical items in texts. Thus *will* used as a noun in the phrase ‘against one’s *will*’ was not tagged and not retrieved along with the modal verb. Tagging was also important because some FTDs have more than one function. Only by reading in context can one identify the semantic function of some problematic items. For example, *really* when used as an epistemic adverb was tagged as <ADV:CRT>, whereas when it functioned as an amplifier, it was tagged as <ADV:AMP>. Commonly used tagsets such as CLAWS (Constituent Likelihood Automatic Word-tagging System) can serve for part-of-speech (POS) tagging; but cannot make these semantic distinctions, hence the need for the annotation carried out in this research. FTDs had to be tagged manually, because misspelling was widespread in the Kaset corpus of interlanguage. For example, *should* misspelled as

shoud needed to be tagged as a token of *should*. Contracted forms of the modals were also counted. For example, *will* included the three word forms: *will*, *'ll*, and *won't*.

All the tagged items were retrieved from the corpora by the software 'Antconc 3.2.1'. Released in March, 2007, it is one of the most up-to-date concordancers at the time. This freeware, downloadable from www.antlab.sci.waseda.ac.jp/software.html, was developed by Laurence Anthony from the Center of English Language Education in Science and Engineering (CELESE), Faculty of Science and Engineering at Waseda University in Japan. The software allowed the searched item to appear in *KWIC* (*Keyword in Context*) concordances, and the item was sorted alphabetically, shown with its collocates, and with the source texts displayed.

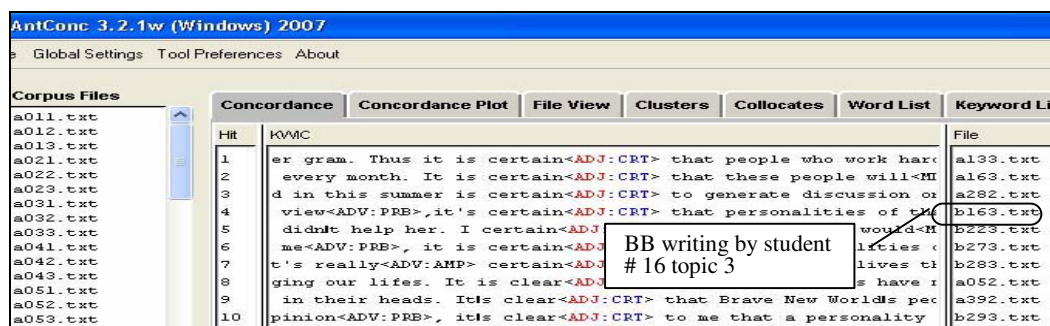


Figure 5.5 A concordance display of Antconc 3.2.1 (2007)

Figure 5.5 above shows the source text files which appeared at the end of each concordance line. Each file name was coded to indicate modes of writing, students' number, and topics of writing in respective order. For example, the file name *b163.txt* suggests that the tagged item was extracted from an online text (BB corpus) written by the student number 16 in the third topic.

5.7.2 Normalization

Even though the BB corpus was downsized to make it comparable in size with that of ACAD corpus as discussed in Section 5.3.3 above, the total number of words on each topic still differed slightly. Consequently, FTDs could not be counted as raw frequencies in comparisons of the different text-types. As shown in Table 5.1, the total number of words in the first topic in the academic essays was 21,808, while the second topic was

17,370. The difference of 4,438 words could lead to more FTDs being found in the first than the second topic. The sums of FTDs in different topics were normalized to occurrences per 1,000 words as in Biber (1988). For example, text A and B both contain 20 occurrences of the item 'X' in each, but the 20 occurrences are from different totals of 21,808 words in text A, and 17,370 in B.

Text A: Item 'X' is found 20 times in 21,808 words
 $20 \div 21,808 \text{ words} \times 1,000 = 0.91$

Text B: Item 'X' is found 20 times in 17,370 words
 $20 \div 17,370 \text{ words} \times 1,000 = 1.15$

To calculate the normalized frequency, the number of occurrences of the item 'X' was divided by the total number of words in text. The results were then multiplied by 1,000. The end results show the difference in normalized frequency of 'X' in the two topics. The conclusion is that item 'X' would be found more frequently in text B (1.15 per 1,000 words) than in text A (0.91 per 1,000 words).

5.7.3 Tests of significance and correlation

It was important to consider the level of significance for different word frequencies. For example, items 'A' and 'B' are found twice as often in BB as in ACAD corpus. However, the difference in frequency of the item 'A' in the two corpora is more significant than that of the item 'B'. This is because the difference in occurrences of the item 'A' between the two modes is based on the higher total number of 150 occurrences, while the result in the item 'B' is based only on 36 occurrences in total. The difference in frequency of the item 'C' in the two modes is not significant as the difference is only at 5 occurrences between the two genres.

Items	Total	ACAD	BB	X ²	p-value
'A'	150	50	100	16.67	0.000***
'B'	36	12	24	4.0	0.046*
'C'	85	40	45	1.11	0.292

In this research, the level of significance for frequency differences was indicated by the p-value of the chi-square (χ^2) test. The chi-square test was calculated using the SPSS (Statistical Package for the Social Sciences) computer program version 13.0, released in

2004. The higher the χ^2 , the greater the probability that the difference between the two frequencies could be statistically significant. Whether the difference in frequency was statistically significant depended on the p -value of the χ^2 , as shown in the following conditions. These levels of significance are also marked by one asterisk (*) indicating significant, two asterisks (**) for highly significant, and three asterisks (***) for extremely significant.

p -value of $\chi^2 > 0.05$	= Not significant
p -value of $\chi^2 \leq 0.05$	= Significant
p -value of $\chi^2 \leq 0.01$	= Highly significant
p -value of $\chi^2 \leq 0.005$	= Extremely significant

Wherever the comparisons are made between the two selected groups of samples from the total 39 population of 39 (e.g. 10 highest v. 10 lowest proficiency students), the ‘Mann-Whitney U test’ was preferred. The Mann-Whitney two-sample test is used for testing the null hypothesis to investigate whether the selected samples of the population (not the whole population) in one group exceeds that of the second group at the significant level. The correlation between the two independent factors is again shown by the p -value calculated by the SPSS program. The two samples are deemed to be correlated and the null hypothesis rejected only when the p -value of Mann-Whitney U test is ≤ 0.05 . If the p -value is > 0.05 , the null hypothesis must be accepted.

5.8 CONCLUSION

This chapter on research design has operationalized the research questions and hypotheses, with a set of frameworks for analyzing the research data at different levels of discourse. At the highest discourse level, the FTD data from the academic essays and online bulletin board postings will be analyzed in terms of their speech functions (moves and acts) used in different segments of the schematic structure. At the lower levels, the use of FTDs will be analyzed by means of the pragmatic and lexicogrammatical frameworks, looking for possible connections between the pragmatic and speech function. Having detailed these methodologies, we are ready to proceed with analyzing the overall frequency and variety of FTDs in Chapter 6. The top-down analysis of FTDs in relation to their different speech functions and pragmatic uses will be applied in Chapter 7.

CHAPTER 6

‘FTDS’ IN THE ACAD AND BB CORPORA

6.1 INTRODUCTION

This chapter presents quantitative results from the Kaset corpus for testing two sets of research hypotheses. The first set of hypotheses (1.1, 1.2) addresses the issue of whether modal and intensifying elements, features that are common in speech, appear more often and in greater variety in online than academic writing, i.e. whether online communication promotes use of particular types of FTDs more than academic writing. The findings to these questions are discussed in Section 6.3. The second set of hypotheses (2.1, 2.2, 2.3) are designed to test whether the student’s use of FTDs correlates with (1) their classroom English proficiency, as suggested by Hyland & Milton (1997); (2) the habit of frequent writing online in English; and (3) the kind of text-type targeted in three assignments, a factor noted by Holmes (1983). The findings to these further questions are discussed in Section 6.4.

The literature reviewed in Chapter 1 showed that electronic bulletin boards have been increasingly used in ELT for the past decade, and that L2 Japanese university students produce more language outputs in online than in offline writing (Freiermuth & Jarrell 2006). This raises the fundamental question as to whether Thai university students also produce greater quantities of English in online communication than in their academic essays. The preliminary findings on this are presented first in Section 6.2.

6.2 PRELIMINARY FINDINGS

The volume of students’ linguistic output is of interest in this study, because more language production gives learners opportunities to exercise their language competence and thus helps increase learners’ interlanguage proficiency, according to Swain’s (1985) comprehensible output hypothesis. At the beginning of their ACAD and BB writing activities, the Thai learner-participants in this research were told to write the same target

number of words (1,200) in each genre (see Section 5.2.2.2). However, since the quantity of the students' writing cannot be completely controlled, an interesting question is whether they really did write equal numbers of words in the two modes.

The total number of words in the Thai students' outputs in ACAD and BB are shown in Table 6.1. Column 1 presents the students' ID numbers. Column 2 presents the total words written by a student in ACAD writing, and Column 3 by the same student in BB writing. Column 4 presents the difference between ACAD and BB. If the number of words in BB is less than that in ACAD, the result will be shown by a minus sign. The numbers in Column 4 without a minus sign show how many more words the student wrote in BB than ACAD. The lines that show statistically significant differences are shaded.

Table 6.1 The quantities of words in students' writing in the ACAD and BB corpora

Students	ACAD	BB	Difference	<i>p</i> -value
1.	1162	1320	158	0.513
2.	1393	2759	1366	*0.050
3.	1543	3962	2419	*0.050
4.	1253	2758	1505	*0.050
5.	1398	1448	50	0.827
6.	1171	1671	500	0.658
7.	1261	1669	408	0.127
8.	1494	1585	91	0.513
9.	1399	1959	560	0.127
10.	1375	2487	1112	*0.050
11.	1305	2903	1598	*0.050
12.	1181	2223	1042	*0.050
13.	1552	2558	1006	0.127
14.	1908	3029	1121	0.513
15.	1134	2159	1025	*0.050
16.	1812	2323	511	*0.050
17.	1803	2226	423	0.827
18.	1356	2866	1510	*0.050
19.	2013	1675	-338	0.275
20.	1477	2417	940	*0.050
21.	2129	2847	718	0.275
22.	1264	3229	1965	*0.050
23.	1486	2518	1032	0.127
24.	1809	1998	189	0.827
25.	1388	2852	1464	0.127
26.	1380	1700	320	0.275
27.	1687	1304	-383	0.513
28.	1249	2055	806	0.513
29.	2006	2174	168	0.513
30.	2094	1694	-400	0.513
31.	1302	1590	288	0.275
32.	1806	3009	1203	0.275
33.	1806	3756	1950	*0.050
34.	1469	2253	784	*0.050
35.	1115	2462	1347	*0.050
36.	1115	1567	452	0.513
37.	1051	2773	1722	*0.050
38.	1215	2454	1239	0.513
39.	1122	1567	445	0.127
<i>Total</i>	<i>57483</i>	<i>89799</i>	<i>32316</i>	<i>***0.000</i>

The quantities in Table 6.1 show that almost all of the Thai student writers produced more in BB than in ACAD writing. The only exceptions are three students, namely 19, 27, and 30 who wrote 300-400 words more in ACAD than in BB. The difference in these quantities is not statistically significant however. While some students write only slightly more in BB, as many as 15 students, as marked by *, wrote statistically significantly greater amounts, as shown by the *p*-values. Among them, there are 9 students (3, 4, 10, 11, 18, 22, 33, 35, and 37) whose quantity of words in online bulletin board writing more than doubles that found in their academic essays.

Greater production of language in online than offline writing might be expected, as this phenomenon corresponds with several previous studies (e.g., Sullivan & Pratt 1996: 493, Ortega 1997: 83, Freiermuth & Jarrell 2006), which all report learner's high motivation and willingness to contribute more in online communication. From the total word count of all 39 students in this research, the higher overall number of words in BB (89,799) than in ACAD (57,483) suggests that learners on average write 56% more in online writing than in academic essays, even when the minimum word requirement of the two modes is the same.

This preliminary finding suggests that most learners in this research write much more voluntarily in the online bulletin board than when they are required to write academic essays. This is probably because students are more carefree in expressing themselves in online discussion, while being careful and reserved in academic writing for fear of making possible grammatical mistakes. Whether their greater language production online provides them with an opportunity for the greater use of fine-tuning devices (hereafter 'FTDs') than in the essay format is the next question. Do these Thai learners fine-tune their discourse more often in BB than in ACAD writing? Which FTDs are they most inclined to use? Is their using FTDs independent of other factors such as classroom English proficiency, the habit of frequent online communication in English, and the topics of writing assigned in different text-types? The first two questions are discussed in Section 6.3, and the third in Section 6.4.

6.3 FREQUENCY AND VARIETY OF FTDs

6.3.1 Hypotheses 1.1 and 1.2

Preliminary findings from Section 6.2 tell us that the students' output of words in BB is larger than that in ACAD mode. But do the students also use more FTDs in BB than in ACAD; and how does this affect the range of pragmatic functions which they exercise in the two modes? These questions raise the following null hypotheses to be tested.

Null hypothesis 1.1: Thai L2 learners do not use more FTDs in BB than in ACAD writing

Null hypothesis 1.2: Students do not exercise a larger range of pragmatic functions through FTDs in BB postings than in ACAD writing.

To test these null hypotheses, all the students' writing in each mode is first put together for collective comparisons in terms of quantity (tokens) and range (types) of FTDs occurring in the ACAD and BB corpora. Section 6.3.2 compares the frequency of grammatical and lexical FTDs between the two modes to test hypothesis 1.1, and the findings are summarized in Section 6.3.3. Section 6.3.4 deals with the variety of the pragmatic functions exercised through FTDs to test hypothesis 1.2.

6.3.2 Overall frequency (tokens) of FTDs

Due to the unequal total number of words in BB and ACAD, as shown in Table 6.1, the data in the BB corpus was downsized (based on the criteria discussed in Chapter 5) to 58,497-word corpus. This makes BB corpus comparable in size with that of the ACAD corpus of 57,483 words, and comparisons in terms of frequency of FTDs used in the two corpora can be made directly. The analysis reveals a sizable difference in density of FTDs in the two modes of writing.

Table 6.2 Total frequency and density of FTDs in the ACAD and BB corpora

	ACAD	BB	Total
Number of words	57,483	58,497	115,980
Number of FTDs	1,691	2,710	4,401
FTDs per 100 words	2.94	4.63	3.79

The table shows that, on average, students employ one device every 34 words in academic writing (2.94 per 100 words), and one every 21 words in bulletin board writing (4.63 per 100 words). In other words, FTDs are found approximately 60% more often in BB than in ACAD. The total frequency in use of FTDs between the two modes is significantly higher in BB than ACAD in equal amounts of writing. The null hypothesis 1.1 that learners do not use more FTDs in BB than in ACAD can thus be rejected. The fact that the density of FTDs is greater in BB than in ACAD is not at all surprising, because it aligns with the more frequent use of modal and intensifying elements in conversational than in academic contexts (Biber 2002: 178), and in casual than formal language use (Holmes 1988). Both conversational and informal features are found in BB writing, as discussed below in Sections 6.3.3.1 – 6.3.3.3.

6.3.3 Relative frequency of grammatical and lexical FTDs

While Table 6.2 shows that students use more FTDs in BB than in ACAD, it is interesting to find out further which of the two linguistic classes of items (grammatical and lexical) they mainly rely on. To gain insight into this, modal verbs and copular verbs other than ‘be’ are grouped together as the grammatical class, while adverbials and modal adjectives are grouped as a single lexical class, as shown in Figure 6.1.

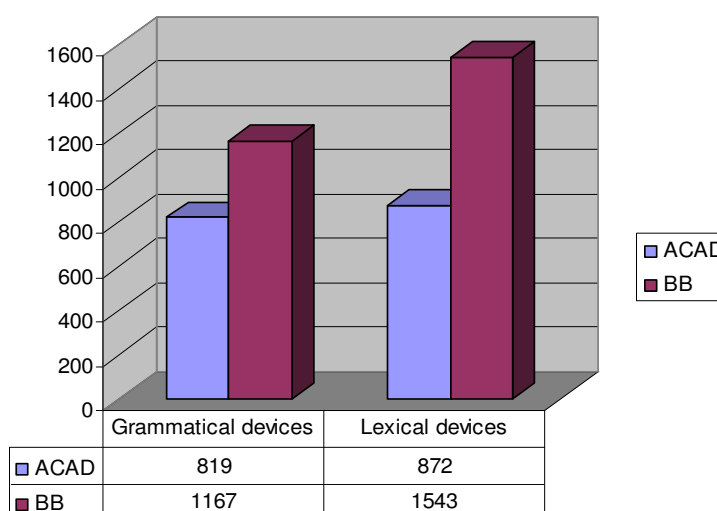


Figure 6.1 Relative frequency of use of grammatical and lexical FTDs in ACAD and BB writing

Figure 6.1 highlights the different proportions of grammatical and lexical devices in the two modes. The ratio of grammatical and lexical devices used in the ACAD corpus is 1:1, while that in the BB corpus is 2:3. In BB, grammatical devices are used approximately 42% more often than in ACAD, while lexical devices are found approximately 77% more often.

Table 6.3 below compares the occurrences of FTDs in BB and ACAD when broken down into four linguistic classes and their key members, to see which contribute the most to the differences shown in Figure 6.1. The table shows both contrasting frequencies of occurrence and their statistical significance. The complete frequency list of lexicogrammatical types of FTDs is shown in Appendix 2.

Table 6.3 Total frequencies of all FTDs by grammatical and lexical categories

Table	FTDs	All	ACAD	BB	<i>p</i> -value	6.3
Grammatical	Modal verbs	1945	796	1149	***0.000	
	- Epistemic	1121	518	603	***0.011	
	- Root	824	278	546	***0.000	
	Copulars other than 'be' (appear, seem, tend,)	41	23	18	0.435	
Lexical	Adverbials	2356	848	1508	***0.000	
	- Actuality	100	29	71	***0.000	
	- Degree of intensity (low)	284	111	173	***0.000	
	- Degree of intensity (high)	941	347	594	***0.000	
	- Doubt and certainty (low)	146	53	93	***0.001	
	- Doubt and certainty (high)	69	15	54	***0.000	
	- Personal perspective	203	28	175	***0.000	
	- Usuality	613	265	348	***0.001	
	Modal Adjectives (sure, true, certain, possible, likely)	59	24	35	0.152	
	<i>Total</i>	<i>4401</i>	<i>1691</i>	<i>2710</i>		

shows that modal verbs and adverbials are the most used FTDs in the categories of this analysis, while copulars other than 'be' and adjectives are relatively rare. Both epistemic and root modals are used more in BB than in ACAD, and the differences are highly significant especially for root modals. While the epistemic modals are found 16% more often in BB, the root modals in BB almost double those in ACAD. This is not surprising given the fact that online communication is more interactive and thus involves more speech functions, such as giving advice and expressing personal desires (see further discussion in Chapter 7, Section 7.2.9).

Like modal verbs, adverbials are also found significantly more in BB than in ACAD. Again the differences are all highly significant as judged by their *p*-values. While the greater use of root modals in BB suggests that students express themselves more personally in online communication, the greater use of all modal adverbials in BB shows that online writing allows learners to express themselves through the lexical devices as well, not just the grammatical ones. Modal adjectives are also found slightly more in BB than in ACAD, but the difference is not statistically significant, probably because the modal adjectives included in this study are a limited set of 8 items. The only category of FTDs that appears more in ACAD is copulars other than ‘*be*’. This is not surprising given that copulars such as *seem* or *appear* are common in academic texts (Vold 2006). However, the difference in the use of copulars in the two modes of writing in the Kaset corpus is not statistically significant.

6.3.3.1 Frequency of grammatical FTDs

Table 6.4 puts the spotlight on the frequency of the epistemic and root uses of individual modal verbs, which are presented below in order of frequency.

Table 6.4 Epistemic and root modals in ACAD and BB data

Modal verbs	All	ACAD	BB	<i>p</i> -value
Epistemic				
will	552	193	331	***0.000
can	174	121	53	***0.000
would	133	69	64	1.000
may	132	64	68	0.493
might	66	33	33	1.000
be going to / gonna	33	10	23	*0.024
could	33	17	16	0.862
<i>% of epistemic modals</i>	97.6	97.8	97.5	
Root				
have to	288	119	169	***0.002
want to / wanna	166	37	129	***0.000
should	164	65	99	***0.005
will	68	0	68	***0.000
must	67	36	31	0.670
need to	36	15	21	0.398
would like to	22	3	19	***0.001
<i>% of root modals</i>	98.4	98.9	98.2	

Even though the overall frequency suggests that epistemic modal verbs are found more in BB than in ACAD, the higher frequency in BB is significant only in the occurrences of *will* and *be going to*, both of which signal a high degree of certainty when used as epistemic modals. This is unsurprising since the two modals are found more in spoken than in written texts (Collins 2007b). By contrast, *can* expressing possibility appears more than twice as often in ACAD as in BB. This suggests that learners tend to express their certainty more unreservedly in BB than in ACAD, where they more often express possibility. In ACAD, students are more careful in expressing their convictions, knowing that they are writing to report the facts to their teacher. But in online writing to their peers, expressing opinions personally is more acceptable and even expected; their opinions are thus more freely and strongly voiced in this online mode. Other modals conveying possibility (e.g. *may*, *might*) do not show much difference in frequency, and the findings are not statistically significant.

Root modal verbs are also found more often in BB than in ACAD writing to express obligation and volition. In conveying obligation, *have to* is the most frequently used device, followed by *should*, *must*, and *need to*. While *must* is found just slightly more in ACAD, the other three root modals are found more in BB, particularly *have to* and *should*, whose differences in frequency are highly statistically significant. In conveying volition, *want to*, *would like to*, and *will* are found significantly more in BB than in ACAD. While the greater use of *have to* in BB suggests that online writing is more casual and colloquial in style, the greater use of *want to* and *would like to* shows that BB writing allows the expression of personal desires. In the following subsections, these modals are presented together based on the semantic notions they express: certainty, possibility, obligation, and volition to analyze three discourse functions. Copular verbs other than ‘*be*’ are grouped together as the last grammatical category.

a) Modals expressing certainty: will, be going to

Table 6.4 showed that *will* is by far the most frequently used epistemic modal in the two modes and its total occurrences (552) account for 50% of all the epistemic modals. It is found significantly more frequently in BB (331) than in ACAD (193). Since *will* is also the most frequently used FTD, it is interesting to see whether it is used in combination with other lexical devices, as earlier reported in the English native speaker’s (Hoye 1997) and

Swedish learner's writing (Aijmer 2002a). The co-occurrence of *will* with other lexical devices can be semantically harmonic or non-harmonic (Lyons 1977: 807, Høye 1997: 19), as discussed in Chapter 4 (Section 4.2.4). In this research, *will* is found to co-occur with other lexical devices conveying certainty (e.g. *sure*) as in example (1) below, hence harmonically.

- (1) *I'm sure<ADJ:CRT> that I will<MDV:CRT> watch this movie. [B161]*⁶
 (2) *the floor around will<MDV:CRT> probably<ADV:PRB> filled with my vomit. [B111]*

Whereas when *will* appears with devices conveying probability (e.g. *probably*) as in example (2), it makes the combination semantically non-harmonic. The co-occurrences of two devices in (non)harmonic combinations shown in Table 6.5 below are all within a span of 5 words.

Table 6.5 The co-occurrence of 'will' with other lexical FTDs

Collocational patterns	All	ACAD	BB
harmonic			
will + surely	7	2	5
will + never	7	6	1
will + always	4	3	1
will + for sure	3	1	2
will + of course	3	0	3
It is (I am) sure ... will	3	1	2
It is certain ... will	3	1	2
will + undoubtedly	1	0	1
	31	14	17
non-harmonic			
will + probably	4	0	4
It is possible ... will	3	0	3
will + maybe	3	2	1
will + possibly	1	0	1
will + perhaps	1	0	1
	12	2	10
<i>Grand total</i>	43	16	27

Table 6.5 shows that there are many more collocational patterns of *will* with modal adverbs or adjectives in BB than in ACAD, in terms of both frequency and variety. In BB there are 27 co-occurrences distributed across 13 patterns, while in ACAD there are 16 co-occurrences distributed across 7 patterns. But the greater numbers of combinations in BB are explicable in relation to the higher frequency of *will* in BB, as shown earlier in Table 6.4: *will* combinations appear once in every 12 occurrences of *will* in both modes. Interestingly, while harmonic combinations are found only slightly more in BB (17) than in

⁶ The code at the end of each example indicates the source text file as shown earlier in Figure 5.5.

ACAD (14), the non-harmonic ones occur far more often in BB. In fact, only one type of non-harmonic collocational pattern is found in ACAD, against five types in BB. Thus modal harmony correlates with more formal writing, and modal disharmony with less formal writing. This is understandable as the students may take care to state their positions consistently in formal academic writing, but are less careful about using strong and weak degrees of conviction together in less formal contexts.

The effect of using harmonic combinations is nonetheless debatable. They may strengthen the meaning of the utterances as suggested by Hyland & Milton (1997: 199) and Aijmer (2002a: 70), or they may function simply pleonastically as noted by Palmer (1990: 67). The results of this research suggest that it depends on the context and degree of text formality, i.e. the more formal, the more likely it is to be harmonic.

One other modal of certainty is *be going to*. Its occurrences in BB (23) even more than double those used in ACAD (10). This is not surprising as *be going to* is normally used more in conversational contexts than in academic contexts, according to the LSWE⁷ (Biber et al. 1999: 489). While its contracted form *gonna* is not used at all in ACAD, it is found 16 times in BB. Clearly, BB writing provides the opportunities for learners to express themselves informally, while ACAD writing is stricter in its language code.

b) Modals expressing possibility: can, could, may, might, would

Can is the second most frequently used epistemic modal. Its total 174 occurrences (Table 6.4) account for 15% of all epistemic modals in the Kaset corpus. This study only includes the extrinsic *can*, as discussed earlier in Section 5.5.1.1. It is found more than twice as often in ACAD (121) as in BB (53), while *could*, the remote form of the extrinsic *can*, is found only slightly more often in ACAD (17) than in BB (16). While *could* occurs more often than *may* and *might* in the writing of NSs and European NNSs (Aijmer 2002a, Neff et al. 2004), this study finds that Thai NNSs underuse *could*, compared to *may* and *might*, in the two writing modes. This may well be the mark of L1 interference, in that the equivalent Thai verb has no inflected forms (*/pai/ = go/went/gone*) (Swan & Smith 2001: 350), and

⁷ Longman corpus of Spoken and Written English (Biber, Johansson, Leech, Conrad & Finegan 1999)

Thai students are wary of using the past form of the verb with present meaning. They are not made aware of the use of epistemic *could* as a modal rather than a tense marker, so they reserve *could* for the past tense of dynamic *can* (Bhandhufalck 1983: 60). This problem reflects ‘the transfer of training’, emphasizing tense over mood system (DeCarrico 1986: 665) in Thai ELT.

May occurs slightly more often in BB (68) than in ACAD (64). Like *may*, *might* conveys the sense of possibility with slightly higher degree of tentativeness (Carter & McCarthy 2006: 646), and the two modals can be used interchangeably in most cases (Coates 1983: 147). However, the results show that Thai learners tend to prefer *may* over *might* in both ACAD and BB discourse. This is different from the L1 data (LSWE Corpus) reported in Biber et al. (1999: 491), where *may* is used much more than *might* in academic genres, whereas in conversation, *might* is used much more than *may*. This may reflect a difference between the native and non-native writers, as well as the fact that Biber et al.’s data are based on L1 professional academic writing, whereas the data in the Kaset corpus are based on the L2 students’ academic essays. While *might* appears evenly in the two modes (33 instances), its function varies considerably. Yule (2004: 105) notes that it can be used to convey present prediction as in example (3), past prediction as in (4), hypothetical, and counterfactual condition as in (5) and (6), respectively. The breakdown of these grammatical notions in the Kaset corpus is shown in Table 6.6.

- (3) *One who comes from the poor family might<MDV:PSS> have less opportunity to live their lives. [B123]*
- (4) *I was afraid that the burglar might<MDV:PSS> hurt my family. [B381]*
- (5) *I believe that if I saw the Shutter, It might<MDV:PSS> be the most frightening movie for me. [B021]*
- (6) *I might<MDV:PSS> have broken my neck if I had fastened the belt. [B111]*

Table 6.6 Present, past predictive, hypothetical and counterfactual ‘might’

	ACAD	BB
Present predictive	14	25
Past predictive	16	5
Hypothetical conditional	0	3
Counterfactual conditional	3	0

In ACAD, *might* is used primarily to express both present predictions (14 instances), and past predictions (16 instances); whereas its main use in BB is mostly present predictive (25

instances), with little use of past predictive (5 instances). Other functional uses are comparatively rare in both modes. The hypothetical conditional use is found only 3 times in BB and not at all in ACAD, while counterfactual use is found 3 times in ACAD and never in BB. The greater use of past predictive and counterfactual in ACAD may be influenced by the first essay topic which requires the students to write about their past experiences. The influence of topics over the frequency of modal devices is discussed further below in Section 6.4.3.

Would is used slightly more often in ACAD (69 instances) than in BB (64). Though not much different in frequency, *would* does vary greatly in its function. In example (7), it conveys the speaker's conjecture about the situation, while in (8) it is used in the sense of *will* in the past. Its functions in (9) and (10) are hypothetical and counterfactual respectively. The breakdown of these grammatical notions in the Kaset corpus is shown in Table 6.7.

- (7) *Some family which reasonable, polite or warm, their child must<MDV:CRT> be ... gentle. They would<MDV:PRB> be a potential person in the future. [B073]*
- (8) *At first, none of us realized what would<MDV:PRB> happen. A moment later, another bus arrived with another group of students. [A221]*
- (9) *If you were that actor, you would<MDV:PRB> be unhappy. [B052]*
- (10) *If my dad hadn't brought me up, I would<MDV:PRB> have drown. [A301]*

Table 6.7 Present, past predictive, hypothetical, and counterfactual 'would'

	ACAD	BB
Present predictive	14	27
Past predictive	36	17
Hypothetical conditional	13	17
Counterfactual conditional	6	3

The main use of *would* in ACAD lies in past prediction, while in BB its main use lies in present prediction. This aligns with the greater use of *could* in present reference than in past reference. While instances of present predictive *would* in BB (27) almost double those in ACAD (14), past predictive *would* in ACAD (36) more than doubles those in BB (17). In fact, about half the occurrences of *would* in ACAD fall under future-in-the-past. This is not surprising as learners use this function of *would* when they narrate their past experience in the first essay topic. Many Thai learners are not aware of the present predictive *would* (Bhandhufalck 1984), which would explain why its use in this sense is relatively limited.

Would in the present time reference is also found to be underused in the writing of Hong Kong Chinese (Hyland & Milton 1997), European learners (Ringbom 1998: 45) and Vietnamese learners (Nguyen 2008: 782). Since hypothetical *would* is a problem for L2 learners, even at advanced levels (Conroy 2006), students may use it less often in formal ACAD writing, and experiment with it more in the informal BB mode. They are aware that they will not be marked down even if their experiments in the BB mode turn out to be grammatical mistakes.

c) Modals expressing obligation: have to, should, must

The data in Table 6.4 above also show that the learners express the strong sense of obligation more often than the weaker ones, and both strong and weak senses are expressed more in BB than in ACAD. In ACAD, the strong obligation modals, i.e. *have to*, *must*, *need to*, are found 170 times altogether, while the weak ones, i.e. *should*, are found 65 times. In BB, strong obligation modals are found 221 times, while weak obligation ones are found 104 times. This is probably related to their strategies in conveying suggestion, where they assume that stronger obligation will be more persuasive. In conveying strong obligation, *have to* is used 288 times, while *must* is used 67 times in total. While *have to* occurs significantly more often in BB (169) than in ACAD (119), the difference is not significant in the case of *must*, which is found only slightly more often in ACAD (36) than in BB (31). Not surprisingly, *have to* is found more in conversation, while *must* is more common in academic genres (Biber et al. 1999: 494). The Thai students express obligation more in BB, because online communication is more personal and interactive than academic writing, and there is usually some feedback from the readers.

It is also interesting to note the dominance of *have to* and *should* over other semi-modals such as *had better*, *be supposed to*, and *ought to*. Yet the appearance of these semi-modals in BB again suggests that learners are readier to experiment with a variety of FTDs in BB than in ACAD. The dominance of *should* over other semi-modals is understandable, given that the former is more frequent overall than the latter (Biber et al. 1999), and that the less frequent semi-modals are more problematic for L2 learners (Altman 1990). As a result, learners may avoid using them and instead resort to the few devices which they have been

taught at the early stage of their education. They feel most secure in using them, and therefore tend to use them in all situations (Larsen-Freeman & Long 1991: 26).

d) Modals expressing volition: want to, would like to, (volitional) will, shall

The many occurrences of semi-modals conveying volition (Table 6.4) are readily explained by the fact that these expressions are acquired early in the learning stage; they are used formulaically by lower level learners, which are similar to the children's 'statements of personal desire' (Scarcella & Brunak 1981: 69). While '*I will*' represents around two thirds of all expressions of volition in the spoken BNC (British National Corpus) (Verplaetse 2003: 158), this research based on the Kaset corpus finds that '*I want to*' is actually used much more than '*I will*'. *Want to* is used 166 times in total and its occurrences in BB (129) are more than three times those in ACAD (37). *Want to*, like *be going to*, can also be written in its informal form *wanna*, which is not found at all in ACAD, but it occurs 31 times in BB. The reason for using the informal form in BB is like that for *gonna*, mentioned earlier in Section (a). *Would like to* is also found more in BB (19) than in ACAD (3). The greater use of volitional modals in BB is due to the more personal nature of online writing which allows learners to express their intentions more freely as in:

(11) Now, *I will*<MDV:VLT> talk about the opposite opinion. [B223]

(12) *I'll*<MDV:VLT> be back to tell you later. [B072]

Volition can also be realized by other modals such as *will*, which appears in the two contexts where the students voice their desire to express an opinion, as in (11); and when they take leave at the end of the discussion as in (12). However, these modals used in these two functions do not appear at all in ACAD, as the academic genre does not conventionally allow such functions with the first person pronoun. *Will* in these two functions appears 68 times, all in BB. Only one occurrence of *shall* is found, and it is in BB. This suggests that *shall* is marginal in the repertoire of learner's modality, which is not surprising given the declining use of *shall* altogether. It is the least frequently used modal, with an average of 3.5/10,000 words (Gotti 2003: 268).

e) Copulars other than ‘be’

Copulars other than ‘be’ are used very little in the Kaset corpus, as compared to modal verbs and adverbials. This suggests that the use of copulars is marginal in learner’s repertoire of fine-tuning discourse. They are underused by the Thai learners, when compared with their use in NS writing, where they play a key role in hedging academic discourse (Vold 2006).

Table 6.8 Copulars other than ‘be’ in ACAD and BB data

Copulars other than ‘be’	All	ACAD	BB	<i>p</i> -value
<i>seem</i>	29	17	12	0.353
<i>tend</i>	9	6	3	0.317
<i>% of copulars</i>	92.6	100	83.3	

This research included only three copular verbs: *seem*, *tend*, and *appear*. *Seem* is by far the most frequently used copular verb. Its occurrences alone account for 70% of the total occurrences in this category. Both *seem* and *tend* are found more in ACAD than in BB, but the difference is not significant. The greater use of these copular verbs in ACAD is not surprising as several research studies (e.g Salager-Meyer 1994, Thomas 1994, Hyland 1998) have found these verbs important in hedging academic discourse. The copular verb is the only word class that occurs more often in ACAD than in BB in the Kaset corpus.

6.3.3.2 Frequency of lexical FTDs

Adverbials expressing modality and degrees of intensity are generally used more in BB than in ACAD. Their frequencies in the Kaset corpus are categorized and presented in semantic categories in Table 6.9 below.

a) Adverbials of actuality

Most epistemic stance adverbs conveying actuality are found more in BB. This is obvious in the case of *actually* which is found 44 times in BB, as compared to only 9 times in ACAD, making the results statistically significant. The difference is also clear in the use of *in fact* and *really* which are found more than three times as often in BB as in ACAD. Conversely, *indeed* is used much more in ACAD (13) than in BB (1). The greater use of

indeed in ACAD corresponds with the findings of Biber et al. (1999: 562), who found that *indeed* occurred more often in academic prose than conversation. Thai students may be aware of its stylistic weight and so they avoid using *indeed* in the less formal BB context

Table 6.9 Adverbials expressing modality and degrees of intensity in ACAD and BB data

Adverbials	All	ACAD	BB	p-value
Actuality				
actually	53	9	44	***0.000
in fact	14	3	11	*0.033
indeed	14	13	1	***0.001
really	13	3	10	*0.052
% of actuality devices	94	96.5	92.9	
Degrees of intensity (low)				
quite	61	25	36	0.159
almost	58	23	35	0.115
about	54	29	25	0.586
kind of / kinda	20	1	19	***0.000
a bit	17	4	13	*0.029
a little	16	3	13	*0.012
around	15	13	2	***0.005
rather	9	1	8	*0.020
% of downtoners	88.0	89.1	87.2	
Degrees of intensity (high)				
very	485	198	287	***0.000
so	180	59	121	***0.000
really	131	40	91	***0.000
absolutely	32	7	25	***0.001
extremely	19	12	7	0.251
totally	19	4	15	*0.012
completely	9	7	2	0.096
truly	9	1	8	*0.020
% of amplifiers	93.9	94.5	93.6	
Doubt and certainty (low)				
maybe	96	30	66	***0.000
probably	32	17	15	0.724
possibly	9	4	5	0.739
perhaps	9	2	7	0.096
% of probability devices	100	100	100	
Doubt and certainty (high)				
surely	19	6	13	0.317
certainly	15	4	11	0.071
of course	13	1	12	***0.002
for sure	9	2	7	0.096
definitely	9	2	7	0.157
% of certainty devices	94.2	100	92.5	
Personal perspective				
For me,	54	10	44	***0.000
In my (point of) view,	47	4	43	***0.000
In my opinion,	40	6	34	***0.000
To me,	27	2	25	***0.000
I think,	17	3	14	***0.000
% of perspective devices	91.1	89.2	91.4	
Usuality		ACAD	BB	
always	195	82	113	*0.026
sometimes	147	47	100	***0.000
never	96	45	51	0.540
usually	79	50	29	**0.018
often	45	24	21	0.655
rarely	9	0	9	***0.003
% of usuality devices	93.1	93.5	92.8	

b) Adverbials expressing degrees of intensity

The greater use of downtoners in BB can be seen in Table 6.9 with items such as *a bit*, *a little*, *rather*, which are statistically significant results, and in the use of *kind of* where it is extremely significant. This is not surprising as all are commonly found in speech. The Thai learners' much greater use of *rather* in BB than in ACAD is surprising, because native speakers use *rather* in academic prose much more than in conversation, according to the LSWE Corpus (Biber et al. 1999: 887). This may be a stylistic misconception. Perhaps Thai L2 students believe that *rather* should be used in less formal writing and *around* in more formal academic writing. At any rate, the occurrence of *around* is six times greater in ACAD than in BB, the opposite of what Chafe (1986) found in L1 native speaker's data, where the occurrences of *around* in conversation more than double those in academic writing.

While downtoners are generally underused by L2 student writers (Hinkel 2005: 45), intensifiers are overused by both Asian learners (Hinkel 2003: 1058) and European learners (Ringbom 1998: 47), especially in conversational contexts such as in BB mode. *Very* is found significantly more often in BB than in ACAD, and is by far the most frequently used intensifier in the Kaset corpus. Its occurrences alone account for nearly half of all intensifiers. *So*, *really*, *absolutely*, *totally*, and *truly* are also found significantly more in BB. Not all amplifiers are found more in BB than in ACAD however. *Extremely* and *completely*, for example, are found more often in ACAD, but the difference between the two modes is not significant.

c) Adverbials of doubt and certainty

While *probably* is found slightly more than *maybe* both in conversation and academic prose (Biber et al. 1999: 869), this study finds that Thai learners overuse *maybe* in both modes, paralleling the findings of Makalela (2004) which also show the overuse of *maybe* by South African ESL learners. This is probably because the students are familiar with the spelling of *maybe* from the modal *may* + *be*, but tend to write it as one word. They may thus acquire *maybe* earlier than other probability adverbs such as *probably* and *perhaps*. The use of *maybe* alone accounts for 66% of all adverbs of probability as shown in Table 6.9. It is found more than twice as often in BB (66) as in ACAD (30), and the difference is extremely significant. While NS use *maybe* mostly in speaking and *perhaps* mostly in

writing (Chafe 1986: 265), this research finds more occurrences of *perhaps* in BB than in ACAD. Thai students are probably not aware that it is also appropriate to use *perhaps* in formal academic writing.

Like probability adverbials, adverbs conveying certainty are also found more in BB than ACAD (Table 6.9). Adverbials of certainty in BB account for 83% of their overall occurrences in the Kaset corpus. Their higher frequency in BB is as expected since the use of adverbs and prepositional constructions such as '*of course*', and '*for sure*' are more common in spoken genres than in academic prose (Carter & McCarthy, 2006: 678). Both *certainly* and *definitely* also occur more in speech than writing in the British National Corpus (BNC), with *certainly* being more typical in formal, and *definitely* in less formal conversation (Simon-Vandenberghe 2008: 1525).

d) Adverbials of personal perspective

Adverbials conveying the personal perspective are used strikingly more often in BB than in ACAD (Table 6.9). Around 86% of all occurring in the Kaset corpus are in the BB mode, with *for me*, *to me*, *in my opinion*, *in my (point of) view* and *I think* being used the most. The difference in frequency between these adverbials in the two modes is extremely significant. This finding is to be expected as these adverbials occur more often in conversation than in academic writing (Biber et al. 1999). Non-native speakers, in particular, tend to use modal expressions that are more typical of the informal register (Altenberg 1997, Aijmer 2002a: 58) when they are given the opportunity to exercise them.

e) Adverbials of usuality

The Thai students express degrees of usuality mainly through *always*, *sometimes*, *never*, *usually*, and *often*. These five adverbs account for 92% of all adverbs of usuality (Table 6.9). In the absolute degree, *always* and *never* account for nearly half of all usuality adverbs. Both of them are used more in BB, so suggesting students' stronger expression of usuality in BB than in ACAD. As for conveying the medium degree, the results vary with individual items. *Sometimes* is the most frequently used, being found 147 times overall and twice as often in BB (100) as in ACAD (47), while *usually* occurs significantly more often in ACAD (50) than in BB (29). Adverbs of low degree of usuality, i.e. *rarely*, *seldom*,

hardly, and *barely* altogether, are found far more often in BB (17) than in ACAD (2), with a marked difference in the use of *rarely* alone (9 times in BB v. 0 in ACAD). This suggests that BB mode not only allows the students to use more strong expressions, but also more weak ones.

f) Modal adjectives

In the inventory of FTDs used in this research, there were 8 modal adjectives occurring 59 times altogether. Their total occurrences in BB account for approximately 60% of all uses. Table 6.10 presents the two most frequent modal adjectives: *sure* and *possible*.

Table 6.10 Modal adjectives in ACAD and BB data

Modal adjectives	All	ACAD	BB	<i>p</i> -value
sure	22	8	14	0.117
possible	10	4	6	0.527
<i>% of adjectives</i>	<i>54.2</i>	<i>50.0</i>	<i>57.1</i>	

Sure is the most frequently used modal adjective. Its occurrences account for 37% of total occurrences of modal adjectives found in the Kaset corpus. Not surprisingly, *sure* occurs more often in BB (14) than in ACAD (8) as it is used more in conversation than in academic genres (Biber et al. 1999: 517). It is possible that online writing allows learners to transfer the language that is closer to speech into their writing, resulting in more use of *sure* in students' online writing. Though learners do use modal adjectives more often in BB, the difference between the two modes is not significant, because of the low level of occurrence of modal adjectives in the Kaset corpus.

6.3.3.3 Quantitative summary of grammatical and lexical FTDs

In terms of their overall distribution, grammatical and lexical FTDs are almost even in ACAD. Whereas in BB lexical devices are used rather more often (32% more) than the grammatical ones. In other words, ACAD writing favors both grammatical and lexical items, while BB writing seems to favor lexical over grammatical ones. Both grammatical and lexical devices are found very significantly more in BB than in ACAD (Table 6.3), so null hypothesis 1.1 that Thai students do not use more FTDs in BB than in ACAD writing is strongly rejected for both grammatical and lexical categories. Personal FTDs in

particular, regardless of whether they are grammatical semi-modals (e.g. *I want to, I would like to*) or lexical phrases (e.g. *in my opinion, I think*), are found far more often in BB than ACAD. This is understandable, considering the correlation between the use of interpersonal devices and conversation-like genres (Biber et al. 1999). It is possible therefore that there will be more interpersonal speech functions in BB than in ACAD as suggested by more interpersonal devices being used more in the BB mode. Differences in the range of speech acts in the two modes will be discussed in Chapter 7.

6.3.4 Use of FTDs relative to their pragmatic functions

The findings from testing hypothesis 1.1 show more FTDs being used in BB than in ACAD in terms of frequency of tokens. This section looks further into the variety of types of FTDs used in different pragmatic functions. In order to quantify the variety of FTDs used in the two corpora, FTDs used in the Kaset corpus were categorized according to pragmatic framework, discussed earlier in Section 5.4.2. The purpose of doing so was to test hypothesis 1.2, i.e. to investigate whether the number of different types of FTDs in each pragmatic function is larger in BB than in ACAD. The total numbers of different types of FTDs in ACAD and BB distributed across four pragmatic functions are shown in Figure 6.2.

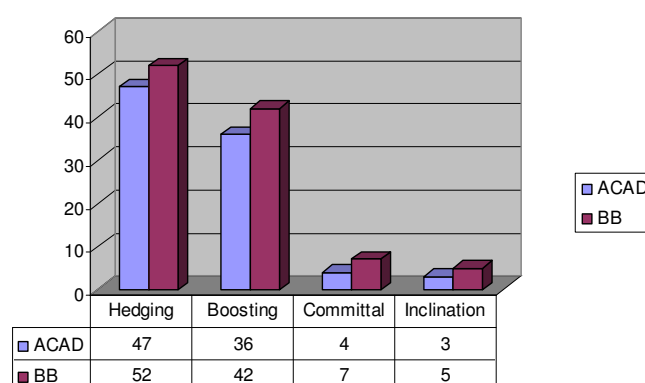


Figure 6.2 Total different types of FTDs across four pragmatic functions in ACAD and BB corpora

Figure 6.2 shows that Thai students use a greater range of FTDs in BB than in ACAD. Even though the difference is only slight and statistical tests of significance cannot be

applied on the limited numerical data, the greater range of FTDs in BB is consistent for all four pragmatic functions. The students fine-tune their claims and convictions through a broader range of hedges and boosters in their online postings than in academic writing. This is not so surprising, in that online communication is interactive and may thus allow more types of communicative functions to be used. Yet, while Hinkel (2003: 1058, 2005) found that Asian EFL learners (Chinese, Japanese, Korean) were more inclined to exaggerate their statements than to moderate them (i.e. make more use of boosters), the data used in the study shows that Thai learners actually use a greater variety of hedges than boosters.

The greater variety of markers of committal and inclination in BB shown in Figure 6.2 confirms that the learners are disposed to express their advice and intentions are in the online mode. Learners may feel that their advice has more direct effect on their interlocutors in online communication, so they exercise this function more often with a wider range of FTDs in this mode, in response to the immediate feedback from other students. This cannot happen in the essay format since the mode of essay writing is monologic. Similarly, it is not surprising to find inclination being expressed much more in online interactions than in academic essays, because personal desires are voiced more often in conversational genres such as personal letters and spontaneous speech than in academic prose (Biber 1988: 128).

6.4 ADDITIONAL FACTORS ON THE USE OF FTDs

The analysis of Section 6.3 has clearly shown the influence of the online medium of the use of FTDs. The impact of medium and generic structure on language will be further analyzed in Chapter 7. But there are other factors that may influence the learner's use of FTDs to be dealt with in this section.

6.4.1 Hypotheses 2.1, 2.2 and 2.3

Research has shown that Hong Kong EFL learners' use of modal and intensifying elements in English correlates with their proficiency levels (Hyland & Milton 1997). Other research suggests that frequent online writing provides an opportunity for ESL learners to exercise a

variety of interpersonal functions (Chun 1994, Warschauer & Healey 1998). The influence of topics and text-types on the use of pragmatic particles, such as modals and hedges has also come to light (Holmes 1983: 110, Coates 1987: 129, 1996: 162, 1997: 120, Stenström 2004: 98, Hinkel 2009). The question to be asked is whether these factors including (1) classroom English proficiency, (2) frequent online writing, and (3) the set topics of writing have any effect on Thai learners' use of FTDs. The following null hypotheses have been formulated, based on these questions.

Null hypothesis 2.1: Learners with higher classroom English proficiency do not use FTDs more often than those with lower classroom English proficiency.

Null hypothesis 2.2: Learners who write English frequently in online communication do not use FTDs more often than those who less often write English online.

Null hypothesis 2.3: Students do not use FTDs more often in an argumentative topic than in explanatory and narrative topics.

In this research, classroom English proficiency is defined as the grade average from two English writing courses (Writing I and II) as discussed in Chapter 5, Section 5.2. Frequent online writing is measured by how often students write English in online communication, ranging from every day to once every two weeks, as reported in the questionnaire administered at the start of the semester (Chapter 5, Section 5.2). Topics of writing refers to the text-types determined by the three writing assignments, as discussed in Chapter 5 (Section 5.3.2), including narrative, explanatory, and argumentative text-types. Section 6.4.2 deals with hypothesis 2.1, Section 6.4.3 with hypothesis 2.2, and Section 6.4.4 with hypothesis 2.3.

6.4.2 Impact of classroom English proficiency on use of FTDs

The students' average classroom English proficiency grades were computed from the two grades scored in two English classes (Writing I and Writing II). To provide contrasting proficiency group within this relative homogenous population, students were divided into four groups according to their average grades, and only the highest and the lowest groups were selected. The scores of the ten highest students were averaged to produce the high group's median score. The same procedure is used with the ten lowest students. The

median score of the high group is 3.75, and that of the low group is 2.42 as Table 6.11 shows.

Table 6.11 Total numbers of FTDs used in ACAD and BB by the high and low English proficiency groups

Students		1	2	3	4	5	6	7	8	9	10	Median frequency rates	Level of significance (p-value)
Total	High	138	139	118	139	159	113	105	129	98	128	127	**0.011
	Low	93	80	75	71	142	122	116	124	88	86	99.7	

The findings clearly show that the average frequency of FTDs in both ACAD and BB among students with high English proficiency grades is greater than that of students in low proficiency grades in general, with a difference between the medians of more than 27. The difference between the two medians proved significant, with a *p*-value of less than 0.05. With this finding, we can reject the null hypothesis 2.1 that there is no significant correlation between the learners' classroom English proficiency and their frequent use of FTDs, even in this relatively homogeneous group as explained in Chapter 5 (Section 5.2).

Since the notion of fine-tuning discourse covers four pragmatic functions of hedging, boosting, committal, and inclination, it is interesting to investigate further whether there is any significant difference in frequency of four types of FTDs being used between the two extreme groups across the four functions. The students' total FTDs are therefore distributed across four functional categories as shown in Table 6.12.

Table 6.12 Total numbers of FTDs used in ACAD and BB by the high and low English proficiency groups, shown in four pragmatic functions

Students		1	2	3	4	5	6	7	8	9	10	Median frequency rates	Level of significance (p-value)
Hedging	High	33	56	32	57	94	35	41	45	44	39	47.6	0.105
	Low	27	29	19	22	56	50	45	46	31	26	35.1	
Boosting	High	53	64	60	66	36	61	50	56	60	68	57.4	***0.004
	Low	49	37	41	34	59	48	54	47	26	48	44.3	
Committal	High	10	15	23	11	23	13	7	21	19	20	16.2	0.218
	Low	14	9	10	11	17	15	6	16	23	8	12.9	
Inclination	High	2	4	3	5	6	4	7	7	5	11	5.4	0.315
	Low	3	5	5	4	10	9	11	15	8	4	7.4	

Table 6.12 shows noteworthy differences in frequency of FTDs between the two groups in the four pragmatic functions. The biggest difference is seen in the area of boosting, with the median difference in frequency of 13 between the high and low proficiency groups. This makes boosting the only pragmatic function that is used significantly more by the high proficiency group than the low proficiency group, with a *p*-value of less than 0.01. This finding contradicts previous research in Hong Kong done by Hyland & Milton (1997: 195) which reports that higher proficiency learners use fewer boosters than the lower learners. The level of English proficiency found among the Hong Kong Chinese students may be higher than the Thai students because of the status of English in Hong Kong. The different findings may also be due to the different kinds of writing in the corpus, since the students' texts in Hyland & Milton were examination scripts like those in ACAD, but not those in BB.

Hedging is also used more by high proficiency group, but the difference in medians was not statistically significant. Meanwhile, inclination was used more by the low proficiency group than by the high group. As inclination markers mostly involve the first person pronoun, this finding shows that lower proficiency learners tend to use more personal expressions in academic writing than the higher level learners, as also found by Altenberg (1997).

6.4.3 Impact of frequent online writing on use of FTDs

Students were asked in the questionnaire how often they write in English on the internet (e.g. e-mailing, chatting) ranging from every day to once every two weeks. A weighting score ranging from 4 to 0 was assigned, representing the relative frequency with which they write English in online communication. Those who reported that they wrote English on the internet every day were given a score of 4, while students who wrote less frequently were given descending scores of 3, 2, 1, and 0. The median score of the most frequent online writers is 4.0, as all of them reported daily online English communication. On the other hand, the median online writing score of the low group is 1.7, as Table 6.13 shows.

Table 6.13 Total numbers of FTDs used in ACAD and BB by students who used English regularly and irregularly in online communication

Students		1	2	3	4	5	6	7	8	9	10	Median frequency rates	Level of significance (p-value)
Total	Regular	93	156	142	93	113	124	173	129	105	128	126	**0.015
	Irregular	97	75	85	111	103	116	93	124	90	98	92.5	

The results show that Thai learners who often use English voluntarily on the internet do tend to use FTDs more frequently than those who do less online writing in English: there is a large difference in the median (33.5) between the frequent online writer and the infrequent one. The difference proves significant with a *p*-value of less than 0.05, so null hypothesis 2.2 can be rejected. The results indicate a significant correlation between the frequency of learners' writing online and their use of FTDs.

As the total use of FTDs in experimental data by the two groups is clearly different (Table 6.13), it is interesting to investigate the different pragmatic functions of their FTDs, to find out which functions are used the most by students who regularly write English online. Previous research only shows that online writing helps develop communicative skills in general (Sullivan & Pratt 1996, Warschauer 1996), but none has focused on FTDs and their pragmatic functions in particular. Table 6.14 shows the students' total FTDs as distributed across the four pragmatic functions.

Table 6.14 Total numbers of FTDs used in ACAD and BB by students who use English regularly and irregularly in online communication, shown in four pragmatic functions

Students		1	2	3	4	5	6	7	8	9	10	Median frequency rates	Level of significance (p-value)
Hedging	Regular	27	69	56	24	35	46	50	45	53	44	44.9	0.089
	Irregular	33	19	14	40	43	45	39	52	39	33	35.7	
Boosting	Regular	49	54	59	60	61	47	90	56	45	60	58.1	**0.009
	Irregular	46	41	44	60	42	54	40	48	40	53	46.8	
Committal	Regular	14	22	17	5	13	16	27	21	3	19	15.7	0.105
	Irregular	8	10	15	6	15	6	13	17	8	10	10.8	
Inclination	Regular	3	11	10	4	4	15	16	7	4	5	7.9	0.353
	Irregular	10	5	12	5	3	11	1	7	3	2	5.9	

Table 6.14 shows the difference in the frequency of FTDs used by students who regularly communicate in English online, and those who do so only irregularly, across the four pragmatic categories. As with Table 6.12, the only difference which is statistically significant is that of boosting. Despite the relatively large difference in medians between students who often write English online and those who do so less frequently, the difference is not statistically significant. Likewise, even though committal and inclination markers are used slightly more by the frequent online writer group, the difference is not significant at all. The overall frequencies (Table 6.13) however confirm the greater use of FTDs generally by those who write English online regularly than by those who do so irregularly, as we might expect.

6.4.4 Text-types, modes, and development over time

A third possible factor influencing the students' use of FTDs is their continuing exposure to them in a structured writing course. Do the topic set have an impact on the use of FTDs through the text-types they entail? Do learners in any case develop more frequent use of FTDs over time? The following diagram shows the frequency of FTDs, in time, topics (detailed in Chapter 5, Section 5.3.2), and modes. All are normalized for statistical comparison in terms of occurrences per 1,000 words.

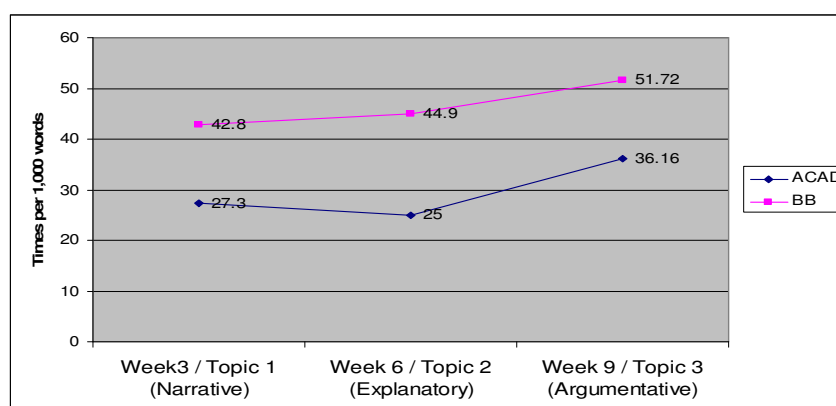


Figure 6.3 The average use of FTDs per 1,000 words by all students in ACAD and BB

Figure 6.3 shows an overall increase of these linguistic devices over time, during the six week period of the students' writing course, although no emphasis was put upon it by their classroom teachers. In ACAD writing, even though the number of FTDs drops slightly

from the average of 27.3 times per 1,000 words in the week 3 assignment to 25 per 1,000 words in week 6, there is a dramatic increase of 45% from week 6 to week 9 where the students' use of FTDs rise to 36.16 per 1,000 words. The general increase of FTDs in BB almost parallels that in ACAD in that the students continuously use more devices over time from 42.8 per 1,000 words in week 3 to 44.9 per 1,000 words in week 6, and 51.72 per 1,000 words in week 9. However, it is also possible that students used more FTDs in week 9 simply because the argumentative topic assigned to them then allows them to exercise more FTDs in discussing their points than in narrative and explanatory topics. Previous studies have noted that epistemic modality abounds in discussion and debate in speech (Holmes 1983: 110), and the argumentative text-type is the nearest equivalent in the written discourse.

Figure 6.3 also confirms that the frequency of modality varies in relation to the medium of communication, already demonstrated in Section 6.3.2. The highest quantity of these devices in ACAD in the ninth week is still lower than the lowest amount of FTDs being used in the third week in BB. This shows that not only the text-types, but also the modes of writing impact on the number of FTDs being used. The FTDs in ACAD are outnumbered by those in BB in every topic/week. The influence of topics and modes are investigated further in the grammatical and lexical dimension in Section 6.4.4.1 and the pragmatic dimension in Section 6.4.4.2.

6.4.4.1 Effect of topic on the use of lexicogrammatical types of FTDs

Figure 6.4 compares the frequency of grammatical and lexical FTDs in the three topics, and between the two modes. The density of FTDs is shown per 1,000 words.

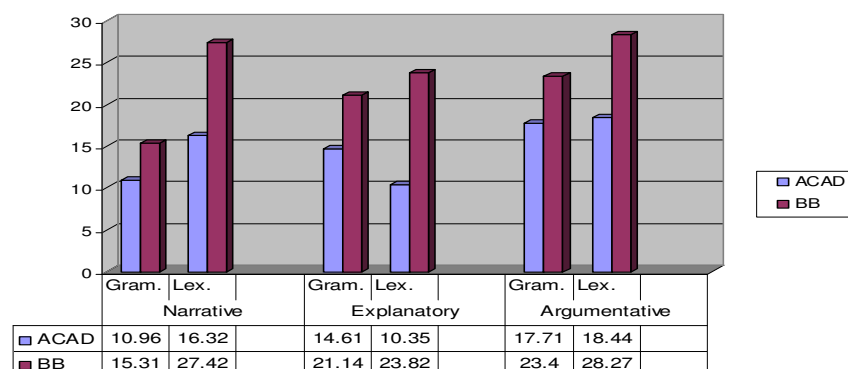


Figure 6.4 Grammatical and lexical types of FTDs in the three topics

The comparisons in Figure 6.4 suggest the preference for lexical over grammatical types of FTDs in topics one and three. In the first (narrative) topic, the preference for lexical over grammatical FTDs is obvious: 80% more in BB, and 50% more in ACAD. A similar pattern is found in the third (argumentative) topic where the preference for lexical over grammatical devices is 20% more in BB and 4% more in ACAD. However in the second (explanatory) topic, the preference for lexical over grammatical devices is shown only in the BB mode. It is possible that the students writing an explanatory ACAD essay are aware that they are explaining facts about how modern inventions work, so they make less use of lexical intensifiers and interpersonal devices, and reserve them for the narrative and argumentative topics.

When comparing the lexical and grammatical types of FTDs across all three topics, the totals for both in the third topic are larger than those in the other two. This is probably because the context of argumentation and discussion gives students more opportunities to express degrees of conviction, suggestions, and personal desires than do the other topics. This corresponds with the findings from L1 data reported earlier that expressions of doubt and certainty in English usually abound in discussions and debates (Holmes 1982, 1983). It is clear that writing on the argumentative topic prompts the Thai learners to exercise their repertoires of FTDs more than the narrative and explanatory topics, with larger deployments of lexical and grammatical types.

6.4.4.2 Effect of topic on use of pragmatic types of FTDs

Figure 6.5 compares the distribution of the FTDs being used in the two modes and across the three topics according to their pragmatic functions. The density of FTDs is shown as occurrences per 1,000 words.

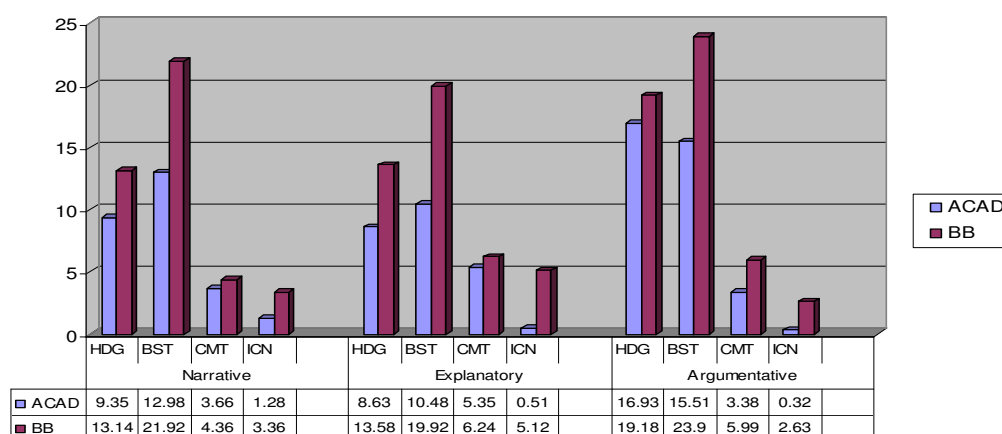


Figure 6.5 Pragmatic types of FTDs in three topics

The frequencies in Figure 6.5 above show that boosting devices are the most common in all three topics/text-types (except in the argumentative one in ACAD). Lower frequencies are shown respectively by hedges, committal and inclination markers. All four pragmatic functions are found more in BB than in ACAD. Nonetheless, different topics seem to favor different pragmatic functions. The third (argumentative) topic allows students to fine-tune their argument with hedges and boosters more than the narrative and explanatory topics. Meanwhile, the second (explanatory) topic allows students to convey degrees of committal the most. This is probably because the expression of committal (e.g. *should*) is related to the discourse function of giving advice in explaining how things work or should be, and this function is commonly found with the explanatory topic. But the frequency of inclination markers seems to be affected by modes. There are marked differences between ACAD and BB in use of inclination markers in the explanatory and argumentative topics: they are used much more in BB than in ACAD on the same topic. The pragmatics of using FTDs are thus interrelated with both the text-type and medium of communication.

6.5 CONCLUSION

The analysis in this chapter confirms the findings from previous research (e.g. Freiermuth & Jarrell 2006), showing that learners produce more language output when writing online than in academic essays. This greater amount of language production online has a significant impact in prompting the Thai learners' more frequent use of FTDs in BB

postings than in academic essay writing, so null hypothesis 1.1 is rejected. The medium or mode of writing is a very important conditioning factor in the kind of language produced. The online medium seems not only to stimulate greater use of FTDs but a significantly larger proportion of lexical devices and of almost all types used for the pragmatic function of boosting, i.e. emphatic devices.

Other factors also affect the students' performance and their use of FTDs. Learners with higher classroom English proficiency use FTDs, particularly boosters, more often than those with lower proficiency, so null hypothesis 2.1 can be rejected. Frequent online writing in English also has a significant influence on the learners' greater use of the FTDs in general, so null hypothesis 2.2 can also be rejected. The findings relative to hypothesis 2.3 (the impact of topic/text-type) are less clear cut. The increase in use of FTDs over time may be due to the fact that their students became more familiar with using them as the term progressed, and thus developed more confidence in using them. This therefore supports Paulston's (1992) view that learners develop communicative skills through performance. It could be that the increase is topic-related, although this would need to be tested by presenting the topics in an alternative order. Null hypothesis 2.3 cannot therefore be rejected. The results also show the interplay of topic and medium, adding further weight to the latter. Put together we find the students using FTDs most of all in the third (argumentative) topic when written up on the BB mode.

The findings in this chapter provide numerical data with which to reject all but one of the null hypotheses. They also raise further generic questions as to why and how online BB discourse allows the student to use more FTDs than ACAD writing. Is this because the message schema of the online communication prompts them to exercise FTDs more often than the typical essay? Successful language learners are likely to be aware of the differences between the genres they are involved in during their learning (Ellis 1994: 549). They may thus exercise speech acts and use their repertoires of FTDs quite appropriately when communicating in different contexts. Genre awareness and language proficiency are probably related in this way in the production of discourse. The next chapter will analyze the use of FTDs within the discourse structures of BB and ACAD writing produced by the Thai students, and differences in their individual repertoires of FTDs.

CHAPTER 7

LEARNER'S USE OF 'FTDS' IN DISCOURSAL CONTEXT AND THEIR INDIVIDUAL REPERTOIRES

7.1 INTRODUCTION

This chapter uses case study methods to investigate two further questions which were not addressed through the analysis of Chapter 6, regarding (1) the contexts of discourse in which FTDs are used and (2) the Thai learners' repertoires of FTDs.

The first question is whether bulletin board writing allows the students to express and exercise a greater variety of speech acts, as noted by Herring (1996) and Lewis (2005) (hypothesis 3, Section 5.4). It picks up the findings on pragmatic function expressed with FTDs from Chapter 6 (Sections 6.3.4, 6.4.2 and 6.4.3), and asks whether these functions tend to occur in particular structural components of the text. The method includes the analysis of moves (Swales 1990, Bhatia 1993) and the analysis of speech acts (Stenström 1994, Tsui 1994). The analysis of moves and acts allows us to see the correlations between speech acts and FTDs in the discourse structure of the students' ACAD and BB writing.

The second question is whether the individual students' repertoires of FTDs are larger in the BB than ACAD mode (hypothesis 4.1). After summarizing the type-token ratios for all students in this group, we focus on students with higher and lower classroom English proficiency, to see how they exercise their repertoires, i.e. with versatility or repetitiveness (hypothesis 4.2). The findings from this analysis will provide further insights into the differences in FTD repertoires of high and low proficiency students, raised in connection with hypothesis 2.1 (Section 6.4.2).

7.2 SPEECH ACTS AND FTDS

7.2.1 Hypothesis 3 and data selection

Studies in L2 academic writing (e.g. Hyland 1990, Paltridge 1995, 1996) have shown a variety of moves and acts in the structure of argumentative writing, while analyses of online webchats (e.g. Herring 1996, Lewis 2005) also reveal a wide range of speech acts. But whether the structure of the online discussion allows EFL students to exercise greater variety of speech acts than that of the academic essay has not yet been explored. If so, which speech acts, in which mode, most encourage students to exercise their FTDS? These questions have been formulated into the following null hypothesis.

Null hypothesis 3: Students do not exercise a greater variety of speech acts in their BB postings than in ACAD writing.

The findings discussed in Chapter 6 showed that students use FTDS most in the argumentative assignment in both ACAD and BB, so it was used for this further analysis. Data from students in BB group 3 was selected on the grounds that it was the most communicative group in the population studied, as shown in Table 7.1 below.

Table 7.1 Comparative number of turns in BB discussion groups on topic 3.

Groups	Number of turns	Number of participants	Average number of turns per person	Number of turns from each student					
				1	2	3	4	5	6
1	26	5	5.2	7	6	5	5	3	
2	25	5	5.0	7	6	5	4	3	
3	28	5	5.6	7	6	5	5	5	
4	19	4	4.7	7	6	3	3		
5	31	6	5.1	7	5	5	5	5	4
6	18	4	4.5	6	5	5	2		
7	25	5	5.0	7	5	5	5	3	
8	23	5	4.6	6	6	5	3	3	

Table 7.1 above shows that the average number of turns per person is highest in group 3 (5.6 turns/person). It is the only group whose participants all contribute at least 5 turns, so the number of turns is almost evenly distributed among the students in this group. In addition, the classroom English proficiencies of all its five members are above 3 grade

points. Group 3 students' contributions to their third online topic are shown in Figure 7.1. The numbers on the left column in Figure 7.1 indicate the sequence of turns in the forum, and the numbers on the top row show the sequence of each student's individual contributions. Capital letters stand for the different students, and these letters are combined with numbers on the top row, resulting in the code such as B5, to indicate the turn contributed by the student B, participating in her 5th turn, and in the 14th turn of the whole series of turns. Retrospective arrows indicate student's references to previous turns. The talk in this group took place within the time span of 21 days, resulting in series of 28 turns altogether.

	Turns	1	2	3	4	5	6	7
Initial 10 turns	1	A1						
	2	B1						
	3	C1						
	4		A2					
	5		B2					
	6	D1						
	7			B3				
	8		E1					
	9		C2					
	10			E2				
Middle 9 turns	11				E3			
	12					E4		
	13				B4			
	14					B5		
	15						E5	
	16			C3				
	17				C4			
	18						B6	
	19							B7
Final 9 turns	20			A3				
	21				A4			
	22		D2					
	23			D3				
	24				D4			
	25					A5		
	26					D5		
	27					C5		
	28						C6	

Figure 7.1 Series of turns in the third group's BB writing

Figure 7.1 displays the pattern of interaction in a BB discussion, in a format adapted from Negretti's (1999), Marcoccia's (2004) and Vonderwell & Zachariah's (2005) analysis of the turn-taking in ESL webchat. For example, C's fourth turn referred to E's fourth turn, and C's last turn was stimulated by D's third turn. Students sometimes refer back to their own unfinished contributions from the previous turns, as seen in C's continuation from her second to her third turn. Nonetheless, not every turn is collaborative. For example, most of D's turns are not responded to because her turns come later than others, almost at the end of the forum. Also none of her turns makes reference to any other, and her contributions are quite isolated from the group. The fact that she joined late affects the interactivity of her communication with others. This could also reflect how well D knows other students in this group, because students tend to interact more with their friends than others (Kol & Schcolnik 2008: 60-61).

The online written samples from these five students (A, B, C, D, and E) were then compared with those of their argumentative essays on the parallel topic. The texts from both modes are analyzed in terms of {stages}, [moves] and <acts>. Sections 7.2.2 and 7.2.3 show the discourse organization and FTDs in BB writing. Sections 7.2.4 and 7.2.5 show those in ACAD writing. Sections 7.2.6 - 7.2.8 test hypothesis 3 by comparing BB and ACAD writing in terms of the number of speech acts and the number of FTDs found in those acts.

7.2.2 Discourse organization in BB

Interaction patterns in asynchronous online webchat differ significantly from those of face-to-face conversation due to the temporal dynamics of the communication. In online webchats, participants do not respond to each others directly, but via a central server where participants can see all turns displayed in chronological threads linked by topic. First turn initiators cannot know whether their turn will be responded to afterwards. It is subsequent contributors who determine the interactivity by responding to the precedent turn, so the thread of the communication is mostly retrospective rather than progressive (Marcoccia 2004: 119, Crystal 2006: 140) as shown by the retrospective arrows in the following excerpts taken from turns 4-10 from Figure 7.1.

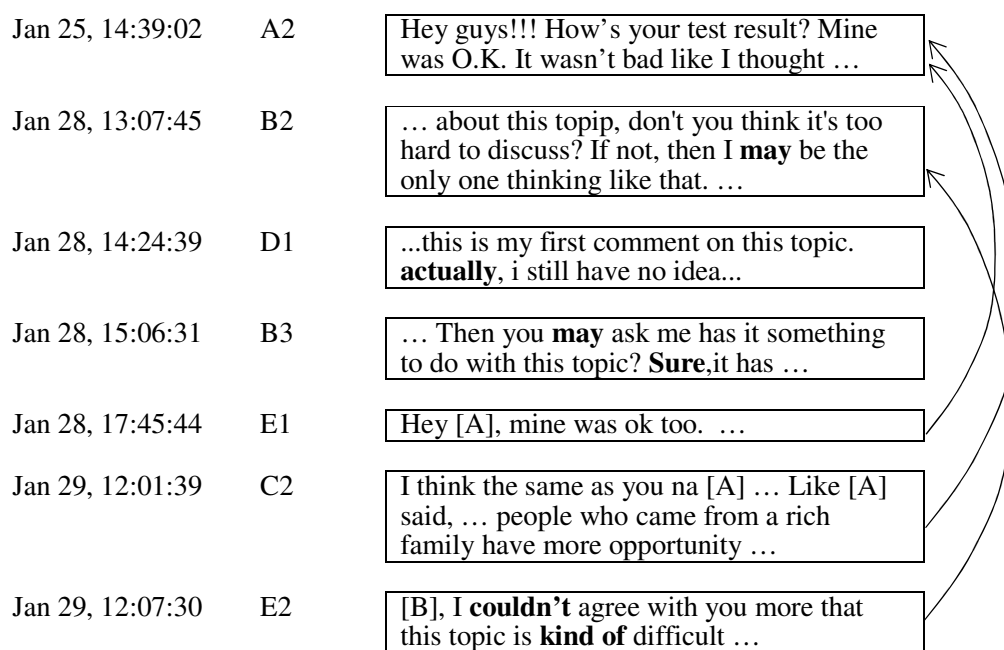


Figure 7.2 Example of the BB interaction pattern (turn 4-10 from Figure 7.1)

Figure 7.2 shows that online communication takes place across time, yet it is coherent. No interaction occurred until A and B's messages were responded to by E and C, who turn what seems to be a monologic talk into a dialogic or 'polylogic' communication (Marcoccia 2004). This kind of communication generates 'persistent' (Erickson 1999) or 'slow motion' conversation (Lamy & Goodfellow 1999: 45). Though different from face-to-face conversation in chronological terms, online communication is not less interpersonal in its functions than face-to-face conversation. These interpersonal functions can be realized within individual turns.

The turn structure depends on a variety of factors such as the relationship between participants, topics, and their purposes (Thurlow, Lengel & Tomic 2004: 126), as discussed earlier in Chapter 3 (Section 3.4.3.2). There are differences between the social BB discussion (e.g. Herring 1996, Lewis 2005) and the BB discussion designed for language learning (e.g. Negretti 1999, Goutsos 2005). The BB writing used in this research is a kind of co-created text by participants who are equals, and they collaborate to discuss over points at question. Aside from the ideational content, the discussion also contains many social and phatic functions of language, but this also depends on what stage of the discussion the turn appears in, i.e. whether it is the student's first or a subsequent

contribution. Figure 7.3 presents a model of the student's individual turn within a BB discussion.

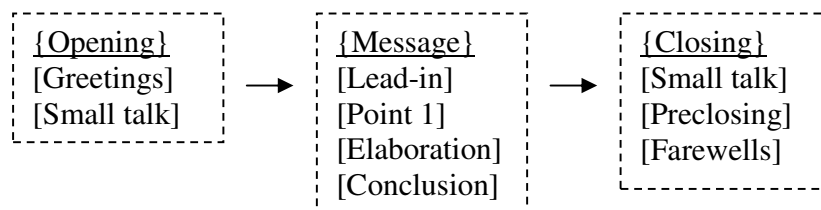


Figure 7.3 Stages and moves of a turn in BB

Each turn notionally consists of three stages: opening, message, and closing, as in the structure found by Goutsos (2005) in chatgroup writing and Stenström's (1994) in casual conversation. In the {opening} stage, students often begin their turn with a greeting, followed by small talk which serves to build up a sense of group solidarity, so topics of the talk may not be related to the topic content. In the {message}, students may begin with the [lead-in] move which serves as a brief introduction to pave way to the main argument. This [lead-in] allows writers to express their agreement or disagreement with the previous turns or the topic statement. It also can be done by a direct expression of the speaker's intention to convey his or her opinion. Students then present their position in the argument as their main points before elaborating them. Their points are concluded, and suggestions are sometimes given. In the {closing}, students may begin with small talk for the purpose of winding down their argument, instead of ending them abruptly. The [farewell] move which comes last is usually preceded by [preclosing], giving reasons for leaving.

Analysis of the structural schemas of all turns in BB writing shows that the three components or stages do not necessarily occur all in one turn, and in most cases they do not. Some stages are more important than others, depending on where the turn is in the course of the discussion. For example, the students' first turns normally contain at least one {opening}, while their later turns contain at least the {message}, but omit the {opening} or {closing}.

Table 7.2 Frequency of three stages appearing in different parts of the BB forum

	<i>{Opening}</i>	<i>{Message}</i>	<i>{Closing}</i>
The initial 10 turns	10	8	6
The middle 9 turns	6	8	2
The final 9 turns	6	9	8
Total	22	25	16
<i>Out of</i>	28	28	28

Table 7.2 shows the relative frequency of the three components appearing in different stages of the BB discussion forum. {Message} seems to be the principal component of most turns, because it is included in almost every one of them, being found in 25 of the total 28 turns. {Opening} is slightly less regular, as it appeared 3 times less; and {closing} is the least important, as it is omitted from nearly half of all turns. At the beginning of the discussion, all students included an {opening}, but as the discussion moved on, the number of {openings} decreased from 10 to 6 in the middle and final section, while the number of {messages} increased slightly in the final section. There were few {closings} in the middle, but towards the end of the discussion they occurred regularly (8 times in the last 9 turns). Students are no doubt aware that they are reaching the deadline. Only 11 of the 28 turns appeared to have all three stages, and only 1 of these 11 turns appeared in the middle section.

The model in Figure 7.3 cannot be said to represent the typical structure of the students' turns in BB, because their schematic structure varies in the course of the discussion. The message schema may also vary significantly in different registers, topics, purposes, and the role of participants, (Coffin, Painter & Hewings 2005). Piriyaasilpa (2007: 408) questions whether a typical pattern of the schematic structure in asynchronous online discussion exists at all, and finally suggests that student online writing is a 'macro genre' (Martin 1994: 49), or a mix of a variety of text-types (e.g. with narration as part of argumentation), making it difficult to find consensus on the typical schema. Schematic structure analysis is nevertheless helpful for the analysis of the functional categories of FTDs. For example, the modal *will* as in '*we'll start with...*' is very much related to the function of 'introduction' (Van Dijk 1980: 130), while *must* as in '*I must go now*' is related to the 'farewell' function (Castro 2007: 27). Let us now analyze more closely the discourse functions of the schematic structure of an individual student's writing in the two modes.

7.2.3 FTDs in BB discourse

Each of the selected samples was analyzed in its schematic structure using Swales' notion of {stages} and Stenström's (1994) hierarchical sequence of [moves], and <acts>, as outlined in Chapter 5. Extract 1 below shows a student's writing in her first turn (A1), while extract 2 shows example of another student writing in her fourth turn (B4). FTDs are highlighted in bold, and their pragmatic functions (hedging, boosting, committal, and inclination) are marked by <H>, , <C>, and <I>, respectively

Extract 1: Example of the student's first turn in BB

The following excerpt is taken from the student A's first complete turn (A1) in the BB discussion of the argumentative topic. It was chosen as an example of a student's first turn which contains every one of the model BB turn's components.

	{Stages}		[Moves]	<Acts>
1	{Opening}	Hello! My friends	[greeting]	<greet>
2		Well, before discussing I would like to <I>	[off-topic]	<inform>
3		tell you guys about today exam.		<self-reply>
4		I knew everyone felt so release after the		<self-monitor>
5		test, but before that the atmosphere was		
6		so frustrated!		
7		Even though it's frustrated, we all are still	[lead-in]	<introduce>
8		survive to prepare for another test right?		
9	{Message}	Today, I decided to be the first person to post	[point]	<opine-agree>
10		this new coming topic for luck.		
11		In my point of view <H>, I agree with the	[elaboration]	<expand>
12		topic. The way they live their lives can <H>		
13		reflected their personalities.		
14		One who comes from the rich family		
15		might <H> has more chance to do whatever		
16		they want. On the other hand, one who comes		
17		from the poor family might <H> has less		
18		opportunity to live their lives the way they		
19		want because of the factors.		
20	{Closing}	Wow, I didn't realize it's getting dark, so I	[preclosing]	<pre-farewell>
21		have to <C> go study another exam for		<promise>
22		tomorrow.		<wish>
23		To be continued....	[closing]	<farewell>
24		Good luck to you all for the exam tomorrow.		
25				
26		See ya		

The above turn is well organized, and it can be divided into three sections: {opening}, {message}, and {closing}, all of which move in predictable stages, resembling casual conversation, as noted by Stenström (1994: 135). It comprises not only the main message, but also warming up and winding down phatic talk.

In the {opening}, the student begins by greeting her peers before moving on to small talk where she expresses her intention to talk about the examination as in “*I would like to tell you ... exam*” (line 2). She does this for a purpose. To mention the exam that all the group members took builds common ground among student participants, suggesting that the speaker belongs to the same group as the hearer (Brown & Levinson 1987: 103). Interactive awareness of the others can be seen in the way her utterances are intensified, as in ‘*so release*’, and ‘*so frustrated*’ (lines 4, 6). The main purpose of the off-topic move is to create the sense of in-group solidarity, and intensifying meanings is one way to call for attention from hearers for the result of ‘making a good story’ (Brown & Levinson 1987: 106). Small talk is important, because it allows the speaker to express her wish to begin the discussion as a strategy for claiming the attention of other participants.

Her use of FTDs is different in the {message}. Instead of intensifying meaning the way she does in the {opening}, the student now modalizes her commitment to the thesis statement. This is when the hedging device plays an important role. By using *in my point of view* (line 11), she opens up the possibility that others view it differently, and that her view may not be the general truth. While her use of epistemic modal *can* (line 12) foregrounds the theoretical possibility that her claim is true, *might* (lines 15, 17) functions to moderate that possibility even more.

In the {closing}, she signals to others her leave-taking in the [preclosing] through her use of the first person pronoun with a root modal as in ‘*I have to go...*’ (line 21). This comes with the excuse that it was late in the day and that she needed time to prepare for another examination the following day. Before leaving, she shows her concern for others by wishing them good luck for another exam the next day.

In this BB turn, we can see that FTDs are distributed across all the four pragmatic functions; that is, 4 of them are hedges, 2 boosters, 1 committal, and 1 inclination marker. This suggests that students communicating in online group writing not only use FTDs to fine-tune ideational content on degrees of doubt and certainty, but also to express social and interpersonal meanings, for example, through expression of personal intention and the giving of advice.

Extract 2: Example of a student's subsequent turn in BB

The following excerpt is taken from another student's writing in her fourth turn (B4) in the same BB discussion forum. It was chosen as an example of a subsequent turn, as the discourse developed between the members of the group.

{Stages}		[Moves]	<Acts>
1	{Message}	[point 1]	<opine>
2			
3			
4			<justify>
5			
6			
7		[elaboration]	<expand>
8			
9			
10			
11			
12		[point 2]	<inform>
13			
14		[elaboration]	<suggest>
15			
16			

Once the discussion begins to move, the {message} takes precedence over the {opening} and {closing}, which may be omitted as in the above extract. The student's writing comes straight to the point without small talk. This is because she has already commenced with social talk in all of her earlier 3 turns and does not see the need to exercise this phatic function again. She begins her turn directly by supporting the claim that people's personalities are reflected by their lifestyles. As in the first extract (A1), student B begins by modalizing her statement of argument with the use of a personal hedge 'in my opinion' (line 1), which gives room for other people's perspectives. In her [elaboration] she expresses certainty through the use of total degree adverb of usuality *always* (line 7), for

the proposition that children imitate their parents; and so there is a possibility, as shown by the epistemic modal *may* (line 11), that children grow up adopting bad personalities from their parents. This leads to her second point that it is difficult to change bad personalities once they are developed. This second point is not elaborated, however. Her turn ends with the suggestion, through the use of root modal *should* (line 14), that parents ought to be responsible for their children's behavior. Giving suggestions is one of the most common acts in Herring's (1996: 86) asynchronous online discussion schema, and root modals usually play an important role in this function.

In this turn, we see again how the structure of BB discourse prompts particular speech acts such as (1) the expression of personal opinion in the act of <opine>, which in turn encourages the use of personal mitigator *in my opinion*, and (2) the advice giving function in the act of <suggest>, which prompts the exercise of the root modal *should*.

7.2.4 Discourse organization in ACAD

Let us now compare the general schematic structure of the turns in online discussion with that of argumentative essays written by the same group of students. The structure of an essay is less flexible because all the three stages of {introduction}, {body}, and {conclusion} are obligatory for argumentative writing to be successful (Knapp & Watkins 1994: 131, 2005: 203; Oshima & Hogue 1997: 118; Paltridge 2001: 65). In addition, within the structural schema of academic writing, there are fewer types of move within each stage, because social and phatic moves have no place in this academic genre. Fewer types of moves result in the fewer types of acts as well.

In the {introduction}, students usually begin by introducing issues at question, which can be done either by paraphrasing the topic statement and sometimes querying it through rhetorical questions. Two of the five students from Group 3 were found to do such this, as shown in the following extracts 3 and 4. The rhetorical question, if there is one, may be self-responded in the [lead-in]. The other three students chose to start their essays with a 'gambit' or controversial statement which functions to capture the reader's attention (Hyland 1990: 70). For example, one student wrote '*Now the population in the world has dramatically increased to approximately 2-3 billion*'. While we might expect the topic

statement to be interpreted and critiqued in the introduction in the argumentative writing (Peters 1985: 40, Hyland 1990: 70), none of the five students started their introduction this way. Is it because all of them understand the topic clearly? Their opinions expressed during the online discussion in the parallel topic do not seem to suggest this. In fact, one student wrote *'i think many friends understand this topic in different ways...'*; another student agreed, saying *'I couldn't agree with you more that this topic is kind of difficult'*. Students may feel that they are not supposed to critique the topic statement in the ACAD mode, even when they do not understand clearly what the term 'personality' means, as echoed in their BB writing.

In the {body}, the writer's proposition is stated as a claim or thesis statement. The claim is then elaborated, as in BB, through giving examples to support the claim (exemplification), or logical reasons to justify it (justification). The Thai students principally rely on adding more information to the topic statement (expansion) rather than discussing it further, a common feature of East Asian EFL students (Chee 1996). The mixing of narrative within the argumentative text-type creates what Martin (1994: 49) calls a 'macro genre' in BB, and it was also found in the students' elaboration of point in ACAD. All five students gave personal examples to support their claims, which is also common among American high school students, who use a narrative of their own personal experiences to support their claims in argumentative essays (Connor 1987: 64).

The argumentative point was reaffirmed in the {conclusion}, and sometimes suggestions are given. However, Thai students do not always state their position clearly in their conclusion, resulting in the problem of identifying their actual position on the issue. Perhaps this is their choice to write for 'optimum acceptability' of their argument rather than for 'maximum impact' (Peters 1985: 51), as discussed earlier in Chapter 3 (Section 3.4.3), although this strategy is not used consistently through their papers. Interestingly, this indefiniteness over conclusions is shared with Chinese EFL students (Malcolm & Honjio 1988), which suggests the possible cultural influence of Asian rhetorical writing styles which are indirect and inconclusive (Chee 1996, Kaplan 2001). However, the problem may simply be educational; that is, the student is unaware of the argumentative tradition in English academic writing, or lacks language proficiency in formulating conclusions in L2 (Das 1996). Or perhaps it is a matter of both.

7.2.5 FTDs in ACAD discourse

To exemplify the use of FTDs within the structure of the Thai student's argumentative writing, two essays written by student A and B from the same BB group and on the same topic were chosen for comparison. The two samples (extract 3 and 4) are slightly truncated to fit into one page. The omitted parts are shown in ellipses, and the full texts are in Appendix 6.

Extract 3: First example of argumentative writing in ACAD

The following excerpt is taken from A's ACAD writing on the same topic as discussed in BB extracts (Section 7.2.3).

{Stages}		{Moves}		<Acts>	
1	{Introduction}	People's personalities are reflected in many ways such as in the way they walk, ... or the way they dressed.			<inform>
2		... What else can<H> be the factor that will reflect people's personalities?	[lead-in]		<question>
3		In my own opinion<H> , the kinds of pets they have ...	[thesis]		<opine>
4		can<H> reflect their personalities.			
5		but did anyone ever notice that the kinds of pets they have can<H> predict their own personalities.	[lead-in]		<question>
6					
7		People who have dogs as their pet at home will have personalities similar to their dogs.	[point 1]		<inform>
8		... people who have dogs as their pet are likely<H> to have generous personalities more than others who has different kinds of pets. ... so they can get along with other people really well just like dogs ...			<justify>
9	{Body}	Furthermore, they are also willing to reveal their thought or feeling openly to their families or friends.	[elaboration]		<expand>
10		My friend, Farm, love her dog, Moji, very much. She is an open-minded person and love to hang out with friends. She always express her feeling to her friends and be a good consultant.			<exemplify>
11		Cats are other kinds of pets that people love to feed ...			<inform>
12		Cats ... are quite different from dogs. ... like the peaceful surroundings ... love to be independent ...			
13		For example, when their master or owner were not in mood, cats will walk away from them	[elaboration]		<exemplify>
14		Its also has two-sided of personality ... cats are quite<H> self-centered ... Although they are also have respect for other people and learn to control themselves indeed .			<expand>
15		Most of people who have cats as pet are likely<H> to be independent.	[point 2]		<inform>
16		One of my friends, Nun, feed cats. She prefers to spend her time at home. She is quite<H> calm, serious, and independent person.	[elaborating]		<exemplify>
17	{Conclusion}	Naturally, animals are created for the humankind; therefore, the animals could<H> be our friends. However, pets has their own heart and they can feel whether the owner or master love them or not,	[concluding]		<conclude>
18		so be good to your pets and take care of them ...			<suggest>
19					

The structure of this student's ACAD writing is composed of three components as in Hyland's (1990) analysis of EFL student's argumentative essays: (1) introducing the proposition to be argued, (2) arguing about it, and (3) affirming the validity of the claim, as discussed in Chapter 3 (Section 3.4.3).

Student A began her text with an attention-grabber through the act of <question> which is used in the {introduction}, similar to those commonly found at the beginning of the turn or {opening} in the student's asynchronous online chat (Kol & Schcolnik 2008: 59). However, in ACAD they function rhetorically as an attention-getter rather than a genuine question. She then self-replied by giving her personal opinion that pets reflects the personalities of their owners. This claim, which was personalized by the personal mitigator '*in my own opinion*' (line 5), was put forth as the position throughout her argument. Epistemic *can* (lines 6, 8) is used here repeatedly to moderate the theoretical possibility of her claim, as in '*pets they have ... can reflect their personalities*'. While volitional modal *will*, *want to*, and *would like to* in conveying the writer's intention are common in BB [lead-in], they are not used in ACAD where the student concentrates on topic-related content and avoids social uses of language. This explains why most use of FTDs in ACAD serves academic purposes, while those in BB are often social and interpersonal.

The body of the text divides into two discussion points concerning two types of animals: dogs and cats. While the student's first point was stated upfront before the elaborating acts of <justify>, <expand>, and <exemplify>, her second is blended with her two supporting examples. In both, we can see the interplay between boosting and hedging devices. For example, in her first supporting point (lines 9-10), she used modal *will* as a booster to express confidence in the claim she made as in '*People who have dogs ... will have personalities similar to their dogs*'. In her second point (lines 30-31) however, she moderates it, as in '*people who have cats as pet are likely to be independent*'. Her use of FTDs in the elaboration of these two points is also inconsistent, with some hedges such as *likely* and *quite* being used repeatedly, and boosters such as *really*, *very*, *always*, *indeed* being used several times. However, one thing stands out in her first exemplification (lines 17-20). Here her [elaboration] takes the form of <exemplify>, and she brought in something from her personal experience along with boosters such as *very*, *always* and *will* rather than any other kind of FTDs. Connor (1987: 64) observed a similar phenomenon in

American students' writing. So, this suggests that the student's preference for boosters over hedges goes with writing about personal stories and experiences.

Her essay ends with the conclusion which functions as a close. But instead of consolidating the claim she made earlier, she focuses on the unexplored aspects of her discussion. This is quite common in EFL student's argumentative writing, where the conclusion can function to widen context or perspective of the proposition (Hyland 1990: 69). Another point to note here is this student's use of the present *could* (line 36) in moderating her degree of commitment, which is quite rare among the Thai learners. This is because Thai students usually relate the past form of modal *can* with the past tense, so they use *could* in the past tense only (Bhandhufalck 1983: 60, DeCarrico 1986: 669). This may suggest her higher competence in using modality than most other students. She then manages to end her conclusion with a suggestion, similar to that usually found in the {closing} stage in BB writing. However, no root modals are used here: instead she expresses her advice in a friendly imperative form, suggesting that readers take good care of the pet they keep.

Compared to the BB writing, we can see that the pragmatic functions of FTDs in this ACAD text are limited to hedging and boosting only, used evenly (8:8), and no committal and inclination markers are to be found. Again, this indicates that the student's use of FTDs in ACAD writing is more concerned with fine-tuning ideational content in terms of doubt and certainty, rather than conveying personal intention or suggestions. We also see that the role of FTDs depends on the kind of speech acts the student uses. While hedges are common in statement generalizations, boosters abound in the personal narration when used to <exemplify>. To see whether this is also the case for the other student, an extract from the essay written by student B is presented below for comparison.

Extract 4: Second example of argumentative writing in ACAD

The following excerpt is taken from B's ACAD writing on the same topic as A.

{Stages}		[Moves]	<Acts>
1 2 3 4 5 {Introduction}	How could <H> you know the personalities of these girls or those guys?	[lead-in]	<question>
	" No, couldn't do that since I'm not their friends or even their relatives." That may <H> be your answer.		<self-reply>
	Well, why don't you look closely at their hairstyles?		<question>
	... you may <H> find what do their hairstyles say about their personalities.	[thesis]	<self-reply>
	... Girls with this hairstyles are usually <H> considered as the sexiest and good take care of themselves	[point 1]	<inform>
11 12 13 14 15 16 17 18 19 20 21 22 {Body}	because one who have long hair have to <C> treat their hair frequently or else their hair will be deteriorated.	[elaboration]	<justify>
	The good example of girls with this hairstyles and these personalities is VJ.Woonsen, ... the Channel [V] Thailand. She has very long hair ...		<exemplify>
	About guys with long hair, there's a study of the Yales University showed that these guys seemed <H> to have no brains. ...		<expand>
	This time, the next popular hairstyle is the short one. To begin with, gisls with short hair are considered to be self-confident ...	[point 2]	<inform>
	These girls seem <H> to do everything in their own way without care. They are prefer styng out all night long with their friends.	[elaboration]	<expand>
	The very best of these girls having kind of short hairstyle is Tata Young. She's an international singer now. ... She's very confident in whatever she has done, speaking, singing or dancing. She has never care about what people say or what people think about her. ...		<exemplify>
	All in all, how people have their hairstyle is not the matter. In real life, the hairstyles are only things that make people around impress you. Sometimes <H> what you see in not all of what you think. Therefore, people's personalities can't be concluded only by their hairstyles.		<conclude>
		[concluding]	
32 33 34 35 36 37 {Conclusion}			

The schematic structure of this argumentative essay is similar to that of student A; it consists of an opening thesis statement, the argument developed in the body, and a conclusion. The inclination markers expressing the writer's intention to convey a message, which are commonly found in the BB [lead-in], are not used at all in this argumentative essay, while only one committal marker (*have to*) is used (once only). Note the use of a

hedging device (e.g. epistemic *may* in line 4) instead of an inclination marker, which is common in the BB [lead-in] move.

The main body of the text is well organized. It starts with the thesis statement and the second use of epistemic *may* (line 6) in moderating degree of certainty that hairstyles reflect personalities. Her claim was then divided into two points: long and short hairstyles. The first point (lines 8-10) was then again moderated through a hedging device expressing the degree of usuality as in '*Girls with this hairstyles are usually considered as ...*'. This first point was later elaborated further using several acts: <justify>, <exemplify>, and <expand> in which we see four different lexicogrammatical types of FTDs, with *have to*, *will*, *very*, *seem* being used. The second point was elaborated in the same way, but through expansion and exemplification only. What is noticeable is the role different FTDs play in different parts of her point elaboration. For example, as in extract 3, boosters play an important role in an exemplification where students bring in their own experiences or personal stories to support their claims. All FTDs being used in <exemplify> both in the first and second points are boosters, i.e. *very* and *never*. But in the act of <expand> where she refers to other sources of information, or simply states things generally, she turns to the hedging device *seem*, which was used twice in relatively quick succession: *a study of the Yales university showed that these guys seemed to ... These girls seem to ...*'. This contrasting use of boosters and hedges confirms the point raised earlier in extract 3, that students are more confident when speaking of personal experience than when indicating the truth reliability of an external source of information.

In the final stage, Student B's conclusion is not in line with her thesis statement made earlier (lines 8-10). Her focus shifts away as she writes '*how people have their hairstyle is not the matter*' (lines 32-33). Unlike the previous student, this student attempted a conclusion, but she ended up contradicting her earlier proposition. This makes her conclusion rather vague and confusing as to whether it is intended to support her earlier claim or not. This unclear position corresponds with what Srinon (2007) found in his Thai students' 'middle-way' strategy in arguing their positions, i.e. staying in the middle ground between agreeing and disagreeing. Another piece of evidence showing the uncertainty of her position was her use of a hedging device of usuality as in '*Sometimes, what you see is not what you think*'. This unclear conclusion is commonly found in the

writing of NNS writers (Malcolm & Honjio 1988), the reason for which will be discussed below in Section 7.2.6.

What is noticeable in both ACAD examples is the greater use of lexical than grammatical FTDs. In extract 3, we see 9 FTDs are lexical while 7 are grammatical items. In extract 4, we see 8 lexical, and 5 grammatical ones. Although the overall results in Chapter 6 (discussed in 6.3.3.3, Figure 6.3.3) seem to suggest only slight preference for lexical over grammatical FTDs in ACAD writing, we note the fact that <exemplify> appears 5 times in the ACAD extracts 3 and 4 (and 4 of the 5 types of FTDs used in it are lexical ones, i.e. *always, quite, never, very*). None of them is found in the BB extracts 1 and 2. So, this again suggests that students writing about personal experience in the act of <exemplify> are inclined to add in detachable FTDs in the form of lexical words rather than integrating them.

7.2.6 Comparison between speech acts in the ACAD and BB schemata

The student's argument in BB discussion is delivered over several turns, and so relatively less organized, and often more repetitive than that of ACAD writing. Students in ACAD writing have only one piece in which to express their ideas, so they are more careful in organizing their thoughts logically. In BB writing, the main point in one turn may be repeated in another, and both turns may contain similar discourse organization where points are elaborated in several interactions (Gonzalez-Bueno 1998, Negretti 1999). While this can make turns contributed to BB overlap in content, students writing online are encouraged to communicate more interactively with their peers in discussing the topic statement, and this creates more opportunities to exercise FTDs to fine-tune their utterances.

In BB writing, students feel the need to express the social and phatic functions of speech (Negretti 1999: 84), because they are aware that online interaction allows them to interact socially with each other "*to create a sense of being part of a community*" (Nunan 1999: 59). For example, they usually express their wish to gain attention and establish contact with others through <greet>, <question>, or <request>. When the discussion ends, they convey excuses or reasons for leaving the forum in the <pre-farewell> to avoid ending

abruptly, and to show their concerns for others' feelings, in order to maintain good social solidarity.

In ACAD essays, it would be unusual to see such speech acts, because the essay is a monologic task written to the teacher, and by its nature not interactive. The following Figure 7.4 compares the language functions that can possibly be found in BB and those in ACAD. These functions are within the hierarchical discourse structure {stages}, [moves], and <acts>. The acts that cannot possibly occur in ACAD are marked with asterisks.

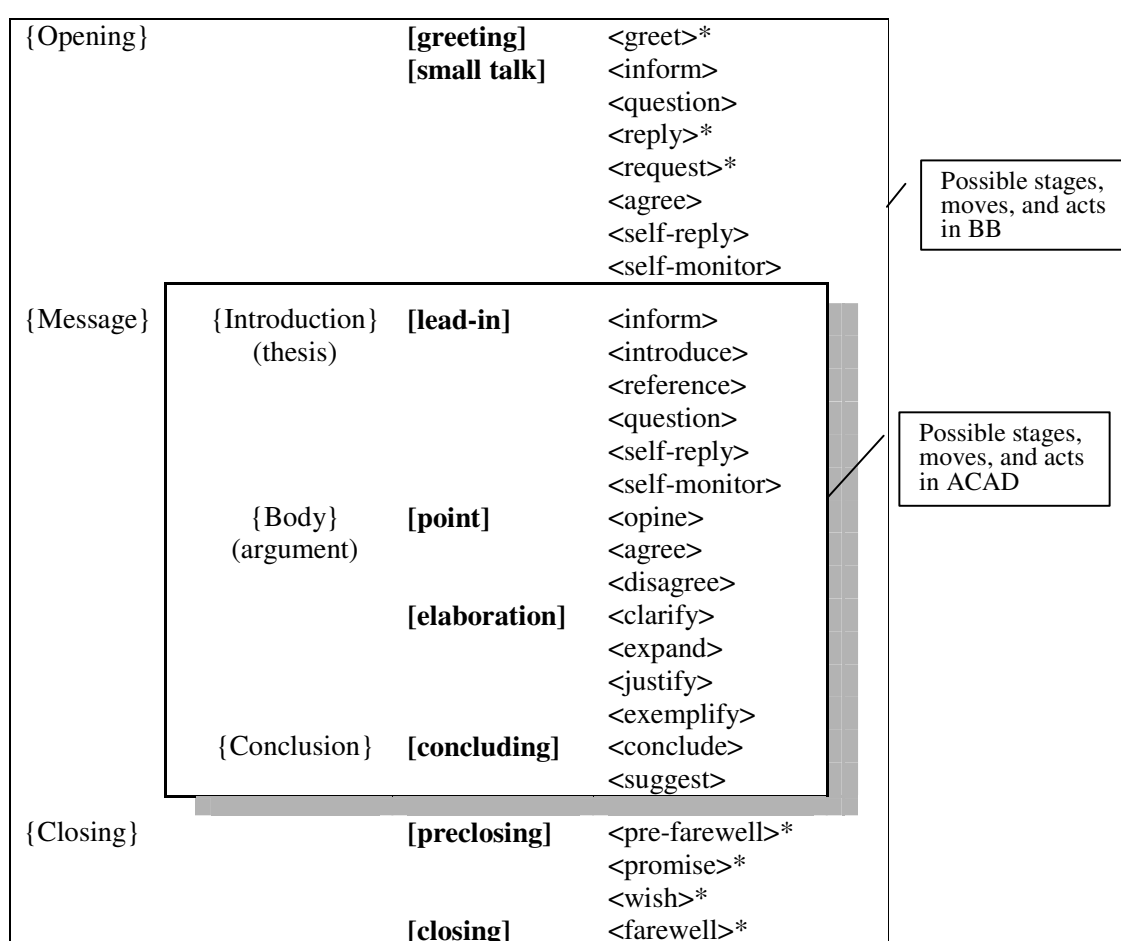


Figure 7.4 The comparative discourse structure of ACAD and BB

Note: * = Speech acts that are unlikely to occur in ACAD writing

Figure 7.4 shows that the moves and speech acts in ACAD are confined to the ideational, while those in BB involve both ideational and interpersonal functions (Herring 1996); that is to say, all speech acts in ACAD can be found in BB writing, but obviously not all of

those in BB will appear in ACAD writing. In the BB {opening}, some acts (e.g. <agree>) can possibly be found in ACAD. In the BB {message}, all of them are allowed in ACAD, but in the {closing} none of them are.

7.2.7 Correlation between speech acts and FTDs

The functions of FTDs are pragmatically diverse, so different types of FTDs are found in different speech acts as shown earlier in Sections 7.2.3 and 7.2.5. In this section, the speech acts in which FTDs play a key role in BB and ACAD writing are analyzed to find out which speech acts seem to prompt students to use a greater variety of FTDs in the two modes. The writing samples from all five students in group 3, the group selected for further research (Figure 7.1), were analyzed in terms of their use of FTDs in different speech acts. The findings shown in Table 7.3 are pedagogically important as they show which speech functions and modes encourage students to exercise their FTDs, thus providing some of the detail with which to answer research question 3 (Chapter 5, Section 5.4).

Table 7.3 Speech acts and types of FTDS in the five students' writing in ACAD and BB argumentative topics

	<i>Speech acts</i>	<i>Numbers of acts</i>		<i>Types of FTDS</i>	
		<i>ACAD</i>	<i>BB</i>	<i>ACAD</i>	<i>BB</i>
1.	<agree>	-	5	-	4
2.	<clarify>	2	-	-	-
3.	<conclude>	6	3	5	3
4.	<disagree>	-	-	-	-
5.	<exemplify>	7	18	4	29
6.	<expand>	14	11	9	12
7.	<farewell>*	-	5	-	-
8.	<greet>*	-	13	-	-
9.	<inform>	34	35	17	20
10.	<justify>	17	5	9	-
11.	<introduce>	-	17	-	4
12.	<pre-farewell>*	-	6	-	1
13.	<opine>	4	11	5	18
14.	<promise>*	-	6	-	1
15.	<question>	5	13	2	2
16.	<reference>	1	7	-	2
17.	<reply>*	-	2	-	-
18.	<request>*	-	4	-	3
19.	<self-feedback>	1	4	-	3
20.	<self-reply>	1	6	1	3
21.	<suggest>	3	6	3	4
22.	<wish>*	1	5	-	1

*Note: * = Speech acts that are unlikely to occur in ACAD writing*

Table 7.3 shows the type and number of speech acts found in the group of five students' writing on the third (argumentative) topic in ACAD and BB writing. Although 20 different speech acts are found in BB, there are only 13 in ACAD. The three acts of <inform>, <justify>, and <expand> predominate in content-oriented academic essays, while other interactive acts such as <introduce>, <greet> and <question> predominate in online discussion because of its interactive nature. This greater variety of speech acts confirm that online writing has more kinds of interaction, thus allowing more interactive speech acts. Many of the acts that are found only in BB, (e.g. social greeting, introducing the discussion, agreeing with others) make online writing similar to the face-to-face conversation, as noted by Gonzales & Esteves (2006).

Further findings from Table 7.3 show that the number of speech acts correlates with the variety of FTDs. When the number of speech acts is greater in one mode than the other, a greater variety of FTD types is usually found in that mode. For example, the speech acts of <conclude> occur more often in ACAD than BB, so the associated FTDs appearing in ACAD are more varied in terms of lexicogrammar than those in BB. Conversely, the speech acts of <exemplify> and <opine> are found more in BB than ACAD, so the associated FTDs in BB are also more varied. This is not always the case, as the acts of <expand> are found more in ACAD, but its FTDs in BB are greater in variety. However, this is the only example of this phenomenon found among all the 22 acts.

Surprisingly perhaps, <agree> was found only in BB, and no <disagree> was found in either modes. The students in ACAD writing simply restate the topic without saying clearly that they agree or disagree with the topic, as noted earlier in Section 7.2.4. Thai students may assume that repeating the topic statement without showing any disagreement is to agree with it. It is also possible that they intentionally avoid taking sides for fear of making too strong claim for their judgment. Rather, they turn to presenting facts related to the topic to avoid direct confrontation. This is similar to the findings of Malcolm & Honjio's (1988) and Wong (2003: 18) that Chinese non-native students started their writing with lengthy introductions and related facts, instead of direct discussion of the issue as English L1 writers usually do. In BB writing, meanwhile, the student expresses

their opinion more directly and personally, as shown in extract 1 (lines 11-12): *'In my point of view, I agree with the topic'*. Yet the fact that no direct disagreement was found in BB may be because electronic writing in the educational context does not usually accommodate negative content, according to Frehner (2008: 29). The data from this group of students does not express disagreement in either BB or ACAD writing. So, it is also possible that the Thai students' writing is aligned with the East Asian rhetorical convention of being more reserved in opinion-giving than L1 English speakers (Chee 1996: 36).

7.2.8 Variety of FTDs in different speech acts

While FTDs play an important role in some speech acts, this role is small or nonexistent in others. For example, FTDs are not found at all in the acts of <clarify> and <reply>. Let us therefore concentrate on the 13 speech acts that can occur in both modes, because it is only reasonable to compare between the variety of FTDs in the kinds of acts that are possible. The comparative frequency of the different lexicogrammatical types of FTDs in 13 speech acts in the two modes is synthesized from Table 7.3 to Figure 7.5.

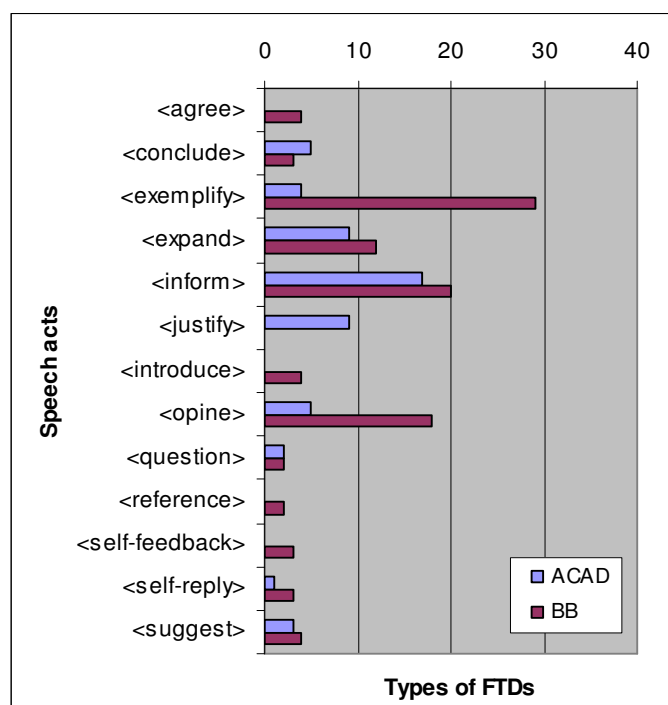


Figure 7.5 Comparative frequencies of lexicogrammatical types of FTDS in 13 speech acts in five students' writing in ACAD and BB on the argumentative topic

Figure 7.5 shows greater variety of FTDs used in BB than in ACAD, particularly in exemplification and opinion-giving, although the way students fine-tune their discourse is different in the two modes. While all five students use as many as 29 types of FTDs in their exemplification of their argument, and 18 in expressing their opinion in BB; they use only limited numbers for these functions in ACAD. On the other hand, students use 9 types of FTDs in the justification of their argument in ACAD, but none of them in this function in BB. This clearly shows that in ACAD writing, students tend to justify their point of argument logically in terms of cause and effect, and confirms that in BB writing they are more concerned with expressing their personal opinions and supporting them with further more personal examples. We also see that boosters play an important role here, particularly in exemplification to bring in the student's social persona, the "*created personality put forth in the act of communicating*" (Campbell 1975: 394), as we have seen from the samples in extracts 3 and 4.

7.2.9 Discussion of findings of Section 7.2

The findings in Section 7.2 show that students in BB writing are concerned not only with the ideational development of discussion messages, but also with establishing social contact with each other through a greater variety of language functions. They support Piriyaasilpa's (2007) claim that students in asynchronous chat will balance the educational purpose in doing the task with the social purpose in maintaining relationships with peers. The reason why FTDs are found more frequently in BB than in ACAD writing is now evident: BB writing prompts them to use more kinds of speech acts than ACAD writing. Null hypothesis 3 that individual students do not exercise a greater variety of speech acts in BB than in ACAD is therefore rejected. Clearly the greater variety of speech acts allows the students to use FTDs for a greater variety of purposes. For example, the modal verb *will* can be used not only as a boosting device as in ACAD (e.g. *Hairstyles will reflect personalities...*), but as an inclination marker in BB (e.g. *Now, I will talk about ...*).

The online electronic bulletin board allows students to take up several turns during the course of the discussion, so they have many more opportunities to express themselves socially and interactively in a much greater variety of speech acts. This broader range of interactions facilitates L2 learning, because input can be made comprehensible through

interactions and meaning negotiation (Kitade 2000, Long 1996). Many acts found in BB in this study are interactive (e.g. <suggest>). They provide learners more opportunities to exercise their repertoire of FTDs because they are given the chance to do so in several turns. In ACAD writing, students are aware that they only write once and that their writing could be marked down for grammatical mistakes. They are therefore more reserved in expressing their interpersonal meanings and focus on making factual statements rather than fine-tuning them. L2 writers should be aware that even academic communication involves not only the expression of factual or propositional meaning, but also the expression of deference or affective meaning towards the addressee (Holmes 1983: 100, Hyland 1990, Hyland & Milton 1997: 183). BB writing in English prompts students to try out a wider range of interpersonal pragmatic devices. The evidence of this is in their interlanguage, expressions such as *in my point of view, it is surely that*. This interlanguage is necessary for acquiring these linguistic features, according to Swain's (1985) output hypothesis.

While in ACAD, students may be careful in conveying their claims too strongly, BB writing allows them to exercise FTDs to intensify meanings with boosting devices to make their narration more engaging to readers (Brown & Levinson 1987), and also to avoid full commitment to their propositional utterances through the use of hedging devices. Language learners need not only to be aware of the existence of these linguistic devices. They need opportunities to exercise them in fine-tuning their utterances to express their stances or positions on the scale of certainty and interpersonal degrees of intensity, as well as to give advice and suggestions, and to express their desires and intentions.

But does the medium of communication alone affect the student's use of FTDs? The findings of Chapter 6 (Section 6.4.2) suggest us that this is not necessarily so, because higher proficiency students were found to use FTDs more frequently than lower ones in both speech (Karkkainen 1992) and writing (Hyland & Milton 1997). Yet the earlier findings from Chapter 6 reports only on the number of frequency (tokens) and variety (types), but not the lexical diversity (types per tokens). In the following section, we will look at the issue in terms of individual lexical diversity, by comparing the repertoires and performance of two students with contrasting levels of proficiency.

7.3 STUDENTS' REPERTOIRES OF FTDs

7.3.1 Hypotheses 4.1, 4.2 and data selection

The findings from testing hypothesis 1.2 have already shown the greater variety of FTDs (used in four pragmatic functions) in BB than in ACAD in the whole cohort (Chapter 6, Section 6.3.4). This section examines the issue of the variety of FTDs further to find out how many types of them are used per person in the two modes. Even though findings from testing hypothesis 2.1 (Chapter 6, Section 6.4.2) have already shown us that higher proficiency students tend to use more FTDs than lower proficiency students in different pragmatic functions, they do not show whether a student from the high proficiency group uses a greater diversity of lexicogrammatical types of FTDs in the BB mode or simply uses the same devices more repetitively. The assumptions underpinning these questions have been formulated into the following pair of null hypotheses.

Null hypothesis 4.1: Students' individual repertoires of FTDs are not larger in the BB than ACAD mode.

Null hypothesis 4.2: Students with lower classroom English proficiency do not deploy their repertoires of FTDs more repetitively than the students with higher proficiency.

To test null hypothesis 4.1, the lexicogrammatical types and tokens of FTDs used by each student are counted individually. The findings from testing this hypothesis will be shown in Section 7.3.2.

To test null hypothesis 4.2, two students of contrasting classroom English proficiency (Wida and Panee⁸) were chosen from the 39 students for comparison. The two students were selected on the grounds of their same age, gender, and schooling background, in order to reduce as much as possible the individual factors that may affect learner output (Granger 2002: 8). Both had been studying English for more than 10 years, and had never been to any English-speaking countries for longer than 1 month. Both graduated from high schools in Bangkok, and were regular online writers. The main difference was their grades of the

⁸ The students' names mentioned in this study are pseudonyms.

two English classes; i.e. Wida had a grade of 3.75 while Panee had 2.0. Their outputs in writing were similar. Wida's writing in the three topics in ACAD comprised 1,530 words, while Panee's was 1,409 words. Wida's BB text was 1,461 words, while Panee's was 1,406 words. The findings from testing this second hypothesis will be presented in Section 7.3.3 and 7.3.4.

7.3.2 Individual repertoires of FTDs: Lexicogrammatical types and tokens

Let us first review the range of individual differences in the students' repertoires (types) of FTDs as deployed in the two mediums. The impact of the online medium in prompting a greater variety of FTDs can again be seen in the results for individual students in Figure 7.6. The students' individual repertoires of FTDs (types and tokens) are itemized in Appendix 4.

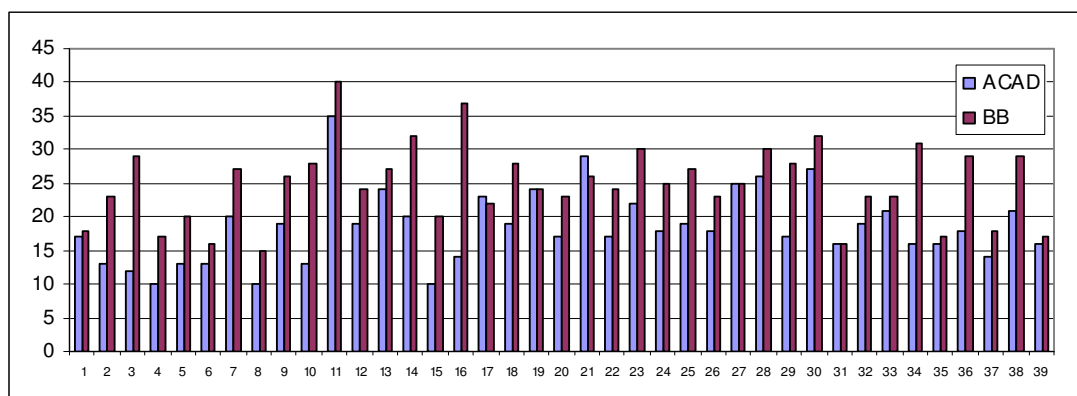


Figure 7.6 Total number of lexicogrammatical types of FTDs used by each student in BB and ACAD writing

Almost every student used more types of lexicogrammatical FTDs in BB than in ACAD. Only two students (17, 21) used more types in ACAD, but the difference is very slight. While some students used slightly more types of FTDs in BB, other used a much greater variety, such as students 3, 10, and 16, whose types of FTDs in BB more than double those in their ACAD writing. When comparing numbers of different types of FTDs from individual students' sets of ACAD and BB writing, the average number of types per person is found to be higher in BB than in ACAD, and parallels the average higher frequency of tokens per person in BB as shown in Table 7.4.

Table 7.4 Lexicogrammatical types and Tokens per person in ACAD and BB

	ACAD	BB	<i>p</i> -value
Average types of FTDs per person	18.46	24.84	***0.000
Average tokens of FTDs per person	43.35	69.48	***0.000

The above Table 7.4 shows that the different frequencies of both types and tokens per person in the two mediums are highly statistically significant. This is in line with their greater frequencies overall in BB as discussed earlier in Chapter 6 (Section 6.3.2). Hypothesis 4.1 that the students' repertoires of FTDs are not greater in the BB than ACAD mode can be rejected.

To compare the frequency with the variety, the total tokens of FTDs from each student are rearranged in order from the lowest to the highest. Figure 7.7 shows the relationship of types to tokens of FTDs in ACAD.

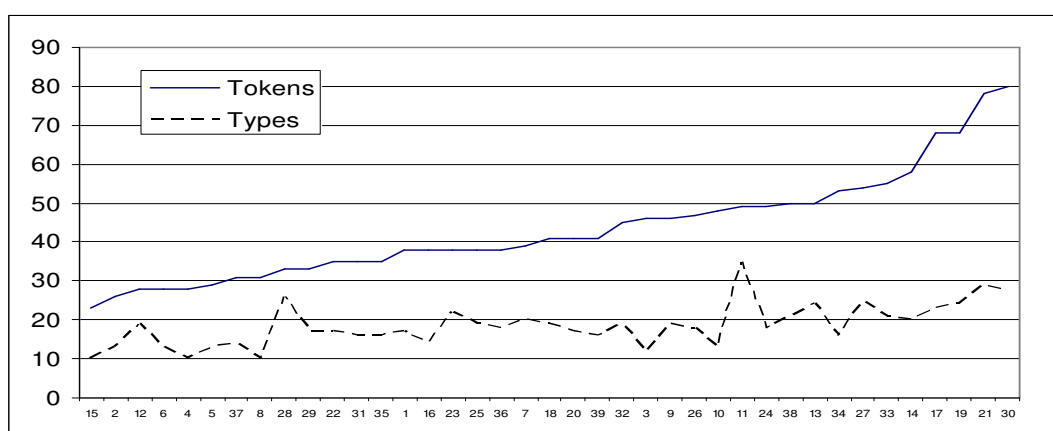


Figure 7.7 The relationship between lexicogrammatical types and tokens of FTDs for individual students in ACAD, ordered by frequency of tokens

In the ACAD corpus, the number of lexicogrammatical types fluctuates individually, but over the whole cohort shows a steady rise aligned with the gradual increase in the number of tokens. This suggests that students who use FTDs more frequently in ACAD tend also to use a greater variety of them. Figure 7.7 also shows that at the same number of tokens, the student's use of FTDs may vary considerably in the number of types. So, there is no simple

correlation between them. As it turned out, the student who used the greatest variety of FTDs in ACAD is student number 11 whose average grade in the two English classes is the highest (4.0). On the other hand, one of the students who used the least variety of devices is student number 4 whose average grade is the lowest (2.0). The classroom English proficiency may also correlate with these marked fluctuations in type frequencies. The possible correlation between English proficiency and communicative functional types of FTDs will be further examined in Sections 7.3.3 and 7.3.4 through individual case studies. Before that, let us focus on the relation between types and tokens of FTDs in the BB mode.

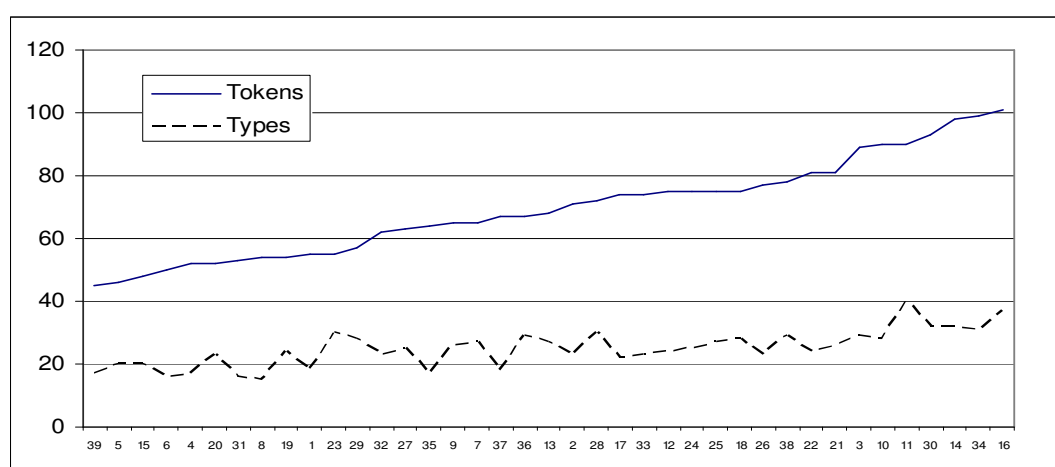


Figure 7.8 The relationship between lexicogrammatical types and tokens of FTDs for individual students in BB, ordered by frequency of tokens

In BB corpus, as shown in Figure 7.8, a similar pattern to that of Figure 7.7 is found with the steady rise in lexicogrammatical types almost paralleling that of tokens, showing that higher frequency tends to correlate with greater variety. What is different between ACAD and BB texts, is the degree of fluctuation of types, which is much less in BB. In other words, there are greater differences in the number of types of FTDs used by individual students in ACAD than BB texts.

The different degrees of fluctuation in types of FTDs may reflect that Thai students have different degrees of awareness of the academic genre. In ACAD, some students restrict themselves to academic and impersonal devices only, while others are more flexible and use both academic and interpersonal devices. Hence, the relatively small number of types used by the former and larger number of types being used by the latter. But students who use fewer types of FTDs in ACAD do not necessarily have smaller repertoires of FTDs

than others. They may select only some grammatical or formal devices from their full repertoires when meeting academic tasks, simply because they are more aware (than others) of the academic genre, and that they are not supposed to express themselves personally in academic writing. In BB writing, on the other hand, students are aware that they can use both academic and interpersonal, grammatical and lexical devices freely, so they all exercise these devices extensively. Thus learner's language output in BB writing reflects their competence in fine-tuning discourse more comprehensively than ACAD writing, where interpersonal linguistic features may be avoided by them.

7.3.3 Repetitiveness of the two students' use of FTDs

The global frequency of FTDs, as shown earlier in Chapter 6, cannot provide us with a complete understanding of learners' repertoire of FTDs, because the frequency count alone cannot distinguish a student who uses only some limited items repeatedly from the student who uses them in greater variety. To look more closely at the learner's repertoire of FTDs, a lexical diversity index is used. The lexical diversity index is calculated by having the number of different items of FTDs (types) divided by their total occurrences (tokens). Higher diversity correlates with a lower degree of repetition. Table 7.5 shows the types, tokens, and the lexical diversity of FTDs used by Wida (higher proficiency) and Panee (lower proficiency) in the two writing modes in all three topics. The complete lists of all FTDs used by them are shown in Appendix 7.

Table 7.5 Frequency, variety and diversity of FTDs in Wida's and Panee's writing

	ACAD			BB		
	Types	Tokens	Diversity (types/tokens)	Types	Tokens	Diversity (types/tokens)
Wida	13	37	0.35	38	96	0.40
Panee	18	45	0.40	26	77	0.34

Table 7.5 compares the two students' use of FTDs in three dimensions: (1) different types, (2) overall tokens, and (3) a lexical diversity, meaning type-token ratios. In terms of lexicogrammatical types, Wida's own repertoire of FTDs is almost three times greater, as deployed in BB than in ACAD (38 v. 13); while Panee's repertoire of FTDs is only slightly larger in BB (26 v. 18). In terms of frequency, a similar pattern was found in that both use FTDs much more frequently in BB than in ACAD, but the gap between the types and

tokens of FTDs in the two modes is much greater in Wida's than in Panee's writing. This is probably because Wida was more aware of the difference between monologic and dialogic genres, and she is more reserved in using certain interpersonal FTDs in formal ACAD writing. But when given opportunity to express herself in less formal BB mode, she then shows that she has a broader repertoire of FTDs to be used.

Even though both students use far more FTDs in BB than in ACAD in terms of types and tokens, they may not use them with greater diversity (type-token ratio). In Wida's case, the lexical diversity increases slightly in BB (5%), while in Panee's, it actually goes down by 6%. This suggests that lower proficiency students may use FTDs more often in BB than in ACAD simply because the online medium allows for more speech acts which prompt the use of FTDs. Nonetheless, their response is to use them more repetitively; for example, *maybe* which is used six times altogether by Panee.

In terms of lexical diversity or repetition, BB writing provides us with better insights into the student's repertoire of FTDs. It is sensible, therefore, to observe and assess the student's repertoire of FTDs in BB mode where they are allowed to use these linguistic devices comprehensively, rather than in ACAD, where their use of FTDs is limited by the academic genre itself.

7.3.4 The two students' repertoires of FTDs in pragmatic functions

In this section, the two students' FTDs in BB mode from all three discussion topics will be analyzed further in different pragmatic functions, based on the pragmatic framework in Chapter 5 (Section 5.5.2). Table 7.6 compares the types, tokens, and lexical diversity of FTDs used by the two students in pragmatic terms.

Table 7.6 Relative lexical diversity of FTDs in Wida and Panee's writing in four pragmatic functions

	Wida			Panee		
	Types	Tokens	Diversity (types/tokens)	Types	Tokens	Diversity (types/tokens)
Hedging	20	39	0.51	12	26	0.46
Boosting	12	41	0.29	9	25	0.36
Committal	4	8	0.50	2	11	0.18
Inclination	2	8	0.25	3	15	0.20
<i>Total</i>	<i>38</i>	<i>96</i>	<i>0.40</i>	<i>26</i>	<i>77</i>	<i>0.34</i>

Table 7.6 shows the contrasting number of types of FTDs in each pragmatic function for Wida and Panee; for example, Wida uses more types of hedges, boosters, and committal markers, but fewer inclination markers. In total, Wida uses 38 different types of FTDs altogether, almost 50% more than Panee's 26 types. In terms of the lexical diversity, Table 7.6 shows that Wida uses a much greater diversity of FTDs for all pragmatic functions except boosting, which is where Panee's use of FTDs is more varied. The total diversity index shows that Wida's FTDs are more diversified, whereas those used by Panee are more repetitive. Wida's greater number of types of FTDs and higher lexical diversity index show that she has wider repertoire of FTDs than Panee. Therefore hypothesis 4.2 that lower proficiency students do not deploy their repertoires of FTDs more repetitively than those with higher proficiency is rejected.

The difference in the variety of FTDs being used by the two students may be related to the different degrees of personal involvement in the group and readiness to collaborate, which affect their linguistic output, and may in turn reflect their pragmatic competence in fine-tuning discourse. For example, Wida's greater use of FTDs parallels her greater interaction with other group members, as can be seen in her use of second person pronouns (*you, your*) which occur more than twice as often as in Panee's output. Panee, on the other hand, seems to project herself more through first person pronouns (*I, me, my*) which she uses 25% more often than Wida. Wida's writing is thus more collaborative than Panee's. The following sub-sections compare Wida's and Panee's use of pronouns and FTDs in four pragmatic functions as a reflection of their group collaboration. The two students' repertoires of FTDs are itemized in Appendix 7, and their texts are shown in Appendix 8 and 9.

7.3.4.1 Hedging discourse

Hedging devices seem to go with second person pronouns (Cegala 1989), and are co-occurring linguistic features in Biber's (1988) dimension one in factorial analysis. This is shown in the following excerpt from Wida's writing, expressing concern over her friend's playing too many online games.

- (1w) *U may<H> not think so, ... U may<H> think that it doesn't harm anyone, but it have a bad effect on urself. U may<H> be a game addict.*
- (2w) *Nobody comes and posts any messages for a long time, so I can't response to anybody maybe<H> u're lazier than me.*

In the above examples, Wida constantly modalizes her statements through the epistemic modal verb *may*, and the modal adverb *maybe*, in order to minimize the threat to her friend's face (Brown & Levinson 1987) of being a game addict and a lazy person. In this sense, they are used as a politeness strategy (Carretero 1992). That is why hedging devices are used several times with the pronoun *you* in Wida's writing when she expresses concerns over others. Wida uses hedging devices not only more frequently but also in greater variety, as shown earlier by the higher diversity index (Table 7.6).

Wida has a greater range of modal verbs in her BB writing; that is, 3 epistemic modals *may*, *would*, and *can* are used 10 times altogether, while Panee's use of epistemic modal verbs is limited to *would* which is used repeatedly (9 times) (see Appendix 7). While Panee uses only one modal adverb *maybe* (4 times), Wida uses two modal adverbs *maybe* and *probably* interchangeably, as shown in (3w) below.

- (3w) *Nobody comes and posts any messages ... maybe<H> u're lazier than me. The another frightening movie that I'm impressed is "Final Destination" both 1 and 2. Have u seen it? I think u have probably<H> seen it already.*

Wida uses the first person pronoun a few times, some of them in personalized parenthetical mitigators such as *for me*, *to me*, *in my view*, and *in my eyes*, which are used 9 times altogether (Appendix 7). Panee, on the other hand, uses parenthetical *I think* twice and *in my view* once only. This may be because she does not wish to impose her opinions on others or interact directly with any particular person, and so feels less necessity to hedge her statements in a personalized way.

7.3.4.2 Boosting discourse

Wida's boosters are more content-oriented than Panee's, which are more conversational, and generally co-occur with the pronoun *I*. The co-occurrences of boosters and the pronoun *I* appear 11 times out of 50 occurrences (22%) in Wida's writing, while 10 out of 29 (34%) in Panee's. Compare the following examples for their uses of boosters.

- (4w) *It is certain that personalities of that person will be somewhat<H> reflected in the way they live.*
(5p) *I really think that the surrounding is the best reason that make personality.*

The above excerpts show clearly that Wida's expression is more academic, while Panee's is more conversational. The greater use of personal style in boosting discourse probably reflects Panee's lower proficiency. The overuse of a personally involved style of writing has been identified as a sign of non-native expression (Altenberg 1997). Wida also expresses herself personally, but she seems to reserve personal expressions for the small talk (e.g. *If I have time, I'm sure that I will watch this movie*) and uses impersonalized expressions when it comes to the discussion of the formal topic. Panee, on the other hand, uses personal styles both in the small talk and the topic discussion.

Harmonic combinations of boosters were not found at all in Panee's writing, while they occur three times by Wida. This would suggest that the combination of FTDs is more a feature of the more advanced learners. Also note, in the example (4w) above, the downtoner *somewhat* being used after the harmonic combination of *certain* and *will*, thus turning the two-item harmonic into three-item non-harmonic cluster, but this non-harmonic combination is found in Wida's BB, not her ACAD writing. This is not surprising considering that non-harmonic combination may have little function in itself, and is found particularly in speech, produced more by L2 learners than native speakers (Aijmer 2004: 14). Yet it serves to make time while speakers plan the rest of an utterance and allows them to dynamically adjust or revise what has been said before. The combination in (4w) reflects the linguistic uncertainty of the student who wants to be precise, but is not sure of the right way to put it (Bazzanella 1990: 638). The occurrence of non-harmonic clusters only in BB goes with the scope for continuous adjustments in interactive discourse and informal

registers. It supports the general finding of Chapter 6 (Section 6.3.3.1) that non-harmonic combinations occur more in BB than ACAD writing.

7.3.4.3 Expressing committal

Research studies (e.g. Martinez-Flor 2003) have shown that higher proficiency students are able to use more types of committal markers than lower level ones, who show repetitive frequency rather than diversity in their lexical devices. In fact, the expression of committal marks the clearest difference in terms of repertoires between Wida and Panee. Wida uses her set of 4 root modals on 8 occasions, while Panee uses her 2 on 11 occasions (Appendix 7), a difference of 32% as shown in the lexical diversity (Table 7.6). Wida uses FTDs with a strong sense of obligation (*must, have to*) as well as the weak sense (*should, don't have to*). Panee, on the other hand, uses *must* once, and *should* no less than 10 times. Thus, while Wida expresses strong and weak senses of obligation in equal measure, Panee prefers the weak sense, and uses it repetitively. Panee's heavy use of *should* exemplifies the finding of Thomas (1983: 103), that lower proficiency L2 learners tend to select one from many modal verbs and overuse it, as in examples (6-8p). It is a common strategy in L2 communication, because learners do not often reveal their entire repertoire, but use only one of which they are most confident (Larsen-Freeman & Long 1991: 26).

- (6p) *Maybe<H> next time I should<C> search for the frightening movie.*
- (7p) *What should<C> I discuss ... maybe<H> this one should<C> be ok.*
- (8p) *Children should<C> be aware and ... parents should<C> concern about it.*
- (9w) *Maybe<H> the rest of you should<C> hurry too.*

Many of Wida's committal markers serve to urge others to participate in the discussion as in (9w), while half the occurrences of Panee's *should* rely on self-interaction and rhetorical questioning, and thus are used principally with the pronoun 'I', as in (6-7p). This correlates with the pragmatic difference between the two students' preference for the first and second person pronouns (discussed above in 7.3.4) with root modals ('*I should*' v. '*you should*'). Panee may intentionally avoid expressing strong obligation on her peers for fear of 'face threatening', so she resorts to putting the obligation on herself by saying *I should* which is less face-threatening than *you should* (Palmer 1990: 74, Hunston 2002: 59), as discussed earlier in Chapter 4 (Section 4.2.2.3). While Wida gives personal and direct suggestions to her friends, Panee uses root modals with third person pronouns as in (9p). Panee's avoiding

direct suggestion could imply her more distant relationship with others, or lower confidence in talking with them. It could also be that she is not familiar with online group writing, where students are expected to interact collaboratively and it is appropriate for interactants to give direct advice to others.

7.3.4.4 Expressing inclination

While Wida's writing is more interactive with other students, Panee's writing is more expressive of self. Panee's writing is full of inclination markers, because the expression of personal desire is heavily associated with the use of the pronoun '*I*' (Verplaetse 2003).

- (10p) *now i would like to<I> tell you about some disadvantages that i found*
(11p) *I want to<I> see them [movies], but my friends always busy on that time.*

The use of the pronoun '*I*' with the inclination markers in an initial clause such as '*I'll tell you*' functions either as an 'attention getting device' to mark a change of topic, or simply an 'interrupting device' (Bazzanella 1990: 634). The former is more important in academic discussion as in (10p), while the latter is more conversational and phatic in function as in (11p). Both students used inclination markers for these two functions, although Panee shows more phatic use than Wida.

The reason why Panee uses more inclination markers than Wida can be explained by her poor awareness of the connections of online group discussion, thus resulting in more self projection rather than interactivity. Panee sees the bulletin board as another mode of expressing herself, so she writes to express her thoughts without asking, referring to, or reflecting on others' contributions. This makes Panee's online writing not so different from her academic writing, although her BB actually contains more conversational acts as a result of the mode difference. The use of personal style in L2 academic writing is the reflection of the poor register awareness as discussed in Chapter 2 (Section 2.3.2.4), and a lower level of discourse competence (Altenberg 1997).

Through this comparison, we have demonstrated that generic awareness of online medium goes with a higher proficiency, i.e. the higher English proficiency student uses more FTDs because they are more aware that online communication is supposed to be collaborative.

Hence, Wida's BB messages are more interactive, and the message interactivity has a profound impact on the greater use of linguistic expressions for fine-tuning attitudes (Chafe 1986: 262, 272). However, there could be other socio-physical factors involved such as differences in the time commitment for their written work. It may be that Panee minimizes the time contributing in this BB, and the effect is like that of timed writing on her engagement with the task. Ädel (2005, 2008) found that the learner's performance in timed writing tends to exhibit more personalized expressions than in the untimed writing task. It could also be that Wida is more sociable and talkative than Panee. But for online discussion to be an effective tool for developing communicative skills, there needs to be message interactivity between interactants. This can hardly happen without the communicators reading and reflecting on the inputs of others (Lamy & Goodfellow 1999).

7.3.5 Discussion of findings of Section 7.3

The repertoires of FTDs displayed by students are strongly affected by the medium of communication, as shown by findings from testing hypothesis 4.1. Additionally, different levels of language proficiency do correlate with the Thai learner's repertoire of FTDs and how repetitively they are used. Wida, whose classroom English proficiency is higher, shows a broader repertoire of FTDs in both mediums than Panee, whose proficiency is lower. Hypothesis 4.2 that the lower proficiency students do not deploy their repertoires of FTDs more repetitively than the students with higher proficiency is challenged by their individual data discussed.

These findings probably reflect the fact that more successful students tend to have higher genre awareness than less successful students (Ellis 1994: 549). In academic essays, Wida's use of FTDs is limited to the types used in conveying ideational function, because she is aware that she is not supposed to use certain interpersonal devices in formal writing. But when engaged in more casual online discussion, she shows much broader repertoire of FTDs. While Wida avoids interpersonal devices in ACAD, Panee does not, so Panee's inventory of FTDs used in personal contexts in ACAD is greater than Wida's. This supports the finding of Hyland & Milton (1997) that L2 learners tend to transfer informal linguistic devices into the formal register (Aijmer 2002a: 73), particularly lower learners

who tend to use more interpersonal devices in their writing than higher level ones (Altenberg 1997).

The analysis of Wida's and Panee's texts supports previous studies which correlate the use of modal and intensifying devices with the use of personal pronouns (Biber 1988). That is, Wida's use of 'you' is associated with hedging and expressing committal, while Panee's use of 'I' is related with her expression of inclination. Their use of boosters also shows their different personal writing styles in online discussion, where Wida's usage is more academic and Panee's more conversational. Wida, who is more interactive and collaborative in BB group discussion, uses more FTDs than Panee, who is more self-expressive. But Wida's greater use of FTDs may be a result of her closer relationship with peers, as students tend to respond more to their friends than others (Kol & Schcolnik 2008: 60-61). It could also be a reflection of Wida's higher personal motivation in learning English, because SLA research has shown the correlation between the learner's higher motivation with higher proficiency (Gardner & Lambert 1972, Dulay & Burt 1977). Panee, on the other hand, seems to have less confidence in using language due to her lower language proficiency, so leading to lower motivation and lack of confidence in using English. These mental factors, according to Krashen's (1981: 56) 'Affective Filter Hypothesis', block the learner's output as discussed earlier in Chapter 1 (Section 1.2.3). No wonder Wida rated her motivation in learning English as higher than Panee in the questionnaire provided at the start of semester.

Panee shows certain problems in using some FTDs appropriately in discourse. For example, she was probably confused between *should* and other root semi-modals which are followed by the preposition *to* such as *have to*, *ought to*, *be supposed to*, so she uses *should to* in the sentence such as 'You should to think and use it[internet] in a good way.', being unaware that *should to* is not idiomatic English. But this deviant use of *should* is not consistent, sometimes found with *to*, sometimes without. The inconsistency reflects the fact that Panee is still developing competence as part of her interlanguage in using *should*, and BB writing allows her to do such that. Her deviant use indicates how the lower level learner's performance may diverge from that of the higher level learner in the acquisition of FTDs. It also means that BB writing allows us to see more of the learner's underlying competence in fine-tuning discourse, while in ACAD writing, less proficient students are

likely to avoid using the devices which they have less confidence in, for fear of making mistakes. According to Swain's (1985) output hypothesis, learners should be given the chance to exercise the linguistic devices they are taught in class to the full, as part of the process of language acquisition.

7.4 CONCLUSION

Case study analysis in terms of moves and speech acts in Section 7.2 confirms that there is a greater range of language functions available in the schematic structure of BB than in ACAD writing, to prompt the use of FTDs. This explains why the Thai learners and participants in this research use FTDs more in BB than in ACAD writing. It also explains why the students' individual repertoires of FTDs are larger in the BB than ACAD mode. The online mode of writing is helpful in allowing teachers to see the fuller repertoire of learners' pragmatic resources for conversational and academic purposes. In this mode, students view effective communication as a primary goal, and overcome their anxiety about mere language accuracy that could inhibit them from exercising their interlanguage, allowing them to express themselves more interactively through a variety of speech acts and pragmatic devices.

It is important for language teachers to design not only academic but also interactive tasks, because message interactivity can impact greatly on how often students exercise their interpersonal repertoires. Yet even the task that seems interactive, i.e. on-line discussion, may not be so if it does not prompt the student to respond to others. This may be a matter of customizing groups of students online to ensure that groups of acquaintances with common interests are put together, so that they are well motivated to participate and to interact collaboratively.

CHAPTER 8

CONCLUSIONS AND IMPLICATIONS

8.1 OUTCOMES OF THIS RESEARCH

The findings from this research clearly show that interaction through computer-networked writing is likely to be beneficial for exercising and developing the ESL learner's communicative competence, because it allows opportunities to use the target language communicatively and interactively. This online language learning situation embodies Vygotsky's (1978) notion that 'language is best learnt through social interaction', and vindicates the 'interaction hypothesis' in SLA theories (Long 1996). The notion of learning through interaction underlies the four experimental hypotheses of this research, which we shall review in turn.

8.1.1 Frequency of FTDs in different mediums and text-types

The first hypothesis focused on whether or not interaction through electronic BB writing prompts students to exercise their repertoires of modality and intensity devices to a greater extent than ACAD writing. The investigation has clearly demonstrated that there is greater use of grammatical FTDs (e.g. *will*, *would*) and lexical FTDs (e.g. *maybe*, *actually*), particularly the interpersonal ones (e.g. *in my opinion*) by students in electronic discussions than in academic writing, both in terms of frequency and variety. These findings correspond with those from native-speaker corpora, which showed more use of interpersonal hedges and intensifiers in conversational than academic genres (Biber et al. 1999), and more modal verbs in speech than writing in general (Collins 2005, 2007a, 2007b).

The impact of text-type on the production of FTDs showed up in the findings from testing hypothesis 2.3, where the largest numbers of FTDs were found in argumentative writing, rather than explanatory and narrative writing. But the influence of the medium was

stronger than that of text-type: the quantity of FTDs in narrative and explanatory BB discussions was larger than that of argumentative essays (Figure 6.3).

8.1.2 Other factors relating to the greater use of FTDs

Analyzing the whole cohort (Chapter 6), we showed that the students' use of FTDs lines up with their levels of classroom English proficiency (hypothesis 2.1) and how frequently they engage in online writing in English (hypothesis 2.2). The higher proficiency group was found to use more FTDs than the lower proficiency group. This is particularly true for meaning intensification, as intensifiers were found to be used very significantly more by the higher proficiency group. We also found that the group of students that write English in their online communication regularly (e.g. e-mails, webchats) use more FTDs than the group that does so less often, suggesting that online communication does help students to exercise their repertoires of FTDs, and to enlarge their pragmatic competence in written communication generally.

Figure 8.1 presents a cross-comparison between those two factors. There we observe that students in the low proficiency group who use English regularly in online communication (in the bottom left-hand cell) actually use more FTDs than the high proficiency group who rarely use English online (in the top right-hand cell). See Appendix 10 for full data relating to this figure.

	<i>Regular online writers</i>	<i>Irregular online writers</i>
<i>High proficiency</i>	123.3 (Ave. FTDs / person)	95.3 (Ave. FTDs / person)
<i>Low proficiency</i>	106.3 (Ave. FTDs / person)	94.6 (Ave. FTDs / person)

Figure 8.1 Cross-comparison between proficiency and online writing habits

This cross-comparison suggests that the impact on students of exposure to online communication in English is greater than that of classroom English proficiency on their linguistic performance. Language learners need not be discouraged by their lower proficiency scores, because the more they are exposed to input in L2, the more opportunity they have to exercise their skills in responding to it. The impact of exposure to L2 on the

use of modality has strongly been supported by Takata (2003), and hedges and intensifiers by Hinkel (2005).

The two factors nevertheless complement each other, because the group of high-proficiency/regular online writers used FTDs the most, whereas that of low-proficiency/irregular online writers used them the least. Both factors are student-oriented, whereas the use of different mediums and text-types are pre-determined by the teacher. The task-oriented and person-oriented factors, together constitute the framework determining the learner's exercise of FTDs, as shown in Figure 8.2.

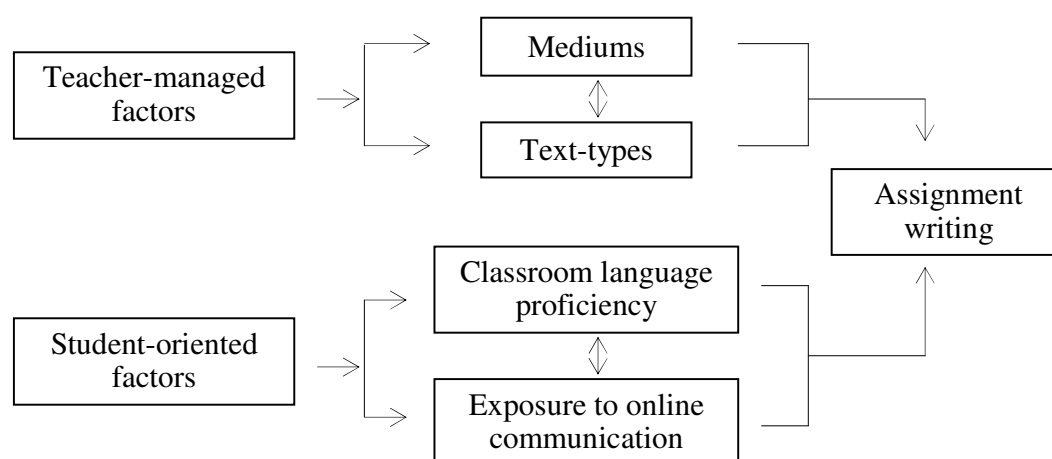


Figure 8.2 Factors determining the students' exercise of FTDs

The diagram above suggests that learners need to be exposed to L2 as much as possible during their language learning, but the linguistic challenges that students face are determined by the text-type and medium of the task. The exercise of FTDs can be managed by teachers setting writing tasks that entail all types of pragmatic and communicative functions.

8.1.3 Discourse structure and speech acts in academic and electronic writing

Other reasons why students use FTDs more frequently in bulletin board discussions than academic essays came to light in testing hypothesis 3, as discussed in Chapter 7. Comparisons of the discourse structure of the two genres showed that writing on the electronic bulletin board encourages a greater variety of speech acts. The schematic

structure of online writing were found to include not only referential but also interpersonal speech acts, and the greater variety of speech acts prompts wider range of FTDs being used. In fact, all the kinds of FTDs that are found in ACAD were also found in BB writing, while many of interpersonal FTDs (e.g. *for me*) occur in BB writing only.

The discourse structures of the two modes differ markedly in the delivery of content. In academic essays, students convey several points all in the same output; whereas in bulletin board discussions, there is usually one point in each turn, and points may be added and extended collaboratively in successive turns. This results in the students using speech acts such as agreeing, giving advice and responding to other participants in several turns. It explains why more interpersonal pragmatic devices are used in BB communication with these speech acts. The range of speech acts used in BB interactions provides opportunities for scaffolding comprehensible inputs through the negotiation of meaning and working over outputs. The communicative setting thus creates the environment for collaborative learning and language acquisition. Students who use English regularly online are probably more aware of the communicative dimension and so they use more interpersonal FTDs, as shown by the findings discussed in relation to hypothesis 2.2.

8.1.4 Larger individual repertoires of FTDs shown in electronic writing

The findings associated with hypothesis 4.2 (discussed in Chapter 7), comparing the repertoires of FTDs of students with high and low English classroom proficiency, helped to detail the earlier results for the whole group, used to test hypothesis 2.1. They showed how the student with higher proficiency not only uses FTDs more frequently, but also a greater variety of them. However this occurs only when they are given the chance to exercise them in an interactive communicative task. The academic writing genre does not normally allow students to use the full range of interpersonal FTDs, so in that assignment there was little difference between the high and low proficiency student in the use of FTDs. But when the two students were exposed to electronic writing, it was obvious that the high proficiency student had a greater repertoire of FTDs. This suggests that the language learner's competence in terms of the use of pragmatic devices in English is better viewed through online electronic than formal academic writing. Informal electronic writing has the advantage of encouraging learners to exercise their full repertoires of pragmatic devices.

The opportunity to exercise pragmatic devices is of paramount importance for learners, especially in the Thai EFL context. This is because Thai students usually lack pragmatic competence, because pragmatics has lower teaching priority in the Thai EFL curriculum, as discussed in Chapter 1. According to Swain's (1985) 'output hypothesis', it is important that learners use their language resources in interactions with others, so that the full range of grammar and vocabulary which they have been taught can be exercised and developed.

8.2 IMPLICATIONS FOR TEACHING

The findings from this research illuminate several pedagogical points raised in the introduction, regarding the implementation of computer-networked writing to develop students' communicative competence through collaborative learning. As a medium and context for learning, it offers many opportunities for communicative language teaching, though there are issues to balance for optimal language learning outcomes.

8.2.1 Implicit and explicit teaching of FTDs

We can say that exercising FTDs through online bulletin board discussion is a form of implicit teaching, motivated by the 'interaction hypothesis' (Long 1981, 1983, 1985, 1996). By this we assume that learners learn best when they have direct experience using these linguistic devices as a means of negotiating meanings through interaction (Burton & Clennell 2003, Burton & Daroon 2003). However, there is also a place for the explicit teaching of pragmatic regularities (Celce-Murcia, Dörnyei & Thurrell 1997: 142), such as by explaining when to use certain FTDs appropriately in social and academic contexts, and when not to. There is general consensus in the SLA literature that neither the approach that emphasizes natural communication nor one that focuses solely on formal teaching will be effective without the other (Fukuya & Clark 2001: 112).

Through explicit teaching, students may be advised that there are many adverbs which can be used to convey degrees of probability, so that they do not have to rely only on few limited items and used them repeatedly. Teaching staff at Kasetsart University have

complained about the Thai students' overusing *maybe* in their writings. Their concern is backed up by the findings of this research, showing the Thai students' repetitive use of *maybe*, while British and American native speakers tend to use *maybe* and *probably* fairly equally (Biber et al. 1999: 869). Some students who participated in this research relied solely on the root modal *should*, and used it in all contexts where other modals (e.g. *had better*, *would rather*, *ought to*, *be supposed to*) could also be used. The habit of relying on one form rather than using several of them corresponds with Thomas's (1983:103) comment: "*L2 learners select one from many options of modal verbs and stick with it for their uses in all contexts*". Students should be made aware that if they use the same items repeatedly, their writing will sound repetitious and lexically limited.

Having students write freely online among themselves without any explicit discussion by the teacher may preserve students' deviant use of FTDs, and the fossilization of interlanguage features during their learning stages. It seems advisable, therefore, that online bulletin board writing be followed up with class discussions to survey some of the problems that students may have in fine-tuning discourse. Students should be given the opportunity to discuss with their teachers the difficulties they have in expressing themselves and arguing points at issue. Teachers should also be able to guide them on how to convey doubt and certainty, give suggestions, and express desire or preference appropriately in a variety of contexts and genres, socially and academically. This is to ensure that the learner's exercise of interlanguage through communicative performance will lead on to L2 competence, capitalizing on all the language learning potential along the way (Vygotsky 1978). It is less likely to occur without guidance or feedback from the teacher through direct explanation.

8.2.2 Wider window on the interlanguage of Thai learners

The benefits of BB writing are two-fold: they are (1) a window on the learner's developmental use of FTDs; and (2) a means of exercising FTDs during the learning process. This research has shown that FTDs are better exercised in casual interactive writing than more formal writing where students tend to use their language guardedly. The first step in developing student's competence in the use of FTDs is to analyze their performance online, and the range of FTDs in their current repertoires. Relevant further

exercises can then be developed. The process of language acquisition can be observed via interlanguage (Burton & Clennell 2003: 1), as in the following examples of the Thai learner's use of FTDs in BB postings. Their interlanguage is characterized by problems in using English prepositions and other grammatical word classes. Some students used '*in my point of view*' as a personal parenthetical mitigator instead of the usual '*from my point of view*' of native speakers (Swan, 2005: 434). Another example is *maybe*, an epistemic modal adverb, which is often confused by novice writers with the modal auxiliary *may* plus copular '*be*'. So '*That may be true*' was written by learners as '*That maybe true*'. This may be due to the subliminal influence of the Thai language, which relies mainly on lexical rather than grammatical devices for expressing modality, as discussed in Section 2.3.2.3. Conversely, a sentence such as '*Maybe, that is true*' was sometimes written as '*May be, that is true*'. This is because the two forms are spelled the same way, confusing writers about which to use.

8.2.3 Register awareness and exercises of social and academic skills

Awareness of language variation is a first step in natural language learning, but the opportunity to actually produce L2 in a variety of discourses is a higher order stage in the development of communicative competence (Fukuya & Clark 2001: 112). Learners need the opportunity to exercise not only classroom academic language proficiency (CALP), but also basic interpersonal communicative skills (BICS) as discussed in Chapter 2. The need for both competencies parallels the new Thai national goal for an English language curriculum which aims "*to produce students who can use English both for social interactions and in academic settings*" (Wiriyaichitra & Keyuravong 2002). Though the two skills are different, they are not entirely separate because some interpersonal pragmatic devices found in electronic writing are also useful in academic writing. The argumentation useful for academic assignments also takes place during the online interpersonal discussion.

Yet the findings from this research have indicated the problem with the register awareness: that is, some students assume that all linguistic devices in the same pragmatic categories are interchangeable, which resulted in inappropriate transfer of informal or interpersonal devices into academic genres. Transfer can nevertheless be beneficial with the many FTDs

which are usable across different types of discourses. Learners made aware of the use of FTDs through online practice can use them more effectively in academic genres. This is when the teacher should raise students' awareness of register differences, the need to limit informal expressions and encourage more formal FTDs in academic writing. Students usually fine-tune their statements in situations they feel require them. But they need to be made aware of academic requirements, for example that propositional utterances in academic writing should be expressed with care, and intensifiers used only when clear evidence or supporting data are provided. As Channell (1994: 21) says, "*In learning academic writing, they must acquire judgment of where it is necessary to give precise quantities or other information, and where a more vague reference will be sufficient*".

8.3 IMPLICATIONS FOR FUTURE RESEARCH

This research has achieved its main aim in showing the effects of two mediums of communication on Thai student's writing performance, i.e. the facilitating effects of BB discussions and inhibiting effects of ACAD essays. We should also consider the possible limitations of these findings, although they can be approached as reflections on the different perspectives which can be taken up in future research.

8.3.1 Time frame and observation of the learner's performance

Since modality is a linguistic feature that takes time to acquire (Papafragou 1998), it would be preferable in future research to collect data over a longer period, at least one year, with the expansion of the repertoire of FTDs being tallied regularly to provide an incremental view of this aspect of interlanguage. By doing so, the findings from testing hypothesis 2.3 (Chapter 6) could be clarified, to see whether the increasing number of FTDs used from the third to the ninth week is due to the sequence of topics/text-types, or simply a type of practice effect. A longer experimental period would also allow students to familiarize themselves with electronic bulletin board writing in the pedagogical context. The time limitation in this study arose from the fact that a semester at Kasetsart University lasts only 15 weeks, and it was not possible to predict whether the same cohort of research participants would be available for a second phase of this research.

8.3.2 Sampling effects

The subject participants in this research were a homogenous group (see Chapter 5), studying in the same English subject major of the same university. This helped to preempt other variable factors that might have affected the experimental outcomes. But the homogeneous group contained a relatively small number of participants (39 in all), and made it difficult to draw distinctions relating to students' English proficiency when all of them were qualified by the Thai national proficiency test to study the same English major. It would be worthwhile to compare the linguistic repertoires of students from a wider range of proficiencies. Instead we focused only on two students with highest and lowest grades in the sample (in the case study analysis in Chapter 7), and larger samples from the two extremes would have enhanced the findings. However large-scale experiments with a heterogeneous cohort could not deal with issues such as the individual repertoires of FTDs, or focus on the student's performance at the level of speech acts in specific contexts of discourse.

There is some possibility of a gender bias in the cohort of 39 students used in this research, with 35 female students and only 4 males. Though it might be preferable to have equal numbers of participants from both genders, the imbalance in the experimental sample is a natural phenomenon, since the participants are complete classes from the English major program mentioned earlier (Section 5.2), where it is normal to have far more female than male students.

8.3.3 Argumentative text-types subsuming the diversity of topics

The findings from testing hypothesis 2.3 suggest that the argumentative text-type is the most fruitful task to set for exercising skills in using FTDs. Yet the argumentative text-type itself embraces a variety of topics which may favor the use of particular FTDs. Cultural debates may encourage the greater use of hedges, while political debates may involve more use of intensifiers. Argumentative topics that are connected strongly with the participant's socio-cultural knowledge (e.g. the role of children to their parents in Chinese culture) prompted more use of root modals (Hinkel 2009). Future research using a greater variety of

argumentative topics would provide more insights as to which ones can be expected to prompt the exercise of particular types of FTDs.

8.3.4 Teacher involvement in online discussion

All the discussions in BB writing were without teacher's intervention, since by the principle of collaborative learning through interaction they need to be radically 'learner-centered' (Long 1996). While some researchers (e.g. Beauvois 1992) found the quantity and quality of discourse very high without the need for teacher intervention, free discussion can cause difficulty in keeping students' attention on the assigned topic, thus causing topic evasion (Colomb & Simutis 1996: 206). In the BB discussions used in this research, students sometimes chatted about something not pertinent to the task at hand, e.g. about their holidays during the university recess.

It may be advisable to have the teacher intervene occasionally, so that learners do not go off topic during the discussion. Teacher moderators could also reduce the occasionally problematic mess of turn sequences in online discussion, mentioned by Marcoccia (2004: 119) and Love (2005: 74). Nonetheless, the intervention should also be kept at a minimum because teacher participation tends to limit the students' inputs to the discussion – exactly the same problem as is found in the face-to-face classroom (Thongrin 2001, Freiermuth & Jarrell 2006). This probably depends on how the teacher comments on the students' participation; that is, whether the intervention is supportive and thus fosters more productivity, or too didactic which may have the opposite effect.

These concerns over (1) the period of data collection, (2) the number of participants, (3) the range of argumentative topics, and (4) the issue of teacher's intervention, all leave room for further research with additional perspectives built in, e.g. to compare the number of FTDs on a wider range of argumentative topics, with and without teacher intervention in online discussion and over a larger period.

8.4 CONCLUDING REMARKS

The findings from this research should not be regarded as disparaging academic essay writing. Rather they emphasize that online writing can be effectively used in communicative approaches alongside academic writing tasks, because online interaction prompts the use of pragmatic devices which are also crucial in academic genres, and of which Asian EFL learners are often unaware. These findings are clear evidence of the usefulness of online electronic writing for exercising interpersonal competence through interactions. Online communication, a hybrid of speech and writing, facilitates collaborative learning, ranging from ‘awareness-raising’ at one end of the communicative teaching approach to ‘exercising language via interactive comprehensible inputs’ at the other (Fukuya & Clark 2001). Online writing is thus a vital resource for EFL learners to exercise their communicative skills in English.

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Appendix 1

Part I: Questionnaire

Descriptions: The information you give in this questionnaire will be used for the research on Thai learners of English. All information gathered in this questionnaire will be confidential.

Part I. Student profile:

1. Student ID number:
2. Gender ☐ Male ☐ Female
3. Age: ☐ 17-19 ☐ 20-22 ☐ over 23
4. Faculty: Major subject
5. Year of Study: ☐ First year ☐ Second year
☐ Third year ☐ Fourth year
6. Previous high school: Location (province)

Part II. English learning background:

1. When did you start learning English?
☐ Kindergarten
☐ Primary school
☐ Secondary school
2. How long have you been learning English?
☐ 5-7 years ☐ 8-10 years
☐ 11+13 years ☐ over 13 years
3. Have you ever stayed in any English-speaking countries for more than one month?
☐ Yes Where?
How long? week(s) / month(s) / year(s)
☐ No
4. How would you rate your writing skills in English?
☐ Not good ☐ Fair
☐ Good ☐ Very Good

Part III. Attitudes and Motivations:

1. How important is the English language in your view?
☐ Not important ☐ Fairly important
☐ Important ☐ Very important
2. Do you enjoy studying English?
☐ Not at all ☐ Not much
☐ Averagely ☐ Much
☐ Very much

3. Why do you study English? (Choose 1-3 items)

- ☐ I have to study it because it is a compulsory subject.
- ☐ It gives me a higher career opportunity.
- ☐ It prepares me for higher education.
- ☐ It helps when traveling in foreign countries.
- ☐ I want to communicate with foreigners.
- ☐ It gives me the pleasure (e.g. books, music, movies)
- ☐ Others, please specify

4. What is your learning style? (Choose only 1.)

- ☐ I love asking questions and speaking in front of the class.
- ☐ I enjoy doing the class activities, but not in front of the class.
- ☐ I'd rather sit, listen to teacher's lecture, and take notes.
- ☐ I'm a shy person and usually sit quietly in class.

Part IV. Computer and online writing skills:

1. Do you have your own computer?

- ☐ Yes
- ☐ No

2. Where do you usually use computer?

- ☐ At home
- ☐ At the university
- ☐ At computer/internet cafe
- ☐ Others, please specify

3. What types of activities do you use computer for?

- ☐ Playing games
- ☐ Searching online information (e.g. IE, Firefox)
- ☐ Online chatting (MSN, Yahoo/Google Talk)
- ☐ Writing E-mails (e.g. Hotmail, Yahoo mail, Gmail)
- ☐ Writing assignments (e.g. Word)
- ☐ Presenting assignments (e.g. Power Point)
- ☐ Calculating numbers and statistics (e.g. Excel, SPSS)
- ☐ Others, please specify

4. How often do you write emails or chat in English on the internet?

- ☐ Everyday
- ☐ Every other days
- ☐ 2-3 times a week
- ☐ Once a week
- ☐ Once every two weeks
- ☐ Less, please specify

5. Do you think that writing emails and chatting online in English can help you develop communicative skills in English? Why?

.....
.....
.....
.....

Thank you

Part II: Individual student profiles

Students	Gender	Grade of Foundation English III	Grade of English Writing I	Ave. classroom English proficiency	Overseas Exposure (months)	Attitudes	Learning style	Frequency of Internet use
1	F	3	2	2.5	0	3	3	4
2	F	2.5	3.5	3	0	3	3	2
3	F	3	3.5	3.25	2	2	1	3
4	F	2.5	1.5	2	0	3	3	3
5	F	2.5	3	2.75	0	2	4	2
6	F	3	4	3.5	0	3	3	3
7	F	2.5	3.5	3	0	3	3	3
8	F	3.5	3.5	3.5	0	4	3	2
9	F	3	3.5	3.25	12	2	4	0
10	F	3.5	3.5	3.5	0	3	4	3
11	F	4	4	4	0	3	3	3
12	F	3	4	3.5	12	3	3	2
13	F	4	3.5	3.75	0	4	3	3
14	F	3	3.5	3.25	0	3	2	4
15	F	2.5	3	2.75	0	4	3	3
16	F	3.5	4	3.75	0	4	3	4
17	M	2	3	2.5	0	3	3	4
18	M	3.5	3.5	3.5	0	2	1	3
19	F	2	3	2.5	0	3	3	3
20	M	3.5	3.5	3.5	0	3	3	4
21	F	4	3	3.5	0	4	3	3
22	F	2.5	3	2.75	0	2	2	1
23	F	2.5	3.5	3	0	4	1	2
24	F	3	3.5	3.25	0	2	3	2
25	F	4	3.5	3.75	0	3	3	4
26	F	1.5	2.5	2	0	2	3	4
27	F	3	3.5	3.25	0	4	4	3
28	M	3.5	4	3.75	0	4	2	3
29	F	4	3	3.5	0	2	2	2
30	F	3.5	3	3.25	0	1	2	4
31	F	2	1.5	1.75	0	3	3	4
32	F	3.5	3	3.25	0	3	4	3
33	F	4	3.5	3.75	2	3	3	4
34	F	3.5	3	3.25	0	2	2	3
35	F	3.5	3.5	3.5	0	3	3	3
36	F	2	4	3	0	3	3	4
37	F	3.5	4	3.75	0	3	2	2
38	F	4	4	4	0	4	3	4
39	F	2.5	2.5	2.5	0	3	3	4

4 = High attitudes towards learning/ Extrovert learning style/ Everyday online writing)

0 = Low attitudes towards learning/ Introvert learning style/ Less than once-per-two-week online writing)

Appendix 2

Frequency list of FTDs in the Kaset corpus

Part I: Frequency of lexicogrammatical types of FTDs

	T1	T2	T3	ACAD total	T1	T2	T3	BB total	X ²	p- value
(Semi-) Modals										
be going to/gonna	10	3	0	13	10	11	6	27	4.9	0.027
be supposed to	0	0	0	0	1	1	0	2	0.004	0.157
can	0	22	99	121	6	13	34	53	26.575	0
could	1	6	10	17	5	4	7	16	0.03	0.862
had better	0	0	0	0	1	1	0	2	0.004	0.157
have to	48	46	25	119	50	63	58	171	9.65	0.002
may	6	23	35	64	4	22	42	68	0.121	0.728
might	24	3	6	33	8	7	18	33	0	1
must	19	18	9	46	11	12	19	42	0.182	0.67
need to	3	8	4	15	5	9	7	21	0.714	0.398
ought to	0	0	0	0	0	1	0	1	0.003	0.317
shall	0	0	0	0	0	1	0	1	0.003	0.317
should	17	23	26	66	18	51	32	101	7.71	0.005
want to/wanna	23	9	5	37	43	69	17	129	58.5	0
will	27	79	87	193	99	158	142	399	35.887	0
would	52	12	5	69	20	18	26	64	0	1
would like to	2	0	1	3	7	5	7	19	10.71	0.001
	232	252	312	796	288	446	415	1149		
Copulars other than 'be'										
appear	0	0	0	0	1	0	2	3	0.003	0.317
seem	8	2	7	17	3	2	7	12	0.862	0.353
tend	0	0	6	6	0	1	2	3	0.003	0.317
	8	2	13	23	4	3	11	18		
Adverbs										
a bit	3	1	0	4	9	2	2	13	4.76	0.029
a little	3	0	0	3	6	3	4	13	6.25	0.012
a little bit	0	0	1	1	4	0	2	6	3.57	0.059
about	26	3	0	29	13	9	3	25	0.29	0.586
absolutely	2	3	2	7	10	6	9	25	10.12	0.001
according to ...,	0	1	0	1	1	2	2	5	0.005	0.102
actually	6	0	3	9	17	13	14	44	23.11	0
almost	7	10	6	23	10	15	10	35	2.48	0.115
always	16	11	55	82	24	39	50	113	4.92	0.026
apparently	0	0	0	0	0	0	1	1	0.003	0.317
approximately	0	1	1	2	0	0	0	0	0.004	0.157
around	12	1	0	13	0	1	1	2	8.06	0.005
barely	0	0	0	0	1	1	0	2	0.004	0.157
certainly	3	0	1	4	1	3	7	11	3.26	0.071
clearly	1	0	0	1	1	2	3	6	0.005	0.059
commonly	0	1	1	2	0	0	1	1	0.002	0.564
completely	3	3	1	7	0	0	2	2	0.005	0.096
definitely	1	0	1	2	1	0	6	7	0.005	0.096
entirely	0	1	0	1	0	0	3	3	0.003	0.317
extremely	6	2	4	12	5	0	2	7	1.31	0.251
for me,	5	3	2	10	12	19	13	44	21.4	0
for sure	1	0	1	2	3	1	3	7	0.005	0.096
fully	2	1	3	6	0	0	2	2	0.004	0.157
generally	1	2	1	4	0	1	3	4	0	1
greatly	0	0	0	0	0	1	2	3	0.005	0.083
hardly	1	0	0	1	1	1	0	2	0.002	0.564

highly	0	0	4	4	0	0	4	4	0	1
I guess	1	0	0	1	1	3	0	4	0.004	0.18
I suppose	1	0	0	1	0	0	2	2	0.002	0.564
I think	2	0	1	3	3	9	2	14	7.118	0.008
in fact	0	2	1	3	2	4	5	11	4.57	0.033
in my eyes,	0	0	0	0	2	0	0	2	0.004	0.157
in my idea,	0	0	0	0	1	0	1	2	0.004	0.157
in my opinion,	1	1	4	6	7	12	15	34	19.6	0
in my point ...,	0	0	0	0	1	2	3	6	0.007	0.014
in my view,	2	1	1	4	13	15	9	37	26.56	0
in reality	0	0	0	0	0	3	0	3	0.005	0.083
indeed	3	3	7	13	1	0	0	1	10.28	0.001
kind of / kinda	1	0	0	1	10	4	5	19	16.2	0
mainly	0	1	2	3	0	2	1	3	0	1
maybe	9	9	12	30	24	22	20	66	13.5	0
nearly	3	0	0	3	0	2	0	2	0.001	0.655
never	31	4	10	45	27	8	16	51	0.375	0.54
normally	2	1	1	4	0	2	3	5	0.001	0.739
obviously	0	0	2	2	0	1	4	5	0.003	0.257
occasionally	1	0	1	2	0	0	4	4	0.002	0.414
of course	1	0	0	1	4	3	5	12	9.3	0.002
often	2	6	16	24	1	13	7	21	0.2	0.655
partially	0	2	0	2	0	0	1	1	0.002	0.564
partly	0	1	0	1	0	1	2	3	0.003	0.317
perfectly	0	0	2	2	0	0	1	1	0.002	0.564
perhaps	1	1	0	2	1	2	4	7	0.005	0.096
possibly	0	1	3	4	0	2	3	5	0.001	0.739
pretty	1	1	0	2	3	1	1	5	0.003	0.257
probably	3	5	9	17	6	3	6	15	0.12	0.724
quite	8	7	10	25	20	8	8	36	1.98	0.159
quite	1	1	0	2	2	3	1	6	0.004	0.157
rarely	0	0	0	0	3	2	4	9	0.009	0.003
rather	0	0	1	1	4	1	3	8	0.007	0.02
really	3	0	0	3	7	2	1	10	3.76	0.052
really	22	7	11	40	42	20	29	91	19.85	0
seldom	1	0	0	1	2	1	1	4	0.004	0.18
so	46	6	7	59	49	40	32	121	21.35	0
sometimes	6	12	29	47	27	32	41	100	19.1	0
somewhat	0	1	0	1	1	0	4	5	0.005	0.102
strongly	1	0	0	1	2	2	3	7	0.006	0.034
surely	1	2	3	6	2	2	9	13	2.579	0.108
to me,	2	0	0	2	12	8	5	25	19.59	0
totally	3	1	0	4	6	6	3	15	6.36	0.012
truly	0	1	0	1	2	0	0	2	0.002	0.564
truly	1	0	0	1	3	3	2	8	0.007	0.02
undoubtedly	0	0	0	0	0	1	3	4	0.006	0.045
usually	8	6	36	50	3	14	12	29	5.58	0.018
very	83	44	71	198	99	119	69	287	16.33	0
	350	171	327	848	512	497	499	1508		
Adjectives										
certain	0	1	2	3	0	0	4	4	0.001	0.705
clear	0	2	0	2	0	0	2	2	0	1
evident	0	0	0	0	0	1	0	1	0.003	0.317
likely	0	0	4	4	0	1	0	1	0.004	0.18
obvious	0	0	1	1	0	0	2	2	0.002	0.564
possible	0	4	0	4	0	4	2	6	0.002	0.527
sure	5	2	1	8	9	1	4	14	1.636	0.201
true	0	0	2	2	1	2	2	5	0.003	0.257
	5	9	10	24	10	9	16	35		

Appendix 3

Concordances of FTDs in the Kaset corpus

Part I: FTDs in the Kaset-ACAD corpus

1. Modal and semi-modals

1.	beautiful, attractive and charming as they'd<	MDV	:PRB> like to attract men. The middle age wom	A132.TXT
2.	hey said that "if something went wrong, we'd<	MDV	:PRB> only lose the money it cost to build th	A322.TXT
3.	personality. A person who keep a snake could<	MDV	:PSS> be looked with disdain by the person wh	A223.TXT
4.	some security reasons. For example, we could<	MDV	:PSS> use mobile phone to find out where we a	A272.TXT
5.	their clothing. Sometimes<ADV:USL> we could<	MDV	:PSS> not idenfify them that they are good or	A053.TXT
6.	instead of losing a human life. And we could<	MDV	:PSS> always<ADV:USL> build more robots." U.S	A322.TXT
7.	ike boys. I can think of my friend who could<	MDV	:PSS> be a good example for this. For people	A183.TXT
8.	e winner would<MDV:PRB> be the one who could<	MDV	:PSS> laugh and smile in every situation. I c	A251.TXT
9.	most of that, I hope some thief-actor could<	MDV	:PSS> understand it someday, how hard the cre	A262.TXT
10.	ometimes<ADV:USL>, their personalities could<	MDV	:PSS> relate with their lovely pets accidenta	A213.TXT
11.	ng this technology near X-Ray machines could<	MDV	:PSS> disrupt their processes and even cause	A332.TXT
12.	the humankind; therefore, the animals could<	MDV	:PSS> be our friends. However, pets has their	A123.TXT
13.	dache. It means their own created arts could<	MDV	:PSS> be shown on the others website without	A262.TXT
14.	nded by lots of people. The funny guys could<	MDV	:PSS> have love to go to a amusement park or	A363.TXT
15.	's different from the general car that could<	MDV	:PSS> be filled the fuel anytime. The electri	A212.TXT
16.	e ground, for example. In addition, it could<	MDV	:PSS> guard over its owner' properties from t	A213.TXT
17.	e and peace just like a library or you could<	MDV	:PSS> have like to stay at home all alone. Pe	A363.TXT
18.	are Reflected in their Hairstyles How could<	MDV	:PSS> you know the personalities of these gir	A143.TXT
19.	hey always<ADV:USL> be happy, and they could<	MDV	:PSS> do everything that they desire. They al	A053.TXT
20.	he consequences that will coming. And should<	MDV	:OBL> be remember that there is nothing for f	A342.TXT
21.	efused to do that and replied that he should<	MDV	:OBL> do it by himself. The father was arguin	A081.TXT
22.	is dress. His friend told him that he should<	MDV	:OBL> carefully about clothes. John bought a	A063.TXT
23.	se it too much. Therefore, the people should<	MDV	:OBL> use it moderately and do not use it too	A042.TXT
24.	g sloppy or too laid-back. This style should<	MDV	:PRB> be reflected in clothing that is simple	A173.TXT
25.	they only think that their hairstyle should<	MDV	:OBL> be in the rules, so this people's hair	A283.TXT
26.	n, it's the wrong value that everyone should<	MDV	:OBL> have cell phones because they are not n	A012.TXT
27.	we need to<MDV:OBL> do something, we should<	MDV	:OBL> consult with adults and check the equip	A331.TXT
28.	how off. If we want to raise them, we should<	MDV	:OBL> keep them healthy and shouldn't<MDV:OBL	A233.TXT
29.	by only see their clothing style. We should<	MDV	:OBL> see the inside more than see their appe	A263.TXT
30.	n, for business use and many more. We should<	MDV	:OBL> choose the mobile phone that is appropr	A102.TXT
31.	> we would<MDV:PRB> met happiness. We should<	MDV	:OBL> not give up whenever it would<MDV:PRB>	A251.TXT
32.	till need to<MDV:OBL> use them and we should<	MDV	:OBL> realize positive and negative effects.	A012.TXT

33.	we can know where we are and where we should<	MDV	:OBL> go. Moreover, if we don't have batterie	A272.TXT
34.	e them effectively. The best thing we should<	MDV	:OBL> do is try to use them to make high prof	A012.TXT
35.	in their clothing. It doesn't mean we should<	MDV	:OBL> guess someone's personality by only see	A263.TXT
36.	it can<MDV:PSS> cause the debt, so we should<	MDV	:OBL> be careful to use it. In addition, it's	A342.TXT
37.	o make our decision for which trip we should<	MDV	:OBL> go and have a great New Year together.	A141.TXT
38.	, the most important thing is that we should<	MDV	:OBL> not judge people only from their outer	A343.TXT
39.	ly<ADV:HDG> 8 pm, dad told us that we should<	MDV	:OBL> get back to the room. We asked him for	A301.TXT
40.	ot a group, I started to plan what we should<	MDV	:OBL> do with this project. Then we decided t	A331.TXT
41.	heir pets or their hairstyles, but we should<	MDV	:OBL> judge them from their deep habits Atcha	A343.TXT
42.	ng with this progression world but we should<	MDV	:OBL> beware not to use them too much to hand	A342.TXT
43.	made a traumatic experience for me, I should<	MDV	:OBL> forgive him. What he did might<MDV:PSS>	A241.TXT
44.	n it wasn't a real ghost. Next time I should<	MDV	:OBL> better not sleep alone in the hotels. N	A301.TXT
45.	s event become an importance lesson I should<	MDV	:OBL> not forget it, because it warns me more	A241.TXT
46.	ry<ADV:AMP>angry too. She said that I should<	MDV	:OBL> tell my parents about this. However, I	A081.TXT
47.	pyright? Some kids answered me that I should<	MDV	:OBL> thanks them for spreading my arts. Why	A262.TXT
48.	d discussed. My sister told me that I should<	MDV	:OBL> bicycle faster, so I could run away fro	A081.TXT
49.	related to your personality. You also should<	MDV	:OBL> match your hair with your face and pers	A313.TXT
50.	ng time for example, the electric car should<	MDV	:OBL> charge at least in 2.5 hours (80%) or i	A212.TXT
51.	charging rule. In addition, the owner should<	MDV	:OBL> control the limit of speed and calculat	A212.TXT
52.	<ADV:AMP>daring haircuts. Accessories should<	MDV	:OBL> be bold and bright in order to avoid be	A173.TXT
53.	the usage. Using cellular telephones should<	MDV	:OBL> be done in an appropriate place in resp	A332.TXT
54.	tions each place has given. The users should<	MDV	:OBL> conduct proper uses and always<ADV:USL>	A332.TXT
55.	ver choose to have cats as their pets should<	MDV	:OBL> be the one who also has these habits of	A303.TXT
56.	for health, brain and heart. Parents should<	MDV	:OBL> realize and make sure that their childr	A012.TXT
57.	tried to remain calm. I wished my bus should<	MDV	:OBL> come at this time, but it did not come.	A221.TXT
58.	to cry I scare and I don't know what should<	MDV	:OBL> I do. And then there was the other one	A311.TXT
59.	too. Before selecting the pretty pet should<	MDV	:OBL> be careful about how many important thi	A213.TXT
60.	mple, children under the age of eight should<	MDV	:OBL> not use mobile phones, because they can	A052.TXT
61.	eels uncomfortable inside the car. It should<	MDV	:OBL> be smaller than the general car for sav	A212.TXT
62.	is a freedom for internet users or it should<	MDV	:OBL> be the copyrights for the owner of the	A262.TXT
63.	the best way to determine is that it should<	MDV	:OBL> be appropriate for your personalities b	A323.TXT
64.	for exams. I wish that the government should<	MDV	:OBL> eliminate drugs, and campaign teenagers	A061.TXT
65.	If your answer is never<ADV:USL>, you should<	MDV	:OBL> try because there are many ways to thei	A103.TXT
66.	isobey your parents. If you are..., you should<	MDV	:OBL> be... just like set definitions in a dict	A393.TXT
67.	n the same way with other people, you should<	MDV	:OBL> invite them to go with you by content.	A062.TXT
68.	.Before you go out to somewhere, you should<	MDV	:OBL> know the reason to go there. In the cas	A063.TXT
69.	such as... If you are a neat girl, you should<	MDV	:OBL> wear a long skirt, white blouse or glas	A393.TXT
70.	ect their personalities. However, you should<	MDV	:OBL> consider what you eat, how much you mus	A133.TXT
71.	the first impression with others, you should<	MDV	:OBL> try to choose a hairstyle that is appro	A103.TXT
72.	want to<MDV:VLT> breed some pets, you should<	MDV	:OBL> choose pets that are suitable with you	A023.TXT
73.	o to a library. If you are messy, you should<	MDV	:OBL> wear dirty clothes, have rough hair, ea	A393.TXT
74.	ust yourself with that situation. You should<	MDV	:OBL> park your own vehicle at home and use m	A062.TXT

75.	ve New World"? Or the real world? You should<	MDV	:OBL> make decision before the silence voice	A392.TXT
76.	on the same way in the same car" You should<	MDV	:OBL> always<ADV:USL> remember this sentence	A062.TXT
77.	I want to<MDV:VLT> tell you that you should<	MDV	:OBL> be careful yourself all the time you go	A311.TXT
78.	t people select their hairstyle, they should<	MDV	:OBL> know which styles they are because each	A273.TXT
79.	car's status before driving it. They should<	MDV	:OBL> follow the instruction of charging time	A212.TXT
80.	ce that produces the energy, and they should<	MDV	:OBL> eat amount quantity per meal. Another g	A133.TXT
81.	having love and care as much as they should<	MDV	:OBL> have. That's why they will<MDV:CRT> sco	A093.TXT
82.	as shocked and did not know what they should<	MDV	:OBL> do. After that, a group of people came	A181.TXT
83.	the same point of view, what the world would<	MDV	:PRB> be like? It will<MDV:CRT> be like one h	A383.TXT
84.	ntains of garbage, toxic chemical, and would<	MDV	:PRB> be around your house if the people do n	A092.TXT
85.	, so I was very<ADV:AMP>afraid that he would<	MDV	:PRB> walk straight to me, but he could not b	A101.TXT
86.	d not hurt anyone, and he said that he would<	MDV	:PRB> more often<ADV:USL> to survey in this v	A041.TXT
87.	he morning but I didn't go because she would<	MDV	:PRB> go to her aunt's house and she came bac	A211.TXT
88.	hile but usually<ADV:USL> these people would<	MDV	:PRB> never<ADV:USL> found themselves as orig	A383.TXT
89.	also one's social demands. Most people would<	MDV	:PRB> not be able to know the news from abroa	A242.TXT
90.	DV:PRB> feel less confident if someone would<	MDV	:PRB> look down on them. I have a friend who	A183.TXT
91.	y, we heard some professors said there would<	MDV	:PRB> be a trip to Chiang Mai-Chiang Rai but	A141.TXT
92.	he public. Most of people except those would<	MDV	:PRB> have a low chance to occupy since it wa	A232.TXT
93.	ad hard times and sometime<ADV:USL> we would<	MDV	:PRB> met happiness. We should<MDV:OBL> not g	A251.TXT
94.	and I were afraid of our house's roof would<	MDV	:PRB> collapse. The storm lasted about<ADV:HD	A281.TXT
95.	d to go to Chaing Mai-Chiang Rai which would<	MDV	:PRB> be on the day before New Year day. This	A141.TXT
96.	g on the phone nor send a letter which would<	MDV	:PRB> took you a week to reach to the destina	A302.TXT
97.	tten. If I hadn't had my motorcycle, I would<	MDV	:PRB> have crawled along that way. The time p	A071.TXT
98.	hadn't brought me up from the water, I would<	MDV	:PRB> have drown. After that, I swore to myse	A301.TXT
99.	on of this lane. On terrible Sunday, I would<	MDV	:PRB> go to Tai's house in the morning but I	A211.TXT
100.	every night. If it had an emergency, I would<	MDV	:PRB> have connect to my parents immediately.	A221.TXT
101.	r. I planned to work for 5 days, and I would<	MDV	:PRB> earn about<ADV:HDG> 1,500 baht, but I w	A101.TXT
102.	it would<MDV:PRB> be morning soon or I would<	MDV	:PRB> die here. Then, she spoke to me "are yo	A301.TXT
103.	cary, I never<ADV:USL> expected that I would<	MDV	:PRB> experience seeing them first hand. The	A011.TXT
104.	I told myself a thousand times that I would<	MDV	:PRB> never<ADV:USL> again sleep at the libra	A301.TXT
105.	ally<ADV:AMP> late so I thought that I would<	MDV	:PRB> scare her. I have 4 doors to my closet	A271.TXT
106.	obody heard. At that time, I thought I would<	MDV	:PRB> die, because I was so<ADV:AMP> tired an	A051.TXT
107.	y<ADV:AMP>shock. I have ever thought I would<	MDV	:PRB> see it in the real situation. Although	A321.TXT
108.	smoke spreading large area. The oxygen would<	MDV	:PRB> be lowered by carbon dioxide from the s	A211.TXT
109.	eman had some assumptions that two men would<	MDV	:PRB> be the gamblers who lost their money wi	A041.TXT
110.	hurt, and we hoped that this situation would<	MDV	:PRB> not happen again. This situation was my	A041.TXT
111.	I know what someone I had imagined to would<	MDV	:PRB> speak to me. So, I was searching for th	A261.TXT
112.	e out of the lamp; otherwise, the lamp would<	MDV	:PRB> be exploded because there was alcohol i	A331.TXT
113.	elves. What a pity! My friend's father would<	MDV	:PRB> have given us a ride so it would<MDV:PR	A141.TXT
114.	them. When they grew enough, my father would<	MDV	:PRB> choose a healthy male to be their mate	A201.TXT
115.	head down until the end and the winner would<	MDV	:PRB> be the one who could<MDV:PSS> laugh and	A251.TXT
116.	r car was too tiny, and the ambulances would<	MDV	:PRB> have taken the rests to the Inter Hospi	A231.TXT

117.	that a person who had many experiences would<	MDV	:PRB> have more advantage and stronger than o	A101.TXT
118.	ciousness. She feared that the robbers would<	MDV	:PRB> hurt us, so she sent the valuable thing	A041.TXT
119.	had no sign of frightening thing that would<	MDV	:PRB> happen until we finished our shopping a	A121.TXT
120.	nes have the MP3 or MP4 functions that would<	MDV	:PRB> allow us to listen to music and watch m	A272.TXT
121.	your country is not one of those, what would<	MDV	:PRB> you do? In the past you just have to sw	A382.TXT
122.	at picture walk out of the frame. What would<	MDV	:PRB> we do? Me and my husband had just moved	A271.TXT
123.	ns. At first, noun of us realized what would<	MDV	:PRB> happen. A moment later, another bus arr	A221.TXT
124.	he lacking of incinerator. If ask what would<	MDV	:PRB> be like in the future, the answer is we	A092.TXT
125.	g on it all the time or if leaving, it would<	MDV	:PRB> harm Ton's health. Although having five	A231.TXT
126.	tcases and bringing our coats since it would<	MDV	:PRB> be cold there, I was sure about that. O	A141.TXT
127.	owly, and I started shaking. I wish it would<	MDV	:PRB> be morning soon or I would<MDV:PRB> die	A301.TXT
128.	ld<MDV:PRB> have given us a ride so it would<	MDV	:PRB> have been more convenient for us and ou	A141.TXT
129.	ould<MDV:OBL> not give up whenever it would<	MDV	:PRB> hard to vanquish. Like the old man, he	A251.TXT
130.	nts. Then, I thought to myself that it would<	MDV	:PRB> be great if I went to the library to ta	A301.TXT
131.	However, with that size, I thought it would<	MDV	:PRB> be better to walk away as far as I coul	A141.TXT
132.	the insurance told my father that "It would<	MDV	:PRB> be better if you buy a new car." There	A061.TXT
133.	ng. And if you were me that night, you would<	MDV	:PRB> have to<MDV:OBL> be shock when there wa	A171.TXT
134.	e poverty-stricken to create, what you would<	MDV	:PRB> feel, also the same feeling of the othe	A262.TXT
135.	d an appliance. It seemed like the day would<	MDV	:PRB> pass by smoothly like I said before, it	A121.TXT
136.	that when everybody was a child, they would<	MDV	:PRB> actually<ADV:ACT> have their favorite t	A271.TXT
137.	status or if they were noblemen, they would<	MDV	:PRB> use horses instead. When there was a wa	A142.TXT
138.	ople who want to buy the product, they would<	MDV	:PRB> call to buy it by telephone. There is s	A182.TXT
139.	o stay home and watch their fish. They would<	MDV	:PRB> not like going out with friends much. A	A223.TXT
140.	. They were very<ADV:AMP> furious. They would<	MDV	:PRB> have come to the dog's house if I didn'	A081.TXT
141.	ant to look good all the time and they would<	MDV	:PRB> feel less confident if someone would<MD	A183.TXT
142.	ancient people here used boats or they would<	MDV	:PRB> go on feet. If they had a good living s	A142.TXT
143.	ill my friends said it's okay and they would<	MDV	:PRB> take sunflowers off, it wouldn't<MDV:PR	A191.TXT
144.	dn't want to<MDV:VLT> remember anymore. I'll<	MDV	:CRT> pick up one of the experience which mad	A311.TXT
145.	d it happens to have a great lyric too. I'll<	MDV	:CRT> quote the lyric here "You'd kill yours	A383.TXT
146.	her. That was really<ADV:AMP> scary and I'll<	MDV	:CRT> never<ADV:USL> forget! Chatkaew a11#461	A011.TXT
147.	t talkative to the person I close to so I'll<	MDV	:CRT> always<ADV:USL> like when there are a l	A363.TXT
148.	t which if you don't have enough money it'll<	MDV	:CRT> make the process stop suddenly. Moreove	A342.TXT
149.	ADV:AMP>much. When entering the gate, you'll<	MDV	:CRT> find a ghost who tells us about the his	A341.TXT
150.	ery time when I try to look at them, I will<	MDV	:CRT> always<ADV:USL> have goose flesh, and	A191.TXT
151.	cannot be found easily by other people, will<	MDV	:CRT> be reflected by the way they behave. If	A093.TXT
152.	raise birds such as parrot, dove, etc. will<	MDV	:CRT> love beauty and freedom. Maybe<ADV:PSS>	A233.TXT
153.	ust order it online. Things you ordered will<	MDV	:CRT> be delivered to your house's door withi	A302.TXT
154.	in any day. If that's matter, the world will<	MDV	:CRT> be under chaos. Economic and industrial	A202.TXT
155.	sage side of the story, people have and will<	MDV	:CRT> spend a lot of money on using these tel	A332.TXT
156.	so that they can have more friends and will<	MDV	:CRT> not feel lonely anymore. My high school	A303.TXT
157.	<LXV:PRB> to be what everyone wants and will<	MDV	:CRT> always<ADV:USL> be. People used to live	A382.TXT
158.	yummy dishes . However, The yummy food will<	MDV	:CRT> never<ADV:USL> ever make me forget this	A091.TXT

159.	gigantic capital money, the credit card will<	MDV	:CRT> come to take a big part because you can	A342.TXT
160.	eatative thinking. So, people in this age will<	MDV	:CRT> be between 20-50 which is the stage of	A333.TXT
161.	nking like an adult. People in this age will<	MDV	:CRT> be between 25-45 which is the stage of	A333.TXT
162.	to wear like that and told me that she will<	MDV	:CRT> be more self-confident to wear what she	A013.TXT
163.	orkers can rely any task on him. He/She will<	MDV	:CRT> finish it for sure<ADV:CRT> but may be<	A203.TXT
164.	o fashionable and not too unfashionable will<	MDV	:CRT> be better? And you? What kind of person	A013.TXT
165.	lue can put in to this category. People will<	MDV	:CRT> mix and match only black and white when	A333.TXT
166.	people they are. Therefore, the people will<	MDV	:CRT> prefer to show their personalities by t	A043.TXT
167.	parents' rules or advice. These people will<	MDV	:CRT> be unfashionable and don't care about n	A163.TXT
168.	t is certain<ADJ:CRT> that these people will<	MDV	:CRT> spend money extravagantly because they	A333.TXT
169.	ow their confident. This kind of people will<	MDV	:CRT> have fun with life, not serious about t	A223.TXT
170.	't like it. This is because most people will<	MDV	:CRT> think that a person who keep a snake ma	A053.TXT
171.	uch as MC5. Anyone who loves punk style will<	MDV	:CRT> be big fans of loud violent music. Punk	A333.TXT
172.	ove wearing black and white color style will<	MDV	:CRT> be look like a mysterious person. This	A333.TXT
173.	nd have a simple life style. This style will<	MDV	:CRT> be compose of the lightness color such	A333.TXT
174.	to make others look at them. This style will<	MDV	:CRT> be compose of a variety of color such a	A333.TXT
175.	ople who have dogs as their pet at home will<	MDV	:CRT> have personalities similar to their dog	A123.TXT
176.	this. In brief, whether or not gasoline will<	MDV	:CRT> be depleted, you can still use these wa	A062.TXT
177.	other on a virtual screen. Mobile phone will<	MDV	:CRT> be developed continuously, so there are	A102.TXT
178.	nk that in the future, the mobile phone will<	MDV	:CRT> be developed continue, so choose the mo	A312.TXT
179.	hat the memory card of the mobile phone will<	MDV	:CRT> be enlarged to store a pile of informat	A232.TXT
180.	pay attention while driving, so anyone will<	MDV	:CRT> not get hurt and keep ourselves safe fr	A121.TXT
181.	e so<ADV:AMP> nice person that everyone will<	MDV	:CRT> try to do everything just to stay aroun	A253.TXT
182.	for each position. Maybe<ADV:PSS> there will<	MDV	:CRT> be many people having to be lost their	A172.TXT
183.	hey might<MDV:PSS> be afriad that there will<	MDV	:CRT> be someone takes food from them. As sai	A093.TXT
184.	iewer who don 't know each other before will<	MDV	:CRT> uses this criteria to decided to give u	A243.TXT
185.	ow-off or who love challenge, adventure will<	MDV	:CRT> most of the time, choose the extraordin	A303.TXT
186.	more, the cellular telephone's expense will<	MDV	:CRT> increase as much as they use. Another d	A042.TXT
187.	V:USL>, the surgery that robots operate will<	MDV	:CRT> help patients recovery faster. For inst	A032.TXT
188.	e's personalities In our daily life, we will<	MDV	:CRT> meet many kinds of people but we can re	A253.TXT
189.	V:AMP> far away. If we are careless, we will<	MDV	:CRT> meet the death quickly. I have learned	A021.TXT
190.	video calling. With this technology, we will<	MDV	:CRT> not have to<MDV:OBL> meet each other fa	A102.TXT
191.	alities is to judge by eating habit. We will<	MDV	:CRT> look at main simple group of people who	A093.TXT
192.	ficiency of thinking or doing something will<	MDV	:CRT> decline. Besides, they have got headach	A192.TXT
193.	People who wear this style of clothing will<	MDV	:CRT> match the color like a light blue shirt	A333.TXT
194.	in many ways but the styles of clothing will<	MDV	:CRT> be the first thing which other people c	A333.TXT
195.	skirt. Moreover, this styles of clothing will<	MDV	:CRT> be attract eyesight of other people on	A333.TXT
196.	. In the future I think that everything will<	MDV	:CRT> be very<ADV:AMP> high-tech. Maybe<ADV:PS	A352.TXT
197.	ple. For example, people who feed a dog will<	MDV	:CRT> take care of him as if it is his friend	A223.TXT
198.	ne can be an electronic organizer which will<	MDV	:CRT> warn users what they have planned to do	A162.TXT
199.	fast as they can. Moreover their health will<	MDV	:CRT> be at risk because they like to drink t	A133.TXT
200.	>important to me. If I don't have it, I will<	MDV	:CRT> die because of suffering from watching	A082.TXT

201.	ning experience in my childhood time. I will<	MDV	:CRT> very<ADV:AMP>upset if someone laugh at	A261.TXT
202.	made we think before doing anything. I will<	MDV	:CRT> never<ADV:USL> forget it. It is the mos	A021.TXT
203.	r's academic at Kasetsart University. I will<	MDV	:CRT> never<ADV:USL> forget it. It was the da	A221.TXT
204.	y remember my feeling on that day and I will<	MDV	:CRT> not forget it . On evening of that day	A371.TXT
205.	ty. I check my phone's battery before I will<	MDV	:CRT> go to bed every night. If it had an eme	A221.TXT
206.	be about my terrible experience which I will<	MDV	:CRT> never<ADV:VOL> forget. It happened in 1	A061.TXT
207.	ans was a frightening experience that I will<	MDV	:CRT> ever forget, but it taught me a lesson,	A221.TXT
208.	horrible experience and I swore that I will<	MDV	:CRT> not go to the haunted house anymore all	A181.TXT
209.	n. After that, I swore to myself that I will<	MDV	:CRT> never<ADV:USL> swimming in the pool at	A301.TXT
210.	programs, their time for doing homework will<	MDV	:CRT> be less. For example, they always<ADV:U	A242.TXT
211.	an be used in real situation, fuel cell will<	MDV	:CRT> surely<ADV:CRT> open the new age of ene	A202.TXT
212.	ough playing with friends. Both of them will<	MDV	:CRT> teach you differently. Teacher will<MDV	A393.TXT
213.	ake exercise, and their body metabolism will<	MDV	:CRT> be in active. In addition, watching tel	A242.TXT
214.	everyplace. At last, human civilization will<	MDV	:CRT> be destroyed from wars. To prevent thos	A202.TXT
215.	are watching TV, their whole attention will<	MDV	:CRT> be on the motion of pictures and the ac	A242.TXT
216.	to stay out of my water-gun focus. Who will<	MDV	:CRT> know how I felt. How the little kid fel	A261.TXT
217.	MDV:CRT> teach you differently. Teacher will<	MDV	:CRT> teach good things but boring. Friends t	A393.TXT
218.	all the time. My cousins and my mother will<	MDV	:CRT> plan to go to Chiang Mai, and I want to	A031.TXT
219.	heir hair frequently or else their hair will<	MDV	:CRT> be deteriorated. The good example of gi	A143.TXT
220.	inventions which have already caused or will<	MDV	:CRT> cause in the future. For instance, mobi	A372.TXT
221.	that an invention has already caused or will<	MDV	:CRT> cause in the future. What do you think	A392.TXT
222.	the human being. Thus, the entrepreneur will<	MDV	:CRT> get numerous products per day. Moreover	A292.TXT
223.	sonality is like a dictionary that your will<	MDV	:CRT> find every words. However, the importan	A393.TXT
224.	ounds for a long time, but their wounds will<	MDV	:CRT> be recovered quite<ADV:HDG> quickly aft	A032.TXT
225.	h as chiffon or cashmere. These choices will<	MDV	:CRT> help you achieve a classic, sophisticat	A173.TXT
226.	h as chiffon or cashmere. These choices will<	MDV	:CRT> help them achieve a classic, sophistica	A273.TXT
227.	ments in quality fabrics. These choices will<	MDV	:CRT> allow others to see your classic, intel	A173.TXT
228.	ments in quality fabrics. These choices will<	MDV	:CRT> allow others to see their classic, inte	A273.TXT
229.	tswear and preppy styles. These choices will<	MDV	:CRT> emphasize your easygoing nature while k	A173.TXT
230.	tswear and preppy styles. These choices will<	MDV	:CRT> emphasize their easygoing nature while	A273.TXT
231.	e styles can look frumpy. These choices will<	MDV	:CRT> create an impression of confidence and	A173.TXT
232.	SL> create new things, so their clothes will<	MDV	:CRT> be designed by themselves. For example,	A163.TXT
233.	job. In the world phase, many countries will<	MDV	:CRT> able to* decide the foreign policy that	A172.TXT
234.	le interest. This kind of personalities will<	MDV	:CRT> do like the other do and update new tre	A013.TXT
235.	at traditional eating or cooking styles will<	MDV	:CRT> be disappeared in the future like today	A092.TXT
236.	to go somewhere in the world, airplanes will<	MDV	:CRT> bring them there easily, fast and comfo	A022.TXT
237.	e, which gives clues to us. These clues will<	MDV	:CRT> help us to find out what are their pers	A253.TXT
238.	chaos. Economic and industrial systems will<	MDV	:CRT> be stunned. Wars will<MDV:CRT> occur in	A202.TXT
239.	seniority. But if middle - aged persons will<	MDV	:CRT> express their personalities through the	A373.TXT
240.	engine. Conversely, using electric cars will<	MDV	:CRT> have also many disadvantages in the fut	A212.TXT
241.	systems will<MDV:CRT> be stunned. Wars will<	MDV	:CRT> occur in everyplace. At last, human civ	A202.TXT
242.	a great convenient for all newsletters will<	MDV	:CRT> lead to underground. It's suitable for	A072.TXT

243.	es or even play online games. Computers will<	MDV	:CRT> bring people who seek something to sati	A252.TXT
244.	are advanced to make sure that drivers will<	MDV	:CRT> be safe from any accidents. They are al	A142.TXT
245.	ents of each person. So, many employers will<	MDV	:CRT> be able to find out the best employee t	A172.TXT
246.	master or owner were not in mood, cats will<	MDV	:CRT> walk away from them because its can sen	A123.TXT
247.	e habit of owners. People who love pets will<	MDV	:CRT> be admired from other people. For examp	A223.TXT
248.	tion and exchange of ideas and thoughts will<	MDV	:CRT> be improved by multiplayer online games	A282.TXT
249.	Role-Playing Game) or game console that will<	MDV	:CRT> be released in this summer is certain<A	A282.TXT
250.	he next generation of mobile phone that will<	MDV	:CRT> surely<ADV:CRT> happen in the future is	A102.TXT
251.	reover, we can protect the disease that will<	MDV	:CRT> happen in the future although we have a	A172.TXT
252.	wearing excessively bold clothing that will<	MDV	:CRT> overpower your small frame. As your loo	A173.TXT
253.	wearing excessively bold clothing that will<	MDV	:CRT> overpower their small frame. As their l	A273.TXT
254.	develops a robotic surgical system that will<	MDV	:CRT> let doctors operate on a wounded soldie	A322.TXT
255.	a372 The changes the new invention that will<	MDV	:CRT> cause in the future Nowadays, we can no	A372.TXT
256.	ow later that it was a caterpillar that will<	MDV	:CRT> change into a butterfly. I can't found	A261.TXT
257.	ities. What else can be the factor that will<	MDV	:CRT> reflect people's personalities? In my o	A123.TXT
258.	duce the gasoline, so I don't know what will<	MDV	:CRT> happen in the future. Prevention is bet	A062.TXT
259.	G> an hour. If it has a traffic jam, it will<	MDV	:CRT> take more than one hour. Today I had a	A151.TXT
260.	eir house dirty. If they have a pet, it will<	MDV	:CRT> be locked in cage and impossible to let	A193.TXT
261.	ce and loose a good manner. Finally, it will<	MDV	:CRT> effect for the job . In addition, dress	A243.TXT
262.	es in cars are continuing developed. It will<	MDV	:CRT> be incessant, as long as the world goes	A142.TXT
263.	as two sides, good way and bad ways. It will<	MDV	:CRT> be the most useful for yourself if you	A132.TXT
264.	eck if I had fastened the seat belt. It will<	MDV	:CRT> be a helpful thing only when you fasten	A111.TXT
265.	s what they have planned to do next. It will<	MDV	:CRT> prevent them from forgetting and it can	A162.TXT
266.	and has already menaced their life; it will<	MDV	:CRT> extend widely in the future if they don	A192.TXT
267.	at the world would<MDV:PRB> be like? It will<	MDV	:CRT> be like one human being living in this	A383.TXT
268.	y. Fuel cell only needs some air and it will<	MDV	:CRT> give you out an amount of water and som	A202.TXT
269.	and do not use it too much otherwise it will<	MDV	:CRT> become disadvantageous more than advant	A042.TXT
270.	roblem in drought area, too. Because it will<	MDV	:CRT> give a lot of water as its procedure's	A202.TXT
271.	e the foreign policy that they think it will<	MDV	:CRT> be the most suitable for the temperamen	A172.TXT
272.	ting by pen which if you misswritten it will<	MDV	:CRT> be har to delete, but computer can do d	A302.TXT
273.	r can tell you if you miss-typing or it will<	MDV	:CRT> automatically edit one. Furthermore, so	A302.TXT
274.	and check the equipment carefully or it will<	MDV	:CRT> bring the disaster same as my strory. W	A331.TXT
275.	ble-edged sword at the same time for it will<	MDV	:CRT> bring some experiments that lacking in	A172.TXT
276.	not perform surgery on its own, but it will<	MDV	:CRT> carry out the commands of a surgeon con	A322.TXT
277.	es<ADV:USL>, it's not appear now but it will<	MDV	:CRT> appear when you grow up. As well as me,	A393.TXT
278.	field from a remote location. The robot will<	MDV	:CRT> not perform surgery on its own, but it	A322.TXT
279.	e gave them an enigmatic smile. "Hope u will<	MDV	:CRT> have a wonderful time with your new hou	A161.TXT
280.	lives. If you don't eat any thing, you will<	MDV	:CRT> not have any nourishment to sustain you	A153.TXT
281.	influence on you. When you grow up, you will<	MDV	:CRT> spend time with them more than your par	A393.TXT
282.	der to get what you want. Moreover, you will<	MDV	:CRT> get your parent's personalities that ar	A393.TXT
283.	more girlie. If you have long hair, you will<	MDV	:CRT> find it difficult to take care your hai	A313.TXT
284.	said above, if we notice carefully, you will<	MDV	:CRT> realize that every single action shows	A093.TXT

285.	hat you are having lunch with them. You will<	MDV	:CRT> see some of them eat fast. This can<MDV	A093.TXT
286.	e with them more than your parents. You will<	MDV	:CRT> get many knowledge from your teachers a	A393.TXT
287.	can not endure something is untidy. You will<	MDV	:CRT> work or eat on time. So, it is the impo	A373.TXT
288.	disease even HIV. Look at this, and you will<	MDV	:CRT> see that everything is changes. The tra	A392.TXT
289.	want to<MDV:VLT> change try it and you will<	MDV	:CRT> find a new personality in you. This is	A313.TXT
290.	s genetic code and the outcome that you will<	MDV	:CRT> get is the tall child although your anc	A172.TXT
291.	nt thing is to know yourself if not you will<	MDV	:CRT> end up trying so<ADV:AMP> hard to be so	A383.TXT
292.	reflect our life. It depends on how you will<	MDV	:CRT> use it for its benefits. Knowing the di	A152.TXT
293.	point on sexual intercourse. Having sex will<	MDV	:CRT> no longer be at high risk of infecting	A112.TXT
294.	<ADV:AMP>. If the victim flights , they will<	MDV	:CRT> kill him. Most victims are woman and so	A192.TXT
295.	one turns upon their close friend, they will<	MDV	:CRT> revenge them. In short, Pets are reflec	A023.TXT
296.	hours by eating more calorie food, they will<	MDV	:CRT> not get time to make exercise, and thei	A242.TXT
297.	y or doing something, for example, they will<	MDV	:CRT> steal to take an unsuitable photograph	A192.TXT
298.	hey want to be more simple people, they will<	MDV	:CRT> be awed because they have the prudence	A323.TXT
299.	et other people in the first time, they will<	MDV	:CRT> look at your face and keep your detail.	A063.TXT
300.	d see the areas from the airplane, they will<	MDV	:CRT> know many things obviously. It can ente	A022.TXT
301.	ers who work in offices Therefore, they will<	MDV	:CRT> be expected to be in suits and ties whi	A243.TXT
302.	and alert. When they do something, they will<	MDV	:CRT> do quickly. The other example, people w	A023.TXT
303.	nagers. If they want to buy a car, they will<	MDV	:CRT> choose the quality of the car at first.	A373.TXT
304.	ers. If they lost their batteries, they will<	MDV	:CRT> suddenly come back to battery stands an	A032.TXT
305.	have a robot within their houses, they will<	MDV	:CRT> feel like having an assistant closely.	A292.TXT
306.	it come in their house. For cars, they will<	MDV	:CRT> choose a formal car; therefore, it can<	A193.TXT
307.	them with brave and consciousness, they will<	MDV	:CRT> gain the greatest victory. Fight your f	A201.TXT
308.	regularly. If they do frequently, they will<	MDV	:CRT> be deaf or hard of hearing. Also, the m	A192.TXT
309.	o everyone pay attention to them . They will<	MDV	:CRT> express their self through clothing and	A373.TXT
310.	ho breed a cat, they love freedom. They will<	MDV	:CRT> think about their affair before others	A023.TXT
311.	ice of them not following fashion. They will<	MDV	:CRT> consider it is worth to using it includ	A193.TXT
312.	of pets which have a nice manner. They will<	MDV	:CRT> obey their owners. The one who keep cat	A303.TXT
313.	pressed himself on his own styles. They will<	MDV	:CRT> interact on how they were brought up wh	A073.TXT
314.	hair made girls the woman because they will<	MDV	:CRT>* be looked more girlie. If you have lon	A313.TXT
315.	ery<ADV:AMP>straight and sharp, so they will<	MDV	:CRT> be too cold and not romantic in the sam	A203.TXT
316.	money on using these telephones as they will<	MDV	:CRT> have to<MDV:OBL> pay the monthly bills	A332.TXT
317.	table career. They don't care that they will<	MDV	:CRT> look old-fashioned. This clothing style	A043.TXT
318.	their favorite. People no more how they will<	MDV	:CRT> decide to dress up or dress down. In ge	A073.TXT
319.	re times they talk, the more money they will<	MDV	:CRT> pay. For phone bill, it can use unlimit	A192.TXT
320.	y should<MDV:OBL> have. That's why they will<	MDV	:CRT> scoop food to their dished too much. Ho	A093.TXT
321.	from the ancestors. Genetic technology will<	MDV	:CRT> become a basic method for prevention an	A172.TXT
322.	lives and the cellular phone technology will<	MDV	:CRT> have been developing continuously for o	A162.TXT
323.	fuel cell's process. So, all of energy will<	MDV	:CRT> be completely<ADV:AMP> used and the onl	A202.TXT
324.	their social. This kind of personality will<	MDV	:CRT> believe themselves, be self-confident,	A013.TXT
325.	y worms because maybe<ADV:PSS> my foot will<	MDV	:CRT> on your face!!! Sirithorn a14#471125	A191.TXT
326.	mall by themselves. Computers, nowadays, can<	MDV	:PSS> be considered to be the most useful mac	A252.TXT

327.	good for your health. Not only the food	can<	MDV	:PSS> affect to your health, but also affect	A153.TXT
328.	but people who are picky with their food	can<	MDV	:PSS> be annoying. For example, fat people ma	A353.TXT
329.	age of cellular telephones in some place	can<	MDV	:PSS> be disastrous or life threatening. For	A332.TXT
330.	of diseases. Meanwhile, the genetic code	can<	MDV	:PSS> tell us about appearances and the funct	A172.TXT
331.	the other. Something in their daily life	can<	MDV	:PSS> reflected their personality unexpectedl	A193.TXT
332.	look old-fashioned. This clothing style	can<	MDV	:PSS> show or reflect the people's personalit	A043.TXT
333.	st as in the shirts. This clothing style	can<	MDV	:PSS> show or reflect the people's personalit	A043.TXT
334.	e many kinds of fashions now. Hair style	can<	MDV	:PSS> reflected to people personalities. When	A063.TXT
335.	acter reveal how influential a hairstyle	can<	MDV	:PSS> be on creating an impression. In order	A173.TXT
336.	through these telephones for a long time	can<	MDV	:PSS> cause brain damage, cancer or even Alzh	A332.TXT
337.	personal contact. The origin of airplane	can<	MDV	:PSS> be traced back long time ago. Orville W	A022.TXT
338.	ave high confidence in themselves. These	can<	MDV	:PSS> be seen from many teenagers or school t	A183.TXT
339.	the topic that the pets that they raise	can<	MDV	:PSS> also indicate their personalities in ma	A233.TXT
340.	iration. The presents that people choose	can<	MDV	:PSS> tell us what their personalities are. D	A253.TXT
341.	but the species of the dog that you have	can<	MDV	:PSS> be different. And cats are independent	A363.TXT
342.	For example, The way their parent behave	can<	MDV	:PSS> affect their personalities. Therefore,	A163.TXT
343.	ing the first impression. Also, clothing	can<	MDV	:PSS> indicate the information of people in m	A243.TXT
344.	ersonalities is their clothing. Clothing	can<	MDV	:PSS> show the people's personalities very<AD	A043.TXT
345.	friends at night. This style of clothing	can<	MDV	:PSS> tell their age. Most people who wear th	A333.TXT
346.	clothing. These three styles of clothing	can<	MDV	:PSS> be reflected people's personalities. Fi	A333.TXT
347.	fect for the job . In addition, dressing	can<	MDV	:PSS> show the status of people also. Unlike	A243.TXT
348.	ifficult to clean it. Moreover, dressing	can<	MDV	:PSS> indicated the taste of people. The pers	A243.TXT
349.	speaking, laughing, walking, and eating	can<	MDV	:PSS> express their personalities. One of the	A093.TXT
350.	of using these telephones while driving	can<	MDV	:PSS> cause major car crashes, which usually<	A332.TXT
351.	to look almost<ADV:HDG> childlike, which	can<	MDV	:PSS> lead people to perceive them as immatur	A273.TXT
352.	to look almost<ADV:HDG> childlike, which	can<	MDV	:PSS> lead people to perceive you as immature	A173.TXT
353.	es are reflected in their clothing which	can<	MDV	:PSS> divideinto 2 groups; Fashionable people	A013.TXT
354.	style of clothing is funky clothes which	can<	MDV	:PSS> show that their tastes are strange but	A163.TXT
355.	my view<ADV:PRB>, personalities of human	can<	MDV	:PSS> be reflected in different ways which de	A223.TXT
356.	ways . At the beginning, habit of human	can<	MDV	:PSS> be involved in clothing. It is necessit	A243.TXT
357.	se gifts to give to their beloved person	can<	MDV	:PSS> tell us what kinds of person are they a	A253.TXT
358.	We can see that the place where they go	can<	MDV	:PSS> reflect the personalities too. I have e	A353.TXT
359.	r sometimes<ADV:USL>, the pets they keep	can<	MDV	:PSS> tell the kind of personalities they hav	A303.TXT
360.	etc. Finally, the ways to treat own hair	can<	MDV	:PSS> show the personalities of our own in ma	A183.TXT
361.	to the BBQ restaurant because their hair	can<	MDV	:PSS> be stinky in the smoke in the restauran	A183.TXT
362.	sonalities. But for men, men, short hair	can<	MDV	:PSS> be interpreted in two completely<ADV:AM	A113.TXT
363.	eak or after work. Therefore plain color	can<	MDV	:PSS> reflect the personality of person that	A333.TXT
364.	hing that are too "cutesy." Such choices	can<	MDV	:PSS> cause you to look almost<ADV:HDG> child	A173.TXT
365.	thing that is too "cutesy". Such choices	can<	MDV	:PSS> cause them to look almost<ADV:HDG> chil	A273.TXT
366.	own styles, so their outward appearances	can<	MDV	:PSS> tell us about the things hidden from si	A163.TXT
367.	them. As someone once said that "clothes	can<	MDV	:PSS> reflect your personality same like that	A323.TXT
368.	that identify who you are. Personalities	can<	MDV	:PSS> tell you what characteristic you are. I	A033.TXT

369.	nion<ADV:PRB>, the sort of personalities can<	MDV	:PSS> be separated according to our hairstyle	A313.TXT
370.	> that people's individual personalities can<	MDV	:PSS> be reflected in their hairstyle. We can	A113.TXT
371.	erent personalities. Their personalities can<	MDV	:PSS> be reflected mainly<ADV:USL> by two thi	A343.TXT
372.	ny personalities and their personalities can<	MDV	:PSS> be reflected from their hairstyles in m	A183.TXT
373.	people. In short, people's personalities can<	MDV	:PSS> show in many ways but the styles of clo	A333.TXT
374.	s of ice - cream. People's personalities can<	MDV	:PSS> reflected in various ways in our daily	A253.TXT
375.	lso love freedom. People's personalities can<	MDV	:PSS> also be reflected in their hairstyles.	A343.TXT
376.	.All in all, the people's personalities can<	MDV	:PSS> be reflected in the hairstyle, because	A103.TXT
377.	r granted because people's personalities can<	MDV	:PSS> be reflected to the way they eat. If yo	A153.TXT
378.	yway, even though people's personalities can<	MDV	:PSS> be seen through the kind of pets they h	A223.TXT
379.	nd comprehension. People's personalities can<	MDV	:PSS> be reflected in their occupations by cl	A293.TXT
380.	s in places like schools or universities can<	MDV	:PSS> be nuisance to others and considered as	A332.TXT
381.	cause them shortsighted. These examples can<	MDV	:PSS> show that a television may<MDV:PSS> cau	A242.TXT
382.	y to people's daily life. These examples can<	MDV	:PSS> express that time is essential for huma	A122.TXT
383.	they eat, etc. People's clothing styles can<	MDV	:PSS> also reflect their personalities. You c	A083.TXT
384.	lothing styles. People's clothing styles can<	MDV	:PSS> divideinto 3 styles. Man's clothing sty	A083.TXT
385.	ever<ADV:USL> dull. In brief, hairstyles can<	MDV	:PSS> indicate some people's personalities su	A273.TXT
386.	irstyles too much because the hairstyles can<	MDV	:PSS> show the character, behavior and person	A343.TXT
387.	e curly hair. These different hairstyles can<	MDV	:PSS> tell not only their appearance, but als	A183.TXT
388.	n children. Indeed<ADV:ACT>, video games can<	MDV	:PSS> affect youths with more positive benefi	A282.TXT
389.	e or in distress. However, mobile phones can<	MDV	:PSS> also cause many problems.The first prob	A052.TXT
390.	off. The wavelength of these telephones can<	MDV	:PSS> cause explosions. The inappropriate	A332.TXT
391.	a193 The things can<	MDV	:PSS> be reflected the people's personality.	A193.TXT
392.	take a shower at a dog spa. These things can<	MDV	:PSS> show that these kind of people have a k	A223.TXT
393.	ed easily with the same hair style. This can<	MDV	:PSS> tell that they are creative and always<	A283.TXT
394.	on who has self-designed hairstyle. This can<	MDV	:PSS> shows that he/she is high self-confiden	A103.TXT
395.	gh the weather is very<ADV:AMP>hot. This can<	MDV	:PSS> be funny sometimes<ADV:USL> to see rock	A353.TXT
396.	MDV:CRT> see some of them eat fast. This can<	MDV	:PSS> be described that this persons are ener	A093.TXT
397.	ng and cooperative in implementing goals can<	MDV	:PSS> become highly<ADV:AMP> skilled in logis	A293.TXT
398.	ng and cooperative in implementing goals can<	MDV	:PSS> become highly<ADV:AMP> skilled in diplo	A293.TXT
399.	ng and utilitarian in implementing goals can<	MDV	:PSS> become highly<ADV:AMP> skilled in tacti	A293.TXT
400.	ng and utilitarian in implementing goals can<	MDV	:PSS> become highly<ADV:AMP> skilled in strat	A293.TXT
401.	e the possibility of conception. Condoms can<	MDV	:PSS> be more than 90-percent effective when	A112.TXT
402.	front of the monitors because computers can<	MDV	:PSS> be tools for lessening the tension. Mod	A252.TXT
403.	son are they also. Ice - cream's flavors can<	MDV	:PSS> describe what characteristics of people	A253.TXT
404.	ir clothing because the way people dress can<	MDV	:PSS> reflect their characters. There are var	A163.TXT
405.	their garments and because how you dress can<	MDV	:PSS> show how you are, so spending more time	A203.TXT
406.	by fashion. Moreover, the way they dress can<	MDV	:PSS> show that they care about what other pe	A163.TXT
407.	DV:PSS> change your hair color. The pets can<	MDV	:PSS> also shows us your personalities. Dogs	A363.TXT
408.	hey keep. At the beginning, kind of pets can<	MDV	:PSS> indicate the habit of owners. People wh	A223.TXT
409.	ven though it is true<ADJ:CRT> that pets can<	MDV	:PSS> reflect our characters, but we shouldn'	A233.TXT
410.	OBL> keep them in a cage. If we do, that can<	MDV	:PSS> also reflect the fact that we are cruel	A233.TXT

411.	, hairstyle is a part of appearance that can<	MDV	:PSS> indicate what personalities they are. S	A273.TXT
412.	ame things and so on. Another thing that can<	MDV	:PSS> show their personalities is their cloth	A333.TXT
413.	s, characters or even personalities that can<	MDV	:PSS> reflect by the way they walk or eat, th	A013.TXT
414.	ny ways to show their personalities that can<	MDV	:PSS> reflect their interesting and their thi	A353.TXT
415.	y style. One of the clothing styles that can<	MDV	:PSS> reflect the people's personalities is s	A043.TXT
416.	lular telephone has some radiations that can<	MDV	:PSS> cause bad health if they use the cellul	A042.TXT
417.	easily notice them from their pets that can<	MDV	:PSS> reflect their lifestyles. If we want to	A303.TXT
418.	ive, and so on. One of all the ways that can<	MDV	:PSS> reflect people's personalities is their	A043.TXT
419.	ral ways but the most distinct ways that can<	MDV	:PSS> reflect to their personalities is their	A043.TXT
420.	, the way of caring to take care it that can<	MDV	:PSS> affect to its owner who may<MDV:PSS> lo	A213.TXT
421.	s of pets they have are another way that can<	MDV	:PSS> reflect their personalities. Two kinds	A123.TXT
422.	:CRT> choose a formal car; therefore, it can<	MDV	:PSS> show their honorable being most importa	A193.TXT
423.	t of the scientific society. However, it can<	MDV	:PSS> be a double-edged sword at the same tim	A172.TXT
424.	estimate their own ability. Moreover, it can<	MDV	:PSS> cause the debt, so we should<MDV:OBL> b	A342.TXT
425.	e it in the correct and suitable way, it can<	MDV	:PSS> also have many disadvantages too. From	A152.TXT
426.	V:AMP> happy with a boyish hairstyle. It can<	MDV	:PSS> show that she may<MDV:PSS> be not pleas	A103.TXT
427.	airstyles are important for everyone. It can<	MDV	:PSS> tell many things about who you are, so	A183.TXT
428.	erson who has a messy or matted hair. It can<	MDV	:PSS> reflect her/his personalities such as l	A103.TXT
429.	woman has a bobbed hair or long hair. It can<	MDV	:PSS> reflected that he/she is neat, polite,	A103.TXT
430.	ollutions and petrol isn't limitless. It can<	MDV	:PSS> be expired in any day. If that's matter	A202.TXT
431.	e function of each organ of the body. It can<	MDV	:PSS> also tell us about the temperaments of	A172.TXT
432.	lothing which has many styles because it can<	MDV	:PSS> show that how people they are. Therefor	A043.TXT
433.	MP>remarkable and notable feature, so it can<	MDV	:PSS> reflect to its owner's personalities th	A213.TXT
434.	fit, nutrient and ingredient first as it can<	MDV	:PSS> effect for health extremely<ADV:AMP>. M	A193.TXT
435.	ike to keep it. It makes me know that it can<	MDV	:PSS> show the personality of owner. For exam	A023.TXT
436.	ountries and this scientific improvement can<	MDV	:PSS> affect to not only some people but also	A172.TXT
437.	s a long skirt, a baggy shirt or T-shirt can<	MDV	:PSS> be reflected that they aren't self -con	A163.TXT
438.	normal and well ,it seems fine life ,but can<	MDV	:PSS> boring for someone. Everything is order	A193.TXT
439.	e bad enough, what you about to read now can<	MDV	:PSS> affect not just your own pocket but als	A332.TXT
440.	nalities are specify of themselves. They can<	MDV	:PSS> reflect in several ways such as the way	A043.TXT
441.	know? Pets are affected to owners. They can<	MDV	:PSS> indicate to owners' personality because	A023.TXT
442.	iate for your personalities because they can<	MDV	:PSS> tell the personalities of people who dr	A323.TXT
443.	thing as car, mobile phone and accessory can<	MDV	:PSS> tell others about their owner life styl	A203.TXT
444.	food they eat. Moreover, the personality can<	MDV	:PSS> be reflected in food they eat; they lik	A193.TXT
445.	suitable cost. Moreover, the personality can<	MDV	:PSS> reflected in food they eat. Moreover, t	A193.TXT
446.	's personality. The people's personality can<	MDV	:PSS> dividemainly<ADV:USL> in three types: p	A193.TXT
447.	reakfast, we started to do report and had to<	MDV	:OBL> surf the internet looking for informati	A211.TXT
448.	her, I began crying, so my boy friend had to<	MDV	:OBL> console me. However, I cried until I ar	A101.TXT
449.	day, my dad had a rush meeting ,so he had to<	MDV	:OBL> drive me to school so<ADV:AMP> early. I	A301.TXT
450.	and sometime<ADV:USL> beg God why he had to<	MDV	:OBL> face all the hard things in his life an	A251.TXT
451.	th your new house," she said.Then she had to<	MDV	:OBL> leave.After that,they came back home an	A161.TXT
452.	me, also I didn't understand why she had to<	MDV	:OBL> come to my room at the time like this.	A301.TXT

453.	hing and customs of high class people had to<	MDV	:OBL> make by expensive and luxury material t	A243.TXT
454.	he 1st floor. Usually<ADV:USL>, there had to<	MDV	:OBL> be at least a maid came up to the 2nd f	A301.TXT
455.	ady and safely. After a long ride, we had to<	MDV	:OBL> wait for the two-row of seat cars or wh	A141.TXT
456.	n the time to go up the hill came, we had to<	MDV	:OBL> go to a Doi. I couldn't remember its na	A141.TXT
457.	late because of a traffic jam. So, we had to<	MDV	:OBL> go to Hua Lum Phong with other students	A141.TXT
458.	en if we wanted to get our photos, we had to<	MDV	:OBL> go to the photo shop and waited for our	A352.TXT
459.	fe but had few wounds. After that, we had to<	MDV	:OBL> walk up till It was almost<ADV:HDG> at	A141.TXT
460.	nally, the fire was put out. Next, we had to<	MDV	:OBL> polish the candle dripping out of the f	A331.TXT
461.	mething to eat. To get home early, we had to<	MDV	:OBL> use a shortcut. This shortcut had a pol	A081.TXT
462.	ghtening one happened with my car. We had to<	MDV	:OBL> go up to Doi Intanon, the highest doi, a	A141.TXT
463.	MDV:OBL> have a special design and we had to<	MDV	:OBL> put Thai herb to scare the mosquitoes.	A331.TXT
464.	However, we couldn't find one, so we had to<	MDV	:OBL> change our mind staying home instead. O	A141.TXT
465.	took about<ADV:HDG> four days, so we had to<	MDV	:OBL> pack our big suitcases and bringing our	A141.TXT
466.	at it rained like a cloudburst. So we had to<	MDV	:OBL> wait until it stopped raining. Not long	A121.TXT
467.	. Certainly<ADV:CRT>, we knew that we had to<	MDV	:OBL> buy a special piece of candle not a pac	A331.TXT
468.	DV:PSS> roll over the mountain but we had to<	MDV	:OBL> choose to hurt safe all or to die all.	A141.TXT
469.	sexual knowledge), French subject (we had to<	MDV	:OBL> do the report about culture of France),	A211.TXT
470.	> lose her self-control; therefore, I had to<	MDV	:OBL> accompany with her because her parents	A211.TXT
471.	n my luck. To get rid of bad lucks, I had to<	MDV	:OBL> follow these steps. Firstly, in that e	A051.TXT
472.	ally, I reached a bank. After that, I had to<	MDV	:OBL> go to a hospital, because I had got a h	A051.TXT
473.	2 The Cable Television In the past, I had to<	MDV	:OBL> suffer with watching the free televisio	A082.TXT
474.	s what happened on that day. First, I had to<	MDV	:OBL> get out from home in the early morning,	A101.TXT
475.	living conditions very<ADV:AMP>bad. I had to<	MDV	:OBL> spend most of my energy to control my v	A071.TXT
476.	ll cried and couldn't move herself. I had to<	MDV	:OBL> do something to make her feel better. I	A211.TXT
477.	nd bad smell spread around the van. I had to<	MDV	:OBL> wait to get out because I sat in the ba	A151.TXT
478.	g to a bed, I had done many things. I had to<	MDV	:OBL> wash clothes, socks, and shoes, and I h	A171.TXT
479.	y vehicle. At last, it was put out. I had to<	MDV	:OBL> climb up and down on the mount of stone	A071.TXT
480.	wash clothes, socks, and shoes, and I had to<	MDV	:OBL> wash dishes also. After that, I did hom	A171.TXT
481.	could not go to work again because I had to<	MDV	:OBL> lead him to the hospital everyday to cl	A101.TXT
482.	ever<ADV:USL> been before. Although I had to<	MDV	:OBL> do many things, I still had time to wat	A171.TXT
483.	on climbing as me. She was down, so I had to<	MDV	:OBL> climb down to pull her up. I had no pow	A071.TXT
484.	to be a volunteer camp's leader, so I had to<	MDV	:OBL> team up with my friends to provide one	A071.TXT
485.	s. I was very<ADV:AMP>frightened as I had to<	MDV	:OBL> die. It made me paralytic around<ADV:HD	A171.TXT
486.	l shine. I kept telling myself that I had to<	MDV	:OBL> do my best and prayed for good luck. Al	A071.TXT
487.	I was so<ADV:AMP> frightened, I still had to<	MDV	:OBL> move on. Voice that I heard was from th	A051.TXT
488.	mosquitoes; additionally, our candles had to<	MDV	:OBL> have a special design and we had to<MDV	A331.TXT
489.	past, to communicate with someone, it had to<	MDV	:OBL> take at least one day or two days for s	A182.TXT
490.	was different from the past that you had to<	MDV	:OBL> go to the post office for sending lette	A182.TXT
491.	people wanted to talk to someone, they had to<	MDV	:OBL> go to his house. This is the first adva	A272.TXT
492.	of the word. Consequently, people needed to<	MDV	:OBL> find the way to avoid pregnancy to slow	A112.TXT
493.	people in high class always<ADV:USL> need to<	MDV	:OBL> be good looking in order to indicate th	A243.TXT
494.	if they use it, they won't<MDV:CRT> need to<	MDV	:OBL> exchange the money that exchange rate i	A342.TXT

495.	ctually<ADV:ACT> they are lonely and need to<	MDV	:OBL> have friends. I notice from my friend w	A223.TXT
496.	y for phone bill or card monthly and need to<	MDV	:OBL> spend their income to it, the more time	A192.TXT
497.	this experiment taught us that if we need to<	MDV	:OBL> do something, we should<MDV:OBL> consul	A331.TXT
498.	ibe about the beauty of place, but I need to<	MDV	:OBL> describe about my terrible experience w	A061.TXT
499.	ave to<MDV:OBL> accept that we still need to<	MDV	:OBL> use them and we should<MDV:OBL> realize	A012.TXT
500.	ce different situations or you still need to<	MDV	:OBL> live with others in society. a38#471129	A373.TXT
501.	l for different days when we want or need to<	MDV	:OBL> be dramatic, classic, natural or chic.	A243.TXT
502.	opping by their own. Then, you don't need to<	MDV	:OBL> go outside, don't have to<MDV:OBL> wast	A302.TXT
503.	acculate automatically, so you don't need to<	MDV	:OBL> do it yourself. In short, even it you'r	A302.TXT
504.	Ubonratchatani etc. However, I do't need to<	MDV	:OBL> describe about the beauty of place, but	A061.TXT
505.	n the future, you might<MDV:PSS> not need to<	MDV	:OBL> do anything outside your house, just st	A302.TXT
506.	vings rates because consumers do not need to<	MDV	:OBL> save money for larger purchases. Furthe	A342.TXT
507.	l phones-uses make people think they need to<	MDV	:OBL> have a cell phone when they don't. The	A382.TXT
508.	RT> be injured and really<ADV:AMP> wanted to<	MDV	:VLT> jump out of this rocket-like machine at	A281.TXT
509.	path even though I really<ADV:AMP> wanted to<	MDV	:VLT> run away from there. I tried to close m	A181.TXT
510.	ight, I felt so<ADV:AMP> tired and wanted to<	MDV	:VLT> sleep only. When I came to my bed, I be	A171.TXT
511.	the air-condition. At that time, I wanted to<	MDV	:VLT> get out of this van, but I worried to g	A151.TXT
512.	when I found a telephone booth, I wanted to<	MDV	:VLT> call to her, but I had no money because	A031.TXT
513.	my sister that I felt tired, and I wanted to<	MDV	:VLT> go home. She agreed with me because she	A081.TXT
514.	using activities. My friends and I wanted to<	MDV	:VLT> find a place for celebrating the coming	A141.TXT
515.	n't arrest those hooligans. Then I wanted to<	MDV	:VLT> call my mom. Unfortunately, it didn't w	A221.TXT
516.	we walked past a Roti stand that I wanted to<	MDV	:VLT> eat because it looked yummy, but I coul	A031.TXT
517.	, I felt very<ADV:AMP>tired, but I wanted to<	MDV	:VLT> buy food. Next, we walked along into th	A031.TXT
518.	o we are close to; however, I also wanted to<	MDV	:VLT> buy clothes, so we started looking for	A091.TXT
519.	t say anything nor eat anything. I'd like to<	MDV	:VLT> pacify her; consequently, I stayed with	A211.TXT
520.	quite<ADV:HDG> okay for me. I would like to<	MDV	:VLT> say "Hello" to him next time if I have	A251.TXT
521.	they cut last time, so here I would like to<	MDV	:VLT> separate people into two hairstyles whi	A313.TXT
522.	re me that night, you would<MDV:PRB> have to<	MDV	:OBL> be shock when there was someone or some	A171.TXT
523.	s and politician who always<ADV:USL> have to<	MDV	:OBL> look neat and clean. For example, Gorge	A323.TXT
524.	ese telephones as they will<MDV:CRT> have to<	MDV	:OBL> pay the monthly bills or buy the new pr	A332.TXT
525.	DV:USL> dress formal suit because he have to<	MDV	:OBL> look great in people sight. In brief, t	A323.TXT
526.	ged into a competition era. Everyone have to<	MDV	:OBL> race against time. Everything has to<MD	A342.TXT
527.	effects of cell phones. In brief, we have to<	MDV	:OBL> accept that we still need to<MDV:OBL> u	A012.TXT
528.	t. When we play in swimming pool, we have to<	MDV	:OBL> use a kind of plastic as well to help u	A222.TXT
529.	s have pretty<ADV:HDG> high cost, we have to<	MDV	:OBL> pay for extra charge for every kind of	A012.TXT
530.	world is developed in advance and we have to<	MDV	:OBL> adapt our self following the continuing	A372.TXT
531.	from looking our appearances . If we have to<	MDV	:OBL> go interview for a job, the interviewer	A243.TXT
532.	ve no choice to shun that is mean we have to<	MDV	:OBL> fight. The effect of fighting is hurt o	A322.TXT
533.	ant in telling our appearance, so we have to<	MDV	:OBL> pay attention to it very<ADV:AMP>well.	A343.TXT
534.	n, there have caused problems. So we have to<	MDV	:OBL> prevent problems as well as to enjoy th	A052.TXT
535.	e so, yet, we buy it easily. What we have to<	MDV	:OBL> do is just put it in a plate. As a resu	A092.TXT
536.	un flower-garden. If you asked me, I have to<	MDV	:OBL> say it is beautiful. But as you know su	A191.TXT

537.	and love to stay somewhere quiet. I have to<	MDV	:OBL> agree that personalities are reflected	A233.TXT
538.	t want to<MDV:VLT> be like that if I have to<	MDV	:OBL> pass through experience like this. Wara	A101.TXT
539.	bus arrived to the bus stop which I have to<	MDV	:OBL> get off. I said goodbye to that kindnes	A311.TXT
540.	ne is so<ADV:AMP> lonely, it meant I have to<	MDV	:OBL> play as two people at once, talking wit	A261.TXT
541.	yle is suitable for business man who have to<	MDV	:OBL> receive the trust from customers and po	A323.TXT
542.	nt especially people in the city who have to<	MDV	:OBL> cope with stress. Not only has mobile p	A272.TXT
543.	e smoke in the restaurant. They also have to<	MDV	:OBL> take care of their long hair very<ADV:A	A183.TXT
544.	elves because one who have long hair have to<	MDV	:OBL> treat their hair frequently or else the	A143.TXT
545.	d to the using of national fuel oils have to<	MDV	:OBL> find another energies to apply with the	A142.TXT
546.	to play all the time, so the owners have to<	MDV	:OBL> play with them. This makes them become	A343.TXT
547.	taking a bus. By this way, we didn't have to<	MDV	:OBL> worry about carrying much heavy stuff w	A121.TXT
548.	t need to<MDV:OBL> go outside, don't have to<	MDV	:OBL> waste your time to walk. In short, comp	A302.TXT
549.	pan of your SD memory card. We don't have to<	MDV	:OBL> wait for a long time to get our photos	A352.TXT
550.	the world in short time but we don't have to<	MDV	:OBL> use our computer for being the internet	A312.TXT
551.	education system is better. I don't have to<	MDV	:OBL> go to school because I can study throug	A392.TXT
552.	I like from 6 channels, and I don't have to<	MDV	:OBL> worry about the advertisements during t	A082.TXT
553.	hase the goods right away, you don't have to<	MDV	:OBL> go through the jammed traffic to the ba	A382.TXT
554.	ng a containing process so you don't have to<	MDV	:OBL> worry what you are going to<MDV:CRT> co	A092.TXT
555.	s right in their pockets. They don't have to<	MDV	:OBL> stand in line or try to find public pho	A162.TXT
556.	e other people's time and they don't have to<	MDV	:OBL> suspend the meeting, so the meeting can	A162.TXT
557.	sfer your money to bank but we don't have to<	MDV	:OBL> go to the bank, buy the movie ticket or	A312.TXT
558.	leep in my sister's room so we don't have to<	MDV	:OBL> turn on so<ADV:AMP> many air-conditione	A381.TXT
559.	his technology, we will<MDV:CRT> not have to<	MDV	:OBL> meet each other face to face because we	A102.TXT
560.	in their house. First, people do not have to<	MDV	:OBL> clean the house by themselves and have	A292.TXT
561.	omputers and TV screen so you do not have to<	MDV	:OBL> print the photos because you can watch	A352.TXT
562.	order their products. Today you just have to<	MDV	:OBL> log on the Internet and search for the	A382.TXT
563.	more, if you want a longer life, you have to<	MDV	:OBL> eat food that good for your health. Not	A153.TXT
564.	e people whom you first meet and you have to<	MDV	:OBL> interact with them for some reasons. In	A113.TXT
565.	h you must<MDV:OBL> eat and when you have to<	MDV	:OBL> eat for the best both mentally and phys	A133.TXT
566.	control and adapt yourself when you have to<	MDV	:OBL> face different situations or you still	A373.TXT
567.	a report to your teacher or even you have to<	MDV	:OBL> write a report for your office, compute	A302.TXT
568.	a in old day was use a flim that you have to<	MDV	:OBL> put it in and if you press the shutter	A362.TXT
569.	o depend on the old process that you have to<	MDV	:OBL> use carriers or go to the post office a	A182.TXT
570.	nd the things that affect them, they have to<	MDV	:OBL> be perfectly<ADV:AMP> neat to impress o	A113.TXT
571.	ort driving hour. Consequently, they have to<	MDV	:OBL> recharge it again and again. Their elec	A212.TXT
572.	of him as if it is his friend. They have to<	MDV	:OBL> take it to walk in a public park, go wi	A223.TXT
573.	the table in the morning since they have to<	MDV	:OBL> leave home very<ADV:AMP>early to avoid	A133.TXT
574.	a can of coke for lunch because they have to<	MDV	:OBL> back to their rest duties as fast as th	A133.TXT
575.	:AMP>neat and conscious because they have to<	MDV	:OBL> take care of their hair for a long time	A183.TXT
576.	ADV:AMP>essential for them when they have to<	MDV	:OBL> use energy. Eating fat, such as cheese,	A133.TXT
577.	blems on aspiration systems, so they have to<	MDV	:OBL> operate their noses to solve this probl	A132.TXT
578.	communication or management, so they have to<	MDV	:OBL> use their brain rather than their muscl	A133.TXT

579.	g, sitting, or running. Besides they have to<	MDV	:OBL> face a lot of diseases which are heart	A153.TXT
580.	ho work hard and use a lot of energy have to<	MDV	:OBL> eat the diet which is rich in the subst	A133.TXT
581.	like without going outside. You only have to<	MDV	:OBL> choose what you like, whatever you wish	A302.TXT
582.	chair, faced down on the table ,and going to<	MDV	:CRT>* failed asleep. Actually<ADV:ACT>, I di	A301.TXT
583.	ase, it's too dangerous and you are going to<	MDV	:CRT> make me puke" Unfortunately, the tuk-tu	A091.TXT
584.	have to<MDV:OBL> worry what you are going to<	MDV	:CRT> cook for your family anymore as well as	A092.TXT
585.	e many frighten situation. What I'm going to<	MDV	:VLT> tell was happen when I was about<ADV:HD	A361.TXT
586.	eing them first hand. The story I'm going to<	MDV	:VLT> tell you happened to me just a year ago	A011.TXT
587.	hosts at all. Later, the story I am going to<	MDV	:VLT> tell you has changed my idea. It happen	A391.TXT
588.	ldn't anymore hold my breath, I was going to<	MDV	:CRT> drown. Finally, my dad pulled me up, he	A301.TXT
589.	ed me up, he said looked like I was going to<	MDV	:CRT> drown. After that, I told him what I fe	A301.TXT
590.	tend to sleep but I felt like I was going to<	MDV	:CRT> faint .I thought that it was because I	A301.TXT
591.	, I immediately realized that I was going to<	MDV	:CRT> be injured and really<ADV:AMP> wanted t	A281.TXT
592.	ghtened and I was afraid that I was going to<	MDV	:CRT> die. Now when I think of this experienc	A121.TXT
593.	onvenient but how comfortable is it going to<	MDV	:CRT> be in the future? Chanrat a28#47110390	A352.TXT
594.	e it and admire the abilities, they going to<	MDV	:CRT> beg their parent to buy it unnecessaril	A192.TXT
595.	s friends know that he is poor, so he has to<	MDV	:OBL> show social condition through his cloth	A073.TXT
596.	she wants to buy clothes because she has to<	MDV	:OBL> checks stitches of clothes carefully. F	A083.TXT
597.	DV:OBL> race against time. Everything has to<	MDV	:OBL> be in hurry. We don't have any time to	A342.TXT
598.	ed the fuel anytime. The electric car has to<	MDV	:OBL> charge completely in many hours, yet it	A212.TXT
599.	e quite<ADV:HDG> difficult. The owner has to<	MDV	:OBL> know its entire engine functions and al	A212.TXT
600.	el or the gasoline for its engine, it has to<	MDV	:OBL> charge battery many hours. It's differe	A212.TXT
601.	s good side and bad side, people just has to<	MDV	:OBL>* think carefully. Narisara a28#47113014	A382.TXT
602.	rtant in the physical needs. Somebody has to<	MDV	:OBL> do operations because of health trouble	A132.TXT
603.	pital. In brief, the robot technology has to<	MDV	:OBL> be developed to help a human life. In t	A322.TXT
604.	f I have a wish, I wouldn't<MDV:PRB> want to<	MDV	:VLT> be rich or be the most happiness person	A191.TXT
605.	mes<ADV:USL>, if you feel lonely and want to<	MDV	:VLT> talk with your friends, you can also do	A302.TXT
606.	From that experience which I met. I want to<	MDV	:VLT> tell you that you should<MDV:OBL> be ca	A311.TXT
607.	CRT> plan to go to Chiang Mai, and I want to<	MDV	:VLT> go back there again. Piyapat a11#471123	A031.TXT
608.	is a frightening event in my life I want to<	MDV	:VLT> share it with you. Although it happened	A241.TXT
609.	which are also included in UBC. If I want to<	MDV	:VLT> know the results of football, golf, Ame	A082.TXT
610.	news channels on UBC inform me. If I want to<	MDV	:VLT> know the international news, I can watc	A082.TXT
611.	e channels report news all day. If I want to<	MDV	:VLT> know the national news, I can watch it	A082.TXT
612.	d me that if I had something which I want to<	MDV	:VLT> told him, I could tell him but I didn't	A311.TXT
613.	before I got on the bus and I didn't want to<	MDV	:VLT> ask someone to help me. The kindness ma	A311.TXT
614.	lly<ADV:AMP> thrill because I didn't want to<	MDV	:VLT> see any fight and I had never<ADV:USL>	A361.TXT
615.	were nervous persons which I didn't want to<	MDV	:VLT> remember anymore. I'll<MDV:CRT> pick up	A311.TXT
616.	people's personalities. If you don't want to<	MDV	:VLT> out of work like John, please take care	A063.TXT
617.	d to close my eyes because I did not want to<	MDV	:VLT> be surprised by those ghosts anymore. F	A181.TXT
618.	rs, but now I really<ADV:AMP> do not want to<	MDV	:VLT> be like that if I have to<MDV:OBL> pass	A101.TXT
619.	s can see from you. Moreover, if you want to<	MDV	:VLT> make the first impression with others,	A103.TXT
620.	e we want to change our look. If you want to<	MDV	:VLT> change try it and you will<MDV:CRT> fin	A313.TXT

621. ty like as their pet's habit. If you want to<
 622. that computer can do. Then, when you want to<
 623. is really<ADV:AMP> helpful when you want to<
 624. it or pick it up to see whenever you want to<
 625. s now developping to do whatever you want to<
 626. nts. They can do everything that you want to<
 627. ou to create the impression that you want to<
 628. sh, and feel disgusting. Although I want to<
 629. iness person in the world but I just want to<
 630. was not injured seriously, so he had not to<
 631. more comfortable too because you had only to<
 632. go on more smoothly because you have only to<
 633. MDV:PRB> go in the deep zone where I have to<
 634. uld<MDV:OBL> keep them healthy and shouldn't<
 635. SS> reflect our characters, but we shouldn't<
 636. l and it gave me a big lesson that shouldn't<
 637. ily. I knew that this kind of snake wouldn't<
 638. knew that still I could move but I wouldn't<
 639. it. So I threw it in the bin coz it wouldn't<
 640. owarach area, I'm sure<ADJ:CRT> you wouldn't<
 641. flowers, I accepted. But I said I wouldn't<
 642. ms. If I have a wish, I wouldn't<
 643. ld<MDV:PRB> take sunflowers off, it wouldn't<
 644. rom the other and wear what they want, won't<
 645. ves her friends more than herself. She won't<
 646. future, if we have a mobile phone, we won't<
 647. thing that I know for sure<ADV:CRT>: I won't<
 648. n be sure<ADJ:CRT> that canned product won't<
 649. eting and they can't be there since it won't<
 650. because it didn't happen to you, so it won't<
 651. l to them because if they use it, they won't<
 652. t they aren't self -confident and they won't<
 653. ids are in the same country as me! Why won't<
 654. ould<MDV:OBL> forgive him. What he did might<
 655. the right and changed to the left (he might<
 656. g his activity. We were afraid that he might<
 657. g the way because I was afraid that he might<
 658. e back in the kitchen. I think that he might<
 659. g back home immediately. I thought she might<
 660. s their own living styles. Some people might<
 661. uation, we can imply that those people might<
 662. erience with science projects. Someone might<

MDV :VLT> breed some pets, you should<MDV:OBL> ch
 MDV :VLT> make a report, like when you've to writ
 MDV :VLT> look younger and more beautiful, when y
 MDV :VLT>. I'm not deny that the new invention ma
 MDV :VLT> more and more. In the future, you might
 MDV :VLT> order and you do not even pay anything
 MDV :VLT> communicate. a34#47112529
 MDV :VLT> live without worms in this world, I can
 MDV :VLT> live in the world which has no worms, m
 MDV :OBL>* stay at a hospital. Finally, I called
 MDV :OBL> hold the hand on and pushed the number
 MDV :OBL> make a call from everywhere you are for
 MDV :OBL> go through heavy of sunflowers. Still m
 MDV :OBL> keep them in a cage. If we do, that can
 MDV :OBL> raise them simply to show off. If we wa
 MDV :OBL> be close to someone who face-to-face wi
 MDV :PRB> harm us. However, with that size, I tho
 MDV :PRB>. At that time, it seemed like the time
 MDV :PRB> work anymore. The next night, me and my
 MDV :PRB> feel completely<ADV:AMP> safe. It was s
 MDV :PRB> go in the deep zone where I have to<MDV
 MDV :PRB> want to<MDV:VLT> be rich or be the most
 MDV :PRB> touch my body even my hair. Thus, I tho
 MDV :CRT> care other people or their social. This
 MDV :CRT> wear blue skirt although she likes it i
 MDV :CRT> go to school because we can study from
 MDV :CRT> go back there again. Nisachol a12#47112
 MDV :CRT> damage your health because during a can
 MDV :CRT> waste other people's time and they don'
 MDV :CRT> be easy to understand. Do you believe i
 MDV :CRT> need to<MDV:OBL> exchange the money tha
 MDV :CRT> dare to express their feelings or even
 MDV :CRT> they get understand in the word of copy
 MDV :PSS> not come from his mind because of lacki
 MDV :PSS> imagine that he were a car racer, but I
 MDV :PSS> use his hand to touch us. Moreover, Bea
 MDV :PSS> follow me. At last, my friend came back
 MDV :PSS> be her uncle that she have ever told me
 MDV :PSS> lose her self-control; therefore, I had
 MDV :PSS> like something other people hate. Somet
 MDV :PSS> be grown up in a poor family or not hav
 MDV :PSS> have problems with their works; for me<

A023.TXT
 A302.TXT
 A132.TXT
 A362.TXT
 A302.TXT
 A032.TXT
 A173.TXT
 A191.TXT
 A191.TXT
 A101.TXT
 A182.TXT
 A182.TXT
 A191.TXT
 A233.TXT
 A233.TXT
 A341.TXT
 A141.TXT
 A301.TXT
 A271.TXT
 A091.TXT
 A191.TXT
 A191.TXT
 A191.TXT
 A013.TXT
 A013.TXT
 A352.TXT
 A071.TXT
 A092.TXT
 A162.TXT
 A391.TXT
 A342.TXT
 A163.TXT
 A262.TXT
 A241.TXT
 A091.TXT
 A321.TXT
 A241.TXT
 A241.TXT
 A211.TXT
 A303.TXT
 A093.TXT
 A331.TXT

705.	e driver shouted from the front that we must<	MDV	:OBL> jump out off the car one by one. One th	A141.TXT
706.	with the axe who runs and chops you. I must<	MDV	:OBL> run, run and run. That day is my unfort	A341.TXT
707.	hanks them for spreading my arts. Why I must<	MDV	:OBL> thanks art-thief that get my arts and p	A262.TXT
708.	away that the car fallen down the hill must<	MDV	:CRT> be that black Toyota we saw. That was a	A141.TXT
709.	r appearance. A very<ADV:AMP>sweet girl must<	MDV	:OBL> have sweet personality (if not then she	A383.TXT
710.	it. In the nuclear factory, the officer must<	MDV	:OBL> be aware of the radio wave that comes f	A322.TXT
711.	maged violently. As a result, my father must<	MDV	:OBL> pay all of the compensation. In the end	A341.TXT
712.	me, top speed and dimensions. The owner must<	MDV	:OBL> always<ADV:USL> charge battery and chec	A212.TXT
713.	ing snacks. Finally, some of my friends must<	MDV	:OBL> come back home, but we didn't finish wo	A211.TXT
714.	qualities. Sometimes<ADV:USL>, chemists must<	MDV	:OBL> use robots to test chemical things. For	A032.TXT
715.	that are batter than using money for it must<	MDV	:OBL> use a lot of money to process the produ	A342.TXT
716.	d experience. To me<ADV:PRB>, the event must<	MDV	:CRT> be the most terrible moment of my life	A071.TXT
717.	ople who decide to cut their hair short must<	MDV	:OBL> have high confidence in themselves. The	A183.TXT
718.	chnology that works instead of you, you must<	MDV	:OBL> sometimes<ADV:USL> work yourself. Piyap	A032.TXT
719.	ything, you can take them away, and you must<	MDV	:OBL> not hurt us." The robber said "OK becau	A041.TXT
720.	BL> consider what you eat, how much you must<	MDV	:OBL> eat and when you have to<MDV:OBL> eat f	A133.TXT
721.	e. It acquires the taste that everybody must<	MDV	:OBL> have it, for instance, when teenager kn	A192.TXT
722.	e for helping people that are ill, they must<	MDV	:OBL> bring medicine to test with robots for	A032.TXT
723.	tly attracting the wish of people. They must<	MDV	:OBL> choose the best thing for them despite	A192.TXT
724.	d unfortunately it's a dark night. They must<	MDV	:CRT> feel concerned about it even though tha	A212.TXT
725.	ry<ADV:AMP>essential for somebody. They must<	MDV	:OBL> be good looking to advance in their job	A132.TXT
726.	ir energy as they are working, and they must<	MDV	:OBL> eat as much as when they burn calories	A133.TXT
727.	ways<ADV:USL> dress neatly because they must<	MDV	:OBL> dress properly with their career which	A043.TXT
728.	ver, Ton, drunk and told my father they must<	MDV	:OBL> arrived to Bangkok within that day to w	A231.TXT
729.	riate for each age. I believe that they must<	MDV	:OBL> invent new devices to improve the commu	A072.TXT
730.	et into the habit of extravagance .They must<	MDV	:OBL> pay for phone bill or card monthly and	A192.TXT
731.	own and look for it. If it is a worm, I must<	MDV	:OBL> find it and throw it out from my room.	A191.TXT
732.	t. I am sure<ADJ:CRT> that each person must<	MDV	:CRT> have something that they are deeply hat	A191.TXT
733.	ier and better but it sometimes<ADV:USL> may<	MDV	:PSS> makes me more lazier too!! Pimduen a28#	A362.TXT
734.	nd sometimes<ADV:USL> feel lonely inside may<	MDV	:PSS> love to have this kind of extraordinary	A303.TXT
735.	who keep a snake may<MDV:PSS> be bad, he may<	MDV	:PSS> bring harm to others. I think<ADV:PRB>,>	A223.TXT
736.	hairstyle. It can<MDV:PSS> show that she may<	MDV	:PSS> be not please to be a woman, so she wan	A103.TXT
737.	RT> think that a person who keep a snake may<	MDV	:PSS> be bad, he may<MDV:PSS> bring harm to o	A223.TXT
738.	brings serious ill. In addition, people may<	MDV	:PSS> get into the habit of extravagance .The	A192.TXT
739.	eir appearance. The appearance of people may<	MDV	:PSS> shows how were they or who you are. The	A363.TXT
740.	SS> be annoying. For example, fat people may<	MDV	:PSS> seem<LXV:PRB> to be easier and relaxing	A353.TXT
741.	e several kinds of pets that many people may<	MDV	:PSS> like and don't like. It depends on thei	A213.TXT
742.	t one mobile phone. A cellular telephone may<	MDV	:PSS> become the fifth mean for people to com	A332.TXT
743.	bo's attack. But I realize that everyone may<	MDV	:PSS> have their fears but if they can fight	A201.TXT
744.	her symptoms, in fact<ADV:ACT>, the wave may<	MDV	:PSS> disrupt some chemical drug being benefi	A192.TXT
745.	s which are clean, smart and elegant, we may<	MDV	:PSS> be look with admiration from the other.	A243.TXT
746.	For example, your attitude about smoking may<	MDV	:PSS> change when you grow up or when you are	A373.TXT

747.	agged skirt and a colorful T-shirt which may<	MDV	:PSS> be painted by themselves. They desire t	A163.TXT
748.	y that exchange rate is unsteadily which may<	MDV	:PSS>* causes of loss. In contrast, the credi	A342.TXT
749.	o analyze the way they are. Some of them may<	MDV	:PSS> hide the real personalities or pretend	A323.TXT
750.	the future maybe<ADV:PSS> a kindergarden may<	MDV	:PSS> have their own mobliephone. Talking abo	A362.TXT
751.	ples can<MDV:PSS> show that a television may<	MDV	:PSS> cause problems if you use it wrongly. B	A242.TXT
752.	d now. All its functions and information may<	MDV	:PSS> be brand new for us, thus the owner can	A212.TXT
753.	come preys in society for bad person who may<	MDV	:PSS> bring these pictures to use in the wron	A372.TXT
754.	hat can<MDV:PSS> affect to its owner who may<	MDV	:PSS> love the solitude and his or her person	A213.TXT
755.	r cost for electricity. The electric car may<	MDV	:PSS> be good for the air; however its batter	A212.TXT
756.	to do that. Anyway, you may<MDV:PSS> or may<	MDV	:PSS> not believe this story because it didn'	A391.TXT
757.	est for people. Its owner' personalities may<	MDV	:PSS> be sociable and kind, and he or she gen	A213.TXT
758.	came upon a little bone.She guessed this may<	MDV	:PSS> be the rest of her bones. Why her paren	A161.TXT
759.	e first time. For example, wearing jeans may<	MDV	:PSS> be look with disdain in some office. Th	A243.TXT
760.	me a trouble of parents. Young teenagers may<	MDV	:PSS> know sex before the suitable age from m	A242.TXT
761.	ok with disdain in some office. The boss may<	MDV	:PSS> think that we don't respect to a work p	A243.TXT
762.	he people who keep and prefer these pets may<	MDV	:PSS> be assertive, venturesome and extrovert	A213.TXT
763.	r friends or even their relatives." That may<	MDV	:PSS> be your answer. Well, why don't you loo	A143.TXT
764.	od for the air; however its battery that may<	MDV	:PSS> consists of lead or mercury that affect	A212.TXT
765.	ing mobile phone for hours per a day, it may<	MDV	:PSS> cause the brain cancer in the future. T	A372.TXT
766.	prime target of this crime. Finally, it may<	MDV	:PSS> be linked to blow up something, terrori	A192.TXT
767.	ng because of sleeping less. Finally, it may<	MDV	:PSS> have an impact on their grades. In brie	A242.TXT
768.	functions for the different purposes. It may<	MDV	:PSS> be used only to communicate, to enterta	A102.TXT
769.	e harmful effects if you're careless. It may<	MDV	:PSS> provoke allergic reactions, or it may<M	A132.TXT
770.	ne that replaces human effort, though it may<	MDV	:PSS> not resemble human beings in appearance	A322.TXT
771.	V:PSS> provoke allergic reactions, or it may<	MDV	:PSS> be dangerous for your life. In short, c	A132.TXT
772.	.They have never<ADV:USL> known that it may<	MDV	:PSS> cause them shortsighted. These examples	A242.TXT
773.	d to a temple and the feet that I saw it may<	MDV	:PSS> be a guardian spirit's feet. At first,	A391.TXT
774.	e. As your look becomes more mature, you may<	MDV	:PSS> develop a more romantic style. Romantic	A173.TXT
775.	er, it's useless to do that. Anyway, you may<	MDV	:PSS> or may<MDV:PSS> not believe this story	A391.TXT
776.	g that is simple, but well tailored. You may<	MDV	:PSS> look good in sportswear and preppy styl	A173.TXT
777.	ot stand is fastening the seat belt. You may<	MDV	:PSS> question why it's a big deal for me. No	A111.TXT
778.	e and easy way to take a picture and you may<	MDV	:PSS> have save lots of time from using the f	A362.TXT
779.	ghty girl of if you like a challenge you may<	MDV	:PSS> change your hair color. The pets can<MD	A363.TXT
780.	ssion of confidence and poise. While you may<	MDV	:PSS> not fit perfectly into any one of these	A173.TXT
781.	ok closely at their hairstyles? Then you may<	MDV	:PSS> find what do their hairstyles say about	A143.TXT
782.	e to love. If you are a quiet person you may<	MDV	:PSS> like to go to the place that quite and	A363.TXT
783.	tyles. If you are a confident person you may<	MDV	:PSS> ware anything that fit you without any	A363.TXT
784.	if you are a very<ADV:AMP>shy person you may<	MDV	:PSS> not happy in a very<ADV:AMP>short skirt	A363.TXT
785.	y ordering goods through internet , they may<	MDV	:PSS> be hacked their ID credit cards without	A372.TXT
786.	nt to be polite. On the other hand, they may<	MDV	:PSS> be men who seem* so<ADV:AMP> self-absor	A113.TXT
787.	the people who see their behaviors, they may<	MDV	:PSS> seem friendly, but actually<ADV:ACT> th	A223.TXT
788.	personalities of the fussy people. They may<	MDV	:PSS> not feed any pets because they think it	A193.TXT

789.	y<ADV:AMP> different personalities. They may<	MDV	:PSS> be polite men and usually<ADV:USL> pref	A113.TXT
790.	sic videos, movies and TV programs. They may<	MDV	:PSS> copy these behaviors by showing their l	A242.TXT
791.	to be an attract people's eyesight. They may<	MDV	:PSS> be a nicety person but sometimes<ADV:US	A333.TXT
792.	d they are reliable and consistent. They may<	MDV	:PSS> believe that what is more important is	A283.TXT
793.	use of their hairstyle, even though they may<	MDV	:PSS> not very<ADV:AMP>smart. The second grou	A313.TXT
794.	d loose jeans, yet a few days later they may<	MDV	:PSS> wear fitted jeans. It is influenced by	A163.TXT
795.	and not to be complicated, for pets they may<	MDV	:PSS> choose to feed a gentle pets; bird, fis	A193.TXT
796.	and, the person who don't dress properly may<	MDV	:PSS> be incredible at the first time. For ex	A243.TXT

2. Copulars other than 'be'

1.	ng but looked at Bell, my brother,...he seemed<	LXV	:PRB> to enjoy it!. When tuk-tuk turned right	A091.TXT
2.	nt much time to do them, but the time seemed<	LXV	:PRB> to fly away as fast as birds fly; there	A171.TXT
3.	its body into my blanket. At once, I seemed<	LXV	:PRB> to be paralysis. I could not move any o	A171.TXT
4.	as we came to the steep way. The car seemed<	LXV	:PRB> to be bad because it was over-weight. I	A141.TXT
5.	les University showed that these guys seemed<	LXV	:PRB> to have no brains. However, there's sti	A143.TXT
6.	ybe<ADV:PSS> their personalities that seemed<	LXV	:PRB> to be private are probably<ADV:PRB> ser	A213.TXT
7.	orget reading a book also. That night seemed<	LXV	:PRB> to be as other nights that I slept. A f	A171.TXT
8.	Because of no police in this town, it seemed<	LXV	:PRB> to be easy for bandits to raid a villag	A181.TXT
9.	und<ADV:HDG> 5 minutes, but I felt it seemed<	LXV	:PRB> to be 5 hours. I turned on the light im	A171.TXT
10.	MDV:PSS> know who she was, but nobody seemed<	LXV	:PRB> to know. So I just threw away the pictu	A271.TXT
11.	t Dramatic, Women perceived as dramatic tend<	LXV	:PRB> to be tall and angular, with striking e	A173.TXT
12.	out Classic Looks, women with this look tend<	LXV	:PRB> to be conservative and appreciate simpl	A173.TXT
13.	ost<ADV:HDG>* women who have curly hair tend<	LXV	:PRB> to be conservative and appreciate simpl	A273.TXT
14.	ed and developed intelligent operations tend<	LXV	:PRB> to be marshalling and planning or inven	A293.TXT
15.	ar very<ADV:AMP>girlish and young. They tend<	LXV	:PRB> to have a delicate bone structure, with	A173.TXT
16.	ar very<ADV:AMP>girlish and young. They tend<	LXV	:PRB> to have a delicate bone structure, with	A273.TXT
17.	g. For example, fat people may<MDV:PSS> seem<	LXV	:PRB> to be easier and relaxing with their li	A353.TXT
18.	ent ways. For example, skin-head people seem<	LXV	:PRB> to be an easy going and peaceful. Skin-	A343.TXT
19.	are. People who have short or Bob hair seem<	LXV	:PRB> to be much confident and brave because	A183.TXT
20.	elf-confident and outgoing. These girls seem<	LXV	:PRB> to do everything in their own way witho	A143.TXT
21.	dent. She has her own world and doesn't seem<	LXV	:PRB> to care much about what is going on in	A233.TXT
22.	phones and then everything. Innovation seems<	LXV	:PRB> to be what everyone wants and will<MDV:	A382.TXT
23.	see the another one speaking with. It seems<	LXV	:PRB> to be popular thanks to its utility, an	A232.TXT

3. Adverbials

1.	ph but she didn't look normal. She was kinda<	ADV	:HDG> transparent. Then, she just vanished. I	A271.TXT
2.	er<ADV:USL> let nobody to stop them. In deed<	ADV	:ACT>*, how to tidy yourself up is away to sh	A073.TXT
3.	were like God coming to let me free. Indeed<	ADV	:ACT>, this experience was certainly<ADV:CRT>	A071.TXT
4.	got a job. It's very<ADV:AMP>amazing. Indeed<	ADV	:ACT>, clothing and hair style are important	A063.TXT

5. hat nobody was on the top of my back. Indeed<
6. und in middle-social and high-social. Indeed<
7. ecause it can't bark nor howl at all. Indeed<
8. re not at the same country with them. Indeed<
9. ay more often<ADV:USL> than children. Indeed<
10. nd unfold it to the one they want to. Indeed<
11. that light is still background light. Indeed<
12. strict rule of school or university. Indeed<
13. am. There is nothing. It wastes my time indeed<
14. eople and learn to control themselves indeed<
15. door!?! she was half-sleep then (i supposed<
16. ane. Before both of them invented it, around<
17. survivors with their whole strength. Around<
18. to<MDV:OBL> die. It made me paralytic around<
19. I was talking on phone with my friend around<
20. le. He was very<ADV:AMP> thin and tall around<
21. o bed quite<ADV:HDG> early (but still around<
22. It was very<ADV:AMP> hot, so I woke up around<
23. e last person who fell asleep. It was around<
24. wanted to sleep anymore since it was around<
25. they called the official. After that around<
26. . Someone told us that the same night around<
27. ghtening event began when I had slept around<
28. p at our camp that time. It's already around<
29. o get to the receiver and the message may be<
30. :CRT> finish it for sure<ADV:CRT> but may be<
31. nd extrovert. Keeping it in the house, maybe<
32. known or not into their own computers, maybe<
33. these kind of people have a kind mind. Maybe<
34. eople in the society are in this type. Maybe<
35. d somehow I just couldn't stop crying. Maybe<
36. ll<MDV:CRT> be very<ADV:AMP> high-tech. Maybe<
37. will<MDV:CRT> love beauty and freedom. Maybe<
38. s the most suitable for each position. Maybe<
39. nto fire, or even hitting their heads. Maybe<
40. ow how to behave in social situations. Maybe<
41. that causes proceed from many factors. Maybe<
42. therefore, it's good for environment. Maybe<
43. deeply like this. But I guess<ADV:PRB> maybe<
44. to stay in my bedroom. My mother said maybe<
45. rsonality (if not then she's fake) and maybe<
46. d see them in unfashionable clothes and maybe<

ADV :ACT>, I don't know what exactly happened to
ADV :ACT>, some style is mixed two kinds of this
ADV :ACT> the people who love and have got these
ADV :ACT>, this is just only one of the important
ADV :ACT>, video games can<MDV:PSS> affect youths
ADV :ACT>, the way people choose gifts to give to
ADV :ACT> using electric cars are also troubled a
ADV :ACT>, hairstyles are very<ADV:AMP> important
ADV :ACT>." Then he left .Only Pinky was in the b
ADV :ACT>. These are the positive side of cats' p
ADV :PRB>) she took our dog down and i went to th
ADV :HDG> 400 B.C, Chinese was the first national
ADV :HDG> three hours later, doctors came out of
ADV :HDG> 5 minutes, but I felt it seemed<LXV:PRB
ADV :HDG> midnight until two o'clock. At that tim
ADV :HDG> 170 cm. I thought he was messenger beca
ADV :HDG> 1-3 am. don't remember) Sometimes<ADV:U
ADV :HDG> midnight, took a shower and tried to go
ADV :HDG> 1 o'clock, she did hear the sound like
ADV :HDG> 4 a.m. in the early morning. Turning on
ADV :HDG> 20 minutes the police and the ambulance
ADV :HDG> 4 o'clock at the same intersection my c
ADV :HDG> 10 minutes. I knew that I was half asle
ADV :HDG> 3 am when we left and since then, we ar
ADV :PSS>* risk to lose. As far as people began t
ADV :PSS>* after its dead line a while. The reaso
ADV :PSS> it makes the visitor feel scared, and w
ADV :PSS> do some little strange add on those pic
ADV :PSS>, they are just alone and want their dog
ADV :PSS>, this is because it is the easiest styl
ADV :PSS> it's because I was only 10 and also ext
ADV :PSS> in the future, if we have a mobile phon
ADV :PSS>, this is because they love birds and wa
ADV :PSS> there will<MDV:CRT> be many people havi
ADV :PSS> children imitate these aggressive behav
ADV :PSS> they are intrevort whether they always
ADV :PSS> occurs from environment or teaching fro
ADV :PSS> the air is probably<ADV:PRB> cleaner be
ADV :PSS> because of their body. Every time when
ADV :PSS> I saw shadow of trees, and she told me
ADV :PSS> uses a lot of pink stuff for typicalswe
ADV :PSS> they wore big glasses. For their hairst

A301.TXT
A263.TXT
A213.TXT
A302.TXT
A282.TXT
A253.TXT
A212.TXT
A343.TXT
A161.TXT
A123.TXT
A381.TXT
A022.TXT
A231.TXT
A171.TXT
A251.TXT
A321.TXT
A381.TXT
A011.TXT
A131.TXT
A131.TXT
A061.TXT
A111.TXT
A171.TXT
A011.TXT
A072.TXT
A203.TXT
A213.TXT
A262.TXT
A223.TXT
A283.TXT
A111.TXT
A352.TXT
A233.TXT
A172.TXT
A242.TXT
A053.TXT
A023.TXT
A212.TXT
A191.TXT
A051.TXT
A383.TXT
A053.TXT

47. above. Someone who wear the free-style maybe<
 48. hese pets that are facilely taken care maybe<
 49. om call and check on me! In the future maybe<
 50. t think to defame me by worms because maybe<
 51. th the nervous man but he think that I maybe<
 52. cidents. After the car crash, a victim maybe<
 53. I like to seperated myself from other maybe<
 54. er attitude,it seemed a real story ,or maybe<
 55. in its place but i was still clueless maybe<
 56. I decided to go up the stairs so that maybe<
 57. ose troublemakers. From what I told it maybe<
 58. popular thanks to its utility, and it maybe<
 59. permarket, Ladphrao. We started off a little<
 60. re wasn't cold as I thought. It was a little<
 61. uldn't remember its name but it was a little<
 62. perience can give me a bad experience. To me<
 63. d House" is my frightening experience. To me<
 64. that they are deeply hate or scared. For me<
 65. ecessary for them but what can I say, for me<
 66. e men who wanted the convenient life. For me<
 67. ing...that's not always<ADV:USL> right. For me<
 68. it makes you live your life that way. For me<
 69. :PSS> have problems with their works; for me<
 70. ur room with your mate or class mate? For me<
 71. ntion came. Do you think it's useful? For me<
 72. g experience Do you believe in ghost? For me<
 73. ute little girls (or even a boy). But for me<
 74. neat and tidy. They are pretty and some time<
 75. d to shoot to everything around me, sometime<
 76. res themselves by extreme emotion. Sometime<
 77. lities. Hair style isn't all of it. Sometime<
 78. rpillar because of this reason, and sometime<
 79. that he must<MDV:CRT> be tired and sometime<
 80. always<ADV:USL> had hard times and sometime<
 81. r even earthquake can be reduced or sometime<
 82. ADV:USL> do hair cut every years or sometime<
 83. lemaker and easy to communicate but sometime<
 84. him. He/She will<MDV:CRT> finish it for sure<
 85. er. There was one thing that I know for sure<
 86. carnival where had a concert that ,of couse<
 87. orning after. That night i went to bed quite<
 88. heir wounds will<MDV:CRT> be recovered quite<

ADV :PSS> the active one. However, almost<ADV:HDG
 ADV :PSS> their personalities that seemed<LXV:PRB
 ADV :PSS> a kindergarden may<MDV:PSS> have their
 ADV :PSS> my foot will<MDV:CRT> on your face!!!
 ADV :PSS> shy. I agreed with him because I am ups
 ADV :PSS> has wounds on the face or body, so surg
 ADV :PSS> because of the lack of confident or I t
 ADV :PSS> occurred. Pinky told Dan and Jib,but bo
 ADV :PSS> because i was sleepy. I went back to my
 ADV :PSS> there was something wrong. I carefully
 ADV :PSS> isn't sound frighten but in that real s
 ADV :PSS> become the human's important factor, al
 ADV :HDG> late in the morning because after we go
 ADV :HDG> cool and the wind was blowing softly. W
 ADV :HDG> high and steep. Our car could go up eas
 ADV :PRB>, the event must<MDV:CRT> be the most te
 ADV :PRB>, it is so<ADV:AMP> frightened because I
 ADV :PRB>, I persist to hate worm and nothing can
 ADV :PRB> it is an important thing if I don't hav
 ADV :PRB>, the invention about vehicle that is im
 ADV :PRB>, personalities don't necessary to refle
 ADV :PRB>, I 'm quiet talkative to the person I c
 ADV :PRB>, I had had a terrible and exciting expe
 ADV :PRB> better 3 or 4 than2. This is so<ADV:AMP
 ADV :PRB>, it's very<ADV:AMP>useful. It's make my
 ADV :PRB>, I hadn't believed in ghost before unti
 ADV :PRB> ,it is not . I am so<ADV:AMP> scared o
 ADV :USL> shy. In brief, people's hairstyles are
 ADV :USL>, tried to sprinkle the trees with a lit
 ADV :USL> they seem difficult to understand and d
 ADV :USL> people who are not handsome or beautifu
 ADV :USL>* the butterfly too. Parinee 26FC
 ADV :USL> beg God why he had to<MDV:OBL> face all
 ADV :USL> we would<MDV:PRB> met happiness. We sho
 ADV :USL> prevented. Also, we can relax at the en
 ADV :USL> more than that, so their heads are norm
 ADV :USL> if they want to be more simple people,
 ADV :CRT> but may be<ADV:PSS>* after its dead lin
 ADV :CRT>: I won't<MDV:CRT> go back there again.
 ADV :CRT> I knew it, brought many of teenagers he
 ADV :HDG> early (but still around<ADV:HDG> 1-3 am
 ADV :HDG> quickly after the robotic surgery. Robo

A263.TXT
 A213.TXT
 A362.TXT
 A191.TXT
 A311.TXT
 A132.TXT
 A363.TXT
 A161.TXT
 A381.TXT
 A241.TXT
 A361.TXT
 A232.TXT
 A121.TXT
 A141.TXT
 A141.TXT
 A071.TXT
 A181.TXT
 A191.TXT
 A362.TXT
 A022.TXT
 A393.TXT
 A363.TXT
 A331.TXT
 A271.TXT
 A392.TXT
 A391.TXT
 A271.TXT
 A313.TXT
 A261.TXT
 A323.TXT
 A063.TXT
 A261.TXT
 A251.TXT
 A251.TXT
 A252.TXT
 A283.TXT
 A323.TXT
 A203.TXT
 A071.TXT
 A361.TXT
 A381.TXT
 A032.TXT

89.	eir face prettier than short hair, and quite<	ADV	:HDG> difficult to take care than short hair.	A313.TXT
90.	d. Because of its characters which are quite<	ADV	:HDG> friendly and honest for people. Its own	A213.TXT
91.	es long hair. Girls with long hair are quite<	ADV	:HDG> pretty and shy. The long hair made thei	A313.TXT
92.	feed at home. Cats' personalities are quite<	ADV	:AMP> different from dogs. Most of cats like	A123.TXT
93.	in the future. Using electric cars are quite<	ADV	:HDG> difficult. The owner has to<MDV:OBL> kn	A212.TXT
94.	sides. For the negative side, cats are quite<	ADV	:HDG> self-centered, love to spend time alone	A123.TXT
95.	>enjoyable and keep playing. Then, mom quite<	ADV	:HDG> worried and told us to stop playing som	A301.TXT
96.	one. In the case of drivers, it's also quite<	ADV	:HDG> dangerous to use cell phones when they'	A012.TXT
97.	y, people who have a beautiful mind or quite<	ADV	:HDG> neat are most of the time choose cats o	A303.TXT
98.	example, one of my friends Ann, she's quite<	ADV	:HDG> fashionable and updates new trend all t	A013.TXT
99.	unusual pets. For example, snake, it's quite<	ADV	:HDG> dangerous reptile that can hurt anytime	A213.TXT
100.	hile we are stuck in traffic. So, it's quite<	ADV	:AMP> an entertainment especially people in t	A272.TXT
101.	brought up when they were young. It's quite<	ADV	:HDG> simple to assume what are people's char	A073.TXT
102.	and they have been growing a lot. It's quite<	ADV	:HDG> an ugly circle. Technology makes our li	A382.TXT
103.	primitive figure of a mobile phone was quite<	ADV	:AMP> gigantic, clumsy and heavy weight; ther	A232.TXT
104.	and the school. I think her house was quite<	ADV	:HDG> big and large. The house which was at t	A211.TXT
105.	<MDV:PSS> be burned, for her house was quite<	ADV	:HDG> stable and secure. Conversely, I wasn't	A211.TXT
106.	by bus. We stayed at a hotel which was quite<	ADV	:HDG> tiny because we had a little budget. It	A131.TXT
107.	t<ADV:HDG> a year ago. The weather was quite<	ADV	:HDG> cold; moreover, it rained heavily at ni	A281.TXT
108.	e decided to rest in the hotel. It was quite<	ADV	:AMP> a great hotel and there're so<ADV:AMP>	A301.TXT
109.	arm. A Dick! which I think<ADV:PRB> is quite<	ADV	:HDG> too small from I've ever seen in sex mo	A311.TXT
110.	fers to spend her time at home. She is quite<	ADV	:HDG> calm, serious, and independent person.	A123.TXT
111.	nufacturing principal. Those things is quite<	ADV	:HDG> attractive to people for buying product	A292.TXT
112.	ld man for several month but now it is quite<	ADV	:HDG> okay for me. I would like to<MDV:VLT> s	A251.TXT
113.	hat help our life easier but we do not quite<	ADV	:HDG> concern the problem or the affect from	A372.TXT
114.	they came in and wanna have a fight, I think<	ADV	:PRB> because they drunk. In countryside the	A361.TXT
115.	e may<MDV:PSS> bring harm to others. I think<	ADV	:PRB>, they are just lonely and innocent. For	A223.TXT
116.	thing stuck at my arm. A Dick! which I think<	ADV	:PRB> is quite<ADV:HDG> too small from I've e	A311.TXT
117.	he footpath with high speed. Also, it seldom<	ADV	:USL> picked any passengers up at any posts.	A281.TXT
118.	ve character or qualities of a person, often<	ADV	:USL> as distinct from others. Appearance is	A393.TXT
119.	r is not enough safe for using people. Often<	ADV	:USL>, people are hacked important informatio	A372.TXT
120.	DV:USL> become diplomatic leaders, and often<	ADV	:USL> speak interpretively and metaphorically	A293.TXT
121.	ally<ADV:USL> skip their breakfast and often<	ADV	:USL> have a little lunch. They don't want to	A133.TXT
122.	high Technology camera, many women are often<	ADV	:USL> took a photo without knowing and become	A372.TXT
123.	e. Moreover, women with short hair are often<	ADV	:USL> described as "sporty" and "natural," wi	A273.TXT
124.	ore romantic style. Romantic looks are often<	ADV	:USL> very<ADV:AMP>sexy and extremely<ADV:AMP	A173.TXT
125.	ore romantic style. Romantic looks are often<	ADV	:USL> very<ADV:AMP>sexy and extremely<ADV:AMP	A273.TXT
126.	d developed intelligent operations are often<	ADV	:USL> supervising and inspecting or supplying	A293.TXT
127.	ponytail.htmwomen in this category are often<	ADV	:USL> described as "sporty" and "natural," wi	A173.TXT
128.	nd he said that he would<MDV:PRB> more often<	ADV	:USL> to survey in this village. My aunt and	A041.TXT
129.	canned food instead of fresh food more often<	ADV	:USL> because it's easy to find in supermarke	A092.TXT
130.	researches show that adults play more often<	ADV	:USL> than children. Indeed<ADV:ACT>, video g	A282.TXT

131.	elf through clothing and hairstyle. We often<	ADV	:USL> see they dress up in colorful clothing	A373.TXT
132.	ing Experience Since I was a child , I often<	ADV	:USL> met with the frightening experience, al	A311.TXT
133.	bank. In addition, for the people who often<	ADV	:USL> go abroad the credit card will very<ADV	A342.TXT
134.	c Styles, women described as ing?nue's often<	ADV	:USL> appear very<ADV:AMP>girlish and young.	A173.TXT
135.	etic. If you fit this description, you often<	ADV	:USL> look good with casual hairstyles that a	A173.TXT
136.	d by themselves. For example, Dek Naew often<	ADV	:USL> wears a long ragged skirt and a colorfu	A163.TXT
137.	one bill fee is higher .Moreover, they often<	ADV	:USL> spend a lot of money for new version pr	A192.TXT
138.	nion. Finally some food they eat, they often<	ADV	:USL> look for new things and don't mind to t	A193.TXT
139.	types that are slim or athletic. They often<	ADV	:USL> look good with casual hairstyles that a	A273.TXT
140.	esides, it's easy for feeding and they often<	ADV	:USL> care it well. For car, a simple, normal	A193.TXT
141.	w. They have their own styles and they often<	ADV	:USL> create new things, so their clothes wil	A163.TXT
142.	ct people's personalities? In my own opinion<	ADV	:PRB>, the kinds of pets they have are anothe	A123.TXT
143.	dressing beautifully. However, in my opinion<	ADV	:PRB>, it is not good to raise pets to show o	A233.TXT
144.	vironment that he grew up etc. In my opinion<	ADV	:PRB>, people want to show everybody that how	A353.TXT
145.	reflected in their hairstyles. In my opinion<	ADV	:PRB>, the sort of personalities can<MDV:PSS>	A313.TXT
146.	hen talking about "invention"? In my opinion<	ADV	:PRB>, invention is about new science or tech	A392.TXT
147.	My Most Terrifying Experience In my opinion<	ADV	:PRB>, working as a volunteer except for gett	A071.TXT
148.	hand, they may<MDV:PSS> be men who seem* so<	ADV	:AMP> self-absorbed. Since they are intereste	A113.TXT
149.	rything went on very<ADV:AMP>well. We had so<	ADV	:AMP> much fun selecting gifts to people who	A091.TXT
150.	rs up at any posts. The bus driver looked so<	ADV	:AMP> serious like he was damned by someone.	A281.TXT
151.	ade me paralytic was whatever, it made me so<	ADV	:AMP> scar that I could not forget that event	A171.TXT
152.	sometimes<ADV:USL> helpless, yet they are so<	ADV	:AMP> nice person that everyone will<MDV:CRT>	A253.TXT
153.	quite<ADV:AMP> a great hotel and there're so<	ADV	:AMP> many people on that day . Then, we get	A301.TXT
154.	s up and told them what happened. We were so<	ADV	:AMP> scared and while we were talking, the l	A011.TXT
155.	this. As my sister and I were so<	ADV	:AMP> tried from traveling all day, we went t	A291.TXT
156.	900. Karim and his mother loved the house so<	ADV	:AMP> much and wanted to stay there forever.	A291.TXT
157.	e limit on it. If you ever want something so<	ADV	:AMP> badly but it only sells in some countri	A382.TXT
158.	ber waking up because our dog was barking so<	ADV	:AMP> loudly in front of the opened door (of	A381.TXT
159.	lf if not you will<MDV:CRT> end up trying so<	ADV	:AMP> hard to be someone else you're not. It'	A383.TXT
160.	wn self. It took for a while then, I feel so<	ADV	:AMP> bored to play again and again that I kn	A261.TXT
161.	Next, ghosts came to surprise me. I feel so<	ADV	:AMP> scared, but I decided to go on. I there	A181.TXT
162.	nce of airplanes make the passengers feel so<	ADV	:AMP> good. Every airplane has the good servi	A022.TXT
163.	f their faces and bodies. It made us feel so<	ADV	:AMP> down. Reported from the policemen, ten	A231.TXT
164.	lemon grasses (mosquitoes hate this smell so<	ADV	:AMP> much!!!); moreover, one of my friends o	A331.TXT
165.	,so he had to<MDV:OBL> drive me to school so<	ADV	:AMP> early. I got to school on 6 o'clock in	A301.TXT
166.	, add their names as the art creator. I'm so<	ADV	:AMP> surprised that some of those kids are i	A262.TXT
167.),But for me<ADV:PRB> ,it is not . I am so<	ADV	:AMP> scared of dolls,when I was 7 i saw the	A271.TXT
168.	ty and have many flaws. When you see them so<	ADV	:AMP> far, they look like tramps. These perso	A033.TXT
169.	DV:USL> speak politely. When you see them so<	ADV	:AMP> far, they look like princesses. These p	A033.TXT
170.	rds and speak politely. When you see them so<	ADV	:AMP> far, they look like normal persons, so	A033.TXT
171.	room so we don't have to<MDV:OBL> turn on so<	ADV	:AMP> many air-conditioners and that night wa	A381.TXT
172.	working together can forecast the weather so<	ADV	:AMP> many disasters such as tornado, tidal w	A252.TXT

173.	ed through outside, she saw no one. "It's so<	ADV	:AMP> stupid. It's too late", she thought. Sh	A131.TXT
174.	s by a car and a pickup. The distance was so<	ADV	:AMP> far, so we all took a rest for a moment	A231.TXT
175.	, its head turned and looked at me. I was so<	ADV	:AMP> scared so i picked it up and threw it o	A271.TXT
176.	open my eyes but I can't open eyes. I was so<	ADV	:AMP> afraid that I screamed. Then, my eyes o	A391.TXT
177.	thigh. It was so<ADV:AMP> hurt and I was so<	ADV	:AMP> frightening so I cried out. I knew it w	A201.TXT
178.	ought I would<MDV:PRB> die, because I was so<	ADV	:AMP> tired and hungry. Suddenly I saw a log	A051.TXT
179.	and prayed for good luck. Although I was so<	ADV	:AMP> tired, I was too tense to stop. After t	A071.TXT
180.	here the voices come from. Although I was so<	ADV	:AMP> frightened, I still had to<MDV:OBL> mov	A051.TXT
181.	felt like I couldn't move or speak I was so<	ADV	:AMP> scared but also very<ADV:AMP>sleepy. I	A301.TXT
182.	was a bit<ADV:HDG> sunny, the weather was so<	ADV	:AMP> nice. Our meeting point was at MRT Hou	A091.TXT
183.	ls. After they left from the town, it was so<	ADV	:AMP> horrible, there were lots of corpse on	A181.TXT
184.	RB> feel completely<ADV:AMP> safe. It was so<	ADV	:AMP> frightening but looked at Bell, my brot	A091.TXT
185.	he seat, and my head hit the roof. It was so<	ADV	:AMP> badly hurt. Therefore, I told the drive	A091.TXT
186.	with my sister on the other couch. It was so<	ADV	:AMP> scary (we dont have any pets if you wer	A271.TXT
187.	myself and hurt at my upper thigh. It was so<	ADV	:AMP> hurt and I was so<ADV:AMP> frightening	A201.TXT
188.	hts that were around Night Bazaar. It was so<	ADV	:AMP> beautiful that we were all stunned. The	A031.TXT
189.	ny because we had a little budget. It was so<	ADV	:AMP> late at night when we arrived the hotel	A131.TXT
190.	arrived at Bobea safely. Bell said it was so<	ADV	:AMP> cool and exciting. I looked at him and	A091.TXT
191.	ence too despite the fact that my life is so<	ADV	:AMP> ordinary. I couldn't think of something	A381.TXT
192.	I played with my dolls. Playing alone is so<	ADV	:AMP> lonely, it meant I have to<MDV:OBL> pla	A261.TXT
193.	and I fell into the cannal. The cannal is so<	ADV	:AMP> dirty and muddy, so I can not see anyth	A051.TXT
194.	me<ADV:PRB> better 3 or 4 than2. This is so<	ADV	:AMP> creepy yall. I share a room with my sis	A271.TXT
195.	d someone who has the personality that is so<	ADV	:AMP> different from their appearance, that's	A383.TXT
196.	eir income rights. I know the internet is so<	ADV	:AMP> useful on this day, but it's still be o	A262.TXT
197.	htening experience. To me<ADV:PRB>, it is so<	ADV	:AMP> frightened because I am afraid of ghost	A181.TXT
198.	.Some nights, I hear the music and I get so<	ADV	:AMP> freaked out. It is hard to believe but	A271.TXT
199.	ed, we spent our time shopping. We bought so<	ADV	:AMP> many things such as a drawer, a clothes	A121.TXT
200.	t, checking everything out . Then, I felt so<	ADV	:AMP> sleepy ,so I decided to went up to the	A301.TXT
201.	d a ghosts' story too. That night, I felt so<	ADV	:AMP> tired and wanted to<MDV:VLT> sleep only	A171.TXT
202.	ng. I sweated all over my body and I felt so<	ADV	:AMP> tired. When my mother woke up, I told h	A391.TXT
203.	ay as fast as birds fly; therefore I felt so<	ADV	:AMP> tired that I had never<ADV:USL> been be	A171.TXT
204.	bout<ADV:HDG> 14 or 15 years old, I'm not so<	ADV	:AMP> sure, in the summer and the date is abo	A361.TXT
205.	from this accident that the death is not so<	ADV	:AMP> far away. If we are careless, we will<M	A021.TXT
206.	Nowadays, the world changed from the past so<	ADV	:AMP> much because technology in these days a	A182.TXT
207.	of condom is to control birth. According to<	ADV	:PRB> Wikipedia--the free encyclopedia--befor	A112.TXT
208.	sually<ADV:USL> found in lady wearer, rather<	ADV	:HDG> less in male. It shows the wearers' swe	A263.TXT
209.	y<ADV:USL> these people would<MDV:PRB> never<	ADV	:USL> found themselves as original as they wa	A383.TXT
210.	a thousand times that I would<MDV:PRB> never<	ADV	:USL> again sleep at the library. Drowning It	A301.TXT
211.	eally<ADV:AMP> scary and I'll<MDV:CRT> never<	ADV	:USL> forget! Chatkaew a11#46112967	A011.TXT
212.	However, The yummy food will<MDV:CRT> never<	ADV	:USL> ever make me forget this outrageous dri	A091.TXT
213.	before doing anything. I will<MDV:CRT> never<	ADV	:USL> forget it. It is the most frightening e	A021.TXT
214.	Kasetsart University. I will<MDV:CRT> never<	ADV	:USL> forget it. It was the day I experienced	A221.TXT

215.	rible experience which I will<MDV:CRT> never<	ADV	:VOL> forget. It happened in 1996. On that da	A061.TXT
216.	I swore to myself that I will<MDV:CRT> never<	ADV	:USL> swimming in the pool at night again. Ch	A301.TXT
217.	it was only tale and affirmed she had never<	ADV	:USL> seen it before. Let me tell you why I b	A291.TXT
218.	with fun and terror memoir that we had never<	ADV	:USL> forgotten. A Car Clash It is the most d	A341.TXT
219.	nt to<MDV:VLT> see any fight and I had never<	ADV	:USL> been in any frightened and excited like	A361.TXT
220.	re I felt so<ADV:AMP> tired that I had never<	ADV	:USL> been before. Although I had to<MDV:OBL>	A171.TXT
221.	decide for oneself. They are cool and never<	ADV	:USL> let nobody to stop them. In deed<ADV:AC	A073.TXT
222.	hard to vanquish. Like the old man, he never<	ADV	:USL> let his head down until the end and the	A251.TXT
223.	a232 Mobile Phone's Evolution As time never<	ADV	:USL> waits for anyone, and every second is s	A232.TXT
224.	sfortune. After this accident, we have never<	ADV	:USL> met the big accident. I have learned fr	A021.TXT
225.	ould to my bedroom. Since then, I have never<	ADV	:USL> talked on phone at late night. I was te	A251.TXT
226.	ere as big as tennis balls, and I have never<	ADV	:USL> seen something like this in my life. My	A281.TXT
227.	ost frightening experience that I have never<	ADV	:USL> forgotten is my close call. My close ca	A021.TXT
228.	dream. It was my nightmare that I have never<	ADV	:USL> forgotten. It made me be frightened for	A181.TXT
229.	my frightening experiences that I have never<	ADV	:USL> forgotten happened when I was young. I	A181.TXT
230.	CT>, I love to play with dogs but have never<	ADV	:USL> forgotten the feeling when its fangs pl	A201.TXT
231.	howed on the screen clearly. They have never<	ADV	:USL> known that it may<MDV:PSS> cause them s	A242.TXT
232.	stopped them. After this situation, I never<	ADV	:USL> passed this house again. Paweennuch 08F	A081.TXT
233.	give alms for him. After I did that, I never<	ADV	:USL> saw him again. However, I don't underst	A391.TXT
234.	near 22 dividers circle. Initially, I never<	ADV	:USL> thought of Tai's house, which might<MDV	A211.TXT
235.	ng. Although all of them were scary, I never<	ADV	:USL> expected that I would<MDV:PRB> experien	A011.TXT
236.	nce made me think about a death, and I never<	ADV	:USL> forget it. Nilobol a13#47112362	A151.TXT
237.	tside as far as I can. My friend and I never<	ADV	:USL> talk about it because we are both two s	A271.TXT
238.	ch me. But, I don't like cooking and I never<	ADV	:USL> help her. The best thing that I can do	A393.TXT
239.	reat trips. Unfortunately, the thing I never<	ADV	:USL> expected and couldn't control happened	A111.TXT
240.	ng experience is the situation which I never<	ADV	:USL> forget. It happened on the way I went t	A151.TXT
241.	he situation like me. After that day I never<	ADV	:USL> went to that toilet again. It makes me	A351.TXT
242.	it was my close call experience I can never<	ADV	:USL># forget. Varunorn 11FA	A111.TXT
243.	self for recognition, Kill yourself to never<	ADV	:USL>, ever stop You broke another mirror, Yo	A383.TXT
244.	Moo who is an easygoing person and has never<	ADV	:USL> complained other people loves to wear T	A083.TXT
245.	speaking, singing or dancing. She has never<	ADV	:USL> care about what people say or what peop	A143.TXT
246.	htened. I don't know what to do. I was never<	ADV	:USL> in the situation like this before. Fina	A351.TXT
247.	and interest, the short hair style is never<	ADV	:USL> dull. In brief, hairstyles can<MDV:PSS>	A273.TXT
248.	erved others people? If your answer is never<	ADV	:USL>, you should<MDV:OBL> try because there	A103.TXT
249.	it in and if you press the shutter you never<	ADV	:USL> knew that how was your picture until yo	A362.TXT
250.	believe someone or something that you never<	ADV	:USL> think to. Alone in the dark Have	A271.TXT
251.	ul in the nuclear factory because they never<	ADV	:USL> get tired, they can endure physical con	A322.TXT
252.	turally. They love their hair, so they never<	ADV	:USL> use chemical with their hair. In their	A033.TXT
253.	rowing their food away means that they never<	ADV	:USL> care about value or they don't consider	A093.TXT
254.	d<ADV:HDG> 1-3 am. don't remember) Sometimes<	ADV	:USL> i sleep in my sister's room so we don't	A381.TXT
255.	ethics with ever increasing zeal, sometimes<	ADV	:USL> become diplomatic leaders, and often<AD	A293.TXT
256.	elves and don't believe the other, sometimes<	ADV	:USL> they look like parade. In short, learni	A193.TXT

257.	is almost<ADV:HDG> small and fit, sometimes<	ADV	:USL> the owner feels uncomfortable inside th	A212.TXT
258.	ir honorable being most important, sometimes<	ADV	:USL> the quality and cost are things they no	A193.TXT
259.	are reflected in your appearance. Sometimes<	ADV	:USL>, it's not appear now but it will<MDV:CR	A393.TXT
260.	like something other people hate. Sometimes<	ADV	:USL>, people who come from the same family a	A303.TXT
261.	eir hairstyles and their clothing. Sometimes<	ADV	:USL> we could<MDV:PSS> not idenfify them tha	A053.TXT
262.	any people you like to talk with. Sometimes<	ADV	:USL>, if you feel lonely and want to<MDV:VLT	A302.TXT
263.	iewers, especially young children. Sometimes<	ADV	:USL>, the action movies which are full of vi	A242.TXT
264.	from their faces to look younger. Sometimes<	ADV	:USL> cosmetic surgery is very<ADV:AMP>essent	A132.TXT
265.	ith robots for checking qualities. Sometimes<	ADV	:USL>, chemists must<MDV:OBL> use robots to t	A032.TXT
266.	ets which suitable for themselves. Sometimes<	ADV	:USL>, their personalities could<MDV:PSS> rel	A213.TXT
267.	at make people around impress you. Sometimes<	ADV	:USL> what you see in not all of what you thi	A143.TXT
268.	they seek their parents for money. Sometimes<	ADV	:USL> the trouble is so severe that some thes	A332.TXT
269.	s work more easily in the surgery. Sometimes<	ADV	:USL>, the surgery that robots operate will<M	A032.TXT
270.	instead of you, you must<MDV:OBL> sometimes<	ADV	:USL> work yourself. Piyapat a21#47112396	A032.TXT
271.	s such as light, shadow, smell and sometimes<	ADV	:USL> human being. And if you were me that ni	A171.TXT
272.	e who do not have many friends and sometimes<	ADV	:USL> feel lonely inside may<MDV:PSS> love to	A303.TXT
273.	PRB> are outgoing and generous and sometimes<	ADV	:USL> concerned about the other people's mind	A213.TXT
274.	s the wearers' sweetness, neat and sometimes<	ADV	:USL> childish. Some has added some cute ribb	A263.TXT
275.	e. Besides, they have got headache sometimes<	ADV	:USL>. For patients, it brings the more viole	A192.TXT
276.	s, and their black color hairs are sometimes<	ADV	:USL> dyed to blond, red, or yellow. In their	A033.TXT
277.	pleased by others because they are sometimes<	ADV	:USL> helpless, yet they are so<ADV:AMP> nice	A253.TXT
278.	ve many friends. She is also cruel sometimes<	ADV	:USL>, but she is a good person. She always<A	A223.TXT
279.	nd feminine look. Because of their sometimes<	ADV	:USL> dainty appearance. They avoid clothing	A273.TXT
280.	an notice them from their pets, or sometimes<	ADV	:USL>, the pets they keep can<MDV:PSS> tell t	A303.TXT
281.	n arts. If you were the creator or sometimes<	ADV	:USL> author, and someone has stolen the prod	A262.TXT
282.	ft, feminine look. Because of your sometimes<	ADV	:USL> dainty appearance, however, it is impor	A173.TXT
283.	ke princesses. These personalities sometimes<	ADV	:USL> make people look at them until they tur	A033.TXT
284.	k like tramps. These personalities sometimes<	ADV	:USL> make people who are passerby look at th	A033.TXT
285.	m, so it looks like too fastidious sometimes<	ADV	:USL>. The confident people likes try new thi	A193.TXT
286.	s my life easier and better but it sometimes<	ADV	:USL> may<MDV:PSS> makes me more lazier too!!	A362.TXT
287.	ike its name, black and white. But sometimes<	ADV	:USL> dark grey and navy blue can put in to t	A333.TXT
288.	ay<MDV:PSS> be a nicety person but sometimes<	ADV	:USL> they can chill with their friends in th	A333.TXT
289.	MP>hot. This can<MDV:PSS> be funny sometimes<	ADV	:USL> to see rocker dressing like that in suc	A353.TXT
290.	ke set definitions in a dictionary Sometimes<	ADV	:USL>, personality is like a dictionary that	A393.TXT
291.	anything to my parents on that day, perhaps<	ADV	:PSS> I might<MDV:PSS> be help her. Therefore	A371.TXT
292.	t. In short, the electric car' owner perhaps<	ADV	:PSS> found the trouble problems in the futur	A212.TXT
293.	hy I hate them deeply like this. But I guess<	ADV	:PRB> maybe<ADV:PSS> because of their body. E	A191.TXT
294.	rge w Bush, the president of America, always<	ADV	:USL> dress formal suit because he have to<MD	A323.TXT
295.	in the same car" You should<MDV:OBL> always<	ADV	:USL> remember this sentence in your mind. If	A062.TXT
296.	d dimensions. The owner must<MDV:OBL> always<	ADV	:USL> charge battery and check car's status b	A212.TXT
297.	g a human life. And we could<MDV:PSS> always<	ADV	:USL> build more robots." U.S. military has b	A322.TXT
298.	he person I close to so I'll<MDV:CRT> always<	ADV	:USL> like when there are a lot of people aro	A363.TXT

299.	what everyone wants and will<MDV:CRT> always<	ADV	:USL> be. People used to live without the tec	A382.TXT
300.	sses, eat only nutritional foods, and always<	ADV	:USL> go to a library. If you are messy, you	A393.TXT
301.	:PSS> tell that they are creative and always<	ADV	:USL> like something challenging. To conclude	A283.TXT
302.	always<ADV:USL> love outstanding and always<	ADV	:USL> be hip. Moreover, they are popular. The	A053.TXT
303.	DV:USL> satisfied with everything and always<	ADV	:USL> complain. We can know that this person	A353.TXT
304.	ey are serious about their health and always<	ADV	:USL> take care themselves well, as a result,	A193.TXT
305.	ould<MDV:OBL> conduct proper uses and always<	ADV	:USL> remember to be cautious and discrete at	A332.TXT
306.	can't forget that horrible night and always<	ADV	:USL> talk about this story when we have a me	A131.TXT
307.	like Ann but she's self-confident and always<	ADV	:USL> dresses very<ADV:AMP>attractively. Howe	A013.TXT
308.	ially in the case of rape, the police always<	ADV	:USL> use the sperm that remains on the victi	A172.TXT
309.	he wasn't allowed to be upstairs (he always<	ADV	:USL> pisses here and there and.. so we just	A381.TXT
310.	V:USL>, but she is a good person. She always<	ADV	:USL> have a fierce dog and reptiles such as	A223.TXT
311.	nd love to hang out with friends. She always<	ADV	:USL> express her feeling to her friends and	A123.TXT
312.	n important for every society. People always<	ADV	:USL> show the pleasant personality to others	A243.TXT
313.	the most popular present that people always<	ADV	:USL> choose them to be pretty gifts. Dolls a	A253.TXT
314.	look fashionable. The short hairstyle always<	ADV	:USL> cut by depending on owner's face. It's	A313.TXT
315.	<MDV:OBL> work for lives and everyone always<	ADV	:USL> travel; consequently, this is the begin	A231.TXT
316.	ks to cover face. People of this type always<	ADV	:USL> find some books before stretching them	A253.TXT
317.	oung. For instance, your clothing are always<	ADV	:USL> neat and tidy all the time . You can no	A373.TXT
318.	o three styles. First, people who are always<	ADV	:USL> dressed courteously can silently show o	A163.TXT
319.	osite is true for slim people who are always<	ADV	:USL> annoying. They think carefully before t	A353.TXT
320.	advantages and the disadvantages are always<	ADV	:USL> come together so that is why all canned	A092.TXT
321.	ee in magazines, their hairstyles are always<	ADV	:USL> changible easily depending on the spinn	A283.TXT
322.	gentle. Most of their hairstyles are always<	ADV	:USL> straight long and are set free naturall	A033.TXT
323.	place. For example, the teachers are always<	ADV	:USL> dress neatly because they must<MDV:OBL>	A043.TXT
324.	nt. So people who dress like that are always<	ADV	:USL> teenagers. Then the clothing styles tha	A323.TXT
325.	hairstyles or their clothing that are always<	ADV	:USL> black and they usually<ADV:USL> wear ja	A353.TXT
326.	ends who have short hair and they are always<	ADV	:USL> cheerful and look smart because of thei	A313.TXT
327.	n people lives, I believed that there always<	ADV	:USL> had hard times and sometime<ADV:USL> we	A251.TXT
328.	of my life also the frightening case always<	ADV	:USL> happens. When I was in high school, I w	A071.TXT
329.	d considerate person. In our life, we always<	ADV	:USL> have many essential events all year. It	A253.TXT
330.	ed in hairstyle. In everyday life, we always<	ADV	:USL> meet new people. Some are just passersb	A113.TXT
331.	s told me that in the toilet where we always<	ADV	:USL> went has a soul of a suicidal girl. She	A351.TXT
332.	on from the other. They think that we always<	ADV	:USL> take care ourselves, and be ready to ta	A243.TXT
333.	eat New Year together. That's what we always<	ADV	:USL> want. Numfon a13#47112354	A141.TXT
334.	friend, Ya, to take No.126 bus, which always<	ADV	:USL> has problems with passengers, to The Ma	A281.TXT
335.	rrifying. Whenever I thought of it, I always<	ADV	:USL> feel hopeless and laugh together. There	A071.TXT
336.	ng. For example, people who love rock always<	ADV	:USL> make the others know that they are rock	A353.TXT
337.	ulumpong station. Yet, as usual, I am always<	ADV	:USL> the one who wait for Bell. I seriously	A091.TXT
338.	pensation. In the end, this situation always<	ADV	:USL> brings me to my senses to drive careful	A341.TXT
339.	This shows they are funny people who always<	ADV	:USL> have smile on their face. They love fre	A263.TXT
340.	ust from customers and politician who always<	ADV	:USL> have to<MDV:OBL> look neat and clean. F	A323.TXT

341.	arate into 3 styles. First, a man who always<	ADV	:USL> wears neat clothes such as shirts, polo	A083.TXT
342.	st, I think that it was my mother who always<	ADV	:USL> wakes me up every morning. I called her	A391.TXT
343.	n. For example, my younger sister who always<	ADV	:USL> wears jeans and T-shirts loves adventur	A083.TXT
344.	rk hard. Most of people in this group always<	ADV	:USL> work in industry or do physical work. T	A133.TXT
345.	ll as me, when I was young, my mother always<	ADV	:USL> cooked foods by herself that she tried	A393.TXT
346.	lects from your personality, but it's always<	ADV	:USL> that? Personality is a tradition that l	A393.TXT
347.	ADV:USL> sure; the short hairstyle is always<	ADV	:USL> a trendy hair style. Full of texture an	A273.TXT
348.	orter than the boys. But one thing is always<	ADV	:USL> sure; the short hairstyle is always<ADV	A273.TXT
349.	. This group represents person who is always<	ADV	:USL> decide for oneself. They are cool and n	A073.TXT
350.	hate the lack of variety. Clothes is always<	ADV	:USL> used the high-colored or made in the sp	A323.TXT
351.	unds on the face or body, so surgeons always<	ADV	:USL> heal the patient by cosmetic surgery. C	A132.TXT
352.	ent styles. Most people in high class always<	ADV	:USL> need to<MDV:OBL> be good looking in ord	A243.TXT
353.	much because technology in these days always<	ADV	:USL> update. After starting the revolution o	A182.TXT
354.	houlder, but because I was little, it always<	ADV	:USL> crossed on my own neck, and it's truly<	A111.TXT
355.	me slim and even skinny. They are not always<	ADV	:USL> satisfied with everything and always<AD	A353.TXT
356.	resting and exciting thing...that's not always<	ADV	:USL> right. For me<ADV:PRB>, personalities d	A393.TXT
357.	r of the viewers. Some channels on TV always<	ADV	:USL> contain nonsense programs which aren't	A242.TXT
358.	s original as they want. People today always<	ADV	:USL> follow trends, the trends that were set	A383.TXT
359.	bad personalities. For example, they always<	ADV	:USL> to start fights, and they do things tha	A053.TXT
360.	l<MDV:CRT> be less. For example, they always<	ADV	:USL> ask parents to go to bed late in order	A242.TXT
361.	ig glasses. For their hairstyle, they always<	ADV	:USL> like short straight uncoloured and unde	A053.TXT
362.	MP>beautiful. In their clothing, they always<	ADV	:USL> like blue, green, or brown colors, and	A033.TXT
363.	e in places they live. Moreover, they always<	ADV	:USL> behave in the rule of social and are se	A323.TXT
364.	do everything that they desire. They always<	ADV	:USL> get gorgeous designed hairstyle. Each g	A053.TXT
365.	they do not struggle for living. They always<	ADV	:USL> be happy, and they could<MDV:PSS> do ev	A053.TXT
366.	are complementary to their look. They always<	ADV	:USL> stay away from angular haircuts in orde	A273.TXT
367.	d group is the fasionable group. They always<	ADV	:USL> love outstanding and always<ADV:USL> be	A053.TXT
368.	as luxurious taste, extravagant. They always<	ADV	:USL> spend money for extravagance such as br	A053.TXT
369.	d fine clothes before going out. They always<	ADV	:USL> make sure that they look pretty because	A233.TXT
370.	e about beauty and fashion, and they always<	ADV	:USL> buy something new about fashion a lot.	A053.TXT
371.	rom many following diseases, and they always<	ADV	:USL> have bad personalities. For instance, p	A153.TXT
372.	PSS> they are intrevert whether they always<	ADV	:USL> read books and work hard. They are good	A053.TXT
373.	most frightening experience My family always<	ADV	:USL> goes traveling in the quiet country, so	A061.TXT
374.	try to look at them, I will<MDV:CRT> always<	ADV	:USL> have goose flesh, and feel disgusting.	A191.TXT
375.	how much I scared of worms. So, they always<	ADV	:USL> try to take the pictures of worms or c	A191.TXT
376.	its for anyone, and every second is somewhat<	ADV	:HDG> precious to everybody living in modern	A232.TXT
377.	ngs the more violent other symptoms, in fact<	ADV	:ACT>, the wave may<MDV:PSS> disrupt some che	A192.TXT
378.	<ADV:AMP>popular among teenagers who in fact<	ADV	:ACT> are unnecessary to use it. Some rich pa	A372.TXT
379.	re for themselves no matter what but in fact<	ADV	:ACT>, they are too easily to feel lonely and	A203.TXT
380.	cary enough for me .Fortunately, I was a bit<	ADV	:HDG> tired so I felt asleep easily. In the m	A301.TXT
381.	as Thursday afternoon. Although it was a bit<	ADV	:HDG> sunny, the weather was so<ADV:AMP> nice	A091.TXT
382.	tic helper now. Though its movement is a bit<	ADV	:HDG> stiff, slow and voice monotonous, the r	A292.TXT

383.	sters. Besides, these pets made a little bit<	ADV	:HDG> annoying noise. It doesn't much more di	A213.TXT
384.	in Grade 10. I remember that I woke up a bit<	ADV	:HDG> late and it was a sunny day. First, I	A191.TXT
385.	an do anything with the others' arts! Almost<	ADV	:HDG> of the art creator has their own websit	A262.TXT
386.	met with the frightening experience, almost<	ADV	:HDG> all of them were nervous persons which	A311.TXT
387.	ybe<ADV:PSS> the active one. However, almost<	ADV	:HDG> of people's personalities are reflected	A263.TXT
388.	ely conveying their true personality. Almost<	ADV	:HDG>* women who have curly hair tend<LXV:PRB	A273.TXT
389.	re about<ADV:HDG> 15 minutes late and almost<	ADV	:HDG> missed the train. We were blamed by our	A141.TXT
390.	llywood stars operate their faces and almost<	ADV	:HDG> their whole bodies or even do the breas	A132.TXT
391.	his appearance or his hair style. He almost<	ADV	:HDG> doesn't comb his hair before going out,	A283.TXT
392.	mportant. But, I wrong. Nowadays, the almost<	ADV	:HDG>* changes are caused from science and te	A392.TXT
393.	at my house, and then she consoled me almost<	ADV	:HDG> all day. After that day, I heard that t	A241.TXT
394.	alked with the happy feeling until we almost<	ADV	:HDG> got off the overpass; Beau saw somethin	A321.TXT
395.	oices can<MDV:PSS> cause them to look almost<	ADV	:HDG> childlike, which can<MDV:PSS> lead peop	A273.TXT
396.	hoices can<MDV:PSS> cause you to look almost<	ADV	:HDG> childlike, which can<MDV:PSS> lead peop	A173.TXT
397.	ore fun we had. We didn't sleep until almost<	ADV	:HDG> dawn. We reached Chiang Mai at about<AD	A141.TXT
398.	ama through it. The cell phone can do almost<	ADV	:HDG> the same functions as many electronic d	A162.TXT
399.	ction than its name because it can do almost<	ADV	:HDG> everything we need. It is convenient an	A162.TXT
400.	aces. Some girls even have short hair almost<	ADV	:HDG> like boys. I can think of my friend who	A183.TXT
401.	happened very<ADV:AMP>quickly. It was almost<	ADV	:HDG> no anyone noticed but not me. I saw all	A371.TXT
402.	e had to<MDV:OBL> walk up till It was almost<	ADV	:HDG> at the top. In the end, after a tiring	A141.TXT
403.	ng cellular telephones in hospital is almost<	ADV	:HDG> forbidden as patients need rest. In add	A332.TXT
404.	use the side of every electric car is almost<	ADV	:HDG> small and fit, sometimes<ADV:USL> the o	A212.TXT
405.	e. These days, we have new inventions almost<	ADV	:HDG> everyday such as computer, cell phone,	A342.TXT
406.	let us stay in touch with someone at almost<	ADV	:HDG> all times wherever we are. Besides, the	A012.TXT
407.	about<ADV:HDG> 20%, they can drive it almost<	ADV	:HDG> 250 km. All in all using electric car m	A212.TXT
408.	ld<MDV:PRB> collapse. The storm lasted about<	ADV	:HDG> half an hour. In the end, a lot of dama	A281.TXT
409.	l the other of my freind group arrived about<	ADV	:HDG> 10 am. Then we began our work seriously	A211.TXT
410.	a202 Fuel Cell Since about<	ADV	:HDG> a century ago, mankind has used petrol	A202.TXT
411.	e at that moment. Furthermore, he rode about<	ADV	:HDG> one kilometer per minutes along the zig	A281.TXT
412.	not. I only gave her the wrong change about<	ADV	:HDG> 10 baht. Because there were many people	A101.TXT
413.	er aunt's house and she came back home about<	ADV	:HDG> late afternoon. Then we had an appointm	A211.TXT
414.	g suitcases. Like I said we went there about<	ADV	:HDG> 15 minutes late and almost<ADV:HDG> mis	A141.TXT
415.	perience with worm started when I were about<	ADV	:HDG> fifteen studied in Grade 10. I remember	A191.TXT
416.	ay before New Year day. This trip took about<	ADV	:HDG> four days, so we had to<MDV:OBL> pack o	A141.TXT
417.	se to the university everyday. It took about<	ADV	:HDG> an hour. If it has a traffic jam, it wi	A151.TXT
418.	for 5 days, and I would<MDV:PRB> earn about<	ADV	:HDG> 1,500 baht, but I worked only 3 days be	A101.TXT
419.	rms happened after I went to that trip about<	ADV	:HDG> four months. I went to a garden with my	A191.TXT
420.	tarting turning and the door opened up about<	ADV	:HDG> 4 inches. After that, I heard the sound	A291.TXT
421.	ck to Lampang, my home town, in winter about<	ADV	:HDG> a year ago. The weather was quite<ADV:H	A281.TXT
422.	orgotten. It made me be frightened for about<	ADV	:HDG> a week. In my dream, I was a cowboy in	A181.TXT
423.	spark rising to the ceiling, which was about<	ADV	:HDG> two meters tall. That spark made a big	A331.TXT
424.	time ago when I was still a kid. I was about<	ADV	:HDG> six or seven years old and was still sh	A201.TXT

425. to<MDV:VLT> tell was happen when I was about<
 426. e It happened during summer when I was about<
 427. P> sure, in the summer and the date is about<
 428. hired them to go back my home which is about<
 429. e photo shop and waited for our photos about<
 430. about the traffic jam. It only took us about<
 431. DV:HDG> dawn. We reached Chiang Mai at about<
 432. t. One day, we all went to the pool at about<
 433. ner, and saw the movie there. At night about<
 434. pen and then ,the band could just play about<
 435. of car is 65km/hr that use the energy about<
 436. ully<ADV:AMP> awake. I took a bath for about<
 437. a281 Two-wheel Demon! In my view<
 438. ou are injured from any accident. In my view<
 439. nt him to cure by a psychiatrist. In my view<
 440. e reflected in the pets they keep In my view<
 441. n is different from another person. Probably<
 442. ions and has different thoughts and probably<
 443. e owner' personalities of this kind probably<
 444. Bake-Ham sandwich for me. Well, he probably<
 445. e like a bird. These kind of people probably<
 446. limit. If they overload, its engine probably<
 447. t seemed<LXV:PRB> to be private are probably<
 448. peared in the future like today we probably<
 449. broke in to my house months ago (i probably<
 450. was beside her. She thought she was probably<
 451. t of Communication Communication is probably<
 452. ironment. Maybe<ADV:PSS> the air is probably<
 453. ture. In brief, using electric cars probably<
 454. challenging. People who raise cats probably<
 455. ersonalities. Choosing the pet that probably<
 456. h have a small party. However, they probably<
 457. elves, on their self-discovery they probably<
 458. de and his or her personalities are possibly<
 459. its owner's personalities that are possibly<
 460. as the decease that no medicine can possibly<
 461. ets also need the care of its owner possibly<
 462. s confined in a darken place. I could hardly<
 463. ten<ADV:USL> very<ADV:AMP>sexy and extremely<
 464. ten<ADV:USL> very<ADV:AMP>sexy and extremely<
 465. enly, I saw something that made me extremely<
 466. o do it tomorrow. That day we were extremely<

ADV :HDG> 14 or 15 years old, I'm not so<ADV:AMP>
 ADV :HDG> 10 years old. I was having a term break
 ADV :HDG> 14 on April. I can remember the date be
 ADV :HDG> four kilometers from the start point. T
 ADV :HDG> 1-2 weeks. But in the present it has di
 ADV :HDG> twenty minutes to get there. When we ar
 ADV :HDG> 7o'clock. It was a nice Friday with the
 ADV :HDG> 6 pm., also my mom and dad who came to
 ADV :HDG> ten pm., we went home by taxi because w
 ADV :HDG> 5 songs, the teenagers are came in a gr
 ADV :HDG> 20%, they can drive it almost<ADV:HDG>
 ADV :HDG> forty minutes as usually<ADV:USL>. Afte
 ADV :PRB>, my motorcycle-riding skill is not too
 ADV :PRB>, everything in the world has two sides,
 ADV :PRB>, although he made a traumatic experienc
 ADV :PRB>, personalities of human can<MDV:PSS> be
 ADV :PRB> you can guess what personalities of peo
 ADV :PRB> sees the same thing in different view.
 ADV :PRB> are outgoing and generous and sometimes
 ADV :PRB> knew that I was getting mad so the way
 ADV :PRB> love to dress in chic and fine clothes
 ADV :PRB> is damaged or struck. Moreover, if they
 ADV :PRB> serene and modest. The last kind of pet
 ADV :PRB> cook by ourselves every evening, but in
 ADV :PRB> have short-term memory..lol) let me tel
 ADV :PRB> exhausted and really<ADV:AMP> sleepy. S
 ADV :PRB> becoming an essential element for a liv
 ADV :PRB> cleaner because the fuel isn't necessar
 ADV :PRB> have a bad effect on the environment. I
 ADV :PRB> have a delicate feeling. They too love
 ADV :PRB> depends on each people's personalities
 ADV :PRB> have a grown up thinking like an adult.
 ADV :PRB> follow someone's style for a while but
 ADV :PSS> reserved and calm. It uses a little spa
 ADV :PSS> self-confident, bold and extrovert. Kee
 ADV :PSS> cure. The appearance of condoms also pa
 ADV :PSS>. Pennapa a35#47112438
 ADV :HDG> breath and tried hard to tell myself to
 ADV :AMP> feminine. Select accessories that are s
 ADV :AMP> feminine. So they select accessories th
 ADV :AMP> surprise and it was the reason why Beau
 ADV :AMP> happy and pleasant. My close friend's h

A361.TXT
 A111.TXT
 A361.TXT
 A281.TXT
 A352.TXT
 A121.TXT
 A141.TXT
 A301.TXT
 A041.TXT
 A361.TXT
 A212.TXT
 A191.TXT
 A281.TXT
 A132.TXT
 A241.TXT
 A223.TXT
 A133.TXT
 A383.TXT
 A213.TXT
 A091.TXT
 A233.TXT
 A212.TXT
 A213.TXT
 A092.TXT
 A381.TXT
 A131.TXT
 A072.TXT
 A212.TXT
 A212.TXT
 A233.TXT
 A213.TXT
 A333.TXT
 A383.TXT
 A213.TXT
 A213.TXT
 A112.TXT
 A213.TXT
 A301.TXT
 A173.TXT
 A273.TXT
 A321.TXT
 A211.TXT

467.	ars. We felt frightened because of extremely<	ADV	:AMP> great cloud of black smoke spreading la	A211.TXT
468.	dered more narrow-minded. Men with extremely<	ADV	:AMP> long hair were viewed as less intellige	A173.TXT
469.	it can<MDV:PSS> effect for health extremely<	ADV	:AMP>. Moreover, they are serious about their	A193.TXT
470.	ve thinking. Computers have proven extremely<	ADV	:AMP> beneficial to kids with certain speech,	A252.TXT
471.	t's because I was only 10 and also extremely<	ADV	:AMP> scared. I was admitted to the hospital.	A111.TXT
472.	ill remember the moment that I was extremely<	ADV	:AMP> scared and fun at the same time. When I	A131.TXT
473.	he new version catching their eyes extremely<	ADV	:AMP>. If the victim flights , they will<MDV:	A192.TXT
474.	told us during the dinner. I felt extremely<	ADV	:AMP> terrified and then the hair on the back	A291.TXT
475.	d-line telephone, but which is also entirely<	ADV	:AMP> portable and is not required to be conn	A052.TXT
476.	ves to play sport especially fencing. Surely<	ADV	:CRT> her appearance looks fluent and smart.	A103.TXT
477.	al situation, fuel cell will<MDV:CRT> surely<	ADV	:CRT> open the new age of energy. Kanit a25#4	A202.TXT
478.	on of mobile phone that will<MDV:CRT> surely<	ADV	:CRT> happen in the future is 3D virtual real	A102.TXT
479.	man but had no legs and feet. And she surely<	ADV	:CRT> realized that it was apparition. She co	A131.TXT
480.	eat person. If they are men, they are surely<	ADV	:CRT> being family men and if they are women,	A073.TXT
481.	r brain rather than their muscle. You surely<	ADV	:CRT> see they eat per meal less than the fir	A133.TXT
482.	has dramatically increased to approximately<	ADV	:HDG> 2-3 billion, so there are many kinds of	A133.TXT
483.	baht per liter, and a car uses approximately<	ADV	:HDG> 1 liter per 10 kilometers. Moreover, it	A062.TXT
484.	o, all of energy will<MDV:CRT> be completely<	ADV	:AMP> used and the only thing left after the	A202.TXT
485.	ided to sleep again. This time, I completely<	ADV	:AMP> failed asleep and I could feel that it	A301.TXT
486.	J:CRT> you wouldn't<MDV:PRB> feel completely<	ADV	:AMP> safe. It was so<ADV:AMP> frightening bu	A091.TXT
487.	an<MDV:PSS> be interpreted in two completely<	ADV	:AMP> different personalities. They may<MDV:P	A113.TXT
488.	scenery, everything around me was completely<	ADV	:AMP> splendid. The frist thing I did was to	A141.TXT
489.	for human society. Everything is completely<	ADV	:AMP> based on time; therefore, people decide	A122.TXT
490.	tle changing everyday until it is completely<	ADV	:AMP> changed. Let say that traditional eatin	A092.TXT
491.	When I thought that the ghost is definitely<	ADV	:CRT> in my room. One day, my family and I we	A301.TXT
492.	weet girl from movies. A punk boy definitely<	ADV	:CRT> wears punk clothes, has his hair in pun	A383.TXT
493.	their lifes that help everything. Absolutely<	ADV	:AMP>, they can't live without them. Moreover	A392.TXT
494.	y that I remember from my mother. Absolutely<	ADV	:AMP>, it's the most delicious food that I ha	A393.TXT
495.	convenient in their hasty lives. Absolutely<	ADV	:AMP>, the cellular telephone is the most imp	A152.TXT
496.	old abilities. Moreover, they are absolutely<	ADV	:AMP> perfect because their clothes are elega	A073.TXT
497.	he old bridge in distant place is absolutely<	ADV	:AMP> careless and rotten. If I hadn't had my	A071.TXT
498.	othing dangerous, so fuel cell is absolutely<	ADV	:AMP> economize and friendly to nature. Altho	A202.TXT
499.	ally<ADV:AMP> believed it was not absolutely<	ADV	:AMP> the human being because I did not see i	A171.TXT
500.	it the upper part of the front seat strongly<	ADV	:AMP>. The noise was my mom's scream. My visi	A111.TXT
501.	mplementing goals can<MDV:PSS> become highly<	ADV	:AMP> skilled in logistics. Thus their most p	A293.TXT
502.	mplementing goals can<MDV:PSS> become highly<	ADV	:AMP> skilled in diplomatic integration. Thus	A293.TXT
503.	mplementing goals can<MDV:PSS> become highly<	ADV	:AMP> skilled in tactical variation. Thus the	A293.TXT
504.	mplementing goals can<MDV:PSS> become highly<	ADV	:AMP> skilled in strategic analysis. Thus the	A293.TXT
505.	nd I found it. It was really<ADV:AMP> really<	ADV	:AMP> fearful to see it crawling along to the	A141.TXT
506.	was going to<MDV:CRT> be injured and really<	ADV	:AMP> wanted to<MDV:VLT> jump out of this roc	A281.TXT
507.	e was probably<ADV:PRB> exhausted and really<	ADV	:AMP> sleepy. She lay down again, and that sh	A131.TXT
508.	isite, unfashionable, respectable and really<	ADV	:AMP> take care of themselves. For example, V	A103.TXT

509.	has a short hairstyle like a boy. She really<	ADV	:AMP> loves to play sport especially fencing.	A103.TXT
510.	hortation.He decided to do it as she really<	ADV	:AMP> wanted,but the thing they found was not	A161.TXT
511.	act on our lives today because people really<	ADV	:AMP> concern about their health and beauty.	A132.TXT
512.	they can get along with other people really<	ADV	:AMP> well just like dogs' personalities. Fur	A123.TXT
513.	e convenient, easy and fast. They are really<	ADV	:AMP> comfortable and increase our flexibilit	A012.TXT
514.	t up and sat together because we were really<	ADV	:AMP> scared. We prayed and prayed for more t	A011.TXT
515.	saw that my mother was crying too. I really<	ADV	:AMP> did not like to be in this situation. N	A101.TXT
516.	er it was the human being or ghost. I really<	ADV	:AMP> believed it was not absolutely<ADV:AMP>	A171.TXT
517.	ally<ADV:USL> found on internet and I really<	ADV	:AMP> don't agree with them. It still be the	A262.TXT
518.	ople as cyber-thieves. For one case I really<	ADV	:AMP> known is about art-thieves, Many kids t	A262.TXT
519.	walked through the path even though I really<	ADV	:AMP> wanted to<MDV:VLT> run away from there.	A181.TXT
520.	know anybody believe me or not but I really<	ADV	:AMP> believe that it was her that I met. It	A351.TXT
521.	e and stronger than others, but now I really<	ADV	:AMP> do not want to<MDV:VLT> be like that if	A101.TXT
522.	nd I was at home bored. She came back really<	ADV	:AMP> late so I thought that I would<MDV:PRB>	A271.TXT
523.	make them trust that the little girl really<	ADV	:ACT> existed. She talked about that story da	A161.TXT
524.	or learning and knowing what a person really<	ADV	:ACT> is. Varunorn 11FA	A113.TXT
525.	V:AMP>risky. The third is a woman who really<	ADV	:AMP> happy with a boyish hairstyle. It can<M	A103.TXT
526.	hiking boots and baseball caps. It's really<	ADV	:AMP> popular on teenagers, so it's showing o	A073.TXT
527.	AMP>short hair like a soldier. He was really<	ADV	:AMP> proud with this statement, so he goes t	A103.TXT
528.	e moving clay? How it could be! I was really<	ADV	:AMP> frightening and try to shoot it again a	A261.TXT
529.	ing goodbye. Shaking with fear, I was really<	ADV	:AMP> shock. I could not bear it anymore so I	A251.TXT
530.	d to speak , there's no voice . I was really<	ADV	:AMP> scared like I was confined in a darken	A301.TXT
531.	ound started to walk toward me. I was really<	ADV	:AMP> scared and didn't know what to do, I on	A301.TXT
532.	look like eyes adding on it and I was really<	ADV	:AMP> sure<ADJ:CRT> that they looked at me. A	A261.TXT
533.	t of that scene. At that moment I was really<	ADV	:AMP> thrill because I didn't want to<MDV:VLT	A361.TXT
534.	ot rid of bad luck together. That was really<	ADV	:AMP> scary and I'll<MDV:CRT> never<ADV:USL>	A011.TXT
535.	chlight around and I found it. It was really<	ADV	:AMP> really<ADV:AMP> fearful to see it crawl	A141.TXT
536.	.As all Thai people know that she is really<	ADV	:AMP> self-confident and dare to find the tru	A103.TXT
537.	kinds of people in our society. It is really<	ADV	:AMP> undoubted that each person is different	A133.TXT
538.	r life. In short, cosmetic surgery is really<	ADV	:AMP> helpful when you want to<MDV:VLT> look	A132.TXT
539.	oom to get something and I heard this really<	ADV	:AMP> loud scream and I could hear some musi	A271.TXT
540.	frightening experience, well I don't really<	ADV	:AMP> have many frighten situation. What I'm	A361.TXT
541.	r do something. Therefore, they don't really<	ADV	:AMP> care to be neat to impress others becau	A113.TXT
542.	this so called cellular phone, is it really<	ADV	:AMP> that great? Frankly, the answer is no.	A332.TXT
543.	ppened last night but everyone didn't really<	ADV	:AMP> fully<ADV:AMP> believe that I was seein	A291.TXT
544.	on my back that pushes me down. I got really<	ADV	:AMP> scared, I remembered still I saw my sis	A301.TXT
545.	ral, 80 km an hour might<MDV:PSS> not really<	ADV	:AMP> fast for somebody, but if you were in a	A091.TXT
546.	d heavy weight; therefore, it was not really<	ADV	:AMP> catch the eyes and draw throng of peopl	A232.TXT
547.	e trendy, have high social need. They really<	ADV	:AMP> care and pay attention to the stuff tha	A013.TXT
548.	re. The appearance of condoms also partially<	ADV	:HDG> influence on people's viewpoint on sexu	A112.TXT
549.	transmitted diseases, and also, it partially<	ADV	:HDG> influence on people's perspectives upon	A112.TXT
550.	uestion why it's a big deal for me. Normally<	ADV	:USL> when people fasten it, the upper part o	A111.TXT

551.	more than that, so their heads are normally<	ADV	:USL> dreadlock, curly or long, straight and	A283.TXT
552.	which had an Alsatian dog. This dog normally<	ADV	:USL> was confined in the house, but it was n	A081.TXT
553.	h computers and do things that they normally<	ADV	:USL> could not do independently. They benefi	A252.TXT
554.	instead of going to the beach. Occasionally<	ADV	:USL>, we went to swimming in the pool in the	A301.TXT
555.	AMP> near and around its owner. Occasionally<	ADV	:USL>, it would like to help by digging and s	A213.TXT
556.	e sociable and kind, and he or she generally<	ADV	:USL> cared about the other people's mind. So	A213.TXT
557.	rm break. We went to Pattaya as we generally<	ADV	:USL> go travel around Thailand when we all h	A111.TXT
558.	ar in recent years. Now society is generally<	ADV	:USL> more conscious of image. And people of	A132.TXT
559.	ours for full battery (100%). They generally<	ADV	:USL> check the time of charging and wait unt	A212.TXT
560.	hair. Girls with this hairstyles are usally<	ADV	:USL>* considered as the sexiest and good tak	A143.TXT
561.	ruise on his forehead and my dad was totally<	ADV	:AMP> fine. The doctor said I might<MDV:PSS>	A111.TXT
562.	girl in my friends group so she was totally<	ADV	:AMP> shock. After he had gone, we decided to	A321.TXT
563.	ly hit the van strongly. The car was totally<	ADV	:AMP> damage but we are lucky because no one	A121.TXT
564.	estyles faster and easier, and it is totally<	ADV	:AMP> changed our lives to get along with thi	A342.TXT
565.	urriedly went down to the 1st floor. Usually<	ADV	:USL>, there had to<MDV:OBL> be at least a ma	A301.TXT
566.	not care of any changes in the world usually<	ADV	:USL> do hair cut every years or sometime<ADV	A283.TXT
567.	They may<MDV:PSS> be polite men and usually<	ADV	:USL> prefer things with a plain style. They	A113.TXT
568.	nacks. Tai is entertaining girl. She usually<	ADV	:USL> observed us and cared about our feeling	A211.TXT
569.	d in only brand name clothes and she usually<	ADV	:USL> changes her clothing in her closet ever	A163.TXT
570.	the personalities of this people are usually<	ADV	:USL> presented in the artist way. They are f	A323.TXT
571.	ove arts. Free, funny and create are usually<	ADV	:USL> found in this wearer style. The last st	A263.TXT
572.	that present their personalities are usually<	ADV	:USL> designed in a various form and used man	A323.TXT
573.	developed intelligent operations are usually<	ADV	:USL> promoting and operating or displaying a	A293.TXT
574.	developed intelligent operations are usually<	ADV	:USL> teaching and counseling or conferring a	A293.TXT
575.	their sad stories. Pink garments are usually<	ADV	:USL> used by princesses in fairy tales and i	A203.TXT
576.	d hungering for membership. They are usually<	ADV	:USL> stoical about the present, pessimistic	A293.TXT
577.	ering for impact on others. They are usually<	ADV	:USL> hedonic about the present, optimistic a	A293.TXT
578.	hungering for achievement. They are usually<	ADV	:USL> pragmatic about the present, skeptical	A293.TXT
579.	ood-looking at all time and they are usually<	ADV	:USL> proud of themselves and very<ADV:AMP>mu	A233.TXT
580.	le who wear this style clothing have usually<	ADV	:USL> found in middle-social and high-social.	A263.TXT
581.	style is called Naew in Thai and we usually<	ADV	:USL> call the person wearing this clothing s	A163.TXT
582.	:PSS> cause major car crashes, which usually<	ADV	:USL> end up with numerous deaths. In sho	A332.TXT
583.	i did this for 523 times (joking). I usually<	ADV	:USL> go to bed late.. after 1 am. Someday i	A381.TXT
584.	e feel very<ADV:AMP>tired and sad. I usually<	ADV	:USL> thought that a person who had many expe	A101.TXT
585.	..i didn't suspect anything since i usually<	ADV	:USL> left the door open when no one is in th	A381.TXT
586.	's very<ADV:AMP>active in their work usually<	ADV	:USL> had been found in an formal clothing, o	A263.TXT
587.	as the author unknown that have been usually<	ADV	:USL> found on internet and I really<ADV:AMP>	A262.TXT
588.	for about<ADV:HDG> forty minutes as usually<	ADV	:USL>. After that, I went out from a bathroom	A191.TXT
589.	sweet and neat style. This style has usually<	ADV	:USL> found in lady wearer, rather<ADV:HDG> l	A263.TXT
590.	fferent in the sort of personalities usually<	ADV	:USL> express their clothing styles in differ	A323.TXT
591.	les that present their personalities usually<	ADV	:USL> use the gentle style and avoid using hi	A323.TXT
592.	les that present their personalities usually<	ADV	:USL> design in attractive style because they	A323.TXT

593.	lent, and cruel. In their hairstyles usually<	ADV	:USL> are made up rise around their heads, an	A033.TXT
594.	some of the work of a people, and is usually<	ADV	:USL> controlled by a computer. The purpose o	A292.TXT
595.	e fasten it, the upper part of it is usually<	ADV	:USL> on their shoulder, but because I was li	A111.TXT
596.	me advertisements, telephone numbers usually<	ADV	:USL> appear at the screen for business purpo	A182.TXT
597.	>large and crowded. Lots of tourists usually<	ADV	:USL> like to go there. When I went to Chiang	A031.TXT
598.	nd became unhappy like its owner. It usually<	ADV	:USL> observed and cared about its owner's em	A213.TXT
599.	llow someone's style for a while but usually<	ADV	:USL> these people would<MDV:PRB> never<ADV:U	A383.TXT
600.	r look falls into this category, you usually<	ADV	:USL> look good with long hair that creates a	A173.TXT
601.	their hair. In their clothing, they usually<	ADV	:USL> like pink color, and they wear pink dre	A033.TXT
602.	does not gaudy people's style. They usually<	ADV	:USL> wear tidy clothes and dress properly fo	A043.TXT
603.	hat are very<ADV:AMP>beautiful. They usually<	ADV	:USL> speak politely. When you see them so<AD	A033.TXT
604.	t know what the copyright mean. They usually<	ADV	:USL> save the pictures created by the creato	A262.TXT
605.	h fine features and large eyes. They usually<	ADV	:USL> look good with long straight hair that	A273.TXT
606.	very<ADV:AMP>fashion-conscious. They usually<	ADV	:USL> talk about the latest fashion of the mo	A163.TXT
607.	se they don't want more energy. They usually<	ADV	:USL> skip their breakfast and often<ADV:USL>	A133.TXT
608.	ue, green, or brown colors, and they usually<	ADV	:USL> wear jeans and white, blue, brown T-shi	A033.TXT
609.	t are always<ADV:USL> black and they usually<	ADV	:USL> wear jackets although the weather is ve	A353.TXT
610.	hey look like bad boys. Because they usually<	ADV	:USL> has long hair, and they oppose the stan	A053.TXT
611.	ion trends and love shopping so they usually<	ADV	:USL> spend a lot of money for it. Then the c	A323.TXT
612.	er. It is because most of times they usually<	ADV	:USL> use their hearts rather than their brai	A113.TXT
613.	For example, Once Nasa of the U.S.A.usually<	ADV	:USL> sent robots to survey with humans on th	A032.TXT
614.	nd dogs are suite for these people. Actually<	ADV	:ACT>, most of people who love to have cats a	A303.TXT
615.	n I went to the trip to Jhuntaburi. Actually<	ADV	:ACT>, the trip was great. My close friend an	A191.TXT
616.	d going to<MDV:CRT>* failed asleep. Actually<	ADV	:ACT>, I didn't intend to sleep but I felt li	A301.TXT
617.	nt was about our best friend, dogs. Actually<	ADV	:ACT>, I love to play with dogs but have neve	A201.TXT
618.	dy was a child, they would<MDV:PRB> actually<	ADV	:ACT> have their favorite toys and "doll" mus	A271.TXT
619.	e if it was a supernatural thing or actually<	ADV	:ACT> it was a scientific. It happened when I	A301.TXT
620.	't understand until today that what actually<	ADV	:ACT> happened to me but I told myself a thou	A301.TXT
621.	hey may<MDV:PSS> seem friendly, but actually<	ADV	:ACT> they are lonely and need to<MDV:OBL> ha	A223.TXT
622.	erstand and don't care the rule but actually<	ADV	:ACT> they just respect to their requirement.	A323.TXT
623.	ht but everyone didn't really<ADV:AMP> fully<	ADV	:AMP> believe that I was seeing Karim's appar	A291.TXT
624.	nalities that can not be summarized or fully<	ADV	:AMP> described simply by hairstyle. Because	A273.TXT
625.	onalities that cannot be summarized or fully<	ADV	:AMP> described simply by hairstyle. Because	A173.TXT
626.	olite. However, we cannot summarize or fully<	ADV	:AMP> describe their complex personalities si	A113.TXT
627.	himer. Though this argument is not yet fully<	ADV	:AMP> supported by the scientific research, r	A332.TXT
628.	st, I went went to take a bath without fully<	ADV	:AMP> awake. I took a bath for about<ADV:HDG>	A191.TXT
629.	rsonalities can<MDV:PSS> be reflected mainly<	ADV	:USL> by two things: the pets they have and t	A343.TXT
630.	sseria gonorrhoeae, syphilis which is mainly<	ADV	:USL> transmitted by sexual contact, and AIDS	A112.TXT
631.	ople's personality can<MDV:PSS> dividemainly<	ADV	:USL> in three types: plainness, fussiness an	A193.TXT
632.	t experiment homework on that day. Certainly<	ADV	:CRT>, we knew that we had to<MDV:OBL> buy a	A331.TXT
633.	conclusion, someone must<MDV:CRT> certainly<	ADV	:CRT> have broken in to our house! So i told	A381.TXT
634.	deed<ADV:ACT>, this experience was certainly<	ADV	:CRT> terrifying. Whenever I thought of it, I	A071.TXT

635. ome dresses look like unclothe. It certainly<
636. r having their hair long because it commonly<
637. nodeficiency Syndrome--which is now commonly<
638. this bus came out from the corner, I clearly<
639. ill we kept playing it. Since, it was nearly<
640. business trip. As we arrived there's nearly<
641. y, I arrived to a small town which is nearly<
642. and removing grass and weeds, it's obviously<
643. .There are two kinds of pets that obviously<
644. ect them, they have to<MDV:OBL> be perfectly<
645. pending more time choosing a shirt perfectly<
646. tion from venereal infections, and it partly<
647. ny files video clips on internet. It's truly<
648. :USL> crossed on my own neck, and it's truly<
649. s. My friend, Farm, love her dog, Moji, very<
650. tyle. Romantic looks are often<ADV:USL> very<
651. tyle. Romantic looks are often<ADV:USL> very<
652. e in my childhood time. I will<MDV:CRT> very<
653. ersonality reflects their appearance. A very<
654. <ADV:AMP>hot and spicy food, so I had a very<
655. ision Nowadays, television has become a very<
656. ou without any concern but if you are a very<
657. n them, are referred to that they are a very<
658. rawn by an animal. Therefore, it took a very<
659. person you may<MDV:PSS> not happy in a very<
660. looked polite and neat because he has a very<
661. hen she poured water on it, there was a very<
662. look good with long hair that creates a very<
663. with long straight hair that creates a very<
664. his hair before going out, but he is a very<
665. ng and interested. After that room is a very<
666. together with my vice-chariman who is a very<
667. their love. Purple clothes wearer is a very<
668. me up; then right after that, I felt a very<
669. hought to myself that her voice sounded very<
670. get on the car. The happening happened very<
671. en I was only **14** years old. It occurred very<
672. ate over the lamp. However, they melted very<
673. d comfortably. Airplanes make the world very<
674. ing, look for items that are unique and very<
675. Various style person are talkative and very<
676. sually<ADV:USL> proud of themselves and very<

ADV :CRT>* that they have a good opinion themself
ADV :USL> appears as a token of feminine and it c
ADV :USL> known as the decease that no medicine c
ADV :AMP> saw mistakes. The bus got out of the po
ADV :HDG> **8** pm, dad told us that we should<MDV:OB
ADV :HDG> **9** o'clock at night, so we decided to re
ADV :HDG> abandoned because of guerrilla bands. T
ADV :AMP> near and around its owner. Occasionally
ADV :AMP> indicate about owner's personality. Tho
ADV :AMP> neat to impress other or to be best for
ADV :AMP> suitable to you is worth to do, isn't i
ADV :HDG> effects people's thought about sexual i
ADV :ACT> an illegal doing. There are some laws t
ADV :AMP> uncomfortable. That day, as usual, my p
ADV :AMP>much. She is an open-minded person and l
ADV :AMP>sexy and extremely<ADV:AMP> feminine. Se
ADV :AMP>sexy and extremely<ADV:AMP> feminine. So
ADV :AMP>upset if someone laugh at this story. At
ADV :AMP>sweet girl must<MDV:OBL> have sweet pers
ADV :AMP>bad stomachache. At **9.30** p.m., I stopped
ADV :AMP>important media for our society. In this
ADV :AMP>shy person you may<MDV:PSS> not happy in
ADV :AMP>neat person. If they are men, they are s
ADV :AMP>long time to get to the receiver and the
ADV :AMP>short skirt of the cloths that have a br
ADV :AMP>short hair like a soldier. He was really
ADV :AMP>huge spark rising to the ceiling, which
ADV :AMP>soft, feminine look. Because of your som
ADV :AMP>soft and feminine look. Because of their
ADV :AMP>smart and good young man. Hard-core peop
ADV :AMP>dark way. They have many rooms along the
ADV :AMP>neat girl and can't do anything. I rode
ADV :AMP>sensitive person, although others think
ADV :AMP>strong crash. My head hit the upper part
ADV :AMP>familiar, and suddenly I realized that i
ADV :AMP>quickly. It was almost<ADV:HDG> no anyon
ADV :AMP>quickly. That day was a beautiful Sunday
ADV :AMP>fast! Then the plate was caught on fire.
ADV :AMP>small. When people want to go somewhere
ADV :AMP>fashion-forward because overly simple st
ADV :AMP>adaptable. They are very<ADV:AMP> charmin
ADV :AMP>much confident. A friend of mine who kee

A073.TXT
A113.TXT
A112.TXT
A281.TXT
A301.TXT
A301.TXT
A181.TXT
A213.TXT
A023.TXT
A113.TXT
A203.TXT
A112.TXT
A262.TXT
A111.TXT
A123.TXT
A173.TXT
A273.TXT
A261.TXT
A383.TXT
A101.TXT
A242.TXT
A363.TXT
A073.TXT
A072.TXT
A363.TXT
A103.TXT
A331.TXT
A173.TXT
A273.TXT
A283.TXT
A341.TXT
A071.TXT
A203.TXT
A111.TXT
A301.TXT
A371.TXT
A341.TXT
A331.TXT
A022.TXT
A173.TXT
A203.TXT
A233.TXT

677.	ne of the most important equipments and very<	ADV	:AMP>popular, because there are many developm	A102.TXT
678.	think that everything will<MDV:CRT> be very<	ADV	:AMP>high-tech. Maybe<ADV:PSS> in the future,	A352.TXT
679.	ing general properties. Plastics can be very<	ADV	:AMP>resistant to chemicals. Consider all the	A222.TXT
680.	nce she was young. Although it was once very<	ADV	:AMP>long, but now it's not. She's very<ADV:A	A143.TXT
681.	all night long with their friends. The very<	ADV	:AMP>best of these girls having kind of short	A143.TXT
682.	I was asleep in the back seat when the very<	ADV	:AMP>loud noise woke me up; then right after	A111.TXT
683.	ious ways since the former time. At the very<	ADV	:AMP>first, ancient people here used boats or	A142.TXT
684.	l and cute things and hates rude people very<	ADV	:AMP>much. His/her emotions are unusual, so i	A203.TXT
685.	ions can entertain and relax the people very<	ADV	:AMP>well. For example, FM radio and MP 3 fun	A042.TXT
686.	channel. The channels that entertain me very<	ADV	:AMP>much are the cartoon channels. I can wat	A082.TXT
687.	d dress like a ghost. That horrifies me very<	ADV	:AMP>much. When entering the gate, you'll<MDV	A341.TXT
688.	went to that toilet again. It makes me very<	ADV	:AMP>frightened. Chanrat a18#47110390	A351.TXT
689.	mputers Recently, computers have become very<	ADV	:AMP>popular household items. With computer,	A252.TXT
690.	since they have to<MDV:OBL> leave home very<	ADV	:AMP>early to avoid the traffic jam and to be	A133.TXT
691.	ust<MDV:CRT> be a lot of people who are very<	ADV	:AMP>kind and gentle but have weird animals a	A223.TXT
692.	ur time to walk. In short, computer are very<	ADV	:AMP>important nowadays. You can live your li	A302.TXT
693.	ny of my friends who have long hair are very<	ADV	:AMP>neat and tidy. They are pretty and some	A313.TXT
694.	ow that people wearing chic clothes are very<	ADV	:AMP>fashion-conscious. They usually<ADV:USL>	A163.TXT
695.	ersity. Indeed<ADV:ACT>, hairstyles are very<	ADV	:AMP>important in telling our appearance, so	A343.TXT
696.	at everyone needs them. Cell phones are very<	ADV	:AMP>popular, everybody has one and some have	A382.TXT
697.	ys many of the new invention things are very<	ADV	:AMP>important in everyday life. The technolo	A362.TXT
698.	listic. His/Her critic and analysis are very<	ADV	:AMP>straight and sharp, so they will<MDV:CRT	A203.TXT
699.	r hair style. But nowadays fashions are very<	ADV	:AMP>important for people. Everyone can't ref	A063.TXT
700.	Colorful clothing means the wearers are very<	ADV	:AMP>active and self-confident. They are suit	A203.TXT
701.	e a mess everywhere like dogs. Cats are very<	ADV	:AMP>quiet and love to stay somewhere quiet.	A233.TXT
702.	re and expensive animal. These pets are very<	ADV	:AMP>remarkable and notable feature, so it ca	A213.TXT
703.	, and they wear athletic shoes that are very<	ADV	:AMP>active for them. They use informal words	A033.TXT
704.	nd they wear high-heeled shoes that are very<	ADV	:AMP>beautiful. They usually<ADV:USL> speak p	A033.TXT
705.	card is one of the inventions that are very<	ADV	:AMP>amazing for its size is very<ADV:AMP>sma	A342.TXT
706.	is. For people with long hair, they are very<	ADV	:AMP>neat and conscious because they have to<	A183.TXT
707.	ve and very<ADV:AMP>adaptable. They are very<	ADV	:AMP>charming and romantic but too tricky and	A203.TXT
708.	xample. These group of people also care very<	ADV	:AMP>much about how other people look at them	A183.TXT
709.	each and the sculptures in the sea were very<	ADV	:AMP>big. After that, we went back home. Duri	A021.TXT
710.	e worried, and my mother cried and were very<	ADV	:AMP>anxious when I disappeared. I felt happy	A031.TXT
711.	home. During the way back home, we were very<	ADV	:AMP>tired. My father, who drove a car, was a	A021.TXT
712.	boat up side down. At that time we were very<	ADV	:AMP>enjoyable and keep playing. Then, mom qu	A301.TXT
713.	watch to them too. Even though we were very<	ADV	:AMP>frightened, speechless, and could not sa	A041.TXT
714.	s gushed from it. I and my friends were very<	ADV	:AMP>shock. I have ever thought I would<MDV:P	A321.TXT
715.	to me. I told them the story. They were very<	ADV	:AMP>furious. They would<MDV:PRB> have come t	A081.TXT
716.	I did homework that I thought they were very<	ADV	:AMP>annoyed. I spent much time to do them, b	A171.TXT
717.	I was complained again. At noon, I ate very<	ADV	:AMP>hot and spicy food, so I had a very<ADV:	A101.TXT
718.	a wide number of hairstyles, including very<	ADV	:AMP>daring haircuts. Accessories should<MDV:	A173.TXT

719. en what they like by noticing something very<
 720. and if they are women, they are having very<
 721. eads. They make up them easily but look very<
 722. an be used with fuel cell. It also work very<
 723. clean his wounds. That day made me feel very<
 724. k of this experience that I had, I feel very<
 725. ow, when I think that happening, I feel very<
 726. Last year, I stayed home alone. I feel very<
 727. ADV:USL> go abroad the credit card will very<
 728. By the way, for us, everything went on very<
 729. ce, my friend Air likes Nepal's fashion very<
 730. s owner. He/She isn't sociable and also very<
 731. speak I was so<ADV:AMP> scared but also very<
 732. ibed as ing?nue's often<ADV:USL> appear very<
 733. omen who have long straight hair appear very<
 734. r into curls like a doll. It's made her very<
 735. o<MDV:OBL> take care of their long hair very<
 736. y<ADV:AMP>long, but now it's not. She's very<
 737. :AMP>long hair and like I've said she's very<
 738. om their clothing style. A person who's very<
 739. ach room has many kinds of ghost that's very<
 740. hink it's useful? For me<ADV:PRB>, it's very<
 741. he business company, he got a job. It's very<
 742. th a white shirt to apply the job. It's very<
 743. <MDV:OBL> sleep in only one house. It's very<
 744. phone that supports the 3G system. It's very<
 745. n usual because it is ahead money. It's very<
 746. ll the time you go outside because it's very<
 747. even how caterpillar look like. So it's very<
 748. MP>excited because I've heard that it's very<
 749. n is just artificial situation but it's very<
 750. the present. But I think that now it's very<
 751. ages in everyday life. Each plastic has very<
 752. VJ of the Channel V Thailand. She has very<
 753. ead, written in 1993 when the world was very<
 754. .After that, he met his friend. He was very<
 755. his figure that is not terrible. He was very<
 756. him and refused him immediately. He was very<
 757. ur place, I told her the story. She was very<
 758. es and tried to wake me up, but she was very<
 759. s tidy,clean and well-decorated.She was very<
 760. down, and I thought the atmosphere was very<

ADV :AMP>ordinary in our life. Umpathip a35#47112
 ADV :AMP>high household abilities. Moreover, they
 ADV :AMP>beautiful. In their clothing, they alway
 ADV :AMP>well on conceptual car test drive, too.
 ADV :AMP>tired and sad. I usually<ADV:USL> though
 ADV :AMP>lucky that I survived from this accident
 ADV :AMP>sad every time and I wished to return to
 ADV :AMP>hungry but nothing left. I decide cookin
 ADV :AMP>useful to them because if they use it, t
 ADV :AMP>well. We had so<ADV:AMP> much fun select
 ADV :AMP>much, so most of her cloths are Nepalese
 ADV :AMP>realistic. His/Her critic and analysis a
 ADV :AMP>sleepy. I was half asleep and tried to w
 ADV :AMP>girlish and young. They tend<LXV:PRB> to
 ADV :AMP>girlish and young. They tend<LXV:PRB> to
 ADV :AMP>pretty. The curly hair made girls the wo
 ADV :AMP>well by using special shampoo and condit
 ADV :AMP>confident in whatever she has done, spea
 ADV :AMP>sexy in many boys's openions. About guys
 ADV :AMP>active in their work usually<ADV:USL> ha
 ADV :AMP>scares me. The climax making this house
 ADV :AMP>useful. It's make my life easier. But, i
 ADV :AMP>amazing. Indeed<ADV:ACT>, clothing and h
 ADV :AMP>impolite suit. This is a one reason why
 ADV :AMP>crowded but warmth. Even this situation
 ADV :AMP>good for business use, because we can ho
 ADV :AMP>dangerous for the person who can't estim
 ADV :AMP>dangerous to you, I think I am still luc
 ADV :AMP>frightening. I still hate caterpillar be
 ADV :AMP>dreadful and the atmosphere around the h
 ADV :AMP>close to real and it gave me a big less
 ADV :AMP>convenient but how comfortable is it goi
 ADV :AMP>distinct characteristics, but most plast
 ADV :AMP>long hair and like I've said she's very<
 ADV :AMP>frustrated and young boys and girls were
 ADV :AMP>serious and worry about himself, and he
 ADV :AMP>thin and tall around<ADV:HDG> 170 cm. I
 ADV :AMP>confused what was happen with a person w
 ADV :AMP>angry too. She said that I should<MDV:OB
 ADV :AMP>scared. So, she could not move herself.
 ADV :AMP>pleased with her pink house.After they h
 ADV :AMP>great. I felt little cool, and it's good

A253.TXT
 A073.TXT
 A033.TXT
 A202.TXT
 A101.TXT
 A121.TXT
 A371.TXT
 A393.TXT
 A342.TXT
 A091.TXT
 A013.TXT
 A203.TXT
 A301.TXT
 A173.TXT
 A273.TXT
 A313.TXT
 A183.TXT
 A143.TXT
 A143.TXT
 A263.TXT
 A341.TXT
 A392.TXT
 A063.TXT
 A063.TXT
 A341.TXT
 A102.TXT
 A342.TXT
 A311.TXT
 A261.TXT
 A341.TXT
 A341.TXT
 A352.TXT
 A222.TXT
 A143.TXT
 A383.TXT
 A063.TXT
 A321.TXT
 A063.TXT
 A081.TXT
 A131.TXT
 A161.TXT
 A151.TXT

761.	rk chased the burglar away. Our dog was very<	ADV	:AMP>brave, he's just a little Shih Tzu (who	A381.TXT
762.	re laid disorderly. On a sofa which was very<	ADV	:AMP>old as if nobody took care of it was ful	A241.TXT
763.	tand. I ordered a banana Roti which was very<	ADV	:AMP>delicious. Next, when I came back to my	A031.TXT
764.	n after me. I screamed and cried. I was very<	ADV	:AMP>scared. After I ran around my bike for 2	A081.TXT
765.	I heard someone walked nearly me. I was very<	ADV	:AMP>frightened. I don't know what to do. I w	A351.TXT
766.	might<MDV:PSS> have angered them. I was very<	ADV	:AMP>scared, so I decided to go to bed early.	A011.TXT
767.	iversity, so I took a taxi meter. I was very<	ADV	:AMP>afraid, so I called my father and told a	A151.TXT
768.	eyes, but they were not success. I was very<	ADV	:AMP>frightened as I had to<MDV:OBL> die. It	A171.TXT
769.	his house and watered the plants. I was very<	ADV	:AMP>furious. I didn't know how could he act	A081.TXT
770.	hat the van might<MDV:PSS> burst. I was very<	ADV	:AMP>frightened, and I cried and screamed out	A151.TXT
771.	, I could raise my head up. Since I was very<	ADV	:AMP>sleepy, I decided to sleep again. This t	A301.TXT
772.	ttaya. First time I've been there I was very<	ADV	:AMP>excited because I've heard that it's ver	A341.TXT
773.	nce I have ever had happened when I was very<	ADV	:AMP>young. I can not remember the day when i	A371.TXT
774.	y that I went. I walked alone, so I was very<	ADV	:AMP>afraid that he would<MDV:PRB> walk strai	A101.TXT
775.	ke there was nothing happened. As I was very<	ADV	:AMP>upset, my sister biked back to check me.	A081.TXT
776.	aded to the way. Everybody in a van was very<	ADV	:AMP>quiet. Some of them took a nap and read	A151.TXT
777.	e walked along into the street that was very<	ADV	:AMP>far until we arrived at Night Bazaar. Af	A031.TXT
778.	to Night Bazaar in the evening, it was very<	ADV	:AMP>dark because I could not see everything	A031.TXT
779.	many lanes, so when it got dark, it was very<	ADV	:AMP>quiet and dangerous. When she unlocked t	A041.TXT
780.	ms. Along the way to the toilet, it was very<	ADV	:AMP>quiet. I think that I was the only stude	A351.TXT
781.	dangerous car clash in my life. It was very<	ADV	:AMP>frightened experience. It happened when	A341.TXT
782.	air-conditioner not even a fan. It was very<	ADV	:AMP>hot, so I woke up around<ADV:HDG> midnig	A011.TXT
783.	We had a rest there for a night. It was very<	ADV	:AMP>cold at night. Dew kept falling down, so	A141.TXT
784.	nd like someone was walking, and it was very<	ADV	:AMP>clearly when that sound started to walk	A301.TXT
785.	m home in the early morning, and it was very<	ADV	:AMP>lonely because all schools were closed.	A101.TXT
786.	led down. Then, I could see that it was very<	ADV	:AMP>deep, my feet couldn't touch the ground	A301.TXT
787.	lish literatures are . I thought it was very<	ADV	:AMP>quite and suitable to sleep. After that,	A301.TXT
788.	ble eyes were staring at her. Pinky was very<	ADV	:AMP>frightened. She shut her eyes and shivere	A161.TXT
789.	DV:PSS> show the people's personalities very<	ADV	:AMP>well that how they are. There are many c	A043.TXT
790.	ecessary things in our life. It becomes very<	ADV	:AMP>popular among teenagers who in fact<ADV:	A372.TXT
791.	f-confident and always<ADV:USL> dresses very<	ADV	:AMP>attractively. However, she still cares w	A013.TXT
792.	otice from my friend who loves her dogs very<	ADV	:AMP>much and spend much time playing with th	A223.TXT
793.	l. This is true for one of my friend is very<	ADV	:AMP>quiet and he loves to travel in the jung	A353.TXT
794.	e a friend who has long hair and she is very<	ADV	:AMP>tidy and clean. She is also fussy about	A183.TXT
795.	ple. People who makes this hairstyle is very<	ADV	:AMP>neat and clean because it is easy to tak	A343.TXT
796.	ur personal vehicle because gasoline is very<	ADV	:AMP>expensive. Now the price is 27.69 baht p	A062.TXT
797.	we keep because this friend of mine is very<	ADV	:AMP>similar to her cat. She too is quiet and	A233.TXT
798.	reover, using the cellular telephone is very<	ADV	:AMP>convenient because they can save both ti	A152.TXT
799.	inished having dinner at Lotus where is very<	ADV	:AMP>near my house. The sky began to dark. Th	A371.TXT
800.	and the atmosphere around the house is very<	ADV	:AMP>scary. Moreover, the ticket sellers, the	A341.TXT
801.	re very<ADV:AMP>amazing for its size is very<	ADV	:AMP>small but useful. In addition, the credi	A342.TXT
802.	h watching the free television which is very<	ADV	:AMP>boring and monotonous. Since I had a UBC	A082.TXT

803.	morning. Night Bazaar in Chiang Mai is very<	ADV	:AMP>large and crowded. Lots of tourists usua	A031.TXT
804.	ns me. I think this cable television is very<	ADV	:AMP>important to me. If I don't have it, I w	A082.TXT
805.	suit. This style is fit someone who is very<	ADV	:AMP>active working, or in the other word, sa	A263.TXT
806.	L> wear jackets although the weather is very<	ADV	:AMP>hot. This can<MDV:PSS> be funny sometime	A353.TXT
807.	s very<ADV:AMP>beautiful and the air is very<	ADV	:AMP>fresh in the morning. Night Bazaar in Ch	A031.TXT
808.	e fashionable. Presently, curly hair is very<	ADV	:AMP>popular among teenagers because they hav	A343.TXT
809.	ear luxurious and brand-name clothes is very<	ADV	:AMP>fastidious. It takes a long time when sh	A083.TXT
810.	think knowing people's personalities is very<	ADV	:AMP>important. Their clothing style is the f	A083.TXT
811.	e. First of all, Fuel cell's process is very<	ADV	:AMP>cheap and doesn't make any harm to natur	A202.TXT
812.	deny that television is a media that is very<	ADV	:AMP>useful to our daily life such as broadca	A242.TXT
813.	dent and dare to find the truth that is very<	ADV	:AMP>risky. The third is a woman who really<A	A103.TXT
814.	of fun functions for us. Besides, it is very<	ADV	:AMP>useful in business and job management. U	A162.TXT
815.	and easier. To run the business, it is very<	ADV	:AMP>proper for the company because using cre	A342.TXT
816.	or someone for a long time. Thus, it is very<	ADV	:AMP>useful for a lonely guy. The third advan	A102.TXT
817.	vision is a hobby of some people. It is very<	ADV	:AMP>popular for every class of people such a	A242.TXT
818.	door within at least seven days. It is very<	ADV	:AMP>easy and useful for people who don't hav	A302.TXT
819.	y with it. It helps you a lot and it is very<	ADV	:AMP>useful. It's now developping to do whate	A302.TXT
820.	love going to Chiang Mai because it is very<	ADV	:AMP>beautiful and the air is very<ADV:AMP>fr	A031.TXT
821.	are comprised of carbohydrate, so it is very<	ADV	:AMP>essential for them when they have to<MDV	A133.TXT
822.	His/her emotions are unusual, so it is very<	ADV	:AMP>easily for him/her to start an argument	A203.TXT
823.	the human in the various jobs. So it is very<	ADV	:AMP>useful for us in today and later day for	A322.TXT
824.	of the cars. Furthermore, the robot is very<	ADV	:AMP>usuful for the manufacturing industry be	A292.TXT
825.	fe a lot easier. In brief, the robot is very<	ADV	:AMP>useful for people nowadays. It can move	A292.TXT
826.	robot to replace them. So the robot is very<	ADV	:AMP>needful in the nuclear factory because t	A322.TXT
827.	ant in everyday life. The technology is very<	ADV	:AMP>civilization and it make your life more	A362.TXT
828.	ttock lifting soar. Cosmetic surgery is very<	ADV	:AMP>important in the physical needs. Somebod	A132.TXT
829.	Sometimes<ADV:USL> cosmetic surgery is very<	ADV	:AMP>essential for somebody. They must<MDV:OB	A132.TXT
830.	sand and cliff made driving conditions very<	ADV	:AMP>bad. I had to<MDV:OBL> spend most of my	A071.TXT
831.	ne by not talking anything that made us very<	ADV	:AMP>confuse. I remembered that we were not d	A321.TXT
832.	from the upside to the down. All of us very<	ADV	:AMP>surprised and frightened. Finally, we ra	A341.TXT
833.	useful things from the technology that very<	ADV	:AMP>advance continuously. We have a car, a c	A322.TXT
834.	we have to<MDV:OBL> pay attention to it very<	ADV	:AMP>well. However, the most important thing	A343.TXT
835.	stunned. Then we entered hotel, I felt very<	ADV	:AMP>tired, but I wanted to<MDV:VLT> buy food	A031.TXT
836.	and less. Fifteen minutes later, I felt very<	ADV	:AMP>hot, and I sweated a lot because of the	A151.TXT
837.	th unconscious people like that. I felt very<	ADV	:AMP>thirsty, and my throat was hurt because	A081.TXT
838.	my mother. She already went out. I felt very<	ADV	:AMP>frightened, and scared. I started to cry	A031.TXT
839.	y face back and quiet in my head I felt very<	ADV	:AMP>scare and boring I think in my head why	A311.TXT
840.	didn't find any was damaged, and I felt very<	ADV	:AMP>lucky because no one was hurt. After a w	A221.TXT
841.	that what this happening was and I felt very<	ADV	:AMP>sad I did not do anything. Now, when I t	A371.TXT
842.	and woke up her friends. All of us felt very<	ADV	:AMP>afraid. That night nobody wanted to slee	A131.TXT
843.	tyl, even though they may<MDV:PSS> not very<	ADV	:AMP>smart. The second group are people who l	A313.TXT
844.	t can be used generally, but it was not very<	ADV	:AMP>convenient, because it looked like a big	A102.TXT

845.	y Frightening Experience My life is not very<	ADV	:AMP>exciting, nor is it interesting for a st	A381.TXT
846.	they have variety visions and ideas but very<	ADV	:AMP>stable in their love. In more details, d	A203.TXT
847.	dictionary. However, cell phones have pretty<	ADV	:HDG> high cost, we have to<MDV:OBL> pay for	A012.TXT
848.	detail much about that trip, but I'm pretty<	ADV	:HDG> sure<ADJ:CRT> we had a great time there	A111.TXT

4. Adjectives

1.	g generations. In the future, it is possible<	ADJ	:PSS> that the memory card of the mobile phon	A232.TXT
2.	l. With advancing technology, it is possible<	ADJ	:PSS> to connect the Internet and this offers	A282.TXT
3.	ort and took a journey. Today it is possible<	ADJ	:PSS> to send and get many services. There ar	A072.TXT
4.	xpands, the more people can make it possible<	ADJ	:PSS> to access to information faster. Howeve	A072.TXT
5.	bout that trip, but I'm pretty<ADV:HDG> sure<	ADJ	:CRT> we had a great time there. If bad thing	A111.TXT
6.	adding on it and I was really<ADV:AMP> sure<	ADJ	:CRT> that they looked at me. At first, I tho	A261.TXT
7.	nality makes a person stand out. It's a sure<	ADJ	:CRT> thing<MDN:IPS> that their personality r	A383.TXT
8.	ur family anymore as well as you can be sure<	ADJ	:CRT> that canned product won't<MDV:CRT> dama	A092.TXT
9.	ke out made me confused. I could not be sure<	ADJ	:CRT> that whom he spoke with or what he was	A241.TXT
10.	important information although they are sure<	ADJ	:CRT> they have been already protected . Some	A372.TXT
11.	road especially in Yaowarach area, I'm sure<	ADJ	:CRT> you wouldn't<MDV:PRB> feel completely<A	A091.TXT
12.	can't make up my mind to like it. I am sure<	ADJ	:CRT> that each person must<MDV:CRT> have som	A191.TXT
13.	m by his heart as well. In short, it is true<	ADJ	:CRT> that people's individual personalities	A113.TXT
14.	w off our characters. Even though it is true<	ADJ	:CRT> that pets can<MDV:PSS> reflect our char	A233.TXT
15.	V:CRT> be released in this summer is certain<	ADJ	:CRT> to generate discussion on some web boar	A282.TXT
16.	ing in her closet every month. It is certain<	ADJ	:CRT> that these people will<MDV:CRT> spend m	A163.TXT
17.	9 kilocalories per gram. Thus it is certain<	ADJ	:CRT> that people who work hard and use a lot	A133.TXT
18.	g. The voices are in their heads. It's clear<	ADJ	:CRT> that Brave New World's people cann't* d	A392.TXT
19.	le phones are chaging our lifes. It is clear<	ADJ	:CRT> that mobile phones have made our lifes	A052.TXT
20.	nfident to wear what she likes. It's obvious<	ADJ	:CRT> that people's personalities are reflect	A013.TXT
21.	e also. Unlike from class, people are likely<	ADJ	:PRB> to dress in different styles. Most peop	A243.TXT
22.	irstyle. Women who wear long hair are likely<	ADJ	:PRB> to be sociable and fun loving. They are	A113.TXT
23.	people who have dogs as their pet are likely<	ADJ	:PRB> to have gentle, honest, and generous pe	A123.TXT
24.	st of people who have cats as pet are likely<	ADJ	:PRB> to be independent, love to stay in peac	A123.TXT

Part II: FTDs in the Kaset-BB corpus

1. Modal and semi-modals

1.	it? ----- wanna<	MDV	:VLT> sleep, bye~ be annoyed by some idea in	B182.TXT
2.	ny so who has cd plz bring it to me na wanna<	MDV	:VLT> borrow ja.Ummmmmmmm.....last time i tol	B351.TXT
3.	ou don't wanna<MDV:VLT> buy a book and wanna<	MDV	:VLT> try it first, just download an ebook. M	B382.TXT
4.	othing to do or when i have report and wanna<	MDV	:VLT> search for informations. I think in the	B352.TXT
5.	6 said... what's up guys!!!!!!!!!!!!!! i wanna<	MDV	:VLT> tell you about my last experience from	B322.TXT
6.	light for our country Finally , i wanna<	MDV	:VLT> say to you all that i m not serious abo	B323.TXT
7.	his movie for about<ADV:HDG> 2 days, i wanna<	MDV	:VLT> see it. hey why do noone agree with me	B181.TXT
8.	:42 PM 2005 estelar 47003014 said... I wanna<	MDV	:VLT> see that movie! I'm just too lazy to go	B381.TXT
9.	1:31:08 PM 2005 ku_ngai 16FA said... I wanna<	MDV	:VLT> talk about the positive effect that int	B162.TXT
10.	movies because i afraid to see them. i wanna<	MDV	:VLT> tell you that i've just seen the movie	B281.TXT
11.	end's home. i see many scary movies. i wanna<	MDV	:VLT> tell all of u now ja first i see " Brot	B351.TXT
12.	y<ADV:AMP> liked to watch it because I wanna<	MDV	:VLT> see the horrifying situation. After I w	B271.TXT
13.	he internet ,I can search everything I wanna<	MDV	:VLT> know.Sometimes<ADV:USL>,I try to do Eng	B162.TXT
14.	e internet. For me<ADV:PRB> whatever I wanna<	MDV	:VLT> know, first thing I do is Googling it,	B382.TXT
15.	s and i have an important thing that i wanna<	MDV	:VLT> tell you i don't like horror movie even	B321.TXT
16.	tion , entertainment , anything that i wanna<	MDV	:VLT> know. Now i don't quite<ADV:HDG> go to	B372.TXT
17.	gs. I can search most of things that i wanna<	MDV	:VLT> know by using internet. Actually<ADV:AC	B182.TXT
18.	.It is a good family isn't it? what i wanna<	MDV	:VLT> say is that... environment are generall	B093.TXT
19.	is my stupid reason.For this comment i wanna<	MDV	:VLT> talk about one of my friends who is ver	B323.TXT
20.	not serious about our government but i wanna<	MDV	:VLT> say that Get lose "Maw" ,Do you agree w	B323.TXT
21.	:HDG> a dead line for this topic vut i wanna<	MDV	:VLT> tell you all that the beautiful lady al	B323.TXT
22.	h!!!! midtearm exam is coming soon!!!i wanna<	MDV	:VLT> die. EH...i want to<MDV:VLT> show advan	B262.TXT
23.	ably<ADV:PRB> enjoy this movie. PS...I wanna<	MDV	:VLT> go back home for New Year holiday T_T F	B091.TXT
24.	e is under the influence of internet.i wanna<	MDV	:VLT> tell them that they should<MDV:OBL> cho	B322.TXT
25.	khong is the horror movie that i don't wanna<	MDV	:VLT> see coz I think it s too violent and ha	B321.TXT
26.	s data, this is the reason why i don't wanna<	MDV	:VLT> do anything except those. i'm gonna<MDV	B282.TXT
27.	re this night for sure<ADV:CRT>.I dont wanna<	MDV	:VLT> believe that they will<MDV:CRT> post th	B012.TXT
28.	able on the internet too, if you don't wanna<	MDV	:VLT> buy a book and wanna<MDV:VLT> try it fi	B382.TXT
29.	th of benefit and bad results . when u wanna<	MDV	:VLT> do everything think before do it naja F	B352.TXT
30.	s that some adult avoid to say. If you wanna<	MDV	:VLT> see what is what, spend your free-time	B282.TXT
31.	your browser and type in whatever you wanna<	MDV	:VLT> find (says your report subject) and you	B382.TXT
32.	:AMP> happy when I know that the topic gonna<	MDV	:CRT> be changed.I know well that i have a le	B321.TXT
33.	..oh, i forgot to answer estelar Q. i gonna<	MDV	:CRT> choose to fight for my life , who khows	B361.TXT
34.	CRT> be a seller on the internet!! I'm gonna<	MDV	:CRT> be richy rich surely<ADV:CRT> !!!lol Mo	B092.TXT
35.	MDV:VLT> do anything except those. i'm gonna<	MDV	:VLT> explain you what is "KRIAN". now i want	B282.TXT
36.	rried bot my eyes they afraid that i'm gonna<	MDV	:CRT> have a bad eyesight or the worst is I'l	B302.TXT

37. foisted to buy this house cos his son gonna<
38. lamination to their. but now my brother gonna<
39. same time...It depends on how people's gonna<
40. , especially when the actor or actress gonna<
41. he talked about his next movie that's gonna<
42. AM 2005 Nuni 47112370 said... Oh!It's gonna<
43. hat we eat and if it is taken out,what gonna<
44. et advantages from internet.I think it gonna<
45. that this one absolutely<ADV:AMP> not gonna<
46. already... Of course<ADV:CRT>, I'm not gonna<
47. ces and activities to do, and it's not gonna<
48. ad side..just depends on which way you gonna<
49. efine it because it's so<ADV:AMP> broad. I'd<
50. re you will<MDV:CRT> judge someone you shold<
51. has not ever surfing the internet,you shold<
52. and be aggressive to her friends. She could<
53. ld<MDV:PSS> not be in the society. she could<
54. s unique personality in each other. We could<
55. ail cuz it's not finish yet so what we could<
56. personality or attitude at all, but we could<
57. took anything higher. If I were she, I could<
58. the world, I believe that the one who could<
59. accident wasn't the only mistake that could<
60. hemselfes. As they go to find out what could<
61. e Internet, which are faster. Internet could<
62. hose kind of things at all.Somewhat, It could<
63. bout ur real habits so it means that u could<
64. sa 47112958 said... hahaha estelar you could<
65. f neverland. You guys REALLY<ADV:AMP> should<
66. that the children who is under of 18 should<
67. e not ready to have a kid yet.Add, he should<
68. k that arts is belong to girl.. so he should<
69. e newspapers. I think that the people should<
70. ic - -) Well, maybe<ADV:PSS> this one should<
71. violence is the simple thing that one should<
72. theses days, don't you think someone should<
73. e bad side of the internet. Umm...Where should<
74. can help life easier in many way , we should<
75. e should<MDV:OBL> adjust ourselves, we should<
76. k when we talk about the internet, we should<
77. it was very<ADV:AMP> terrible. Ok. We should<
78. ur society may<MDV:PSS> come down. We should<

MDV :CRT> be the most important spirit.He had to<
MDV :CRT> to be like me Ha.. For the couple,One m
MDV :CRT> use this thing. As everyone knows that
MDV :CRT>* died.it seems violent and sometime<ADV
MDV :CRT> be shown name "Dorm"...Seriously...i wa
MDV :CRT> be better if u and me come back to do t
MDV :CRT> happen next? i m very<ADV:AMP> wonder a
MDV :CRT> be faster and more convenient and it po
MDV :CRT> disappoint you... The story deals with
MDV :CRT> do those thing for 10,000,000 baht. Tue
MDV :CRT> be hard for her to do that because she'
MDV :CRT> choose it. well, I think that we need t
MDV :PRB> think# of it in a common sense...like t
MDV :OBL>* make sure that you know them enough. m
MDV :OBL>* try it by yourself.You will<MDV:CRT>*
MDV :PSS> not be in the society. she could<MDV:PS
MDV :PSS> not adapt herself to the wide world. I
MDV :PSS> not change their personality or attitud
MDV :PSS> do is just wait until it's publicized.
MDV :PSS> choose to make relationship with each o
MDV :PSS> be sad and felt hurt why I could not do
MDV :PSS> make use of Internet effectively today
MDV :PSS> have caused the series of events, the t
MDV :PSS> have caused this haunting spirit, they
MDV :PSS> be the reason why student's ability to
MDV :PSS> dramadically make the audiences excited
MDV :PSS> do anything without any stress (really<
MDV :PSS> look at my time too... for me<ADV:PRB>
MDV :OBL> check it out, watch music channel, you'
MDV :OBL> not seen. I really<ADV:AMP> wants to<MD
MDV :OBL> at least had responsibilities. If he da
MDV :OBL> hide this side. moreover, he choose to
MDV :OBL> learn to use the internet because it wi
MDV :PRB> be O.K. "The Ring" I mean the Japanese
MDV :OBL> do. On the other hand, the children are
MDV :OBL> immediately do something to fix this wi
MDV :OBL> I start?... Oh!..The porn website. I be
MDV :OBL> protect myself from using it. Sat Jan 2
MDV :OBL> have self-confidence and not forget to
MDV :OBL> talk about MSN too. Because Msn is very
MDV :OBL> talk about the internet, right? The las
MDV :OBL> be careful and self-awareness. Take car

B071.TXT
B192.TXT
B112.TXT
B321.TXT
B091.TXT
B071.TXT
B322.TXT
B072.TXT
B111.TXT
B111.TXT
B113.TXT
B302.TXT
B083.TXT
B343.TXT
B262.TXT
B023.TXT
B023.TXT
B213.TXT
B091.TXT
B213.TXT
B233.TXT
B342.TXT
B291.TXT
B291.TXT
B272.TXT
B111.TXT
B183.TXT
B362.TXT
B381.TXT
B311.TXT
B303.TXT
B393.TXT
B042.TXT
B261.TXT
B133.TXT
B112.TXT
B112.TXT
B372.TXT
B343.TXT
B172.TXT
B172.TXT
B213.TXT

79.	sitive and negative personalities. We should<	MDV	:OBL> not judge them by external characters.	B223.TXT
80.	ink this programe is the first one we SHOULD<	MDV	:OBL> discuss.. I'm sure<ADJ:CRT> that you al	B141.TXT
81.	an not find any pleasure. although we should<	MDV	:OBL> adjust ouselves, we should<MDV:OBL> hav	B343.TXT
82.	thai 's politic situation, I think we should<	MDV	:OBL> be the stone and have to<MDV:OBL>* sron	B323.TXT
83.	ement. On the other hands, I think we should<	MDV	:OBL> be the stone sometime<ADV:USL> because	B323.TXT
84.	aset Fair is coming up, so I think we should<	MDV	:OBL> have fun with our days off, but don't f	B123.TXT
85.	we should<MDV:OBL> study and when we should<	MDV	:OBL> play the game. if u didn't seperate the	B312.TXT
86.	ld<MDV:OBL> seperate the time when we should<	MDV	:OBL> study and when we should<MDV:OBL> play	B312.TXT
87.	in every environments. in addition we should<	MDV	:OBL> adapt ourselves to get along well with	B343.TXT
88.	ng in bad dress ,is good person so we should<	MDV	:OBL> considerate before we decide to get alo	B313.TXT
89.	people.each person is different.So we should<	MDV	:OBL> seperate the time when we should<MDV:OB	B312.TXT
90.	ust want to<MDV:VLT> tell you that we should<	MDV	:OBL> use the internat like boss use his empl	B322.TXT
91.	st we should<MDV:OBL> realize what we should<	MDV	:OBL> do or dont. Sun Jan 08, 03:43:33 PM 200	B012.TXT
92.	caused of bad things but at least we should<	MDV	:OBL> realize what we should<MDV:OBL> do or d	B012.TXT
93.	ame I think that it is a funny but we should<	MDV	:OBL> skip the time to play it.i agree with V	B312.TXT
94.	r cousin and his girlfriend.They both should<	MDV	:OBL> have to<MDV:OBL> learn how to play a sa	B303.TXT
95.	ah..blah.. Maybe<ADV:PSS> next time I should<	MDV	:OBL> search for the frightening movie to wat	B261.TXT
96.	which are very<ADV:AMP> busy and if i should<	MDV	:OBL> agree with this statement shouldn't<MDV	B103.TXT
97.	cant live without internet.Although i should<	MDV	:OBL> do everything by myself but i still thi	B012.TXT
98.	in the way they live. I think that I should<	MDV	:OBL> find the cause that make people in soci	B023.TXT
99.	6FC said... Hi there, So then, what I should<	MDV	:OBL> discuss huh? - -* I surely<ADV:CRT> tha	B261.TXT
100.	d a lot of time thinking about what i should<	MDV	:OBL> do for this topic 'a..... but i still h	B183.TXT
101.	ce recognition internet.In addition,i should<	MDV	:OBL> make use of the internet more workable.	B072.TXT
102.	o<ADV:AMP> confuse with my idea now.i should<	MDV	:OBL> go to sleep now.ZZZ.....	B193.TXT
103.	s tv program. I hope, this tv program should<	MDV	:OBL> be banned soon. What do you think about	B061.TXT
104.	site.It's quite<ADV:HDG> ..xxx....hmm should<	MDV	:OBL> i explain? I think it's better not lol.	B012.TXT
105.	destroy the social down.For children should<	MDV	:OBL> be aware and thire parents should<MDV:O	B262.TXT
106.	MDV:OBL>* do like this because doctor should<	MDV	:OBL> have more moral than other occupations	B342.TXT
107.	e, so whatever they do in their lives should<	MDV	:OBL> maximize their benefit, and that links	B033.TXT
108.	real thing for some people. You gals should<	MDV	:OBL> b careful. Fri Jan 20, 12:04:24 AM 2006	B333.TXT
109.	S> change to bad child so the parents should<	MDV	:OBL> take care your child by understanding a	B313.TXT
110.	d<MDV:OBL> be aware and thire parents should<	MDV	:OBL> concern about it and teach the best way	B262.TXT
111.	that difficult to revise, so parents should<	MDV	:OBL> be more take care of their children to	B153.TXT
112.	has a lot of things on its so parents should<	MDV	:OBL> let them surf only the appropriate web	B342.TXT
113.	rn webside on the internet so parents should<	MDV	:OBL> be more careful for your children and t	B152.TXT
114.	wrong way. In addtion, their parents should<	MDV	:OBL> teach them that which are good things o	B043.TXT
115.	ery<ADV:AMP> dangerous. Their parents should<	MDV	:OBL> be teach or watch the movie with them.	B061.TXT
116.	ample.., don't know which reason that should<	MDV	:OBL> tell about - -*) well, I'll<MDV:VLT> po	B263.TXT
117.	o her helth . In my view<ADV:PRB>, It should<	MDV	:OBL> be banned, It is not suit for children	B241.TXT
118.	appenning to homo sapiens nowadays. It should<	MDV	:OBL> be urgently solved. I think so !!! More	B232.TXT
119.	eyes 2 seems boring to me. I think it should<	MDV	:OBL> made only one time and if it is made in	B321.TXT
120.	go and study at building. I think it should<	MDV	:OBL> banned a ghost movie in the university.	B061.TXT

163. . I certain<ADJ:CRT>* that one day she would<
164. MDV:PSS> win the games.If she lost,she would<
165. Everything happened since she died.She would<
166. rent place..or live different lifestyle would<
167. :VLT> tell one story. I think everyone would<
168. 11FA said... Hi there! I thought there would<
169. all over the world.In the future,there would<
170. student at Satrisisuriyothai school, I would<
171. nd her friends didn't attend to her. I would<
172. for this time i m sure<ADJ:CRT> that i would<
173. want to tell me. She was afraid that I would<
174. ing me too. Last time I promiss that I would<
175. 313 said... Well, at first I thought I would<
176. his family'background.if i were him,i would<
177. if it exists and if I see the ghost,I would<
178. and the fables that the brothers Grimm would<
179. me<ADV:USL> predict the way their room would<
180. that what they said is the real.. who would<
181. hing's good.. and something's bad. Who would<
182. If you do the business, the competitor would<
183. they have no idea that those websites would<
184. if i have to<MDV:OBL> explain all that would<
185. ADV:CRT>) in a town full zombies, what would<
186. m afraid that studying on the internet would<
187. ial creature so in my view<ADV:PRB> it would<
188. movie, and it's not horror althouh it would<
189. and if it is made in series I think it would<
190. haven't seen Harry yet! but I think it would<
191. oemation appear immediately.I think it would<
192. atch this movie cuz i'm afraid that it would<
193. me paying for that watch. I thought it would<
194. sion. Think how much more difficult it would<
195. I love friday evening..u know.. but it would<
196. s shock so<ADV:AMP> much coz I knew it would<
197. pin,alive dragonfies!!! Imagine,how it would<
198. nt it.It was projected in Ch7.The plot would<
199. ything only for money.If u were them,u would<
200. garbage. And if you saw his house, you would<
201. to<MDV:VLT> know about something, you would<
202. look at this, if you saw a beggar, you would<
203. s. If you were that actor/actress, you would<
204. e I can uderstand and I think that you would<

[illegible]

:PRB> change her habit in the future if she
:PRB> be angry and be aggressive to her frien
:PRB> never<ADV:USL> let that man live happil
:PRB> have different personality. For example
:PRB> watch television, right? (I don't belie
:PRB> be someone publishing the comment after
:PRB> have too many ways to get advantages fr
:PRB> hurry to go back home after school if
:PRB> speak with her and made her to feel tha
:PRB> be scare less than the past.ghost , ter
:PRB> be sad and couldn't study. On that day
:PRB> talk about MSN, right? I think everyone
:PRB> have chance to go home last Friday, but
:PRB> pround very<ADV:AMP> much maybe<ADV:PSS
:PRB> scream and run away quickly but I think
:PRB> eventually become famous for. I think t
:PRB> look like from the way they act how the
:PRB> know if they lie? Some TV program just
:PRB> know that what they said is the real..
:PRB> discredits your company by spreading fa
:PRB> be born again a thousan times with a ne
:PRB> take a day, skip it, shall we? But ever
:PRB> you do? be one of them because it's poi
:PRB> reduce the way to get in social and mak
:PRB> be better to study in class than on the
:PRB> promoted that it was a scary movie. Tha
:PRB> lack of fascinating of horror movie. Th

:PRB> be so<ADV:AMP> much fun if we go 2 c Ha
:PRB> be better if i can work and travel arou
:PRB> be nonsense. However, i watched it on c
:PRB> be find, she would<MDV:PRB> pay it back
:PRB> be if we didn't have the internet. *_*
:PRB> be much better if i have money to do so
:PRB> be happened next. So, for exciting,I wi
:PRB> taste of eating them while they are ali
:PRB> make me was excited every scene because
:PRB> do or not. To me<ADV:PRB>,absolutely<AD
:PRB> see their disoder. So if you want to<MD
:PRB> go to the library. And you spent a lot
:PRB> give him some money. are you sure that
:PRB> be unhappy. If you do the business, the
:PRB> better go another hospital. BTW,you use

B223.TXT
B023.TXT
B141.TXT
B263.TXT
B263.TXT
B112.TXT
B072.TXT
B292.TXT
B023.TXT
B321.TXT
B081.TXT
B172.TXT
B123.TXT
B353.TXT
B161.TXT
B351.TXT
B103.TXT
B263.TXT
B263.TXT
B052.TXT
B302.TXT
B382.TXT
B381.TXT
B252.TXT
B252.TXT
B131.TXT
B321.TXT
B091.TXT
B072.TXT
B131.TXT
B143.TXT
B222.TXT
B091.TXT
B221.TXT
B141.TXT
B031.TXT
B161.TXT
B173.TXT
B132.TXT
B393.TXT
B052.TXT
B302.TXT

331.	the best way to them.The terrible thing will<	MDV	:CRT> not happend.Ehhh....i don't know,what i	B262.TXT
332.	you are chatting. Believe me this thing will<	MDV	:CRT> be truly<ADV:AMP> wonderful for you whe	B112.TXT
333.	vy load.If she let them pass,many thing will<	MDV	:CRT> badly damage(she saw like that) Even th	B161.TXT
334.	et will<MDV:CRT> disappears. Everything will<	MDV	:CRT> change and we don't even know what our	B222.TXT
335.	ant than the present because everything will<	MDV	:CRT> use the internet to do. For example, th	B042.TXT
336.	lity means a man live well, good living will<	MDV	:CRT> show that person have good personality,	B203.TXT
337.	lean paper and parents are colour which will<	MDV	:CRT> paint or make the colourful life or blu	B063.TXT
338.	<ADV:USL> has a backache and his health will<	MDV	:CRT> gradually degenerate, or the hyperactiv	B233.TXT
339.	06 Gutjung 47112495 said... Ha Ha Ha!! I will<	MDV	:VLT> say about If we live without the Intern	B222.TXT
340.	eague. How does it will<MDV:CRT> be!! I will<	MDV	:CRT> try to improve her personality if I can	B223.TXT
341.	bad person in society. ByE *** ByE*** I will<	MDV	:VLT> come back tomorrow Wed Jan 25, 11:28:28	B023.TXT
342.	ebsite that I want to<MDV:VLT> find?, I will<	MDV	:CRT> search at www.google.co.th. This websit	B022.TXT
343.	mes<ADV:USL> if I feel boring or bad, I will<	MDV	:CRT> play the game on the internet such as r	B152.TXT
344.	MDV:VLT> know something in the world, I will<	MDV	:CRT> search from internet. If I don't know t	B022.TXT
345.	t hair cut (-_^). If you don't mind, I will<	MDV	:VLT> continue my discussion on this topic. A	B203.TXT
346.	ng plot for you. If I have free time, I will<	MDV	:CRT> rent this movie from a video/CD shop wh	B021.TXT
347.	y money. Second thing after chatting, i will<	MDV	:CRT> be check news on internet. You can go i	B332.TXT
348.	at I tell to them are violent speech, I will<	MDV	:CRT> tell her by use MSN.The internet (MSN)	B022.TXT
349.	ar of Tsunami ceremony. If I go back, I will<	MDV	:CRT> chat with you suddenly. For me<ADV:PRB>	B022.TXT
350.	doesn't see any T.V. Progame. Well, I will<	MDV	:VLT> talk about there many TV programe that	B263.TXT
351.	end. If there's something I can help, I will<	MDV	:CRT>. see you. Sat Jan 28, 03:06:31 PM 2006	B143.TXT
352.	you have Mae Nak VCD? If you have it, I will<	MDV	:CRT> borrow you coming soon. See you BYE ***	B021.TXT
353.	DV:PRB> talk about my past time..but, I will<	MDV	:VLT> tell one story. I think everyone would<	B263.TXT
354.	ng you want to<MDV:VLT> listen. Next, i will<	MDV	:CRT> send e-mail to my friends which live in	B332.TXT
355.	tjung 47112495 said... Ha ha ha!! Now, I will<	MDV	:VLT> talk about the opposite opinion . I wou	B223.TXT
356.	said... Hey----*** my friends. Today, I will<	MDV	:VLT> tell you another example that personali	B023.TXT
357.	lot of the story about the internet . I will<	MDV	:VLT> tell you if I have the free time. Tue J	B242.TXT
358.	5:03 PM 2005 Gustave_ 47112610 said... i will<	MDV	:CRT> advice you to avoid seeing this film "P	B281.TXT
359.	42 PM 2005 Kimbungki 47112529 said... I will<	MDV	:VLT> come back to post the comment again in	B172.TXT
360.	12545 said... Hii i come back later.. i will<	MDV	:VLT> tell you about the positive of the inte	B192.TXT
361.	ish as i will talk in the other way.. i will<	MDV	:VLT> come back later Thu Dec 22, 02:08:03 PM	B192.TXT
362.	MDV:CRT> be happy certainly<ADV:CRT>. I will<	MDV	:VLT> tell you positive internet of education	B032.TXT
363.	ind the information around the world. I will<	MDV	:CRT> know everything that I want to<MDV:VLT>	B022.TXT
364.	ternet and i can go around the world. i will<	MDV	:CRT> know what 's happen today through inter	B392.TXT
365.	k it's exicted and interesting movie. i will<	MDV	:CRT> try to rent it . Ok i will<MDV:VLT>* mu	B191.TXT
366.	school, and, more generally, culture. I will<	MDV	:VLT> come back again. bye bye (^o^)/ Fri Jan	B083.TXT
367.	rely<ADV:AMP> affect to their future. I will<	MDV	:CRT> assume to my friend who is reticent. Ev	B223.TXT
368.	2529 said... Hi! I'm again Kimbungki. I will<	MDV	:VLT> tell you the most frightening movie tha	B171.TXT
369.	SL>. Not for my pleasure but my work. I will<	MDV	:CRT> have less time with my family and frien	B202.TXT
370.	MDV:CRT> become to a good person too. I will<	MDV	:VLT> come back to tell you about the people	B043.TXT
371.	cts, it has the negative effects too. I will<	MDV	:VLT> come back to tell you about the negativ	B042.TXT
372.	vivi 47112503 said... Ok my friends. I will<	MDV	:VLT> talk about the scary tv program. Have y	B331.TXT

373.	is influential to our personalities. I will<	MDV	:VLT> come back again. ^^ Sun Jan 15, 02:35:1	B013.TXT
374.	>, these things gave me a nightmares. I will<	MDV	:VLT> continue soon^-^ Wed Dec 07, 06:36:14 P	B221.TXT
375.	boring, but I must<MDV:OBL> admit it. I will<	MDV	:VLT> come back to tell you more about intern	B052.TXT
376.	ontinue it next time. So,please wait. I will<	MDV	:CRT> release the story that unflod to you al	B251.TXT
377.	^ However, I still like chatting now. I will<	MDV	:CRT> do after I finish my homework and house	B292.TXT
378.	to people who use it in a wrong way. I will<	MDV	:VLT> tell u later because I'm very<ADV:AMP>	B172.TXT
379.	on't like watching frightening movie? I will<	MDV	:CRT> give you an answer righ now. Well,one d	B291.TXT
380.	en, I also can't stand to chat to and I will<	MDV	:CRT> sign out right away. It's too obscene t	B232.TXT
381.	Phuket. I am a national volunteer and I will<	MDV	:CRT> take care of foreigners who attend in 1	B022.TXT
382.	of Wax. I have to<MDV:OBL> go now and I will<	MDV	:VLT> comment again. Wed Nov 23, 10:04:08 AM	B101.TXT
383.	ly. oH ..i've to<MDV:OBL> go now ,and i will<	MDV	:VLT> talk about the external environment if	B153.TXT
384.	!!! Oh! I have to<MDV:OBL> go now,and I will<	MDV	:VLT> come back. Bye Tue Nov 29, 01:33:28 AM	B101.TXT
385.	y movie may be<ADV:PSS>* most of time I will<	MDV	:CRT> close my eyes and finally came out with	B121.TXT
386.	orced her to see with me ;) Next time I will<	MDV	:VLT> you about this movie na ja. >>> cul Sat	B291.TXT
387.	t's over for The Eye movie. Next time i will<	MDV	:VLT> write about my frightend tv program. Tu	B331.TXT
388.	d... Hi everyone. I come again before I will<	MDV	:CRT> go to Phuket. I am a national volunteer	B022.TXT
389.	MDV:OBL> follow every scene otherwise I will<	MDV	:CRT> not understand. I think that the direct	B171.TXT
390.	that movie. For me<ADV:PRB>, I think I will<	MDV	:CRT> run out from the teather before it come	B121.TXT
391.	.i will<MDV:CRT> try to rent it . Ok i will<	MDV	:VLT>* must<MDV:OBL> go. Today i feel lazy an	B191.TXT
392.	VP (boss in Ragnarok online lolz~) so i will<	MDV	:VLT> continue again. just a moment plz Mon J	B183.TXT
393.	t I have to<MDV:OBL> go for lunch, so I will<	MDV	:VLT> come back in a minute. People's persona	B123.TXT
394.	ryone... have a good time on Kaset fair I will<	MDV	:VLT> continue this topic. Each person has di	B223.TXT
395.	*47112305 said... Yoo Yoo, my friends I will<	MDV	:VLT> tell you about one of my friends. She m	B023.TXT
396.	ven't read your opinions yet. I guess I will<	MDV	:CRT> read them after the mid-term exam finis	B202.TXT
397.	T^_47112495 said... hello!! YOU GUYS I will<	MDV	:CRT> recommend you about the JAPANESE movie.	B221.TXT
398.	repulsive,and I'm sure<ADJ:CRT> that I will<	MDV	:CRT> not watch this movie because I want to<	B101.TXT
399.	If I have time,I'm sure<ADJ:CRT> that I will<	MDV	:CRT> watch this movie Sat Nov 26, 12:16:04 A	B161.TXT
400.	<MDV:PSS> do my work, and I feel that I will<	MDV	:CRT> be an out-of-date person. See you later	B042.TXT
401.	DV:AMP> excited because you know that I will<	MDV	:CRT> do what is same as you 555. I want to<M	B033.TXT
402.	because I have to<MDV:OBL> study, but I will<	MDV	:VLT> come to tell you guys about my thought	B122.TXT
403.	ar to everybody around the world. but I will<	MDV	:VLT> talk about it later for I'm very<ADV:AM	B172.TXT
404.	test on the site to know my skill but I will<	MDV	:CRT> not tell u about my score ; b 555 I als	B162.TXT
405.	, i can live without the internet but i will<	MDV	:CRT> die if there're no online game!! Intern	B282.TXT
406.	<ADV:ACT>, i still have no idea...but i will<	MDV	:CRT> try cuz it will<MDV:CRT> be the deadlin	B133.TXT
407.	i'm agree with this topic na. so, now i will<	MDV	:CRT> give an example to support my idea.it i	B273.TXT
408.	it, If you know, please tell me. Now I will<	MDV	:CRT> recommend you a movie that is a horror	B241.TXT
409.	t it's nothing i must<MDV:OBL> go now i will<	MDV	:VLT> tell u about it later. Fri Nov 25, 09:5	B191.TXT
410.	being like that; however, I only know I will<	MDV	:CRT> open my mind to the ones I trust and fe	B233.TXT
411.	b082 nicole 08FA said... Today I will<	MDV	:VLT> talk about good things on the internet.	B082.TXT
412.	:20 AM 2005 nicole 08FA said... Today I will<	MDV	:VLT> talk about bad effects that the interne	B082.TXT
413.	rnet and it did worked. In the future,I will<	MDV	:CRT> be a seller on the internet!! I'm gonna	B092.TXT
414.	o be a good employee. When I graduate,I will<	MDV	:CRT> check on the internet for my job becaus	B082.TXT

415. B> be happened next. So, for exciting,I will<
 416. s be self-consciuous. When I come back,I will<
 417. mments,I want to<MDV:VLT> check mails,I will<
 418. check my mails.If I have not Internet,I will<
 419. 5 Paris Hilton 47112487 said... Today,I will<
 420. nt ask and blame me so<ADV:AMP> much .I will<
 421. RT> get lots of advantages same to me.I will<
 422. V:USL> reflected in the way they live.I will<
 423. nd the knowledge that is your fingers.I will<
 424. back,I will<MDV:CRT> hurry to comment.I will<
 425. le bit<ADV:HDG> boring! My first part:I will<
 426. In the future, I surely<ADV:CRT> think will<
 427. nd human-beings around, that individual will<
 428. 3 days.On the other hand,Sending e-mail will<
 429. ds, girlfriends and so on. This program will<
 430. ted because time to take a midterm exam will<
 431. their life. I belive* that most of them will<
 432. we can say,how is the family, children will<
 433. pretend to be nice and great. Children will<
 434. ud or love shouting in family. Children will<
 435. ild, nice upbringing etc.) the children will<
 436. rticipate in the decision, the children will<
 437. SS> become a tendency that the children will<
 438. es , do not be sure that their children will<
 439. not think surely<ADV:CRT> that children will<
 440. push the enter,then all the information will<
 441. y degenerate, or the hyperactive person will<
 442. body doesn't pass the game, that person will<
 443. :CRT> that personalities of that person will<
 444. In my view<ADV:PRB>, the candidate who will<
 445. becasue you didn;t work for them yet so will<
 446. bout her chlid.But this part the mother will<
 447. mations. I think in the future interner will<
 448. n. Let u think...How many days the letter will<
 449. who send it to you...and your computer will<
 450. that the internet has already caused or will<
 451. that the internet has already caused or will<
 452. to night club (if u are the girl) your will<
 453. er many people remains, the more crimes will<
 454. CRT> that how someone lives their lives will<
 455. e and we don't even know what our lives will<
 456. those who can't stand old movies, this will<

MDV :VLT> tell you next. ^^ Mon Dec 12, 10:51:47
 MDV :CRT> hurry to comment.I will<MDV:VLT> tell y
 MDV :CRT> enter Internet.I often<ADV:USL> use Int
 MDV :CRT> listen music,play sport,and sleep all t
 MDV :VLT> talk about the positive and negative ef
 MDV :CRT> give the clear explanation to their. b
 MDV :VLT> come back to tell about internet. I for
 MDV :CRT> divide my reasons into three parts. Sun
 MDV :VLT> come back to talk about internet. See y
 MDV :VLT> tell you about my friend,but comment in
 MDV :CRT> start from our families. Certainly<ADV:
 MDV :CRT> become necessary machine more than the
 MDV :CRT> see and cherish the generosity that eve
 MDV :CRT> be in recievers' hand within 1 minute o
 MDV :CRT> ask you about the sex, age sometime<ADV
 MDV :CRT> arrive soon and Principle of management
 MDV :CRT> not refuse that they never<ADV:USL> log
 MDV :CRT> be like that. For example, in a family
 MDV :CRT> undoubtedly<ADV:CRT> follow these peopl
 MDV :CRT> think that is a good way to talk with o
 MDV :CRT> be happy and optimistic. Conversely, in
 MDV :CRT> be surely<ADV:CRT> self-confident when
 MDV :CRT> have sex before the proper age and also
 MDV :CRT> be thieves or do illegal like them. We
 MDV :CRT> be like their parents unless the family
 MDV :CRT> show in front of you.That's sound very<
 MDV :CRT> be on their own since the others can no
 MDV :CRT> go home and don't get any prize. In my
 MDV :CRT> be somewhat<ADV:HDG> reflected in the w
 MDV :CRT> get the price must<MDV:OBL> have a high
 MDV :CRT> the company hired you of course<ADV:CRT
 MDV :CRT> re-birth in the child of the main actre
 MDV :CRT> use worldwide more than present. u can
 MDV :CRT> be sent to reciever if u send by postma
 MDV :CRT> be broken down. Since email has become
 MDV :CRT> cause you in the future, I can easily a
 MDV :CRT> cause you in the future.For me<ADV:PRB>
 MDV :CRT> be worry if u do like that so you shoul
 MDV :CRT> occur anytime. Our life isn't safe. The
 MDV :CRT> reflect their personalities. For instan
 MDV :CRT> be like. It can make many troubles in b
 MDV :CRT> be boring. See u next topic naja Thu De

B221.TXT
 B033.TXT
 B032.TXT
 B032.TXT
 B102.TXT
 B192.TXT
 B032.TXT
 B163.TXT
 B032.TXT
 B033.TXT
 B163.TXT
 B322.TXT
 B093.TXT
 B162.TXT
 B172.TXT
 B162.TXT
 B222.TXT
 B333.TXT
 B282.TXT
 B333.TXT
 B213.TXT
 B293.TXT
 B052.TXT
 B243.TXT
 B243.TXT
 B052.TXT
 B233.TXT
 B041.TXT
 B163.TXT
 B151.TXT
 B103.TXT
 B311.TXT
 B352.TXT
 B162.TXT
 B132.TXT
 B172.TXT
 B102.TXT
 B313.TXT
 B213.TXT
 B283.TXT
 B222.TXT
 B051.TXT

583.	red. But one who lives with nice family will<	MDV	:CRT> be cheerful , and will<MDV:CRT> have co	B053.TXT
584.	heir families. Teaching from the family will<	MDV	:CRT> express the people's personality. The f	B023.TXT
585.	ives in warm atmosphere of their family will<	MDV	:CRT> have more positive attitude than one wh	B123.TXT
586.	ives in warm atmosphere of their family will<	MDV	:CRT> have more positive attitude than one wh	B123.TXT
587.	ample, one who lives with strict family will<	MDV	:CRT> be stressful and pressured. But one who	B053.TXT
588.	ey don't know that their future destiny will<	MDV	:CRT> be . they will<MDV:CRT> be captured to	B371.TXT
589.	o one have time for each other.that boy will<	MDV	:CRT> be raised up by money, not love, and he	B093.TXT
590.	hink it's possible<ADJ:PSS> our society will<	MDV	:CRT> be deteriorated by part of the internet	B272.TXT
591.	information or education. "Love Online"will<	MDV	:CRT> be defrauded or friendship.This problem	B032.TXT
592.	ch was the most successful in Singapore,will<	MDV	:CRT>* coming soon in the cinema. I have read	B251.TXT
593.	tan If someone give you 10,000,000 baht,will<	MDV	:CRT> you do that's disgusting ?????? Mon Dec	B151.TXT
594.	their way of lives affect them. Uptight: Can<	MDV	:PSS> be found mostly in the eldest child bec	B093.TXT
595.	sponsibility. Generous: Usually<ADV:USL> can<	MDV	:PSS> be found in a happy environment. With m	B093.TXT
596.	icture.It is the very<ADV:AMP> awful and can<	MDV	:PSS> be a social problem. What do you think	B102.TXT
597.	or even nothing but conversational sound can<	MDV	:PSS> be heard.Most of films were shot when t	B201.TXT
598.	emselves, and are pshchosises.This movie can<	MDV	:PSS> reflect through new generation's minds,	B031.TXT
599.	friend and me agreed that Chicken little can<	MDV	:PSS> be considered as the most frightenig mo	B091.TXT
600.	ple who are round them. Those atmosphere can<	MDV	:PSS> reflected various personalities. For ex	B243.TXT
601.	onalities, even within one person, there can<	MDV	:PSS> be more than one type of personalities.	B093.TXT
602.	w attention... the way he draw attention can<	MDV	:PSS> be many ways, both aggressive and not a	B093.TXT
603.	and wanna takes part of human so it own can<	MDV	:PSS> be formed. For me<ADV:PRB>, 1st Ep. tha	B361.TXT
604.	know??? In my view<ADV:PRB>, a behavior can<	MDV	:PSS> surely<ADV:CRT> show a personality of e	B293.TXT
605.	t anything that they want. this behavior can<	MDV	:PSS> be effected to their children.They can	B153.TXT
606.	12594 said... however, the personalities can<	MDV	:PSS> possibly<ADV:PSS> be changed in many wa	B343.TXT
607.	iderate one. Many of these personalities can<	MDV	:PSS> be seen obviously through their daily's	B143.TXT
608.	are different,too. Each of personalities can<	MDV	:PSS> be involve the environment that they li	B153.TXT
609.	the school children, their personalities can<	MDV	:PSS> be mostly reflected by the environment	B133.TXT
610.	my view<ADV:PRB>, people's personalities can<	MDV	:PSS> highly<ADV:AMP> be reflected by the env	B133.TXT
611.	the topic. The way they live their lives can<	MDV	:PSS> reflected their personalities. One who	B123.TXT
612.	lieve that the way they live their lives can<	MDV	:PSS> reflect their personalities.For example	B053.TXT
613.	<ADJ:CRT> that the way we live our lives can<	MDV	:PSS> reflected our personalities. Just like	B123.TXT
614.	y would<MDV:PRB> have any reaction. this can<	MDV	:PSS> show that personalitie has many affect	B273.TXT
615.	this problem. As we all know* that this can<	MDV	:PSS> possibly<ADV:PSS> lead to many other pr	B112.TXT
616.	the factors. There are many factors that can<	MDV	:PSS> reflect our personalities. For example	B123.TXT
617.	I said that there are many factors that can<	MDV	:PSS> possibly<ADV:PSS> reflect our personali	B123.TXT
618.	on internet. Well, the first effect that can<	MDV	:PSS> be easily seen is "having less time wit	B202.TXT
619.	ng is that not just the environment that can<	MDV	:PSS> reflect people's personalities ,but als	B123.TXT
620.	nternet can<MDV:PSS> cause. The internet can<	MDV	:PSS> cause problems in many ways. First,the	B082.TXT
621.	talk about bad effects that the internet can<	MDV	:PSS> cause. The internet can<MDV:PSS> cause	B082.TXT
622.	ore chance to earn.Moreover,the internet can<	MDV	:PSS> be a way to communicate in the global,1	B102.TXT
623.	ed by internet.Some relation in internet can<	MDV	:PSS> be happen rapidly espacially new friend	B032.TXT
624.	positive for the people. For example, it can<	MDV	:PSS> cause them to become an up-to-date and	B042.TXT

625.	children to buy the alcohol for them, it can<	MDV	:PSS> cause their children to drink alcohol t	B043.TXT
626.	times to take care of their children, it can<	MDV	:PSS> affect to children's habits. For exampl	B223.TXT
627.	nternet is like a double-edged sword. It can<	MDV	:PSS> be a huge tank of knowledge and also be	B112.TXT
628.	e the thing that they don't like, and it can<	MDV	:PSS> cause them to change their habit to a b	B043.TXT
629.	rom what they saw on the internet and it can<	MDV	:PSS> become a tendency that the children wil	B052.TXT
630.	hinkings ,abilities,attitudes etc.And it can<	MDV	:PSS>* reflected our personality clearly. Par	B013.TXT
631.	s movies is "shutter" because I think it can<	MDV	:PSS> be real in an ordinary life of everyone	B341.TXT
632.	.ok... now back to the topic.I think it can<	MDV	:PSS> show you guy that i'm agree with this t	B273.TXT
633.	you go to the departmentstore such as it can<	MDV	:PSS> show you many styles of clothes or book	B252.TXT
634.	ne or palm organizer. We can say that it can<	MDV	:PSS> affect to our lives if one day the inte	B222.TXT
635.	re new friends by many programmes.But it can<	MDV	:PSS> be dangerous,if we use it in the wrong	B102.TXT
636.	nment that they live in. The environment can<	MDV	:PSS> be divided in the internal and external	B153.TXT
637.	rsonalities. For example the environment can<	MDV	:PSS> cause changes of our personalities. The	B123.TXT
638.	rsonalities. For example the environment can<	MDV	:PSS> cause changes of our personalities. The	B123.TXT
639.	not.Some understand that the environment can<	MDV	:PSS> cause changes of our personalities or n	B163.TXT
640.	atch a home made video.The captured shot can<	MDV	:PSS> be blurred , shaken or even nothing but	B201.TXT
641.	ergetic, laid back, and immature and how can<	MDV	:PSS> their way of lives affect them. Uptight	B093.TXT
642.	genial. I know the background of family can<	MDV	:PSS> affect their personalities and mind. Fo	B213.TXT
643.	is small units of the problems in family can<	MDV	:PSS> become big social problems, so we have	B153.TXT
644.	mpered but no qurrel anymore. This story can<	MDV	:PSS> show that sometimes<ADV:USL> people per	B063.TXT
645.	DV:AMP> prond with my sister. This story can<	MDV	:PSS> show that personalities is not importan	B063.TXT
646.	112495 said... Good day! The personality can<	MDV	:PSS> affect to your career too. Although You	B223.TXT
647.	in condition that man, in each pair, had to<	MDV	:OBL> be a driver closed his eyes with a piec	B231.TXT
648.	HDG> boring b'coz I've got a cold and had to<	MDV	:OBL> stay in bed almost<ADV:HDG> all day. On	B122.TXT
649.	ne,her boyfriend,and her close friend had to<	MDV	:OBL> plan to fight and escape. Though,she do	B071.TXT
650.	gambling and drugs . I and my friend had to<	MDV	:OBL> grow up in this surrounding .Some frien	B243.TXT
651.	welve ghosts in a modern house,and he had to<	MDV	:OBL> find the last ghost.A hero and his fami	B071.TXT
652.	:CRT> be the most important spirit.He had to<	MDV	:OBL> guess a riddle to fight with setted fre	B071.TXT
653.	n sense reason. Perhaps<ADV:PSS>, she had to<	MDV	:OBL> take care and get money by herself.Her	B323.TXT
654.	lot of rats in a pool . Moreover, she had to<	MDV	:OBL> pick many rats by using her mouse . I f	B241.TXT
655.	a life although her head was cut. She had to<	MDV	:OBL> put a scarf around her neck. Actually<A	B331.TXT
656.	and my friend who watching it with me had to<	MDV	:OBL> close our eyes.This movie is still stuc	B141.TXT
657.	? I think it's true because today we had to<	MDV	:OBL> do everthing that make us survive in th	B373.TXT
658.	he news. When i watched this movie, i had to<	MDV	:OBL> have someone with me such as my daddy o	B331.TXT
659.	hed it,I was alone in my house. So, I had to<	MDV	:OBL> watch it without somebody near me!!! I	B251.TXT
660.	red,and I couldn't sleep all night. I had to<	MDV	:OBL> ask my mother,"Can I sleep with you?" M	B081.TXT
661.	e. But my happy time was too short. i had to<	MDV	:OBL>* paid money if I wanted to<MDV:VLT> pla	B252.TXT
662.	happen in my life , Maybe<ADV:PSS> I had to<	MDV	:CRT> be cracy definitely<ADV:CRT>. Sun Dec 0	B241.TXT
663.	d. Every scenes made me scared, and I had to<	MDV	:OBL> close my eyes. See, have you ever seen	B131.TXT
664.	i feel yeeeeeeeeeeeeeeeeeeeeee. and i had to<	MDV	:OBL> close my eye with my hand. Although it'	B371.TXT
665.	wasn't quite<ADV:HDG> good because I had to<	MDV	:OBL>* spent most of my time on the bed. It w	B251.TXT
666.	d a lot of monney for a ticket , so I had to<	MDV	:OBL> endure to see it still the end.I heard	B241.TXT

667.	from viruses by some web sites, so i had to<	MDV	:OBL> pay about<ADV:HDG> 500 bath to clean it	B282.TXT
668.	time, it had only Korean Sever. so I had to<	MDV	:OBL> play with foreign people. I made friend	B252.TXT
669.	for like more than 4 hours aday,so I had to<	MDV	:OBL> pay for the extra time by myself. I did	B092.TXT
670.	I just use the internet today after I had to<	MDV	:OBL> suffer from my exam for a week . I didn	B243.TXT
671.	ial reason is it wasted of money as I had to<	MDV	:OBL> use it at the internet caf?. My opinion	B232.TXT
672.	chance to go home last Friday, but I had to<	MDV	:OBL> work for the Faculty on this Monday, so	B123.TXT
673.	tely<ADV:AMP>, i said noooooooooo but i had to<	MDV	:OBL> saw with her finally coz TV was in our	B291.TXT
674.	sure<ADJ:CRT> to watch it first but I had to<	MDV	:OBL> see it because my friend asked me . I d	B241.TXT
675.	s eyes with a piece of cloth and girl had to<	MDV	:OBL> be a navigator telling the direction. T	B231.TXT
676.	t out of store's window. The rich man had to<	MDV	:OBL> pay for broken window and the clerk was	B203.TXT
677.	ADV:AMP> difficult. I saw a women who had to<	MDV	:OBL> be a lot of rats in a pool . Moreover,	B241.TXT
678.	gh internet network.I think professor had to<	MDV	:OBL> use E-learning before.I think it is ver	B032.TXT
679.	ted because of its plot. The cheaters had to<	MDV	:OBL> do everything to evade the Death. Actua	B251.TXT
680.	y can do like that ,every competitors had to<	MDV	:OBL> put a cockroach into their mouth,then t	B161.TXT
681.	t my school . At school, the students had to<	MDV	:OBL> the computer foundation . In the class,	B242.TXT
682.	savages till they got pregnant. They had to<	MDV	:OBL> be punish by bringing their baby out fr	B171.TXT
683.	ration of Happy New Year.I think they had to<	MDV	:CRT> be happy certainly<ADV:CRT>. I will<MDV	B032.TXT
684.	02:42 AM 2006 nicole 08FA said... We need to<	MDV	:OBL> define it because it's so<ADV:AMP> broa	B083.TXT
685.	ir tomorrow? Let me know the time we need to<	MDV	:OBL> be there if anyone of you know, OK? Now	B113.TXT
686.	omes one of the electronic things we need to<	MDV	:OBL> have in our homes.It can provide your v	B302.TXT
687.	remind me about the report papers we need to<	MDV	:OBL> do.. what a turn off haha. So here I ha	B382.TXT
688.	RT> choose it. well, I think that we need to<	MDV	:OBL> get to the bottom fo it and yes, it has	B302.TXT
689.	59:44 AM 2006 pook47110481 said... I need to<	MDV	:OBL> tell about my story. When I studied in	B063.TXT
690.	48:56 PM 2006 pook47110481 said... I need to<	MDV	:OBL> sleep. Goodnight na ka my lovely friend	B063.TXT
691.	56 PM 2005 Nuuhin47110481 said... I need to<	MDV	:OBL> give my opinion about Harry Potter. Har	B061.TXT
692.	akes me very<ADV:AMP> afraid of if i need to<	MDV	:OBL> do the surgery about my eye sight, the	B281.TXT
693.	hin47110481 said... To..my teacher I need to<	MDV	:OBL> say sorry.I'm late. Wed Dec 14, 03:41:1	B061.TXT
694.	0481 said... This is the time that I need to<	MDV	:OBL> disagree with my friend for different o	B063.TXT
695.	ished my lunch since 1.30 p.m. but I need to<	MDV	:OBL> do other works (collect dry clothes, so	B203.TXT
696.	2006 nuuhin47110481 said... today i need to<	MDV	:OBL> talk about the bad effect of internet.	B062.TXT
697.	ct in certain way? The main question need to<	MDV	:OBL> be discussed is, "Is a person's persona	B093.TXT
698.	It's so<ADV:AMP> cool because you no need to<	MDV	:OBL> have any CD, but you can listenning. Th	B152.TXT
699.	sensitive, so I think their parents need to<	MDV	:OBL> keep an eye on them whether they are us	B122.TXT
700.	t and hotel is excellent as we don't need to<	MDV	:OBL> go there.I agree that computer is relat	B192.TXT
701.	can buy it on the website. You don't need to<	MDV	:OBL> go to a crowded mall to buy clothes or	B252.TXT
702.	ins make me crazy like this.You dont need to<	MDV	:OBL> imagine what will<MDV:CRT> happen if i	B011.TXT
703.	is room and bad things happens. They need to<	MDV	:OBL> get out of the room before "something"	B381.TXT
704.	P> much.) Anyway, people who are supposed to<	MDV	:PRB> be the film maker is officially still l	B201.TXT
705.	usted last week. Oh'mann!!!!It's supposed to<	MDV	:OBL> be fun weekend, right? B'coz its Christ	B122.TXT
706.	I was very<ADV:AMP> frightened, I wanted to<	MDV	:VLT> see it.That time I saw it with my paren	B021.TXT
707.	ple. She was very<ADV:AMP> evil. I wanted to<	MDV	:VLT> see it again. Do you have Mae Nak VCD?	B021.TXT
708.	anted to<MDV:VLT> see it because I wanted to<	MDV	:VLT> know that the contestants had brave to	B221.TXT

709.	i had to<MDV:OBL>* paid money if I wanted to<	MDV	:VLT> play this online game. So, i had no cha	B252.TXT
710.	riend.It can tell everything that I wanted to<	MDV	:VLT> express to my friend. Sometimes<ADV:USL	B022.TXT
711.	it sometimes<ADV:USL> disgusted,I wanted to<	MDV	:VLT> see it because I wanted to<MDV:VLT> kno	B221.TXT
712.	in many ways. In the past, if you wanted to<	MDV	:VLT> know about something, you would<MDV:PRB	B132.TXT
713.	t of time to look for whatever you wanted to<	MDV	:VLT> know. But, now,you just sit down in fro	B132.TXT
714.	sagree with the statement First, I'd like to<	MDV	:VLT> talk about my agreement. I think the su	B083.TXT
715.	rsonality in 2-3topics at least. I'd like to<	MDV	:VLT> write more but it's so<ADV:AMP> late an	B203.TXT
716.	e if anyone of you know, OK? Now I'd like to<	MDV	:VLT> talk about another high school friend o	B113.TXT
717.	2453 said... Hi! everyone, Today I'd like to<	MDV	:VLT> talk about the negative effects of the	B052.TXT
718.	M 2006 nicole 08FA said... Today I'd like to<	MDV	:VLT> talk about my disagreement. Refering to	B083.TXT
719.	S! Here's my third comment.Today I'd like to<	MDV	:VLT> tell you all the other side of the inte	B142.TXT
720.	nthia 47112602 said... Well, I would like to<	MDV	:VLT> tell you about the most frightening mov	B251.TXT
721.	about the opposite opinion . I would like to<	MDV	:VLT> recommend that everybody clearly<ADV:AM	B223.TXT
722.	y<ADV:AMP> useful nowadays . I would like to<	MDV	:VLT> present a story about internet in my li	B242.TXT
723.	t's a board term to discuss. I would like to<	MDV	:VLT> tell sth on one of my friends. This doe	B173.TXT
724.	awful but to mee it's great. I would like to<	MDV	:VLT> watch Shutter again jung! Who do u have	B211.TXT
725.	said... To be continued.....na I would like to<	MDV	:VLT> tell how I stuck the Internet "Chatting	B212.TXT
726.	gnarak said... Hi ! Everyone I would like to<	MDV	:VLT> present you about the movie that is the	B241.TXT
727.	pic. Well, before discussing I would like to<	MDV	:VLT> tell you guys about today exam first!!	B123.TXT
728.	:PRB>, it's black magic that i would like to<	MDV	:VLT> see it Would u like to<MDV:VLT> see "Lo	B211.TXT
729.	the time . I remmember that I would like to<	MDV	:VLT> close my eye When it had horror scence b	B241.TXT
730.	vantages of the internet,now i would like to<	MDV	:VLT> tell you about some disadvantages that	B262.TXT
731.	u vomit. To me<ADV:PRB>, I wouldn't like to<	MDV	:VLT> see it b'coz i hate yucky and gross sce	B211.TXT
732.	ould like to<MDV:VLT> see it Would u like to<	MDV	:VLT> see "Long Kong"? ^0^ Thu Dec 01, 06:13:	B211.TXT
733.	to most people is internet. so gtg, have to<	MDV	:OBL> do the report x_x Mon Jan 30, 01:46:05	B382.TXT
734.	topic is quite<ADV:HDG> difficult . have to<	MDV	:OBL> think about it. ... Sat Jan 28, 10:42:0	B243.TXT
735.	girlfriend.They both should<MDV:OBL> have to<	MDV	:OBL> learn how to play a safe sex! ..if they	B303.TXT
736.	o in my conclusion i really<ADV:AMP> have to<	MDV	:OBL> say that Personality doesn't really<ADV	B103.TXT
737.	DV:VLT> watch it, you might<MDV:PSS> have to<	MDV	:OBL> watch both of their episodes in order t	B271.TXT
738.	t going so I guess you 'll<MDV:CRT> have to<	MDV	:OBL> agree with me on that one na :) and hop	B103.TXT
739.	thai movie too,I think I'll<MDV:CRT> have to<	MDV	:OBL> agree with you on that. The shutter is	B291.TXT
740.	we should<MDV:OBL> be the stone and have to<	MDV	:OBL>* srong as a mountain . we must<MDV:OBL>	B323.TXT
741.	thers that want to use the telephone have to<	MDV	:OBL> wait me so my mom allows me to call onl	B292.TXT
742.	on internet. So may be<ADV:PSS>* we have to<	MDV	:OBL> buy a book to read or go to the library	B332.TXT
743.	al character of person from peel , we have to<	MDV	:OBL> see though their mind ,someone make goo	B313.TXT
744.	ADV:USL> because some situation , we have to<	MDV	:OBL> strong. For example,in now thai 's poli	B323.TXT
745.	all have a lot of assignments and we have to<	MDV	:OBL> get more information, so we ought to<MD	B132.TXT
746.	Rita 47112453 said... In our life we have to<	MDV	:OBL> work because working means our lives ar	B053.TXT
747.	e shy but to be self-confident as we have to<	MDV	:OBL> do something in public. i'm not in that	B283.TXT
748.	h you again. i like that you says we have to<	MDV	:OBL> adjust ourselves for living in every en	B343.TXT
749.	ironments are like something that we have to<	MDV	:OBL> adjust. For instance, If you have to<MD	B303.TXT
750.	about it.. So i tell my ant that we have to<	MDV	:OBL> ask the doctor coz he never<ADV:USL> te	B322.TXT

751.	udge someone by their outside but we have to<	MDV	:OBL> look deeply through their action, somet	B273.TXT
752.	abilities than us..so that's why we have to<	MDV	:OBL> take good care of them, give them love	B303.TXT
753.	----- i have to<	MDV	:OBL> go now cuz tomorrow i have a test in ch	B182.TXT
754.	----- oops!! i have to<	MDV	:OBL> go now~ CU~จุฬาลงกรณ์ นะเพื่อนๆ หุหุ Tu	B181.TXT
755.	by watch it.He is succesful!!! Oh! I have to<	MDV	:OBL> go now,and I will<MDV:VLT> come back. B	B101.TXT
756.	s to take advantage of them) Well, I have to<	MDV	:OBL> go! OK C U later na ja Bye bye Jup Jooo	B213.TXT
757.	ainst the weather.. About the MSN, I have to<	MDV	:OBL> say that, actually<ADV:ACT>, I kind of<	B112.TXT
758.	for True internet every month. So, i have to<	MDV	:OBL> use it worth with my money. Second thin	B332.TXT
759.	ave some question about the topic. i have to<	MDV	:OBL> type only real frightening movie/ TV pr	B391.TXT
760.	have said, this topic is too hard. i have to<	MDV	:OBL> spend a lot of time thinking about what	B183.TXT
761.	l as I feel that I'm in the movie. I have to<	MDV	:OBL> follow every scene otherwise I will<MDV	B171.TXT
762.	s that the internet has caused me. I have to<	MDV	:OBL> go study now or my result on the exam w	B112.TXT
763.	er finishing a jop at Phuket, O.K. I have to<	MDV	:OBL> miss everybody here :-! Wed Dec 21, 05:	B172.TXT
764.	't have a plan to take a vacation. I have to<	MDV	:OBL> stay home,yet I'm happy because I've ju	B212.TXT
765.	also cause the problem to me too. I have to<	MDV	:OBL> pay money for online game "Ragnarok" (N	B252.TXT
766.	any friends from many country now. I have to<	MDV	:OBL> keep in touch them by the internet. You	B172.TXT
767.	which is called The House of Wax. I have to<	MDV	:OBL> go now and I will<MDV:VLT> comment agai	B101.TXT
768.	n one who lives in unhappy family. I have to<	MDV	:OBL> go now, so that's all for today, and I	B123.TXT
769.	own business and sometime<ADV:USL> i have to<	MDV	:OBL> help with unpleasant feeling.i can feel	B273.TXT
770.	it in the theater,so my friend and I have to<	MDV	:OBL> held our breath most of the time. Anoth	B301.TXT
771.	ave to<MDV:OBL> do the reports,and I have to<	MDV	:OBL> find more information that there isn't	B102.TXT
772.	do.. what a turn off haha. So here I have to<	MDV	:OBL> get on the internet (well the word "hav	B382.TXT
773.	gh time to explain my view because I have to<	MDV	:OBL> study, but I will<MDV:VLT> come to tell	B122.TXT
774.	.Well, I'm done for today because I have to<	MDV	:OBL> study for the mid term exam and prepare	B122.TXT
775.	eat all the unusual foods...(##_#) If I have to<	MDV	:OBL> watch it,...Any minute later, I guess tha	B111.TXT
776.	oo depend on the internet haha. if i have to<	MDV	:OBL> explain all that would<MDV:PRB> take a	B382.TXT
777.	self confident and -.- hahah i have to<	MDV	:OBL> go to play game for a moment coz it's t	B183.TXT
778.	s so<ADV:AMP> exciting even though I have to<	MDV	:OBL> close my eyes when the ghost coming... ^_	B131.TXT
779.	me ,i like to play it and I think i have to<	MDV	:OBL> seperated the time to play the game ,an	B312.TXT
780.	line for the internet. So I think I have to<	MDV	:OBL> leave it this way. Now let's further ou	B122.TXT
781.	any particular thing I doubt, all I have to<	MDV	:OBL> do is searching through the internet. F	B112.TXT
782.	I have a report to do anymore.All I have to<	MDV	:OBL> do is open the computer, connect to the	B052.TXT
783.	rnet for my study,for example when i have to<	MDV	:OBL> do reports, i like seaching the informa	B112.TXT
784.	MP> useful and easy to search when I have to<	MDV	:OBL> do the reports,and I have to<MDV:OBL> f	B102.TXT
785.	hai)^O^").I have one comp but when i have to<	MDV	:OBL> use the internet,i have to<MDV:OBL> go	B182.TXT
786.	dn't realize it's getting dark, so I have to<	MDV	:OBL> go study another exam for tomorrow. To	B123.TXT
787.	for the Faculty on this Monday, so I have to<	MDV	:OBL> go home a little<ADV:HDG> late then. It	B123.TXT
788.	they work hard for our family, so I have to<	MDV	:OBL> be a good person for them. Everything i	B073.TXT
789.	y...guys today is the dead line so i have to<	MDV	:OBL> hurry up.. Are you still alive, Fon? i	B133.TXT
790.	appy family. Oh!!!!Man!!!!I forgot I have to<	MDV	:OBL> go for lunch, so I will<MDV:VLT> come b	B123.TXT
791.	m. Actually<ADV:ACT>, so do i, but i have to<	MDV	:OBL> post the comment here as well.. Good Lu	B132.TXT
792.	ree really<ADV:AMP> annoyed me but i have to<	MDV	:OBL> admit that the theme of this movie was	B271.TXT

793.	very<ADV:AMP> lovely. However,now I have to<	MDV	:OBL> pay for playing this game,so I quit. In	B082.TXT
794.	aemon 47112537 said... 555 finally i have to<	MDV	:OBL> do it by myself, have i ? there is no p	B183.TXT
795.	time she looks at her husband. Oh!I have to<	MDV	:OBL> go leaw na. see u Mon Dec 05, 03:51:01	B071.TXT
796.	have to<MDV:OBL> use the internet,i have to<	MDV	:OBL> go to the internet cafe -*-. Each perso	B182.TXT
797.	the future has many reasons. First,I have to<	MDV	:OBL> use internet for my report or assignmen	B082.TXT
798.	f course<ADV:CRT>, I'd watched it .I have to<	MDV	:OBL> say that I really<ADV:AMP> don't think	B111.TXT
799.	i get to the point of this topic..i have to<	MDV	:OBL> confess i dont really<ADV:AMP> understa	B363.TXT
800.	ve been disappeared for long time..i have to<	MDV	:OBL> come back to finish this assignment. he	B091.TXT
801.	is a little bit<ADV:HDG> confusing.I have to<	MDV	:OBL> try to understand it for a while. "Peop	B163.TXT
802.	USL> tell us before that my grandmom have to<	MDV	:OBL> cut the gall bladder off.When my ant as	B322.TXT
803.	aid...continue.... These children have to<	MDV	:OBL> face about this circumstance that they	B153.TXT
804.	t from parents or family members who have to<	MDV	:OBL> to take good care of their child and te	B302.TXT
805.	the insect. For example woman player have to<	MDV	:OBL> ate a scorpion. while she prepared to e	B061.TXT
806.	ning.Sometimes<ADV:USL> a competitor have to<	MDV	:OBL> eat something like cockroach,spider,fly	B071.TXT
807.	so on. Like Bank said,the candidates have to<	MDV	:OBL> have many qualifications.The last game	B141.TXT
808.	ife there. Somehow all liveng things have to<	MDV	:OBL> learn how to adapted themselves for wha	B303.TXT
809.	ormation for their reports. Teachers have to<	MDV	:OBL> find their materials for teaching on th	B082.TXT
810.	g deal of the teachers. And teachers have to<	MDV	:OBL> look after the students. Mon Jan 30, 03	B133.TXT
811.	isn't in the books.Now,many subjects have to<	MDV	:OBL> learn more in the class by the Internet	B102.TXT
812.	nessesary now. For example,students have to<	MDV	:OBL> use the internet to search information	B082.TXT
813.	s a shame! Almost<ADV:HDG> all of us have to<	MDV	:OBL> hurry up like me and mei.Maybe<ADV:PSS>	B163.TXT
814.	I love about this movie ^^ You guys have to<	MDV	:OBL> watch it, I used to anti- Thai horror m	B301.TXT
815.	l in mother's tummy. So, they don;'t have to<	MDV	:OBL> face any difficulty in getting money. T	B143.TXT
816.	o back home after school if I didn't have to<	MDV	:OBL> do anything. Then I spent all my free t	B292.TXT
817.	OBL> believe 50/50 so that you don't have to<	MDV	:OBL> be sad later. Also there are some lover	B172.TXT
818.	to find some informations. We don't have to<	MDV	:OBL> go to the library. Just sit at home or	B332.TXT
819.	e information that we want. We don't have to<	MDV	:OBL> go to foreign countries but we can know	B332.TXT
820.	h! it sound good, don't you? I don't have to<	MDV	:OBL> face with a traffic jam...I have many t	B392.TXT
821.	engine are Google and Yahoo.I don't have to<	MDV	:OBL> search the information in a library whe	B052.TXT
822.	usy life but his personality doesn't have to<	MDV	:OBL> be busy he might<MDV:PSS> just be a cal	B103.TXT
823.	orthless animals. May be<ADV:PSS>* u have to<	MDV	:OBL> wait for all day long to check your sic	B332.TXT
824.	someone's girlfriend or boyfriend u have to<	MDV	:OBL>* upset i see many of my friend upset be	B313.TXT
825.	ternet is this subject 355232, for u have to<	MDV	:OBL> use the internet to post your comments,	B172.TXT
826.	more confident in yourself b' coz u have to<	MDV	:OBL> live in the wide and wild world. The de	B213.TXT
827.	my parents dissapoint in me. So, you have to<	MDV	:OBL> think again and again that those people	B333.TXT
828.	telling you all what's it about, you have to<	MDV	:OBL> see it, it's really<ADV:AMP> good! you'	B381.TXT
829.	quite<ADV:HDG> uhmm..unexpected. You have to<	MDV	:OBL> see it, I kinda<ADV:HDG> like it. Good	B381.TXT
830.	"PEE SARM BAHT" or 3-baht ghost. you have to<	MDV	:OBL> be struck with this movie that what is	B281.TXT
831.	DV:OBL> adjust. For instance, If you have to<	MDV	:OBL> go to work in another country that comp	B303.TXT
832.	e a good boy or a good girl, all you have to<	MDV	:OBL> do is to show them how to be like that.	B143.TXT
833.	everyone is the type U like. All you have to<	MDV	:OBL> do is to live with them or choose the p	B203.TXT
834.	you can't find in any books,all you have to<	MDV	:OBL> do just surf in here.It's easier than f	B142.TXT

835.	to spend their money usefully or you have to<	MDV	:OBL> work hard for the better life. My frien	B143.TXT
836.	se the person that you like, but you have to<	MDV	:OBL> remember that information that you get	B172.TXT
837.	hat the library is not good. But you have to<	MDV	:OBL> agee, the internet is easy, fast and ch	B132.TXT
838.	mall to buy clothes or book. But you have to<	MDV	:OBL> be careful to order products because so	B252.TXT
839.	(well in some cases you can but you have to<	MDV	:OBL> pretend/fake for so long that it become	B383.TXT
840.	o<MDV:VLT> be in a good position,you have to<	MDV	:OBL> use the computer and the internet clear	B102.TXT
841.	es the way we want to, but everybody have to<	MDV	:OBL> make sure that your ways will<MDV:CRT>	B123.TXT
842.	slum have the bad circumstance. They have to<	MDV	:OBL> encounter serious problems such as a ha	B153.TXT
843.	on't know complicated internet. They have to<	MDV	:OBL> be preys for the high IT people who use	B372.TXT
844.	candidates. Sometimes<ADV:USL> they have to<	MDV	:OBL> eat cow's testicle.That's too bad.... T	B141.TXT
845.	ll.You know? sometimes<ADV:USL> they have to<	MDV	:OBL> climb on a helicopter or a skyscraper.I	B071.TXT
846.	t's too bad.... The recent game they have to<	MDV	:OBL> eat cow's brain,cockroaches spin,alive	B141.TXT
847.	see, maybe<ADV:PSS> the reason they have to<	MDV	:OBL> face it just becoz of their curious! Mo	B361.TXT
848.	family. But when people grew up they have to<	MDV	:OBL> face this big world,have to<MDV:OBL> fa	B273.TXT
849.	y to go to a football match.Yet,they have to<	MDV	:OBL> rest during their way,there is a strang	B161.TXT
850.	e buy anything through internet.They have to<	MDV	:OBL> put their credit code .I think it 's no	B372.TXT
851.	he people who are in the poor family have to<	MDV	:OBL> make an effort to continue their educat	B133.TXT
852.	e internet. For all of these, I only have to<	MDV	:OBL> pay three baht. New Year 's coming!! Wi	B112.TXT
853.	get on the internet (well the word "have to<	MDV	:OBL>" isn't exactly right, i'm here all the	B382.TXT
854.	have to<MDV:OBL> face this big world,have to<	MDV	:OBL> face with many kinds of people and many	B273.TXT
855.	only one thinking like that. Anyway, I've to<	MDV	:OBL> think and express my thought. So, let m	B143.TXT
856.	em to spend money economically. oH ..i've to<	MDV	:OBL> go now ,and i will<MDV:VLT> talk about	B153.TXT
857.	pinning with or without them. done. going to<	MDV	:CRT>.... no, not sleep just yet, have someth	B383.TXT
858.	ing to<MDV:CRT> play or who does he going to<	MDV	:CRT>* play with so i go to the official webs	B362.TXT
859.	ung. I think you know what they are going to<	MDV	:CRT> do and i feel very<ADV:AMP> sad about t	B343.TXT
860.	y live their life. the way you live going to<	MDV	:CRT>* make you get used to it and it turn to	B363.TXT
861.	veryone think that my brother and I going to<	MDV	:CRT> be bad soon, but it's not true. I under	B073.TXT
862.	no idea for it damn it!!! i'm going to<	MDV	:VLT> try to share my idea nalet's	B183.TXT
863.	>, a lot of it!! another effect i'm going to<	MDV	:VLT> tell, like a lot of u guys,i'm in major	B362.TXT
864.	ind something. When i was young(i'm going to<	MDV	:VLT> tell you my scandal experience!!), my m	B281.TXT
865.	don't know when my favourite player going to<	MDV	:CRT> play or who does he going to<MDV:CRT>*	B362.TXT
866.	AM 2005 Nuni 47112370 said... Are u going to<	MDV	:CRT> work today ? I think i'm not cos i don'	B071.TXT
867.	he has done nothing wrong..but why he has to<	MDV	:OBL> become a gay or tussy...?? Sun Jan 29,	B303.TXT
868.	ight<MDV:PSS> be wrong, and added she has to<	MDV	:OBL> obey her parents by remaining silent. I	B213.TXT
869.	r anymore because she can see.And she has to<	MDV	:OBL> know with the sadness with the owner of	B311.TXT
870.	nality is being like that because she has to<	MDV	:OBL>* strong to protect herseft and isn't we	B323.TXT
871.	sad that when she can look again she has to<	MDV	:OBL> meet the ghost and the blind organizati	B311.TXT
872.	> get to the bottom fo it and yes, it has to<	MDV	:OBL> start right from parents or family memb	B302.TXT
873.	ful in everyday life. First,everybody has to<	MDV	:OBL> learn how to use the internet because i	B082.TXT
874.	ve everything people said. Everyone needs to<	MDV	:OBL> seperate their lives out of the cyber l	B382.TXT
875.	DV:OBL> not seen. I really<ADV:AMP> wants to<	MDV	:VLT> know that someone who have already seen	B311.TXT
876.	my homework and housework, and I haven't to<	MDV	:OBL>* do anything. >_< Sat Jan 07, 08:55:06	B292.TXT

877. DV:OBL> get more information, so we ought to
878. could't. in the end of the movie.... want to
879. s me really<ADV:AMP> really<ADV:AMP> want to
880. see this movie but i really<ADV:AMP> want to
881. ADV:AMP> love and certainly<ADV:CRT> want to
882. mai la⁵⁵ everytime i feel boring and want to
883. t to<MDV:VLT> have the good jobs and want to
884. e dead. Many scene make me scary and want to
885. s movie make me impress. You make me want to
886. n **47112537** said... Big fish makes me want to
887. !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! i want to
888. her people and sometimes<ADV:USL>, I want to
889. ie so<ADV:AMP> long time..!! Even, I want to
890. nami? From the bottom of my heart, I want to
891. ime to find whatever. Like me now, I want to
892. me from teaching of their family . I want to
893. b³⁵¹ shisu**47110390** said... i want to
894. **8 PM 2005** Im (^_^)**47112396** said... I want to
895. V:CRT> do what is same as you ⁵⁵⁵. I want to
896. y! Happy New Year.Welcome to **2006**. I want to
897. id that it's really<ADV:AMP> good. I want to
898. I don't want to<MDV:VLT> anything. I want to
899. rom Chiangrai and here in Bangkok. I want to
900. PSS> not answer from these person. I want to
901. you post too much.Do you annoy me? I want to
902. aaaa ! i've just thought out ! and i want to
903. ogram that make me feel scary, and I want to
904. like it when i just typr the word i want to
905. :CRT> not watch this movie because I want to
906. eep a good memory.It's not well if I want to
907. 't like watching the movie ,but if I want to
908. me to study such as information.If I want to
909. y<ADV:AMP> Nice Holiday!!! Ku ngai i want to
910. t to contact with my friends. When I want to
911. le,it is very<ADV:AMP> useful when i want to
912. nds. Third,I use the internet when I want to
913. and I always<ADV:USL> use it when I want to
914. ow scraped through another year,so I want to
915. y education.When I have reports or I want to
916. ther country and some other things I want to
917. There are still more good effects I want to
918. "where do I go to the website that I want to

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MDV :OBL> search in websites. In schools or other
MDV :VLT> know... see it ^o^ Wed Nov 23, 09:53:28
MDV :VLT> spew out. IF ther's someone ask me todo
MDV :VLT> know this storie. Mon Dec 12, 06:59:53
MDV :VLT> have tattoo on my bodies but its my mis
MDV :VLT> talk with someone. i'll<MDV:CRT> play M
MDV :VLT> be in a good position, you have to<MDV:Q
MDV :VLT> spew. i feel disgust caz the end of ever
MDV :VLT> see it again. see you later Wed Dec 07,
MDV :VLT> commit suicide. i hat'in it 555 (copy f
MDV :VLT> scream!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
MDV :VLT> be like her because I am rather<ADV:HDG
MDV :VLT> see them, but my friends always<ADV:USL
MDV :VLT> say that it was very<ADV:AMP> terrible.
MDV :VLT> listen a song named Elements but don't
MDV :VLT> know that any body have ever face this
MDV :VLT> see but i don't have any so who has cd
MDV :VLT> tell you about "THE EYE 10" that I used
MDV :VLT> tell you about my experience's friends.
MDV :VLT> tell you another advantages of internet
MDV :VLT> see it. Actually<ADV:ACT>, I'm pretty<A
MDV :VLT> sit in front of computer and serve inte
MDV :VLT> stay home. So lonely..... Tue Ja
MDV :VLT> caome back again. SaYoNaRa JuB...JuB...
MDV :VLT> watch drama. See later. HHH...MMM Bye Fri
MDV :VLT> see u . The Ring 1 , have u ever seen i
MDV :VLT> tell you about it. It's Fear Factor. Ha
MDV :VLT> know and most of the infoemation appear
MDV :VLT> sleep quietly and have the good dreams
MDV :VLT> take my family picture, but have someon
MDV :VLT> watch it , I always<ADV:USL> watch the m
MDV :VLT> know grade, I must<MDV:OBL>* to post co
MDV :VLT> tell u about the title of the story tha
MDV :VLT> talk to all of my friends at the same t
MDV :VLT> find information for my homework. The i
MDV :VLT> entertain myself. For example, I listen
MDV :VLT> search information. And it can search p
MDV :VLT> say Happy New Year to my friends na ja.
MDV :VLT> know something in the world, I will<MDV
MDV :VLT> know..well, nomally<ADV:USL> it's not t
MDV :VLT> tell you, but wait for a while. I'll<MDV:
MDV :VLT> find?, I will<MDV:CRT> search at www.q
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B132.TXT
B051.TXT
B141.TXT
B311.TXT
B343.TXT
B352.TXT
B102.TXT
B351.TXT
B031.TXT
B183.TXT
B322.TXT
B293.TXT
B261.TXT
B172.TXT
B142.TXT
B243.TXT
B351.TXT
B031.TXT
B033.TXT
B032.TXT
B111.TXT
B392.TXT
B072.TXT
B033.TXT
B031.TXT
B371.TXT
B041.TXT
B072.TXT
B101.TXT
B061.TXT
B151.TXT
B032.TXT
B191.TXT
B082.TXT
B292.TXT
B082.TXT
B222.TXT
B072.TXT
B022.TXT
B302.TXT
B142.TXT
B022.TXT

919.	will<MDV:CRT> know everything that I want to<	MDV	:VLT> know.Internet is a good resource to fin	B022.TXT
920.	now I have just known.I think that I want to<	MDV	:VLT> know your opinion about frightening mov	B101.TXT
921.	2. It make so<ADV:AMP> scary that I want to<	MDV	:VLT> go out from the theater. When I was you	B391.TXT
922.	happend.Ehhh....i don't know,what i want to<	MDV	:VLT> say anymore.May be<ADV:PSS>* if someone	B262.TXT
923.	ghtening, scary, and dreadful. Now I want to<	MDV	:VLT> watch it again, but I don't know where	B031.TXT
924.	:AMP> scared of this movie but now I want to<	MDV	:VLT> watch it again (It is hard to find it b	B251.TXT
925.	! Wish everybody is happy ;) Today I want to<	MDV	:VLT> talk about the Internet again.Ha ha ha!	B102.TXT
926.	nt to Phuket.I stayed alone. Today I want to<	MDV	:VLT> tell you about searching. In my view<AD	B032.TXT
927.	I am tired and sleepy today. Today I want to<	MDV	:VLT> exemple for this topic about my friend	B033.TXT
928.	me sacry truly<ADV:ACT>, but today I want to<	MDV	:VLT> tell you about THE EYE 10.I laughed all	B031.TXT
929.	about lots of advantages,but today I want to<	MDV	:VLT> tell you about disadvantages that is se	B032.TXT
930.	new generations. See you later.Ya!I want to<	MDV	:VLT> meet you soon. Bye Fri Dec 23, 09:45:44	B032.TXT
931.	I must<MDV:OBL>* to post comments,I want to<	MDV	:VLT> check mails,I will<MDV:CRT> enter Inter	B032.TXT
932.	<ADV:PSS> it is horror or triller .I want to<	MDV	:VLT> know about it, If you know, please tell	B241.TXT
933.	soon!!!i wanna<MDV:VLT> die. EH...i want to<	MDV	:VLT> show advantages for using the internet.	B262.TXT
934.	V:AMP> promised about that. Guys...I want to<	MDV	:VLT> warn all of my friends that before down	B232.TXT
935.	chat or search for the information.I want to<	MDV	:VLT> try to use it as my guide,shopping,dire	B072.TXT
936.	our answer. Truly<ADV:ACT>, I didn't want to<	MDV	:VLT> see House of Wax because I rather<ADV:H	B101.TXT
937.	't know why i am like this and don't want to<	MDV	:VLT> know I know that it is good to be own s	B183.TXT
938.	e cousin (acutally<ADV:ACT>, i DON'T want to<	MDV	:VLT> count him as my cousin). He is a man wh	B333.TXT
939.	es...it steals time from me. I don't want to<	MDV	:VLT> anything. I want to<MDV:VLT> sit in fro	B392.TXT
940.	tory, it make me feel scary. I don't want to<	MDV	:VLT> live alone because I think that ghost w	B041.TXT
941.	run away quickly but I think I don't want to<	MDV	:VLT> see it and I'm glad that I never<ADV:US	B161.TXT
942.	talking about Fear Factor,so i don't want to<	MDV	:VLT> miss it.In my point of view<ADV:PRB>, I	B071.TXT
943.	lked to her once or twice caz i dont want to<	MDV	:VLT> interrupt when she reads books and we h	B353.TXT
944.	u all 'a. so<ADV:AMP> sad 'a u don't want to<	MDV	:VLT> help me talk about this topic ? it seem	B183.TXT
945.	grahp that i mentioned above, i just want to<	MDV	:VLT> tell you that we should<MDV:OBL> use th	B322.TXT
946.	ce our present life for example if u want to<	MDV	:VLT> know about something u must<MDV:OBL> se	B352.TXT
947.	V:USL> nationality of persons whom u want to<	MDV	:VLT> make a relationship. So you can choose	B172.TXT
948.	ch engine website, type the word you want to<	MDV	:VLT> know and push the enter,then all the in	B052.TXT
949.	n on your computer,type the word you want to<	MDV	:VLT> find and just wait..See? Moreover, you	B142.TXT
950.	? The internet is the answer. If you want to<	MDV	:VLT> know something you can't find in any bo	B142.TXT
951.	my favorite horror movies and if you want to<	MDV	:VLT> watch it, you might<MDV:PSS> have to<MD	B271.TXT
952.	y<ADV:AMP> useful now because if you want to<	MDV	:VLT> have the good jobs and want to<MDV:VLT>	B102.TXT
953.	DV:PRB> see their disoder. So if you want to<	MDV	:VLT> know their habit, note their personalit	B173.TXT
954.	good ghost movie. Let me know if you want to<	MDV	:VLT> see it too. Sun Dec 11, 06:51:41 PM 200	B111.TXT
955.	ing that you want.For example,if you want to<	MDV	:VLT> see movies,you can buy and pay tickets	B032.TXT
956.	he internet can help you.Next,if you want to<	MDV	:VLT> relax,it is a good way to find from int	B262.TXT
957.	pay tickets through internet.If you want to<	MDV	:VLT> order goods,you can chat,post,or order	B032.TXT
958.	happy and success in everything you want to<	MDV	:VLT> do. Doraemon,i agree with your comment	B192.TXT
959.	n songs. You can choose the song you want to<	MDV	:VLT> listen. Next, i will<MDV:CRT> send e-ma	B332.TXT
960.	er you what to ,and see whatever you want to<	MDV	:VLT> see all over the world by just sitting	B302.TXT

961. spreading some information that you want to<
 962. se it has many informations that you want to<
 963. n it you will<MDV:CRT> know that you want to<
 964. is easy to search.You type what you want to<
 965. s "Thirteen Ghosts" At first,I didn'twant to<
 966. her image or appearance untill we 've got to<
 967. ecome big social problems, so we have not to<
 968. plain you what is "KRIAN". now i want you to<
 969. G> late now and I have a cold, so I'd better<
 970. you have never<ADV:USL> seen it ,you better<
 971. oo. If I don't have the internet, I couldn't<
 972. 2006 daejunggeum 47112461 said... I couldn't<
 973. 6 PM 2005 nancy 31FC said... Yeah,I couldn't<
 974. two years of failure as its cost) and won't<
 975. use the internet, but how many people won't<
 976. ed them. If we didn't like someone, we won't<
 977. computer by not do another things. We won't<
 978. can guess the end of this movie. So, I won't<
 979. r sample (again) is my close friend. I won't<
 980. and said don't do like this again,or I won't<
 981. MDV:CRT> give me one million baht No!I won't<
 982. If someone give me 10,000,000 bath ,I won't<
 983. they think like me if i hate someone,i won't<
 984. internet makes me over spend ...well,i won't<
 985. is one, if I don't have the internet,I won't<
 986. go study now or my result on the exam won't<
 987. do everything for them.Their children won't<
 988. their times , but we all know that it won't<
 989. for relax tension or entertain but it won't<
 990. ost horrify movie that i ever watch.It won't<
 991. sitive and negative effects today. You won't<
 992. pany hired you of course<ADV:CRT> they won't<
 993. how well you dress and everything they won't<
 994. i'm agree with you that the doctor should't<
 995. he light while I was playing computer, might<
 996. here, she knows that she isn't mad and might<
 997. erson. When the class had activity and might<
 998. say they the person is just dirty and might<
 999. heir bodies...but actually<ADV:ACT> he might<
 1000. ty doesn't have to<MDV:OBL> be busy he might<
 1001. that it cause the 30 baht programme.He might<
 1002. d don't have the knowleagd about it.He might<

MDV :VLT> private, for example somebody who hates
 MDV :VLT> know in internet. In the internet, it c
 MDV :VLT> know just type some word.Sometime<ADV:U
 MDV :VLT> know.Then you press "ENTER",it linked a
 MDV :VLT> see Ghost film,but my friend confirmed
 MDV :OBL> know him/her from themself their mind o
 MDV :OBL>* take this problems for granted. Mon Ja
 MDV :VLT> think of the pupils in the school and t
 MDV :OBL> go to bed I'll<MDV:VLT> be back tomorro
 MDV :OBL>* not miss it!! Tue Dec 06, 10:29:39 PM
 MDV :PSS> do my work, and I feel that I will<MDV:
 MDV :PSS> agree more.We can know people's thinkin
 MDV :PSS> agree more with u.In my view<ADV:PRB> ,
 MDV :CRT> make it happened again. Q(- -Q) Mon Ja
 MDV :CRT> be used by it. Wed Dec 21, 04:34:57 PM
 MDV :CRT> probably<ADV:PRB> improve nor have a ch
 MDV :CRT> know what they do, what are they seekin
 MDV :CRT> tell you :P At that time, I really<ADV:
 MDV :CRT> say her name 'cause it will<MDV:CRT> ma
 MDV :CRT> have a chance to use the internet.I nod
 MDV :CRT> do that. Except he will<MDV:CRT> give m
 MDV :CRT> do that absolutely<ADV:AMP>!!!!!!! Mon
 MDV :CRT> talk to him i don't give a sh*t..lol Tu
 MDV :CRT> tell u y. I'll<MDV:VLT> come back to re
 MDV :CRT> be able to sit in front of my computer
 MDV :CRT> be better that C or D. Sat Jan 07, 09:4
 MDV :CRT> be able to decide or choose the best ch
 MDV :CRT> happen. No one can cheat the Death. The
 MDV :CRT> be anything only a waste of time if you
 MDV :CRT> take less than a second for me to think
 MDV :CRT> be able to live without it. Hopefully,
 MDV :CRT> they will<MDV:CRT> give their job offer
 MDV :CRT> see your habit of working becasue you d
 MDV :OBL>* do like this because doctor should<MDV
 MDV :PSS> becos I usually<ADV:USL> take a nap in
 MDV :PSS> tell people to believe her. She only do
 MDV :PSS> decide about many plans,she often<ADV:U
 MDV :PSS> just be not a neat man in contrast if a
 MDV :PSS> live his life neatly...or he usually<AD
 MDV :PSS> just be a calm cool easy going kind of
 MDV :PSS> think that we have other choice and don
 MDV :PSS> think that we are stupid , poor and low

B052.TXT
 B042.TXT
 B262.TXT
 B032.TXT
 B071.TXT
 B243.TXT
 B153.TXT
 B282.TXT
 B112.TXT
 B111.TXT
 B042.TXT
 B093.TXT
 B311.TXT
 B202.TXT
 B282.TXT
 B213.TXT
 B222.TXT
 B251.TXT
 B143.TXT
 B232.TXT
 B141.TXT
 B151.TXT
 B093.TXT
 B092.TXT
 B142.TXT
 B112.TXT
 B163.TXT
 B251.TXT
 B252.TXT
 B271.TXT
 B052.TXT
 B103.TXT
 B103.TXT
 B342.TXT
 B302.TXT
 B191.TXT
 B023.TXT
 B103.TXT
 B303.TXT
 B103.TXT
 B322.TXT
 B322.TXT

1003. zed her. When she wanted something, she might<
 1004. she played games with her friends, she might<
 1005. so<ADV:AMP> scare but i bet this movie might<
 1006. to know many things that other people might<
 1007. etimes<ADV:USL> if we play too much, we might<
 1008. > seem maybe<ADV:PSS> energetic person might<
 1009. and wild world. The defenseless person might<
 1010. enjoyed chatting with other people who might<
 1011. for I always<ADV:USL> think my answer might<
 1012. V:HDG> a big prize, so all challengers might<
 1013. r movie if u can stand some scene that might<
 1014. . Last post, there was one factor that might<
 1015. believe that if I saw the Shutter, It might<
 1016. the story was very<ADV:AMP> boring . It might<
 1017. d u hate your boss. Normally<ADV:USL> u might<
 1018. now . When you surf the internet , you might<
 1019. if you want to<MDV:VLT> watch it, you might<
 1020. ving dinner!!! Bloody Hell!! Guess you might<
 1021. dangerously and sometimes<ADV:USL> they might<
 1022. te and neat but actually<ADV:ACT> they might<
 1023. and not very<ADV:AMP> on time but they might<
 1024. es. One who comes from the rich family might<
 1025. hat one who comes from the rich family might<
 1026. nd, one who comes from the poor family might<
 1027. nd, one who comes from the poor family might<
 1028. ternet cafe. It's not suitable and shouldn't<
 1029. net cafe, it was a public place she shouldn't<
 1030. s dangerous? Sometimes<ADV:USL> we shouldn't<
 1031. ome movie that make me knoe that i shouldn't<
 1032. o many things that little children shouldn't<
 1033. ortrait to the receiver. I think it shouldn't<
 1034. MDV:OBL> agree with this statement shouldn't<
 1035. has a lot of good doctors so, you shouldn't<
 1036. continue posting..- -+ (I hope true wouldn't<
 1037. ght? If not because the internet, i wouldn't<
 1038. nce for this reason..more enough. I wouldn't<
 1039. there is only one movie that i swear i wont<
 1040. even studying...Who knows, tomorrow i mayn't<
 1041. T> try to rent it . Ok i will<MDV:VLT>* must<
 1042. much". the main error I think<ADV:PRB> must<
 1043. ne example that suitable for this topic must<
 1044. asonable , polite or warm , their child must<

MDV :PSS> get it suddenly. When she played games
 MDV :PSS> win the games. If she lost, she would<MDV
 MDV :PSS> take "Shutter" place. well, He didn't s
 MDV :PSS> not expect you to know . When you surf
 MDV :PSS> become an internet addict. We maybe<ADV:
 MDV :PSS> not be the way they seem and it does go
 MDV :PSS> be hurt by bad strong person. I often<A
 MDV :PSS> be frank or fake. We could chat and sha
 MDV :PSS> be wrong, and added she has to<MDV:OBL>
 MDV :PSS> think it worth for the million dollars.
 MDV :PSS> make u vomit. To me<ADV:PRB>, I wouldn'
 MDV :PSS>* changed the surroundings condition. It
 MDV :PSS> be the most frightening movie for me By
 MDV :PSS> becos I didn't read any books of the ri
 MDV :PSS> be argue your boss but u stand there co
 MDV :PSS> feel as if you are being in a large lib
 MDV :PSS> have to<MDV:OBL> watch both of their ep
 MDV :PSS> know my answer of your question already
 MDV :PSS> love to be a hot girls or something lik
 MDV :PSS> love living their life dangerously and
 MDV :PSS> get it better because of their personal
 MDV :PSS> has more chance to do whatever they wan
 MDV :PSS> has more chance to do whatever they wan
 MDV :PSS> has less opportunity to live their live
 MDV :PSS> has less opportunity to live their live
 MDV :OBL> follow for it's a public place. Mon Jan
 MDV :OBL> do like that. i used to listen the story
 MDV :OBL> believe or stick with internet too much
 MDV :OBL> see it. I don't know that you think like
 MDV :OBL> follow or they will<MDV:CRT> mime. And
 MDV :OBL> be like this, and i shocked with the tru
 MDV :PRB> Mr c Routine at work be very<ADV:AMP> e
 MDV :OBL> think like this na ja. Mon Jan 02, 08:2
 MDV :PRB> mad while I continue posting..) For the
 MDV :PRB> know many nice writers, says Albert Cam
 MDV :PRB> talk about my past time..but, I will<MD
 MDV :CRT> see it again for sure<ADV:CRT>. It's "Th
 MDV :PSS> go to the university, I just stay at ho
 MDV :OBL> go. Today i feel lazy and not active. i
 MDV :CRT> be the way her parent treat. They give
 MDV :CRT> be youngs who born with a silver spoon
 MDV :CRT> be manner and gentle. They would<MDV:PR

B023.TXT
 B023.TXT
 B091.TXT
 B242.TXT
 B312.TXT
 B103.TXT
 B213.TXT
 B212.TXT
 B213.TXT
 B121.TXT
 B211.TXT
 B033.TXT
 B021.TXT
 B301.TXT
 B363.TXT
 B242.TXT
 B271.TXT
 B111.TXT
 B303.TXT
 B303.TXT
 B103.TXT
 B123.TXT
 B123.TXT
 B123.TXT
 B123.TXT
 B272.TXT
 B312.TXT
 B012.TXT
 B321.TXT
 B282.TXT
 B312.TXT
 B103.TXT
 B342.TXT
 B263.TXT
 B382.TXT
 B263.TXT
 B011.TXT
 B392.TXT
 B191.TXT
 B283.TXT
 B283.TXT
 B073.TXT

10445. at something value are in her house and must<
10446. e live their life.Because every mankind must<
10447. ndidate who will<MDV:VRT> get the price must<
10448. responsibilities. If he dares to do,he must<
10449. > worry about it.Every after lunch, she must<
10450. st a housewife.She doesn't work,but she must<
10451. n,one by one survivors can't escape.She must<
10452. use it is true in every society. People must<
10453. is a part of their life, so the people must<
10454. couse<ADV:VRT>* personalities of anyone must<
10455. ve to be the influence person. Everyone must<
10456. e to<MDV:OBL>* strong as a mountain. we must<
10457. er not lol. i accidently saw it..omg! i must<
10458. Y<ADV:AMP> AFRIAD of them too. Oh my! I must<
10459. ion.If I want to<MDV:VLT> know grade, I must<
10460. yway i have sometimes<ADV:USL> late). i must<
10461. o warn and help people in time . Ok.. i must<
10462. more roles in our life in the future. I must<
10463. res myself to scare. but it's nothing i must<
10464. blah... It's so<ADV:AMP> boring, but I must<
10465. t is more terrible because the children must<
10466. aid to do everything and their children must<
10467. ome job contains that people who can do must<
10468. when the lights go off. The characters must<
10469. d. It is necessary that the contestants must<
10470. like this, it is the social problem that must<
10471. rtisment of three baht ghost I think it must<
10472. DV:OBL> take care of it. The government must<
10473. want to<MDV:VLT> know about something u must<
10474. rents by remaining silent. I told her u must<
10475. ,spent money or time of you.I think you must<
10476. t long, or go to internet cafe everyday must<
10477. or their parent don't give money, they must<
10478. n before they grow up to adult and they must<
10479. t do everthing by themselves. When they must<
10480. s a stranger damaging their car,so they must<
10481. r a bit<ADV:HDG> of condition that they must<
10482. know it's only a game, but I think why must<
10483. space and the cycle of internet addicted may<
10484. od attitudes in his child, the bad child may<
10485. ties may<MDV:PSS> change. The good child may<
10486. uite<ADV:HDG> go to the libraly. Someone may<

[illegible]

:OBL> kill anyone who know their plan Oh.. i
:OBL> live with their parents for a quarter o
:OBL> have a high qualification of perseveran
:OBL> dares to admit. That boy is innocent,al
:OBL> brush the teeth. I understand her. When
:OBL> just take care of them very<ADV:AMP> go
:OBL> figure out how to stop it before all su
:CRT> be little children before they grow up
:CRT>* get the effects directly. I think that
:CRT> certainly<ADV:CRT> show their way how t
:OBL> respect them. If as like this, it is th
:OBL> flight for the right. We can not be the
:OBL> have a nightmare this night for sure<AD
:OBL> continue it next time. So, please wait.
:OBL>* to post comments, I want to<MDV:VLT> ch
:OBL> wake up early and do my routines in hur
:OBL> go as the literature waits me TOT.....
:OBL> surfing on internet longer and more oft
:OBL> go now i will<MDV:VLT> tell u about it
:OBL> admit it. I will<MDV:VLT> come back to
:CRT> spend the money to play game online in
:OBL> not to do anything, so their children c
:OBL> be good personality! Example, for nurse
:OBL> stay in the lights or they'll<MDV:CRT>
:OBL> have a strong mind to vanquish their fe
:OBL> solve the best way suddenly. Wed Jan 25
:CRT> be very<ADV:AMP> scary but i'm strongly
:OBL> absolutely<ADV:AMP> manage this matter.
:OBL> search the informations from internet r
:OBL> have more confident in yourself b' coz
:OBL> choose to use internet in the good way.
:CRT> fail in their life, isn't it? -----
:CRT> steal money for they will<MDV:CRT> play
:CRT> be in strucked by theirs parents. So th
:OBL>* to live with the other people, they ca
:OBL> find a tool to change and they get into
:OBL> have an email of hotmail or yahoo. To b
:OBL> we do it. in this month, there are many
:PSS> return to me... Ah...finally I finish this
:PSS>* becomes a good child. Mon Jan 16, 03:3
:PSS> possibly<ADV:PSS> becomes a bad child
:PSS> think that searching information or det

B191.TXT
B273.TXT
B151.TXT
B303.TXT
B023.TXT
B033.TXT
B161.TXT
B253.TXT
B042.TXT
B363.TXT
B023.TXT
B323.TXT
B012.TXT
B251.TXT
B032.TXT
B343.TXT
B192.TXT
B202.TXT
B191.TXT
B052.TXT
B022.TXT
B043.TXT
B263.TXT
B341.TXT
B231.TXT
B023.TXT
B341.TXT
B022.TXT
B352.TXT
B213.TXT
B032.TXT
B182.TXT
B022.TXT
B253.TXT
B043.TXT
B161.TXT
B232.TXT
B211.TXT
B202.TXT
B013.TXT
B013.TXT
B372.TXT

1129.	any disadvantages for many reasons...you may<	MDV	:PSS> recieve the virus mail, but you don't h	B132.TXT
1130.	perate the time the result of your study may<	MDV	:PSS> be less. Tue Dec 20, 05:57:18 AM 2005 n	B312.TXT
1131.	bad. If parents don't suggest them, they may<	MDV	:PSS> have bad personalities. People's person	B153.TXT
1132.	me people come from wealthy family, they may<	MDV	:PSS> be degenerate. Parents admonish and bri	B073.TXT
1133.	> be the good person in the future. They may<	MDV	:PSS> help to change the worse society to the	B023.TXT
1134.	ren often<ADV:USL> see this action. They may<	MDV	:PSS> be the bad person. They take themselfe	B023.TXT
1135.	e to the bad way such as narcotics. They may<	MDV	:PSS> make themselfe to be the influence pers	B023.TXT
1136.	> try to do anything to possess it. They may<	MDV	:PSS> express their inimical or pretending ac	B213.TXT
1137.	riod, you dont know what they want. they may<	MDV	:PSS> pretend poor for stealing s.th. look at	B393.TXT
1138.	the worse society to the good way. They may<	MDV	:PSS> make the economic and nation are better	B023.TXT
1139.	ily or the good stucture of family. They may<	MDV	:PSS> be the good person in the future. They	B023.TXT
1140.	good-natured or sometimes<ADV:USL> they may<	MDV	:PSS> have a bad temper, taciturn or solitary	B223.TXT
1141.	choose anything.Sometimes<ADV:USL> they may<	MDV	:PSS> blame about her decision and decide it'	B193.TXT
1142.	ody want talk silent person because they may<	MDV	:PSS> not answer from these person. I want to	B033.TXT
1143.	everything like another family, so they may<	MDV	:PSS> try to do anything to possess it. They	B213.TXT
1144.	cision by themself can reflect that they may<	MDV	:PSS> live with the parents or cousins keepin	B193.TXT
1145.	to find a boyfriend or girlfriend .They may<	MDV	:PSS> know each other closely from the intern	B242.TXT
1146.	leave her to be same.I think that family may<	MDV	:PSS> be a part of important things because w	B033.TXT
1147.	d the man who looks very<ADV:AMP> neatly may<	MDV	:PSS> be selfish. Like yam said that someone	B333.TXT
1148.	fe isn't safe. The safety in our society may<	MDV	:PSS> come down. We should<MDV:OBL> be carefu	B213.TXT
1149.	ADV:AMP> easy going like his personality may<	MDV	:PSS> be 6 hours 5 days or lesser to match hi	B103.TXT

2. Copulars other than 'be'

1.	watched only final destination 1. it seemed<	LXV	:PRB> to be so<ADV:AMP> scary,haunted,horror	B181.TXT
2.	vages in Africa. In the beginig, they seemed<	LXV	:PRB> to be good reseachers, but they were ve	B171.TXT
3.	ality because some time<ADV:USL> people tend<	LXV	:PRB> to be different from what they really<A	B103.TXT
4.	users than their parents. While adults tend<	LXV	:PRB> to use the Internet as part of their jo	B272.TXT
5.	whose personality are slow slobby lazy tend<	LXV	:PRB> to live their life in a easy going way	B103.TXT
6.	cause people with these characteristics seem<	LXV	:PRB> to have a good living condition. From t	B203.TXT
7.	sses in a crumpled clothes. The clothes seem<	LXV	:PRB> to be a world map, for there are many l	B173.TXT
8.	. That's what my mom said... Well, it's seem<	LXV	:PRB>* to me that may be<ADV:PSS>* my mom is	B143.TXT
9.	ly<ADV:USL> turn off television when it seem<	LXV	:PRB>* to show any program like that<VGT:HDG>	B261.TXT
10.	> In my opinion<ADV:PRB> this statement seem<	LXV	:PRB> to be fit at exactly right place for so	B103.TXT
11.	nally<ADV:USL>, I met those people who seems<	LXV	:PRB> to be quite, calm and polite...but actu	B303.TXT
12.	clumpled clothes such as a shirt that seems<	LXV	:PRB> to be unwashed for long time and his sh	B173.TXT
13.	for nowadays and forever. The internet seems<	LXV	:PRB> to be a part of my life. I usually<ADV:	B172.TXT
14.	LT> help me talk about this topic ? it seems<	LXV	:PRB> to be like i think 555 no one want to d	B183.TXT
15.	to talk as well. Now I contain that it seems<	LXV	:PRB> to be a part of my life. I, however, do	B172.TXT
16.	t personalities) This kind of person appears<	LXV	:PRB> to have two different personalities. >"	B023.TXT
17.	the university, she met one guy who appears<	LXV	:PRB> to be a good person= = =Then she slep	B111.TXT

18. heory. The theory said, "Personality appears< LXV :PRB> to be greatly<ADV:AMP> influenced by he B293.TXT

3. Adverbials

1.	iends who are interested in models, we kinda<	ADV	:HDG> collect the magazines but i couldn't fi	B382.TXT
2.	pected. You have to<MDV:OBL> see it, I kinda<	ADV	:HDG> like it. Good movie with a little<ADV:H	B381.TXT
3.	in the middle of the movie -- It was kinda<	ADV	:HDG> confusing and boring...I didnt find any	B301.TXT
4.	05 yam 47112297 said... well....That's kinda<	ADV	:HDG> weird..why all you guys hating Ploy???	B301.TXT
5.	not about ghost or psycho killer, it's kinda<	ADV	:HDG> scientific movie and it's hard to expla	B381.TXT
6.	of you guys have ever watched it? It's kinda<	ADV	:HDG> scary and funny in the same way.I have	B301.TXT
7.	t again! haha - just talk of it ... it kinda<	ADV	:HDG> creep.. Sat Dec 24, 08:21:03 AM 2005 na	B361.TXT
8.	e time. Another movie which I think it kinda<	ADV	:HDG> creepy is Buppha Ratree,have any of you	B301.TXT
9.	t tell that the means of "lives". in my idea<	ADV	:PRB> I think "lives" means in two way 1. liv	B363.TXT
10.	I think that we don't have same. in my idea<	ADV	:PRB>, I think that comedies show ex.khon by	B391.TXT
11.	real life makes me so<ADV:AMP> scared,indeed<	ADV	:ACT> If I have time,I'm sure<ADJ:CRT> that I	B161.TXT
12.	hbor was a hump-backed woman. She was around<	ADV	:HDG> 50 years old. Since heard from her comp	B233.TXT
13.	o have known the internet since I was around<	ADV	:HDG> in grade 8.At that time, I didn't inter	B232.TXT
14.	aha(i learned from P'Art Pinnacle 'a) May be<	ADV	:PSS>* I crazy ? +.+ Tue Dec 20, 12:43:52 AM	B182.TXT
15.	d like no one want to post the topic. May be<	ADV	:PSS>* because of knowing the result depressi	B123.TXT
16.	e the internet to see these pictures. May be<	ADV	:PSS>* it causes of rape. Second, this is the	B332.TXT
17.	ke human like some worthless animals. May be<	ADV	:PSS>* u have to<MDV:OBL> wait for all day lo	B332.TXT
18.	ier but I use more time to finish it. May be<	ADV	:PSS>* because its convenient, so I think I c	B202.TXT
19.	tsukasa 26FC said... I think<ADV:PRB> may be<	ADV	:PSS>*# internet give useful to me such as ch	B262.TXT
20.	the past.For example,I think<ADV:PRB> may be<	ADV	:PSS>* you all have faced this situation when	B142.TXT
21.	PSS> happen to you. So,characteristic may be<	ADV	:PSS> not the real thing for some people. You	B333.TXT
22.	They're highly<ADV:AMP> confident and may be<	ADV	:PSS>* dare to do anything sometimes<ADV:USL>	B193.TXT
23.	agine that if I go to see scary movie may be<	ADV	:PSS>* most of time I will<MDV:CRT> close my	B121.TXT
24.	to be like me Ha.. For the couple,One may be<	ADV	:PSS>* think the another has a new guys and g	B192.TXT
25.	ormation doesn't have on internet. So may be<	ADV	:PSS>* we have to<MDV:OBL> buy a book to read	B332.TXT
26.	f her parents aren't strict like this may be<	ADV	:PSS>* she's one of my best friends.i've ever	B353.TXT
27.	Well, it's seem<LXV:PRB>* to me that may be<	ADV	:PSS>* my mom is true. Thinking back at the l	B143.TXT
28.	he plot of species 2, I think that it may be<	ADV	:PSS>* make feel scary. The plot is interesti	B021.TXT
29.	known each other for a long time they may be<	ADV	:PSS>* change their caracer. Thu Jan 19, 11:	B313.TXT
30.	t and that helps me get more points..(may be<	ADV	:PSS>).. There are still more good effects I	B142.TXT
31.	w,what i want to<MDV:VLT> say anymore.May be<	ADV	:PSS>* if someone has not ever surfing the in	B262.TXT
32.	is poor or something like in ba d way.May be<	ADV	:PSS>* he is rich and good, he doesn't want t	B193.TXT
33.	ited and feel truely<ADV:AMP>* creepy.May be<	ADV	:PSS>* it's because the pale face of all the	B111.TXT
34.	as a real story to happen in my life , Maybe<	ADV	:PSS> I had to<MDV:CRT> be cracy definitely<A	B241.TXT
35.	st runaway,instead of get back to see, maybe<	ADV	:PSS> the reason they have to<MDV:OBL> face i	B361.TXT
36.	for me more than this topic - -) Well, maybe<	ADV	:PSS> this one should<MDV:PRB> be O.K. "The R	B261.TXT
37.	:39 PM 2005 Kimbungki 47112529 said... Maybe<	ADV	:PSS> I'm the first person posting this topic	B172.TXT

38. happen with that kid..?? blah..blah.. Maybe<
39. th love.That makes me feel impressive. Maybe<
40. ul for the people who are cripple too. Maybe<
41. sure<ADJ:CRT> that which style it is. Maybe<
42. t know how to participate with others. Maybe<
43. in class,I can't finish it frequently. Maybe<
44. heir parents are good people , a child maybe<
45. n to the real time. on the cyber world maybe<
46. ck but in my view<ADV:PRB>, I think he maybe<
47. er to be other when he is at school,he maybe<
48. h the main actress because I think she maybe<
49. le<ADV:HDG> from Vi.I think this movie maybe<
50. nd feel close. Having many friends are maybe<
51. d, It is not suit for children because maybe<
52. ike that because sometimes<ADV:USL> we maybe<
53. <MDV:PSS> become an internet addict.We maybe<
54. uld<MDV:PRB> pround very<ADV:AMP> much maybe<
55. ie. Its summary sounds interesting!! I maybe<
56. lowing me everywhere like the movie, I maybe<
57. this topic in different ways... but i maybe<
58. ic channel, you'll<MDV:CRT> see it. Ok maybe<
59. nt from what they really<ADV:ACT> seem maybe<
60. nts don't take care their child .their maybe<
61. e internet is an activity in indoor or maybe<
62. <ADV:PRB>, the most frightening movies maybe<
63. of education.Nowadays mostly students maybe<
64. hoose to fight for my life , who khows maybe<
65. inish seeing this movie , I think that maybe<
66. > horror. Before I saw it, I think that maybe<
67. st change it at once but ,of couse, it maybe<
68. tening movie but sometimes<ADV:USL> it maybe<
69. r<ADV:USL> feel it is horror movie but maybe<
70. RT> get a lot of money If she win ,but maybe<
71. <ADV:USL>,you can get discount too,you maybe<
72. t get along with their friends or they maybe<
73. me but confusing sometime<ADV:USL> cuz maybe<
74. ovie with a little<ADV:HDG> confusion (maybe<
75. g time,so I can't response to anybody (maybe<
76. e the internet for playing online game(maybe<
77. bout the thing Name tried to say(....?)maybe<
78. make use of the internet more workable.Maybe<
79. e to<MDV:OBL> hurry up like me and mei.Maybe<

ADV :PSS> next time I should<MDV:OBL> search for
ADV :PSS> The Fear Factor doesn't alway<ADV:USL>*

ADV :PSS> they can't walk or difficult to move bu

ADV :PSS> it is horror or triller .I want to<MDV:

ADV :PSS> I was crazy to think about it but if it

ADV :PSS> I usually<ADV:USL> consider anything ov

ADV :PSS> a bad child because they are trained by

ADV :PSS> have even a broadbrand to show us a li

ADV :PSS> like it...555...but his unfortunate is

ADV :PSS> change to violence , if the parents don

ADV :PSS> feel sad that when she can look again s

ADV :PSS> make me scary. I think that merderous b

ADV :PSS> good, yet it is rather to have a few of

ADV :PSS> they copy the behavior from it .Anyone

ADV :PSS> receive bad personalities such as drug

ADV :PSS> not interest in everything,we want to p

ADV :PSS> he has his reasons. I think people'pers

ADV :PSS> have a chance to watch it next week. Th

ADV :PSS> get mad. I suppose so. I heard that a b

ADV :PSS> misunderstood.. Do you agree with me? I

ADV :PSS> I'm a little bit<ADV:HDG> out of topic

ADV :PSS> energetic person might<MDV:PSS> not be

ADV :PSS> change to bad child so the parents shou

ADV :PSS> outdoor(Internet Cafe). It is the most

ADV :PSS> ju-on because I think japanese movies a

ADV :PSS> know how to use computers espacially or

ADV :PSS> i got lucky and can survive! hohoho Alr

ADV :PSS> there is soul walking side with me. UUU

ADV :PSS> it was not diffent from others movies .

ADV :PSS>* change one day but it just show the wa

ADV :PSS> the horror flim too.Do u agree with me.

ADV :PSS> it is a joke movie . Sometime<ADV:USL>,

ADV :PSS> it is harm to her helth . In my view<AD

ADV :PSS> get goods by free fee.It is very<ADV:AM

ADV :PSS> have some trouble. This is the big deal

ADV :PSS> it refered to bible or something which

ADV :PSS> that makes a good movie, heh? :P) Fri D

ADV :PSS> u're lazier than me 555) The another fr

ADV :PSS> all of the time). But for music or some

ADV :PSS> I didn't get ur point,make it clear? o.

ADV :PSS>,i can learn how to use the internet exc

ADV :PSS> the rest of u should<MDV:OBL> hurry too

B261.TXT
B141.TXT
B222.TXT
B241.TXT
B252.TXT
B163.TXT
B243.TXT
B362.TXT
B342.TXT
B313.TXT
B311.TXT
B031.TXT
B233.TXT
B241.TXT
B313.TXT
B312.TXT
B353.TXT
B231.TXT
B231.TXT
B133.TXT
B381.TXT
B103.TXT
B313.TXT
B252.TXT
B341.TXT
B032.TXT
B361.TXT
B371.TXT
B241.TXT
B363.TXT
B311.TXT
B241.TXT
B241.TXT
B032.TXT
B133.TXT
B091.TXT
B381.TXT
B161.TXT
B282.TXT
B162.TXT
B072.TXT
B163.TXT

80. le so it's useless to have good family.maybe<
81. d your summary and already listened a little<
82. ike "OH NO THEY DIDN'T!!" but i did a little<
83. nday, so I have to<MDV:OBL> go home a little<
84. ildren may<MDV:PSS> be shy and have a little<
85. OL/sarcasm ahem.. sorry for being a little<
86. a<ADV:HDG> like it. Good movie with a little<
87. s minds, so this movie make me feel a little<
88. ... First one to post reply! I feel a little<
89. a(I'm really<ADV:AMP> jealous) I'm a little<
90. what it causes.Ohh .. this topic is a little<
91. days, so she had few friends. It is a little<
92. n it's not very<ADV:AMP> -- give it a little<
93. movie almost<ADV:HDG> made me lost a little<
94. **2438** said... Hello e-v-e-r-y-o-n-e!!!! To me<
95. said... Hello guy!! HAPPY NEW YEAR!!! To me<
96. he effect of using internet.... First, to me<
97. "i still know what u did last summer". to me<
98. ch it, so<ADV:AMP> boring (**555** lolz~). To me<
99. dea nalet's get start To me<
100. our holiday is wonderful,isn't it?.... To me<
101. PM **2006** Yong armchair **47112982** said... To me<
102. b**213** p^e^n **47112438** said... To me<
103. ra who played in Mae Nak Phra Kanhong. To me<
104. ybody felt joyful and happy last week. To me<
105. enager who cann't control their limit. to me<
106. cene that might<MDV:PSS> make u vomit. To me<
107. were them,u would<MDV:PRB> do or not. To me<
108. that u do it in the right way or not. To me<
109. Scream"?.It was really<ADV:AMP> funny. To me<
110. rd.What is the most frightening movie? To me<
111. Fame,have u ever seen the sixth sense? To me<
112. To : P^e^n ; Do U dislike Fear Factor? To me<
113. ningnarak**47112586** said... To. everyone To me<
114. f anything which is not their property To me<
115. n't know that how I start to write it .To me<
116. ived from the plane's bomb were killed.to me<
117. SL> watched fear factor in itv channel.To me<
118. of the maker that what he want to show.To me<
119. gree? How is the interesting topic!!! For me<
120. ck with him even in the final scene!! For me<
121. llars. About the movie "Constantine", for me<

ADV :PSS> good people can come from harm family b
ADV :HDG> from Vi.I think this movie maybe<ADV:PS
ADV :HDG> research and found this one is directed
ADV :HDG> late then. It's so<ADV:AMP> bad that we
ADV :HDG> talk with other people. These are some
ADV :HDG> sarcastic but i find those who think th
ADV :HDG> confusion (maybe<ADV:PSS> that makes a
ADV :HDG> horrible.Ya! Can I borrow House of Wax
ADV :HDG> proud. :) Okay, let get in the topic. T
ADV :HDG> confused about the thing Name tried to
ADV :HDG> serious.In my opinion<ADV:PRB>,The effe
ADV :HDG> cruel for her but nobody wants to be he
ADV :HDG> big break, it's like **27** years ago. Wed
ADV :HDG>.. very<ADV:AMP> twisted ending. I'm not
ADV :PRB>,nowadays i often<ADV:USL> use the inter
ADV :PRB>, I stay at home all this holiday becaus
ADV :PRB>, it make me more world-wide, although i
ADV :PRB>, it's so<ADV:AMP> excited and horror. o
ADV :PRB>, I think that **13**th ghost is quite<ADV:H
ADV :PRB>, i'm so<ADV:AMP> shy and lack of self-c
ADV :PRB>,I'm very<ADV:AMP> bored and exhausted b
ADV :PRB>, I think internet play important role i
ADV :PRB>, I very<ADV:AMP> agree with this opinio
ADV :PRB>,the frightening scene in this film is M
ADV :PRB>, I believe that everybody has dissimila
ADV :PRB> I sometimes<ADV:USL> played the game on
ADV :PRB>, I wouldn't like to<MDV:VLT> see it b'c
ADV :PRB>,absolutely<ADV:AMP> notvery* disgu
ADV :PRB>,nowadays, the internet is a nessessary t
ADV :PRB>, I think T.V. program that is the most
ADV :PRB>, when i was young ,i used to see the mo
ADV :PRB>,I haven't seen it before.However,as I r
ADV :PRB>, I'm neutral. Some game is good and cha
ADV :PRB>, The internet is more useful than other
ADV :PRB>, I hate greedy personality b'coz they d
ADV :PRB>, this topic is quite<ADV:HDG> difficult
ADV :PRB>, I think this movie is quite<ADV:HDG> w
ADV :PRB> i don't like it because it's very<ADV:A
ADV :PRB> , It is only a thai movie to make me sc
ADV :PRB>, I really<ADV:AMP> agree with this stat
ADV :PRB>, i just saw it once and never<ADV:USL>
ADV :PRB>, it's quite<ADV:HDG> a good movie. Kean

B**353**.TXT
B**031**.TXT
B**381**.TXT
B**123**.TXT
B**333**.TXT
B**383**.TXT
B**381**.TXT
B**031**.TXT
B**202**.TXT
B**162**.TXT
B**192**.TXT
B**253**.TXT
B**381**.TXT
B**381**.TXT
B**212**.TXT
B**212**.TXT
B**182**.TXT
B**181**.TXT
B**181**.TXT
B**183**.TXT
B**162**.TXT
B**372**.TXT
B**213**.TXT
B**211**.TXT
B**213**.TXT
B**212**.TXT
B**211**.TXT
B**161**.TXT
B**182**.TXT
B**161**.TXT
B**071**.TXT
B**161**.TXT
B**231**.TXT
B**242**.TXT
B**213**.TXT
B**243**.TXT
B**181**.TXT
B**211**.TXT
B**241**.TXT
B**173**.TXT
B**361**.TXT
B**121**.TXT

122.	iferrentiate what is good or bad. So, for me<	ADV	:PRB> I think that internet is very<ADV:AMP>	B372.TXT
123.	s that they only think for themself . For me<	ADV	:PRB>, although people's personalities are re	B373.TXT
124.	he university. what do you think? ... for me<	ADV	:PRB>, I prefer studying in class than learni	B392.TXT
125.	2:53 PM 2005 nuu_hin 47110481 said... for me<	ADV	:PRB>? Internet is important in everyday life	B062.TXT
126.	b273 mind_playgals47112412 said... For me<	ADV	:PRB>, it is certain<ADJ:CRT> that your perso	B273.TXT
127.	b373 Yong armchair 47112982 said... For me<	ADV	:PRB> ! I think so that People's personalotie	B373.TXT
128.	M 2006 Yong armchair 47112982 said... For me<	ADV	:PRB>, thought is one of the important things	B373.TXT
129.	could<MDV:PSS> look at my time too... for me<	ADV	:PRB> , i dont really<ADV:AMP> have a effect	B362.TXT
130.	eryone had no idea to post the topic. For me<	ADV	:PRB>, my mind was blank too, but what can I	B123.TXT
131.	man so it own can<MDV:PSS> be formed. For me<	ADV	:PRB>, 1st Ep. that about the siblings travel	B361.TXT
132.	s secret and show only the good side. For me<	ADV	:PRB>, people's personality come from their f	B393.TXT
133.	heir lives. Do you agree or disagree. For me<	ADV	:PRB>, I think this topic not clear coz it is	B363.TXT
134.	she could stand watching that movie. For me<	ADV	:PRB>, I think I will<MDV:CRT> run out from t	B121.TXT
135.	popular coz people like comfortable. For me<	ADV	:PRB>, i like the internet so i often<ADV:USL	B372.TXT
136.	so communicate with the other people. For me<	ADV	:PRB>, I use internet in my study for search	B042.TXT
137.	e reality that he hide for long time. for me<	ADV	:PRB>, "dr.jekyll and mr.hide" is everyone...	B393.TXT
138.	think everyone have ever seen before. for me<	ADV	:PRB>, this kind of users called "Krian"!!! t	B282.TXT
139.	ontaburee and i tranfered to Lampang. For me<	ADV	:PRB>, i mostly do everything like people in	B283.TXT
140.	kreat is very<ADV:AMP> frightening. for me<	ADV	:PRB>, frightening mean can't look. i can't s	B391.TXT
141.	y subjects that they are interesting. For me<	ADV	:PRB>, I prefer studying in class to studying	B252.TXT
142.	ng all the time and don't do anyting. For me<	ADV	:PRB>, MSN is just an another way that I can	B172.TXT
143.	, scary movie is so<ADV:AMP> popular. For me<	ADV	:PRB>, I don't admire this kind of movie beca	B121.TXT
144.	rch the news of their favorite stars. For me<	ADV	:PRB>, I use the internet to do these things	B042.TXT
145.	ersonalities ,but also their parents. For me<	ADV	:PRB>, my experience had taught me that paren	B123.TXT
146.	any good points, and also bad points. for me<	ADV	:PRB>, i've never<ADV:USL> misused it at all(B282.TXT
147.	lives slowly depend on the internet. For me<	ADV	:PRB> whatever I wanna<MDV:VLT> know, first t	B382.TXT
148.	will<MDV:CRT> chat with you suddenly. For me<	ADV	:PRB>, the internet is very<ADV:AMP> importan	B022.TXT
149.	t to their office very<ADV:AMP> easy. For me<	ADV	:PRB>,The internet has an important usefulnes	B222.TXT
150.	ON-HUA-LUK that on air in channel 5 ? for me<	ADV	:PRB>, it s very<ADV:AMP> frighten programme	B321.TXT
151.	Hi!YooHoo Everyone! Where are you??? For me<	ADV	:PRB>, I think computer is very<ADV:AMP> impo	B032.TXT
152.	ted in the way they live their lives? For me<	ADV	:PRB>, I'm agree for this topic because I thi	B323.TXT
153.	Heyyy!!!! did u have a nice holliday? For me<	ADV	:PRB>, i sleep and stay at home all day. Real	B191.TXT
154.	answer so!!!! It's easy to guess 55+ For me<	ADV	:PRB>, I always<ADV:USL> use the internet for	B282.TXT
155.	m l.First,i read this topic confusing for me<	ADV	:PRB>,I don't know what do I make the comment	B193.TXT
156.	ng 'bout the scariest movie.. I think for me<	ADV	:PRB>, The other is pretty<ADV:HDG> creepy!!	B111.TXT
157.	is both useful and disadvantages. Yet for me<	ADV	:PRB>, it's very<ADV:AMP> great b'coz i can c	B212.TXT
158.	details is not as good as library but for me<	ADV	:PRB> the results is good and it's not a wast	B372.TXT
159.	l when you got a flu in long weekend (for me<	ADV	:PRB> it was really<ADV:AMP> a very<ADV:AMP>	B251.TXT
160.	will<MDV:CRT> cause you in the future.For me<	ADV	:PRB> I think that the internet is new for so	B102.TXT
161.	tening movie between thai and foriegn.For me<	ADV	:PRB> I think that thai movie is not enough s	B101.TXT
162.	ut they were very<ADV:AMP> rude later.For me<	ADV	:PRB>, every scene that students did to savag	B171.TXT
163.	by just their personality because some time<	ADV	:USL> people tend<LXV:PRB> to be different fr	B103.TXT

164. maybe<ADV:PSS> it is a joke movie . Sometime<
165. o new song and share my experience. Sometime<
166. TV program or depend on my opinion. sometime<
167. g for her and everything sha wants. Sometime<
168. too bad, it seems like i am stupid sometime<
169. that we called "world wide web" And sometime<
170. me,my dad has his own business and sometime<
171. usually<ADV:USL> read the news and sometime<
172. MDV:CRT>* died.it seems violent and sometime<
173. ith my sister who study aboard ,and sometime<
174. MDV:CRT> ask you about the sex, age sometime<
175. to bible or something which made me sometime<
176. ink we should<MDV:OBL> be the stone sometime<
177. ety that is devoloped more and more sometime<
178. nstantineis ok for me but confusing sometime<
179. ir life in a easy going way you can sometime<
180. ed in the way they live thier lives sometime<
181. ternet. Actually<ADV:ACT>, there is sometime<
182. hink the bad things. I belive* that sometime<
183. to clean everything like them , but sometime<
184. they don't wanna scare you but they sometime<
185. o<MDV:VLT> know just type some word.Sometime<
186. that make us survive in the society. Perhaps<
187. the e-mail through the internet and perhaps<
188. .hide is so<ADV:AMP> rude and selfish, sure<
189. sometimes<ADV:USL> he didn't have legs. Sure<
190. has it something to do with this topic? Sure<
191. T DO ANYTHING EVEN I CONNECTED IT!! For sure<
192. RT> be a good person for this world for sure<
193. movie. But i can remember one woman for sure<
194. swear i wont<MDV:CRT> see it again for sure<
195. DV:OBL> have a nightmare this night for sure<
196. most of u have seen Mae Nak already for sure<
197. It requires an urgently solution, I suppose<
198. hile encountering to the hardship, I suppose<
199. le who are still alive (and human, of course<
200. ..Hey Fon, about the fear factor, of course<
201. s can not bear their manner. They, of course<
202. answer of your question already.... Of course<
203. Such as thinking like human being. Of course<
204. egree... A: may i go to toilet? B: of course<
205. new ideas of lives,things,etc. and of course<

ADV :USL>, the ghost of this movie had a bad acti
ADV :USL> I think that i waste my time to do thos
ADV :USL>, I think that we don't have same. in my
ADV :USL> in others view an including me, her par
ADV :USL> although i can improve my language skil
ADV :USL> I use internet to Entertaining myself s
ADV :USL> i have to<MDV:OBL> help with unpleasant
ADV :USL> they post something very<ADV:AMP> bad l
ADV :USL> it is incredible.some of the violent sc
ADV :USL> playing game. Internet like God. God is
ADV :USL> nationality of persons whom u want to<M
ADV :USL> difficult to understand. Anyway, if the
ADV :USL> because some situation , we have to<MDV
ADV :USL> effect acting to the other person . Som
ADV :USL> cuz maybe<ADV:PSS> it refered to bible
ADV :USL> predict the way their room would<MDV:PR
ADV :USL> there are some factors that have influe
ADV :USL> that i use the internet in the wrong wa
ADV :USL> we acts to tha other person or speak ac
ADV :USL> , if parents are thieves , do not be su
ADV :USL> just want to stay beside someone whom t
ADV :USL>* you can not ask something difficault o
ADV :PSS>* in some situations it make us be selfi
ADV :PSS>* on a mobile too. The internet, however
ADV :CRT>! nobody like him. as same as "hide and
ADV :CRT>, these things gave me a nightmares. I w
ADV :CRT>, it has and I'll<MDV:CRT> show you. For
ADV :CRT>..I can't download anything..T T!! O.K.
ADV :CRT>. Mon Jan 30, 11:32:15 PM 2006 Zynthia s
ADV :CRT>, Ying-Chatcha, she is a cute girl. She
ADV :CRT>.It's "The Ring". Have u seen it yet? It
ADV :CRT>.I dont wanna<MDV:VLT> believe that they
ADV :CRT> as this movie is really<ADV:AMP> very<A
ADV :PRB>. Mon Jan 23, 11:10:49 AM 2006 jaew 4711
ADV :PRB>. Sun Jan 29, 12:52:43 AM 2006 jaew 4711
ADV :CRT>) in a town full zombies, what would<MDV
ADV :CRT>, I'd watched it .I have to<MDV:OBL> say
ADV :CRT>, will<MDV:CRT> feel like they are aband
ADV :CRT>, I'm not gonna<MDV:CRT> do those thing
ADV :CRT>, it cannot. We can find some informatio
ADV :CRT>... Sat Jan 28, 02:24:39 PM 2006 Jun4711
ADV :CRT> my skills about computer improved. Mon

B241.TXT
B012.TXT
B391.TXT
B253.TXT
B012.TXT
B222.TXT
B273.TXT
B012.TXT
B321.TXT
B062.TXT
B172.TXT
B091.TXT
B323.TXT
B373.TXT
B091.TXT
B103.TXT
B373.TXT
B182.TXT
B373.TXT
B243.TXT
B271.TXT
B262.TXT
B373.TXT
B172.TXT
B393.TXT
B221.TXT
B143.TXT
B263.TXT
B253.TXT
B331.TXT
B011.TXT
B012.TXT
B011.TXT
B233.TXT
B233.TXT
B381.TXT
B111.TXT
B233.TXT
B111.TXT
B332.TXT
B133.TXT
B362.TXT

206. e<ADV:HDG> creepy, and frightening of course<
 207. DV:CRT> see your personality first of course<
 208. ill<MDV:CRT> the company hired you of course<
 209. i play the internet? wo..everyday,of course<
 210. 'll<MDV:CRT> try. well,I think that of couse<
 211. (It is hard to find it because it is a quite<
 212. days.But I think it's the good one and quite<
 213. topic coz it's so<ADV:AMP> serious and quite<
 214. o she leaves home early and comes home quite<
 215. toevsky, Russian writer, his works are quite<
 216. of the Tooth Fairy. I had been hearing quite<
 217. e time to come in about the topic .. i quite<
 218. s it true or not I don't know, but I'm quite<
 219. !How r u guys? I'm not fine b'coz I'm quite<
 220. e "Constantine", for me<ADV:PRB>, it's quite<
 221. th it, right? Comes to our topic, it's quite<
 222. hristmas was boring. On Saturday, it's quite<
 223. er is one of thai horror film that has quite<
 224. 't. After the movie ended, my back was quite<
 225. ver, i watched it on channel 7, it was quite<
 226. movie, ate some ice-cream even it was quite<
 227. se of wax yet but what u posted sounds quite<
 228. ... Even the last scene of "Sadako" is quite<
 229. rite it .To me<ADV:PRB>, this topic is quite<
 230. y child in the Hi-So family, so she is quite<
 231. .to me<ADV:PRB>, I think this movie is quite<
 232. t about the Eye2 I think that theme is quite<
 233. to do with the numbers. The ending is quite<
 234. ch we call "E-Learning". E-Learning is quite<
 235. ount of money, I think \$one million is quite<
 236. ok 47110481 said... I think Shutter is quite<
 237. n extract of this story. I think it is quite<
 238. e<ADV:PRB>, I think that 13th ghost is quite<
 239. penion about some topics, I think it's quite<
 240. e. I came up with a movie I think it's quite<
 241. all the information.But moreover it's quite<
 242. e Eye1 into the eye2.I think that it's quite<
 243. retly idea for me to find out but it's quite<
 244. g for gay firends in one web site.It's quite<
 245. ry<ADV:AMP> good looking..but xxx.It's quite<
 246. many pictures about sex openly.I felt quite<
 247. b383 estelar 47113014 said... I don't quite<

ADV :CRT>. It's called Hypercube, it's not about
 ADV :CRT> because when you show up are you on tim
 ADV :CRT> they won't<MDV:CRT> they will<MDV:CRT>
 ADV :CRT>, computer is one of my treature hahaha.
 ADV :CRT>* personalities of anyone must<MDV:CRT>
 ADV :HDG> rare movie). Anyway, I wish you all enj
 ADV :HDG> success. BYE Wed Dec 14, 10:16:21 PM 20
 ADV :HDG> boring. according to<ADV:PRB> my lastes
 ADV :HDG> late. Sometimes<ADV:USL> we never<ADV:U
 ADV :AMP> different, usually<ADV:USL> based in Ru
 ADV :HDG> a bit<ADV:HDG> of negative feedback for
 ADV :HDG> confuse ..though i'll<MDV:CRT> try. wel
 ADV :AMP> believe in it. Other parts are interest
 ADV :HDG> serious and concerned about my talking-
 ADV :HDG> a good movie. Keanu Reeves is very<ADV:
 ADV :AMP> true<ADJ:CRT> that the way we live our
 ADV :HDG> boring b'coz I've got a cold and had to
 ADV :HDG> a good plot. It's about love. I agree t
 ADV :HDG> wet because of Noomnim's sweat...She hi
 ADV :HDG> spooky and had some jokes at the same t
 ADV :HDG> cool and windy, and also we chatted and
 ADV :HDG> interesting. To anonyous: Yeah...you r
 ADV :HDG> surprised - - She climb to say "thanks"
 ADV :HDG> difficult . have to<MDV:OBL> think abou
 ADV :HDG> self-centered. She's never<ADV:USL> don
 ADV :HDG> well but it's too horror for a person w
 ADV :HDG> good .the theme was about the pregnancy
 ADV :HDG> uhhh..unexpected. You have to<MDV:OBL>
 ADV :HDG> popular and comfortable. Students can s
 ADV :HDG> a big prize, so all challengers might<M
 ADV :HDG> frighting. This story is about the came
 ADV :HDG> interesting for everyone who affects HO
 ADV :HDG> well (for person who is afraid of ghost
 ADV :HDG> rude and some topics are rubbish..oh! i
 ADV :HDG> creepy, and frightening of course<ADV:C
 ADV :HDG> dangereous! how? Because it's very<ADV:
 ADV :HDG> clear about the story ,But i don't like
 ADV :AMP> Greatttttttttt!!!! in reality<ADV:ACT>,
 ADV :HDG> ..xxx....hmm should<MDV:OBL> i explain?
 ADV :HDG> sad that's they use this way to show th
 ADV :HDG> startle and frightened at that time...
 ADV :HDG> get the topic, I mean... isn't it so<AD

B381.TXT
 B103.TXT
 B103.TXT
 B362.TXT
 B363.TXT
 B251.TXT
 B011.TXT
 B183.TXT
 B073.TXT
 B382.TXT
 B341.TXT
 B363.TXT
 B131.TXT
 B213.TXT
 B121.TXT
 B123.TXT
 B122.TXT
 B211.TXT
 B131.TXT
 B131.TXT
 B131.TXT
 B091.TXT
 B261.TXT
 B243.TXT
 B283.TXT
 B181.TXT
 B311.TXT
 B381.TXT
 B252.TXT
 B121.TXT
 B061.TXT
 B251.TXT
 B181.TXT
 B012.TXT
 B381.TXT
 B012.TXT
 B311.TXT
 B282.TXT
 B012.TXT
 B012.TXT
 B052.TXT
 B383.TXT

248. hat i wanna<MDV:VLT> know. Now i don't quite<
 249. Hi!! Everybody ^w^/ My weekend wasn't quite<
 250. o negative effects that people are not quite<
 251. ever seen Constantine too. But i'm not quite<
 252. .I grow up in a society which is not quite<
 253. ed. Until my mom said that she was a kind of<
 254. life An old friend of mine, she is a kind of<
 255. gs I saw, I can assume that they are kind of<
 256. :OBL> say that, actually<ADV:ACT>, I kind of<
 257. ow was the past 2 days off. Mine was kind of<
 258. 't know anything about him or her is kind of<
 259. d both of its episodes. The story is kind of<
 260. 45 PM 2006 fon 47112354 said... It's kind of<
 261. hen i experience them by myself that kind of<
 262. frighten is that scenes of death it kind of<
 263. y. It was a story about the creature,kind of<
 264. MP> interesting for me and everyone, I think<
 265. t why some internet cafes' cost are, I think<
 266. 0:08:00 PM 2005 tsukasa 26FC said... I think<
 267. .o.k. let's talk about thai movies. I think<
 268. USL> feel sleepy and tried all days. I think<
 269. t but nowadays, i've nearsighted and I think<
 270. me jokes at the same time. It's good I think<
 271. i used to deny thai's movie because I think<
 272. , I had a chance to know someone who I think<
 273. it looks "too much". the main error I think<
 274. way. its your rights to do that, but I think<
 275. his incident is often<ADV:USL> found,I think<
 276. ome problems in the past.For example,I think<
 277. :CRT>* found that is not bad anymore.I think<
 278. e loudly screamed that long????? I was reall<
 279. iend is highly<ADV:AMP> introvert.She seldom<
 280. t<ADV:ACT>, i'm a low- tech person, i seldom<
 281. 81 doraemon 47112537 said... err... i seldom<
 282. 12967 said... Frightening movie? oh!I seldom<
 283. t<MDV:PSS> decide about many plans,she often<
 284. L> surfing on internet longer and more often<
 285. y<MDV:PSS> cause many problems that we often<
 286. e in some special moments. Nowadays, i often<
 287. V:PSS> be hurt by bad strong person. I often<
 288. nline gamers in this round world, so i often<
 289. me<ADV:PRB>, i like the internet so i often<

ADV :HDG> go to the libraly. Someone may<MDV:PSS>
 ADV :HDG> good because I had to<MDV:OBL>* spent m
 ADV :HDG> concern. For example , making freind wh
 ADV :HDG> understand the story coz I think it's t
 ADV :HDG> well . It is obvious<ADJ:CRT> that ther
 ADV :HDG> selfish. I was shocked about my mom's w
 ADV :HDG> girl who is never<ADV:USL> afraid of ta
 ADV :HDG> extravagant, culpable, insane;furthermo
 ADV :HDG> like it. I do enjoy it a lot. When I ha
 ADV :HDG> boring. I just did nothing but eating a
 ADV :HDG> dangerouse;however, there's no need to
 ADV :HDG> interesting. I think it is really<ADV:A
 ADV :HDG> funny thinking about some of people I k
 ADV :HDG> harmful are so<ADV:AMP> minority.Most o
 ADV :HDG> ,you know,horrible dead scene if u have
 ADV :HDG> from hell and wanna takes part of human
 ADV :PRB>. When u ask me about the effect that th
 ADV :PRB>, too expensive to spend my day life the
 ADV :PRB> may be<ADV:PSS>*# internet give useful
 ADV :PRB>, nowadays thai movies have many evoluti
 ADV :PRB>, many people have the same problem like
 ADV :PRB>, the main cause of this problem came fr
 ADV :PRB>. Hey you guys! Have you watch Choi-Mong
 ADV :PRB>, it doesn't work but i've changed my mi
 ADV :PRB> she had a good personality, Ni. We has
 ADV :PRB> must<MDV:CRT> be the way her parent tre
 ADV :PRB>, in public, they should<MDV:OBL> keep t
 ADV :PRB> because my friend had ever met somethin
 ADV :PRB> may be<ADV:PSS>* you all have faced thi
 ADV :PRB> <^_^> Mon Jan 09, 09:02:15 PM 2006
 ADV :AMP>* huanted by her voices ,even I was at h
 ADV :USL> talk.She look like simple person.Somtim
 ADV :USL> use the internet, and i usually<ADV:USL
 ADV :USL> watch TV or movie . the last time i wat
 ADV :USL> see this kind of movie.I really<ADV:AMP
 ADV :USL> offered her idea and forced her friends
 ADV :USL>. Not for my pleasure but my work. I wil
 ADV :USL> see at present in the newspaper. I 'm a
 ADV :USL> confuse with many words while i am talk
 ADV :USL> said this sentence to her. I hope she w
 ADV :USL> utilize the internet for a long long ti
 ADV :USL> talk about it in the positive way. But

B372.TXT
 B251.TXT
 B372.TXT
 B371.TXT
 B243.TXT
 B143.TXT
 B113.TXT
 B143.TXT
 B112.TXT
 B113.TXT
 B142.TXT
 B301.TXT
 B143.TXT
 B362.TXT
 B361.TXT
 B361.TXT
 B172.TXT
 B282.TXT
 B262.TXT
 B341.TXT
 B342.TXT
 B342.TXT
 B131.TXT
 B341.TXT
 B293.TXT
 B283.TXT
 B282.TXT
 B262.TXT
 B142.TXT
 B262.TXT
 B301.TXT
 B033.TXT
 B182.TXT
 B181.TXT
 B011.TXT
 B023.TXT
 B202.TXT
 B372.TXT
 B283.TXT
 B213.TXT
 B282.TXT
 B372.TXT

290. -y-o-n-e!!!! To me<ADV:PRB>,nowadays i often<
 291. s to do the report. The website that I often<
 292. any reasons.For example,I 'm clumsy ,I often<
 293. ly<ADV:AMP> like to make new friends,I often<
 294. mails,I will<MDV:CRT> enter Internet.I often<
 295. ly<ADV:USL> quarrel and their children often<
 296. ex.I closed it fastly.This incident is often<
 297. ple who usually<ADV:USL> travel by bus often<
 298. nt. That's right, I agree with you. It often<
 299. d they disputed each other,but my aunt often<
 300. b281 Gustave_47112610 said... i'm not often<
 301. e 're in the high Teachnology world. U often<
 302. PM 2006 narcissa 47112958 said... How often<
 303. rt. In the part of entertainment, They often<
 304. s very<ADV:AMP> interesting!!! In my opinion<
 305. you now? I'm in Chiangrai Yea! In my opinion<
 306. b393 Yuii 47113022 said... In my opinion<
 307. 9 AM 2006 bank47112362 said... In my opinion<
 308. b332 vivi 47112503 said... In my opinion<
 309. b333 vivi 47112503 said... In my opinion<
 310. Paris Hilton 47112487 said... In my opinion<
 311. b312 nancy 31FC said... in my opinion<
 312. i am fine naaaaaaaaaaaaaaaaaaaaaa. in my opinion<
 313. he first in this topic hahaha. In my opinion<
 314. and a girlfriend or boyfriend. In my opinion<
 315. cheaper than talking by phone. In my opinion<
 316. bit<ADV:HDG> of the six sense. In my opinion<
 317. t is about a family they live. In my opinion<
 318. everybody who has injured her. In my opinion<
 319. same with you, mind_playgals. In my opinion<
 320. e of them. It has two effects. In my opinion<
 321. r playing this game,so I quit. In my opinion<
 322. every versions of this story. In my opinion<
 323. ... Have you ever seen Chucky? In my opinion<
 324. another point of view<ADV:PRB> In my opinion<
 325. thanks for your comment. na ja in my opinion<
 326. the way people live their life in my opinion<
 327. nuch 04FC said... Hi! everyone In my opinion<
 328. h 04FC said... Hello! everyone In my opinion<
 329. uch 04FC said... Hi! everybody In my opinion<
 330. and i think like pussy cat na.in my opinion<
 331. ds is other people not friends.in my opinion<

ADV :USL> use the internet for my study,for examp
 ADV :USL> use to search the informations is www.g
 ADV :USL> trip over or slip that makes my friend
 ADV :USL> spend my time on internet for chatting,
 ADV :USL> use Internet,when I open my computer.I
 ADV :USL> see this action. They may<MDV:PSS> be t
 ADV :USL> found,I think<ADV:PRB> because my frien
 ADV :USL> see this situation.in the past if peopl
 ADV :USL> caused to my computer and it's takso lo
 ADV :USL> tried to send me to my home for claimmi
 ADV :USL> see the movies but I think "The Eye 1"
 ADV :USL> see that note book becomes very<ADV:AMP
 ADV :USL> do i play the internet? wo..everyday,of
 ADV :USL> use MSN or Yahoo Messenger to chat with
 ADV :PRB>, people's personalities cause from many
 ADV :PRB>, people's personalities are almost<ADV:
 ADV :PRB>, People's personalities are reflected i
 ADV :PRB>, people's personalities are reflected t
 ADV :PRB>, internet also has a positive and negat
 ADV :PRB> i agree with this topic. I think people
 ADV :PRB> I Strongly<ADV:AMP> disagree with the s
 ADV :PRB> ,internet is an enterment for everybody
 ADV :PRB>, internet is very<ADV:AMP> useful. i ca
 ADV :PRB>, internet has a lot of effects, good or
 ADV :PRB>,internet is very<ADV:AMP> useful for ev
 ADV :PRB>, MSN opens an oppertunity that we can p
 ADV :PRB>,it's good for a person who has the six
 ADV :PRB>, the different personalities were came
 ADV :PRB>, the movie can present as well as I fee
 ADV :PRB>, it's clear<ADJ:CRT> to me that a perso
 ADV :PRB>, it's depending on people which sides t
 ADV :PRB>,the internet is very<ADV:AMP> helpful a
 ADV :PRB>,I think the latest version is certainly
 ADV :PRB>,this movie is one of the frightening mo
 ADV :PRB> this statement seem<LVX:PRB> to be fit
 ADV :PRB>, the internet is both useful and disadv
 ADV :PRB> its does go both way to most of the peo
 ADV :PRB>, I think* that the people who was born
 ADV :PRB>, I think* that the people who was born
 ADV :PRB>, I think* that the computer is very<ADV
 ADV :PRB> each people have somewhat<ADV:HDG> diff
 ADV :PRB> if her parents aren't strict like this

B212.TXT
 B042.TXT
 B163.TXT
 B012.TXT
 B032.TXT
 B023.TXT
 B262.TXT
 B353.TXT
 B222.TXT
 B033.TXT
 B281.TXT
 B372.TXT
 B362.TXT
 B232.TXT
 B393.TXT
 B073.TXT
 B393.TXT
 B153.TXT
 B332.TXT
 B333.TXT
 B103.TXT
 B312.TXT
 B392.TXT
 B392.TXT
 B082.TXT
 B172.TXT
 B151.TXT
 B153.TXT
 B171.TXT
 B293.TXT
 B122.TXT
 B082.TXT
 B071.TXT
 B291.TXT
 B103.TXT
 B212.TXT
 B103.TXT
 B043.TXT
 B043.TXT
 B042.TXT
 B353.TXT
 B353.TXT

332. c is a little<ADV:HDG> serious.In my opinion<
 333. gative effects of the internet.In my opinion<
 334. 12 PM 2005 P^e^n 47112438 said... Hey!!! Imo<
 335. d, for my older brother bought it to me. Imo<
 336. ched it together at SF central Ladphraw. Imo<
 337. b301 yam 47112297 said... umm...imo<
 338. nt for this topic naja...let's start it!! So<
 339. have no idea to talk 'bout this topic'a, so<
 340. let's start it!! So<ADV:AMP> many people, so<
 341. ange everything" woo i love that tagline, so<
 342. of children. who the heck wanna watch it, so<
 343. hat time. Anyways, I had seen one movie.. so<
 344. have i ? there is no post from u all 'a. so<
 345. d to make wax menequin in the wax museum. so<
 346. he Tale of two sisters" it made me scared so<
 347. st say hi then, goodbye.Aren't they sound so<
 348. rry yet! but I think it would<MDV:PRB> be so<
 349. tor me on Monday, ok? Or I'll<MDV:CRT> be so<
 350. er from your friend..you will<MDV:CRT> be so<
 351. l destination 1.it seemed<LXV:PRB> to be so<
 352. and she really<ADV:AMP> wants to revenge so<
 353. HDG>. I hadn't seen the frightening movie so<
 354. u know. My grandmother watched this movie so<
 355. a... I have ever seen only Saw 2. It make so<
 356. y most horrible ghost which frightened me so<
 357. st fritening scene of JU-ON2 that made me so<
 358. anything except chat. Although it made me so<
 359. the leading lady of the movie. It make me so<
 360. hat before and my parent ask and blame me so<
 361. mations to make my report. It can help me so<
 362. >.Seeing the ghosts in real life makes me so<
 363. ak PhraKanong or Baan Phee Pob lolz~, are so<
 364. 21 sugar 47112313 said... Well, there are so<
 365. family.He has 2 brothers and they all are so<
 366. myself that kind of<ADV:HDG> harmful are so<
 367. V:AMP> awesome!! The sound and images are so<
 368. 529 said... Doraemon, I feel that you are so<
 369. e. We, I mean everybody that I said, were so<
 370. Sigue Ros video named Glosoli. They have so<
 371. ample. She is sport girl who love fencing so<
 372. ine games are the bad one!!!). when being so<
 373. y, so forgive me if I end this discussing so<

ADV :PRB>,The effect of the computer have many th
 ADV :PRB>,I think Internet has both advantages an
 ADV :PRB>,the most the horror thai film that i'm
 ADV :PRB>, I thought it's stolen by someone who l
 ADV :PRB>, Shutter is one of thai horror film tha
 ADV :PRB> the most frightening movie I've ever se
 ADV :AMP> many people, so<ADV:AMP> many personali
 ADV :AMP> sad . I think i do my best leaw na thou
 ADV :AMP> many personalities, even within one per
 ADV :AMP> true. Sat Feb 04, 09:43:37 PM 2006
 ADV :AMP> boring (555 lolz~). To me<ADV:PRB>, I t
 ADV :AMP> long time that I had UBC at my home. (b
 ADV :AMP> sad 'a u don't want to<MDV:VLT> help me
 ADV :AMP> terribleeeeeeeeeee. and you r feel frigh
 ADV :AMP> much ,especially, in the scene which a
 ADV :AMP> great? But as Everyone knows, eveything
 ADV :AMP> much fun if we go 2 c Harry together. W
 ADV :AMP> dead.(T_T) Let's continue talking about
 ADV :AMP> happy cuz you know that your friend wro
 ADV :AMP> scary,haunted,horror and make me try to
 ADV :AMP> much it's like whatever the man (Ananda
 ADV :AMP> long time..!! Even, I want to<MDV:VLT>
 ADV :AMP> many times.But only once is enough for
 ADV :AMP> scary that I want to<MDV:VLT> go out fr
 ADV :AMP> much was PEE KRA SEU. No one thought th
 ADV :AMP> scary is the scene which is in an apart
 ADV :AMP> fun and pleased, I didn't do other acti
 ADV :AMP> confused that I cannot believe. So I lo
 ADV :AMP> much .I will<MDV:CRT> give the clear ex
 ADV :AMP> much. Sometimes<ADV:USL> I use it for r
 ADV :AMP> scared,indeed<ADV:ACT> If I have time,I
 ADV :AMP> cool. I love Baan Phee Pob a lot coz it
 ADV :AMP> many scary movies came out this week su
 ADV :AMP> smart. His brothers won the government'
 ADV :AMP> minority.Most of people i been tsalk th
 ADV :AMP> real!!" +o+ Wowww I couldn't believe th
 ADV :AMP> scare for mid-term exams. Don't worry,
 ADV :AMP> happy that day. It was fuuny! Noomnim a
 ADV :AMP> much in common, like the scenes and the
 ADV :AMP> much. She started fencing when she was
 ADV :AMP> much stress, internet is the best way f
 ADV :AMP> quickly. For god's sake!!!! I still don

B192.TXT
 B102.TXT
 B211.TXT
 B213.TXT
 B211.TXT
 B301.TXT
 B093.TXT
 B183.TXT
 B093.TXT
 B383.TXT
 B181.TXT
 B261.TXT
 B183.TXT
 B371.TXT
 B191.TXT
 B302.TXT
 B091.TXT
 B112.TXT
 B132.TXT
 B181.TXT
 B361.TXT
 B261.TXT
 B011.TXT
 B391.TXT
 B281.TXT
 B221.TXT
 B292.TXT
 B171.TXT
 B192.TXT
 B042.TXT
 B161.TXT
 B181.TXT
 B121.TXT
 B093.TXT
 B362.TXT
 B121.TXT
 B172.TXT
 B131.TXT
 B381.TXT
 B063.TXT
 B282.TXT
 B122.TXT

374. ing to them through e-mail. Well, posting so<
 375. w his actual personalities. Oh..I think i so<
 376. d was killed.. --at that time I was shock so<
 377. -on.The boy who played as the ghost, look so<
 378. es itself, you'll<MDV:CRT> understand all so<
 379. 12362 said... Hi! my fellows... I'm still so<
 380. kei-9 47111323 said... Ah! Look like I 'm so<
 381. ght it's almost<ADV:HDG> 2 months but I'm so<
 382. heir money to pay for it and it make them so<
 383. also downloand from the internet.OH!! i'm so<
 384. let's get start To me<ADV:PRB>, i'm so<
 385. id... HI Everyone!!! Staying at home, I'm so<
 386. d it's takso long time to get it off, I'm so<
 387. :17 PM 2006 Jun47112321 said... hi... i'm so<
 388. the person who has the first ranking. I'm so<
 389. get out of the bed and clean my room. I'm so<
 390. f they use it in the proper ways. Dah i'm so<
 391. V:AMP> boring(isn't it - -?). I think i'm so<
 392. the Kasetsart University at LH-1 ,so i'm so<
 393. ment. That really<ADV:AMP> makes the film so<
 394. that the family that love their children so<
 395. cher's question. I ever asked her why u r so<
 396. er symptom, backache, I felt sorry to her so<
 397. was only made from fiction,I think it 's so<
 398. but love to watch and know about it. It's so<
 399. I'd like to<MDV:VLT> write more but it's so<
 400. test, but before that the atmosphere was so<
 401. that Sutter is so<ADV:AMP> creepy!! I was so<
 402. rive onto the container car easily. I was so<
 403. be shown name "Dorm"...Seriously...i was so<
 404. d about<ADV:HDG> 5 to 6 in my group.I was so<
 405. lp then i became a hotmail's member.I was so<
 406. g yet? Last tuesday night the program was so<
 407. octor said somthing like that ?!?!? he's so<
 408. or violence.I hate violence horror movies so<
 409. ... I argree with you Shisu. the topic is so<
 410. uiet, everyone like him. but! mr. hide is so<
 411. d forgiving to everyone. Moreover, she is so<
 412. Sayong Kwan,etc. Nowadays, scary movie is so<
 413. ess on the internet and their feedback is so<
 414. 61 said... hey.....so tireddddddd...BKK is so<
 415. I totally agree with Nicole that Sutter is so<

ADV :AMP> many topics make me run out of ideas!!!
 ADV :AMP> confuse with my idea now.i should<MDV:O
 ADV :AMP> much coz I knew it would<MDV:PRB> be ha
 ADV :AMP> cute but also horror! I remembered that
 ADV :AMP> fast that you cannot describe all the c
 ADV :AMP> tired now . The mid term exam makes me
 ADV :AMP> late. Let's begin what I promise in my
 ADV :AMP> careless with it I very<ADV:AMP> feel s
 ADV :AMP> stupid,they don't pay attention and alw
 ADV :AMP> tried.i pause about<ADV:HDG> 5 minute,a
 ADV :AMP> shy and lack of self-confident. i don't
 ADV :AMP> bored!! Nothing do to coz my right hand
 ADV :AMP> bored with it! However, it already have
 ADV :AMP> tried today...the alphabets P H O N E
 ADV :AMP> prond with my sister. This story can<MD
 ADV :AMP> tired and exhausted last week. Oh'mann!
 ADV :AMP> sad to hear your story and i wish your
 ADV :AMP> out-of-date coz i've never<ADV:USL> see
 ADV :AMP> scare to go and study at building. I th
 ADV :AMP> great! Tue Dec 13, 09:55:34 PM 2005
 ADV :AMP> much, and they don't want thier childre
 ADV :AMP> shy likes this. She replied that I dare
 ADV :AMP> much. She neither did anything hard nor
 ADV :AMP> REAL...(enough to make a man fooled for
 ADV :AMP> exciting even though I have to<MDV:OBL>
 ADV :AMP> late and I'm really<ADV:AMP> sleepy. Gu
 ADV :AMP> frustrated!!!! Even though it's frustra
 ADV :AMP> into a story and I could touch the fear
 ADV :AMP> stun that it was fast moving. The third
 ADV :AMP> scare but i bet this movie might<MDV:PS
 ADV :AMP> good when i watched with a lot of frien
 ADV :AMP> crazy on talking with strangers.I chate
 ADV :AMP> boring. Probably<ADV:PRB> because i had
 ADV :AMP> mean and don't deserve to be a doctor a
 ADV :AMP> much.) Anyway, people who are supposed
 ADV :AMP> serious...but it's very<ADV:AMP> intere
 ADV :AMP> rude and selfish, sure<ADV:CRT>! nobody
 ADV :AMP> funny. The humor of her jokes always<AD
 ADV :AMP> popular. For me<ADV:PRB>, I don't admir
 ADV :AMP> very<ADV:AMP> very<ADV:AMP> good. Almos
 ADV :AMP> hottttttt....i hate going out at noon...
 ADV :AMP> creepy!! I was so<ADV:AMP> into a story

B122.TXT
 B193.TXT
 B221.TXT
 B011.TXT
 B381.TXT
 B153.TXT
 B202.TXT
 B213.TXT
 B102.TXT
 B262.TXT
 B183.TXT
 B222.TXT
 B222.TXT
 B132.TXT
 B063.TXT
 B122.TXT
 B342.TXT
 B181.TXT
 B061.TXT
 B341.TXT
 B043.TXT
 B213.TXT
 B233.TXT
 B201.TXT
 B131.TXT
 B203.TXT
 B123.TXT
 B091.TXT
 B231.TXT
 B091.TXT
 B291.TXT
 B072.TXT
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 B302.TXT
 B201.TXT
 B393.TXT
 B393.TXT
 B293.TXT
 B121.TXT
 B222.TXT
 B093.TXT
 B091.TXT

416. ve you ever seen any horror movie that is so<
 417. jects each term. I asked her that what is so<
 418. gh the internet....That's why Internet is so<
 419. an avertising of Chicken little!!! It is so<
 420. of people is chatting in a bad way. It is so<
 421. ----- ur comment is so<
 422. .I love it when I saw it on TV, it looks so<
 423. know how much we miss them. And it works so<
 424. you can choose more songs you want ! It's so<
 425. u did last summer". to me<ADV:PRB>, it's so<
 426. bout ghost and black magic. in face, it's so<
 427. t she/he saw me at blah blah blah... It's so<
 428. go home a little<ADV:HDG> late then. It's so<
 429. in the other ways,making the ID card it's so<
 430. when they log on to internet because it's so<
 431. e need to<MDV:OBL> define it because it's so<
 432. L> lack of those confidents. I think it's so<
 433. Mc killed lotz of children? I think it's so<
 434. hen a character was hurt. they think it's so<
 435. t coz my friend told me . uuuuuuuuuu it's so<
 436. **555** no one want to do this topic coz it's so<
 437. y friend saw it yesterday. She said "It's so<
 438. HDG> fun! But when I had watched it ,it's so<
 439. friend wrote the letter by himself...it's so<
 440. th the movie and the atmosphere around us so<
 441. cause of knowing the result depressing us so<
 442. rnet is my everyday life. i love internet so<
 443. s " in channel **7** last weekend. I liked it so<
 444. KRA SEU. No one thought that what make it so<
 445. angled to be more violence.I think that it so<
 446. DV:HDG> get the topic, I mean... isn't it so<
 447. rade **8**.At that time, I didn't interest it so<
 448. p in you mind right? I knew everyone felt so<
 449. > laugh and say "again,Natt" ,so I 'm not so<
 450. s that i've been using internet. It's not so<
 451. y<MDV:PSS> be all right to live alone but so<
 452. rom people. I can do my report easier but so<
 453. seen a movie or t.v. program the make you so<
 454. out game online, it make me fun and relax so<
 455. ys<ADV:USL> surf on the internet everyday so<
 456. **6** ku_ngai **16**FA said... Hi!!Fame&Everybody So<
 457. MP> scary but romantic. i love this story so<

ADV :AMP> frightened like this...never<ADV:USL>.
 ADV :AMP> hard about going to classes. She said s
 ADV :AMP> important! For doing my report I always
 ADV :AMP> cuteeee.. I can't wait to c it! Anybody
 ADV :AMP> stunning. Talking in bad issue like thi
 ADV :AMP> serious - -" it make me feel stress **4** a
 ADV :AMP> interesting and it has such beautiful s
 ADV :AMP> fast. Communication with people all aro
 ADV :AMP> cool because you no need to<MDV:OBL> ha
 ADV :AMP> excited and horror. ouch!!! i've alread
 ADV :AMP> incredible to believe those things, but
 ADV :AMP> boring, but I must<MDV:OBL> admit it. I
 ADV :AMP> bad that we all were sacrificed for thi
 ADV :AMP> easy and fast than before , Make the re
 ADV :AMP> easy if they'd like to search for some
 ADV :AMP> broad. I'd<MDV:PRB> think# of it in a c
 ADV :AMP> hard to consider about habit that it's
 ADV :AMP> boring(isn't it - -?). I think i'm so<A
 ADV :AMP> funny. they esp.children will<MDV:CRT>
 ADV :AMP> really<ADV:AMP> scary . Have u ever see
 ADV :AMP> serious and quite<ADV:HDG> boring. acco
 ADV :AMP> awesome!! The sound and images are so<A
 ADV :AMP> scary and haunting I think it can make
 ADV :AMP> cute. enough... Z Z Zzz Jun Mon Jan **09**,
 ADV :AMP> much. How about you? Do you like it?...
 ADV :AMP> much, that's why everyone had no idea t
 ADV :AMP> much. Fri Jan **06, 03:48:00 PM 2006** nuuh
 ADV :AMP> much since it's very<ADV:AMP> interesti
 ADV :AMP> scary, but in my view<ADV:PRB>, only it
 ADV :AMP> strange one person can changed because
 ADV :AMP> obvious? personality makes a person, no
 ADV :AMP> much since I thought It was unnecessary
 ADV :AMP> release after the test, but before that
 ADV :AMP> embarrassed and be used to it as well.I
 ADV :AMP> wrong to say I learned English from int
 ADV :AMP> hard... very<ADV:AMP> hard. About this to
 ADV :AMP> boring. The last thing, I can't said th
 ADV :AMP> frightening that you cannot eat anythin
 ADV :AMP> much, i like play Pangya I think you wi
 ADV :AMP> many of effects for me. First, it is ac
 ADV :AMP> sorry that I have no time to post any c
 ADV :AMP> much not because of scare. i believe in

B131.TXT
 B113.TXT
 B222.TXT
 B091.TXT
 B232.TXT
 B182.TXT
 B381.TXT
 B332.TXT
 B152.TXT
 B181.TXT
 B181.TXT
 B052.TXT
 B123.TXT
 B192.TXT
 B222.TXT
 B083.TXT
 B183.TXT
 B181.TXT
 B391.TXT
 B371.TXT
 B183.TXT
 B121.TXT
 B151.TXT
 B132.TXT
 B131.TXT
 B123.TXT
 B062.TXT
 B232.TXT
 B281.TXT
 B312.TXT
 B383.TXT
 B232.TXT
 B123.TXT
 B163.TXT
 B382.TXT
 B203.TXT
 B202.TXT
 B171.TXT
 B192.TXT
 B362.TXT
 B163.TXT
 B061.TXT

458. prepare for this midterm examination --,so<
 459. xcept "still in a high school". according to<
 460. 29:39 PM 2005 Kobe 11FA said... According to<
 461. ious and quite<ADV:HDG> boring. according to<
 462. net also has the disadvantages. According to<
 463. all of you know what it is 555)According to<
 464. treat my another friend ^^^ It seem* rather<
 465. MP> fancy with this kind of film -- i rather<
 466. b261 tsukasa 26FC said... I rather<
 467. o<MDV:VLT> see House of Wax because I rather<
 468. to<MDV:VLT> be like her because I am rather<
 469. d the empty cans. Their character was rather<
 470. She is quiet and shy. Besides, she is rather<
 471. one is another choices, I think it is rather<
 472. ened since she died.She would<MDV:PRB> never<
 473. is a business man, he almost<ADV:HDG> never<
 474. really<ADV:AMP> good! you'll<MDV:CRT> never<
 475. cene if u have seen it you'll<MDV:CRT> never<
 476. have the rule that they will<MDV:CRT> never<
 477. tself,Funny and Horrifying which I had never<
 478. emselve since they lack confidence and never<
 479. or me<ADV:PRB>, i just saw it once and never<
 480. have to<MDV:OBL> ask the doctor coz he never<
 481. i, so she stayed alone in Bangkok. She never<
 482. ry<ADV:AMP> good and perfect girl. She never<
 483. face mostly hidden by her hair and she never<
 484. most frightening program 'a cos i 've never<
 485. omers made me fun and feel happy. I've never<
 486. them.But they was disappeared and have never<
 487. chair 47112982 said... Ohhhhhh, i have never<
 488. ~YA~~~Kusuri***47112305 said... I have never<
 489. b041 nuch 04FC said... I have never<
 490. M 2005 nuch 04FC said... Hi! Ya I have never<
 491. i scare this movie even though i have never<
 492. M 2005 nuch 04FC said... Hi! Im I have never<
 493. 's where the story begins. If you have never<
 494. also bad points. for me<ADV:PRB>, i've never<
 495. hometown, Lampang. unfortunately, i've never<
 496. ut the fear factor at all because i've never<
 497. k i'm so<ADV:AMP> out-of-date coz i've never<
 498. he movies that u talked about coz i've never<
 499. irst after the internet connected.I've never<

ADV :AMP> boring !!! I'm a person who heard about
 ADV :PRB> my comment, it's up to urself to decide
 ADV :PRB> Jun talking about Nang Nak...It got me
 ADV :PRB> my lastest post, i told u all that i'm
 ADV :PRB> many news, reporting about the lustful
 ADV :PRB> the topic,my personality is reflected i
 ADV :HDG> scary more that the foreign one... Even
 ADV :HDG> prefer romantic-comedy more. By the way
 ADV :HDG> don't like a frightening movie or tv pr
 ADV :HDG> scare evrythings that are mysterious,bu
 ADV :HDG> shy. >< She is also a good sport who is
 ADV :HDG> similar such as both were optimistic, e
 ADV :HDG> unable to make friends easily and does
 ADV :HDG> expensive. So Chatting on the internet
 ADV :USL> let that man live happily any more... I
 ADV :USL> be at home and haven't got enough time
 ADV :USL> predict the ending of this movie right.
 ADV :USL> forget. so..Merry christmas (delayed 55
 ADV :USL> break for they normal life. There is a
 ADV :USL> watch this kind of movie before. This i
 ADV :USL> face the problem or solve it by themsel
 ADV :USL> pick it up to saw it again! haha - just
 ADV :USL> tell us before that my grandmom have to
 ADV :USL> did something wrong. She is a good frie
 ADV :USL> think that she have problem because she
 ADV :USL> makes eye contact . The original also h
 ADV :USL> watched another frightening or ghost mo
 ADV :USL> met ones chatting about sex like Pen, y
 ADV :USL> seen again just one day after they ente
 ADV :USL> seen Saw 2.but i have ever seen Saw 1
 ADV :USL> seen the"Shutter" because I heard the c
 ADV :USL> seen Shutter before beause I don't like
 ADV :USL> seen House of wax before because I hear
 ADV :USL> seen it.in TV , it has just some scene
 ADV :USL> seen the Spicies 2, but when I knew the
 ADV :USL> seen it ,you better<MDV:OBL>* not miss
 ADV :USL> misused it at all(or you think the onli
 ADV :USL> watched them before and what i watched
 ADV :USL> wached it. i don't know how is it frig
 ADV :USL> seen Scream,so i can't share any commen
 ADV :USL> seen it yet. but it sounds interesting.
 ADV :USL> forgotten to do it.So everyone can see

B232.TXT
 B182.TXT
 B111.TXT
 B183.TXT
 B212.TXT
 B163.TXT
 B261.TXT
 B361.TXT
 B261.TXT
 B101.TXT
 B293.TXT
 B293.TXT
 B293.TXT
 B292.TXT
 B141.TXT
 B073.TXT
 B381.TXT
 B361.TXT
 B251.TXT
 B271.TXT
 B163.TXT
 B361.TXT
 B322.TXT
 B063.TXT
 B063.TXT
 B051.TXT
 B181.TXT
 B232.TXT
 B201.TXT
 B371.TXT
 B021.TXT
 B041.TXT
 B041.TXT
 B321.TXT
 B041.TXT
 B111.TXT
 B282.TXT
 B281.TXT
 B131.TXT
 B181.TXT
 B181.TXT
 B262.TXT

500. lf the entertainment .In that time, we never<
501. e<ADV:HDG> late. Sometimes<ADV:USL> we never<
502. (the original Dawn of the dead 1978) i never<
503. ome or cinema . In my view<ADV:PRB>, I never<
504. tically do nothing about my English, I never<
505. d u will<MDV:CRT> be the bad person. I never<
506. hurt somebody or destroy the things. I never<
507. 2005 Im (^_^)47112396 said... Hi! YA I never<
508. hings but i didn't be a bad guy. and i never<
509. f Nang Naak when i was too young ,so i never<
510. to<MDV:VLT> see it and I'm glad that I never<
511. y house is near to my school but now i never<
512. ere are very<ADV:AMP> polite girls who never<
513. which was born in a male. His aunt who never<
514. er for about<ADV:HDG> 8 years; she has never<
515. is quite<ADV:HDG> self-centered. She's never<
516. she is a kind of<ADV:HDG> girl who is never<
517. ilm seems unreasonable(for example you never<
518. be but they are forced. moreover, they never<
519. hem will<MDV:CRT> not refuse that they never<
520. heir class to play game,come home late,never<
521. is so<ADV:AMP> frightened like this...never<
522. rst met. She loves going out at night..never<
523. rld such as a News (Breaking News) sometimes<
524. look deeply through their action, sometimes<
525. hey do, what are they seeking for, sometimes<
526. vourite FM is Seed 97.5 and 106.5. Sometimes<
527. came my friends in the real world. Sometimes<
528. to<MDV:VLT> express to my friend. Sometimes<
529. ill<MDV:CRT> eat the healthy food. Sometimes<
530. us at home,but selfish at college. Sometimes<
531. nd comes home quite<ADV:HDG> late. Sometimes<
532. re more gentle and not aggressive. sometimes<
533. .It can help me so<ADV:AMP> much. Sometimes<
534. .K., U.S., India and etc. on them. Sometimes<
535. l you let's talk or work together. Sometimes<
536. nk human is a complicated spicies. sometimes<
537. o unusual food for the candidates. Sometimes<
538. one ghost,the girl,but it wasn't. Sometimes<
539. like to see suspense movies most. Sometimes<
540. o u know more about its dangerous? Sometimes<
541. ey tried to eat them all.You know? sometimes<

ADV :USL> recognize that it was very<ADV:AMP> imp
ADV :USL> see each other for a long time. Everyon
ADV :USL> watched the original Dawn but i heard i
ADV :USL> feel it is horror movie but maybe<ADV:P
ADV :USL> took a course or a tutor, I'm a self-le
ADV :USL> hurt somebody or destroy the things. I
ADV :USL> make my parents dissapoint in me. So, y
ADV :USL> see House of wax before but,I read your
ADV :USL> judge someone from outside Wed Jan 25,
ADV :USL> miss every versions of this story. In m
ADV :USL> have the sixth sense. The sixth sense i
ADV :USL> miss any appointment anymore because my
ADV :USL> make any problem and thet had studied i
ADV :USL> have a baby, she take care of his baby
ADV :USL> shown me she is energetic. It may<MDV:P
ADV :USL> done anything herself even fried egg. I
ADV :USL> afraid of taking risks or trying new th
ADV :USL> who or what was chasing them.).I think
ADV :USL> got anything except 3 meals per day. pe
ADV :USL> log on to the internet world in their l
ADV :USL> have enough food and spend much money f
ADV :USL>. love ya..my friends Thu Dec 01, 12:12:
ADV :USL> pay attention to her study.this case ca
ADV :USL> the news on the television dosen't got
ADV :USL> you will<MDV:CRT> get a real best frien
ADV :USL> it may<MDV:PSS> be the site that unsuit
ADV :USL> I go into a music web-site to listen so
ADV :USL> we hang out at the bakery shop, restaur
ADV :USL> I discourage to tell directly to my fri
ADV :USL> I think that she is excessive. Once tim
ADV :USL>,if we know that he seems mean,but deep
ADV :USL> we never<ADV:USL> see each other for a
ADV :USL> personalities are changed by necessary.
ADV :USL> I use it for relax myself in my leisure
ADV :USL> her hair look like seaweed that get wet
ADV :USL>, you can't know close friend's habit if
ADV :USL> we think we know this person clearly bu
ADV :USL> they have to<MDV:OBL> eat cow's testicl
ADV :USL> there was a bit<ADV:HDG> confusion such
ADV :USL>, I think frighten movies are non-sense
ADV :USL> we shouldn't<MDV:OBL> believe or stick
ADV :USL> they have to<MDV:OBL> climb on a helico

B242.TXT
B073.TXT
B381.TXT
B241.TXT
B382.TXT
B333.TXT
B333.TXT
B031.TXT
B343.TXT
B071.TXT
B161.TXT
B343.TXT
B063.TXT
B333.TXT
B113.TXT
B283.TXT
B113.TXT
B201.TXT
B393.TXT
B222.TXT
B072.TXT
B131.TXT
B303.TXT
B362.TXT
B273.TXT
B222.TXT
B332.TXT
B052.TXT
B022.TXT
B023.TXT
B223.TXT
B073.TXT
B343.TXT
B042.TXT
B173.TXT
B223.TXT
B273.TXT
B141.TXT
B141.TXT
B341.TXT
B012.TXT
B071.TXT

542.	DV:USL> went with my boyfriend ^_^ sometimes<	ADV	:USL> i went with my friend ,if no one want t	B311.TXT
543.	serious situation, u may<MDV:PSS> sometimes<	ADV	:USL> lack of those confidents. I think it's	B183.TXT
544.	job successful, I felt happy !!555 Sometimes<	ADV	:USL> I felt excitng and adventurous, too. In	B151.TXT
545.	r like she is a new-born baby, and sometimes<	ADV	:USL> it looks "too much". the main error I t	B283.TXT
546.	ented coz,it was close my face and sometimes<	ADV	:USL> he didn't have legs. Sure<ADV:CRT>, the	B221.TXT
547.	make friend with other people and sometimes<	ADV	:USL>, I want to<MDV:VLT> be like her because	B293.TXT
548.	'm in major English Literature and sometimes<	ADV	:USL> (actually<ADV:ACT> usually<ADV:USL>) i	B362.TXT
549.	, I can't sleep well all night and sometimes<	ADV	:USL> I have a terrible dream. However, some	B291.TXT
550.	they will<MDV:CRT>* not happy and sometimes<	ADV	:USL> they change their personalities to a ba	B043.TXT
551.	t the six sense, I believe it ,and sometimes<	ADV	:USL> I can feel about what will<MDV:CRT> be	B151.TXT
552.	'friend)) She lived here alone,and sometimes<	ADV	:USL> her boyfriend came here.When she lived	B221.TXT
553.	ad could fly around everywhere,and sometimes<	ADV	:USL> she revenged someone.I was scary. Ya!yo	B031.TXT
554.	like that but they're forced to be sometimes<	ADV	:USL> by her boyfriends and the worst one by	B343.TXT
555.	hink every book are bored. because sometimes<	ADV	:USL> when i'm lazy i don't like to read a bo	B341.TXT
556.	careful to order products because sometimes<	ADV	:USL> the products are illegal. So that you s	B252.TXT
557.	<MDV:OBL> not be like that because sometimes<	ADV	:USL> we maybe<ADV:PSS> receive bad personali	B313.TXT
558.	es unless 1 hour(but anyway i have sometimes<	ADV	:USL> late). i must<MDV:OBL> wake up early an	B343.TXT
559.	y be<ADV:PSS>* dare to do anything sometimes<	ADV	:USL>. The positives are they aren't afraid t	B193.TXT
560.	did't u go U on Thursday? Yeah. i sometimes<	ADV	:USL> watched fear factor in itv channel.To m	B211.TXT
561.	But sometimes<ADV:USL> it's not. I sometimes<	ADV	:USL> talk with my foreign friends coz it's c	B172.TXT
562.	trol their limit. to me<ADV:PRB> I sometimes<	ADV	:USL> played the game on line. I feel indiffe	B212.TXT
563.	their fear. I like this because I sometimes<	ADV	:USL> don't brave enough to do something like	B231.TXT
564.	gals47112412 said... Well, I think sometimes<	ADV	:USL> the online game drives teenagers crazy	B272.TXT
565.	06 bluesky47112545 said... I think sometimes<	ADV	:USL> the apperance doesn't clearly<ADV:AMP>	B193.TXT
566.	s to fight them (you know, save up sometimes<	ADV	:USL> lol) or fight until you got infected? I	B381.TXT
567.	in love or falln' in love. love r sometimes<	ADV	:USL> beautiful or awful but to mee it's grea	B211.TXT
568.	up are reasonable, good-natured or sometimes<	ADV	:USL> they may<MDV:PSS> have a bad temper, ta	B223.TXT
569.	rs like to play an online games or sometimes<	ADV	:USL> chat on internet for several hours that	B222.TXT
570.	nk her own way to live her live is sometimes<	ADV	:USL> impressive. She is a girl in a Chinese	B143.TXT
571.	't have only possitive side, it is sometimes<	ADV	:USL> terrible to people who use it in a wron	B172.TXT
572.	This story can<MDV:PSS> show that sometimes<	ADV	:USL> people personalities can* changed. Tue	B063.TXT
573.	n of Northern. Because of this, it sometimes<	ADV	:USL> makes me forget some Central words when	B283.TXT
574.	any interesting games. Although it sometimes<	ADV	:USL> disgusted,I wanted to<MDV:VLT> see it b	B221.TXT
575.	e example of my stingy friend, but sometimes<	ADV	:USL> the other calls her a selfish girl. Mon	B143.TXT
576.	mind_playgals47112412 said... But sometimes<	ADV	:USL> we can't use this theory (their person	B273.TXT
577.	and he argued with my parents. But sometimes<	ADV	:USL> I think if they seporate the right time	B272.TXT
578.	ortant story. Really<ADV:ACT>? But sometimes<	ADV	:USL> it's not. I sometimes<ADV:USL> talk wit	B172.TXT
579.	can make the frightening movie but sometimes<	ADV	:USL> it maybe<ADV:PSS> the horror flim too.D	B311.TXT
580.	e from the ways they look like but sometimes<	ADV	:USL> they forget to think about the opposite	B343.TXT
581.	frighten movies are non-sense but sometimes<	ADV	:USL> i see it too. In my view<ADV:PRB>, the	B341.TXT
582.	d some information on internet but sometimes<	ADV	:USL> we can't because some information doesn	B332.TXT
583.	is an enterment for everybody but sometimes<	ADV	:USL> if we play too much,we might<MDV:PSS> b	B312.TXT

584. cause it was very<ADV:AMP> fun,but sometimes<
585. uarter of their life, so it is why sometimes<
586. r music or something like that, i "sometimes<
587. want but the child don't like it ,sometimes<
588. n make me know more kind of people.Sometimes<
589. s person clearly but it's not true.sometimes<
590. authority to do or choose anything.Sometimes<
591. ADV:AMP> sickening and frightening.Sometimes<
592. department store for buying goods.Sometimes<
593. t also give you a lot of amusement.Sometimes<
594. h everything I wanna<MDV:VLT> know.Sometimes<
595. reason to reflaect her personality.Sometimes<
596. t the topic...I disagree..you know, somtmes<
597. e living their life dangerously and somtmes<
598. issues or gossip stars and play MSN somtmes<
599. ..Emmmm...yes i agree with u Nan. Sumtimes<
600. ie. It's very<ADV:AMP> good movie in my eyes<
601. ne of the most frightening movies in my eyes<
602. p, not to bend my back to take them. Perhaps<
603. ous or terrible by non sense reason. Perhaps<
604. are around them do following order. Perhaps<
605. lf to decide what thing is good 4 u. Perhaps<
606. watching frightening movie. I think perhaps<
607. **006** narcissa **47112958** said... ^ well I guess<
608. ust becoz yesterday i sleep too much,I guess<
609. the watchers unpredictable situation,I guess<
610. trol my self to stay in positive way,I guess<
611. many people do not close to her. Blue akways<
612. when i come home late, i'll<MDV:CRT> always<
613. g in the class ^^" and my mom and dad always<
614. putable or unreasonable , their child always<
615. nothing. so everything in this world always<
616. time, she was out of school rule and always<
617. e a few of them to be beside with and always<
618. > stupid,they don't pay attention and always<
619. h is near people who eat raw meat and always<
620. ebsite is google many people know and always<
621. ie ticket for me *0* but my boyfriend always<
622. cts to his personal life. That is, he always<
623. thers. My older brother named Son. He always<
624. e exam to study engeneering in CU. He always<
625. ded to be a photographer-the thing he always<

ADV :USL> I felt scary about ghost that emerged o
ADV :USL> other guys feel like we have the same p
ADV :USL>" load them into my computer, because i
ADV :USL> the child against it and change their c
ADV :USL>, when I added someone into my contact l
ADV :USL> we think this person was bad but it's t
ADV :USL> they may<MDV:PSS> blame about her decis
ADV :USL> a competitor have to<MDV:OBL> eat somet
ADV :USL>,you can get discount too,you maybe<ADV:
ADV :USL> if I feel boring or bad, I will<MDV:CRT
ADV :USL>,I try to do English test on the site to
ADV :USL> her friends does not want to talk with
ADV :USL> we cant just judge people from their co
ADV :USL> they might<MDV:PSS> love to be a hot gi
ADV :USL>.I love reading columns of SOR 7 whom we
ADV :USL>* one people has 2 personalities. One ch
ADV :PRB>,and I think u should<MDV:OBL> watch it.
ADV :PRB>.Seeing the ghosts in real life makes me
ADV :PSS> it will<MDV:CRT> enhance my personality
ADV :PSS>, she had to<MDV:OBL> take care and get
ADV :PSS>, they look like prince and princess,but
ADV :PSS> ur friend made a wrong decision. it is
ADV :HDG> it's worthless to watch it. It makes me
ADV :PRB>, that's time i'm still in bed haha. Bes
ADV :PRB>,but it holiday so be cool. well, anothe
ADV :PRB>. for that Ivy mentioned - 'Final destin
ADV :PRB>, a lot of it!! another effect i'm going
ADV :USL>* be a representative to mant events bec
ADV :USL> see them on the roadside and i felt the
ADV :USL> come in my bedroom just to check me out
ADV :USL> vehement and serious. Some family which
ADV :USL> has both of benefit and bad results . w
ADV :USL> were in the war between the teenager ga
ADV :USL> help while encountering to the hardship
ADV :USL> sleep in their class and they don't buy
ADV :USL> talk in impolite words and she is reall
ADV :USL> use it when they don't know the names o
ADV :USL> don't agree with me because he scare th
ADV :USL> has a backache and his health will<MDV:
ADV :USL> plays the online game and do nothing. U
ADV :USL> told me that he is the most stupid in h
ADV :USL> loves. Despite the lees income, he is h

B031.TXT
B273.TXT
B282.TXT
B313.TXT
B142.TXT
B273.TXT
B193.TXT
B071.TXT
B032.TXT
B152.TXT
B162.TXT
B033.TXT
B303.TXT
B303.TXT
B212.TXT
B333.TXT
B161.TXT
B161.TXT
B233.TXT
B323.TXT
B033.TXT
B182.TXT
B331.TXT
B362.TXT
B362.TXT
B361.TXT
B362.TXT
B253.TXT
B343.TXT
B302.TXT
B073.TXT
B352.TXT
B323.TXT
B233.TXT
B102.TXT
B253.TXT
B212.TXT
B311.TXT
B233.TXT
B272.TXT
B093.TXT
B113.TXT

626.	r in a dirty movie. When she die, she always<	ADV	:USL> revenge everybody who has injured her.	B171.TXT
627.	something wrong while I used it . She always<	ADV	:USL> argued with me when I made the computer	B242.TXT
628.	't refuse. a girl killed herself. She always<	ADV	:USL> came with the photographer everywhere.	B051.TXT
629.	and makes him look like a freak. She always<	ADV	:USL> appears only when she is with him. That	B081.TXT
630.	atever the man (Ananda) try to do she always<	ADV	:USL> stick with him even in the final scene!	B361.TXT
631.	people have bad personalities. People always<	ADV	:USL> race against time for advance their bus	B063.TXT
632.	in the good way.Reminded that people always<	ADV	:USL> create new technologies for improving t	B262.TXT
633.	Gutjung-47112495 said... Most people always<	ADV	:USL> let's the internet be the most importan	B222.TXT
634.	clear<ADJ:CRT> to me that most people always<	ADV	:USL> judge other prople from the ways they l	B343.TXT
635.	> very<ADV:AMP> dreadful. Every scene always<	ADV	:USL> made me and my friend who watching it w	B141.TXT
636.	's right,i agree with you that we are always<	ADV	:USL> catching on the internet because of cur	B262.TXT
637.	true<ADJ:CRT> that people in Msn are always<	ADV	:USL> distrust.Well, it depends on you how to	B142.TXT
638.	no no it's right to say that they are always<	ADV	:USL> afraid everything around them caz they	B353.TXT
639.	e from the internet. For example , we always<	ADV	:USL> hear that the man take many photos of w	B242.TXT
640.	> convenience for doing anything . We always<	ADV	:USL> use it for searching information , send	B372.TXT
641.	'm glad that you agree with me and we always<	ADV	:USL> think in the same way...and i absolutel	B343.TXT
642.	n understand that story too.And as we always<	ADV	:USL> do when got any assignment, seach on th	B362.TXT
643.	easier. When i'm in my free time , i always<	ADV	:USL> use it for chating my old friend ,searc	B372.TXT
644.	easy to guess 55+ For me<ADV:PRB>, I always<	ADV	:USL> use the internet for playing online gam	B282.TXT
645.	is my own experience. in the past, i always<	ADV	:USL> woke up late, missed an appointment and	B343.TXT
646.	he porn movie or the private video. i always<	ADV	:USL> use the internet to chat with both Thai	B132.TXT
647.	nd don't think anything about that. I always<	ADV	:USL> think that she's my friend and help her	B143.TXT
648.	ou will<MDV:CRT> lose your privacy. I always<	ADV	:USL> got the message in my comment box that	B052.TXT
649.	ol myself to surf the internet, and i always<	ADV	:USL> choose the safe websites. I preferred to	B212.TXT
650.	GOOGLE is very<ADV:AMP> useful and I always<	ADV	:USL> use it when I want to<MDV:VLT> search i	B222.TXT
651.	dead body was buried in a well.And I always<	ADV	:USL> took it to dream so I choose this one.	B271.TXT
652.	s, especially hearing ability. once i always<	ADV	:USL> think about why some internet cafes' co	B282.TXT
653.	film, though when you say its name i always<	ADV	:USL> think about one of our friend called it	B361.TXT
654.	06 may 47112594 said... yeah!! vivi i always<	ADV	:USL> saw something like that. when i come ho	B343.TXT
655.	ecided that I didn't see it as well I always<	ADV	:USL> think deeply about ghosts. If I listen	B021.TXT
656.	s delightful but short tempered, so I always<	ADV	:USL> decide to do something without thinking	B063.TXT
657.	'm afraid of darkness and ghost, so i always<	ADV	:USL> beware of strange things before i go to	B181.TXT
658.	ren't answer or give my opinion for I always<	ADV	:USL> think my answer might<MDV:PSS> be wrong	B213.TXT
659.	e internet has already caused me is i always<	ADV	:USL> sleep late because i play msn with my f	B342.TXT
660.	iends. She gives me the reason that i always<	ADV	:USL> talk with my friend on the phone for a	B292.TXT
661.	AMP> important! For doing my report I always<	ADV	:USL> use the internet to searching for any i	B222.TXT
662.	sband.Although i afraid of her ,but i always<	ADV	:USL> sympathize every time she looks at her	B071.TXT
663.	riends. so, when i go to university i always<	ADV	:USL> feel sleepy and tried all days. I think	B342.TXT
664.	ly<ADV:USL> watch this program bcoz i always<	ADV	:USL> play online game until midnight so i do	B181.TXT
665.	but if I want to<MDV:VLT> watch it ,I always<	ADV	:USL> watch the movie about horror or comedy	B151.TXT
666.	ancy 31FC said... i agree with VIVI,i always<	ADV	:USL> believe that someone will<MDV:CRT> be h	B313.TXT
667.	watch this part of this TV program,I always<	ADV	:USL> have a nightmare. It' really<ADV:AMP> s	B081.TXT

668.	hen i went to see the frighten film,i always<	ADV	:USL> went with my boyfriend ^_^ sometimes<AD	B311.TXT
669.	ntinue... When I go to the internet,I always<	ADV	:USL> check my e-mail. Besides, I like to lis	B152.TXT
670.	pic!! the in ternet effect for me...i always<	ADV	:USL> surf on the internet everyday so<ADV:AM	B362.TXT
671.	movie not a series),but quess what..I always<	ADV	:USL> end up sleeping in the middle of the mo	B301.TXT
672.	y<ADV:USL> misused bymost of people.I always<	ADV	:USL> wonder what's go wrong with them.You ca	B072.TXT
673.	of fun and friends in the same time.I always<	ADV	:USL> sign in MSN first after the internet co	B262.TXT
674.	she talk with friends she's shy too.i always<	ADV	:USL> see her alone in the library and I thin	B353.TXT
675.	agree with you Paris Hilton. Mae Naak always<	ADV	:USL> makes me scared. I watched it since I w	B081.TXT
676.	s. Unlike staying at home, where I am always<	ADV	:USL> extrovert, staying at university with m	B233.TXT
677.	afriad of ghost hahaha. this program always<	ADV	:USL> shows all about ghost and black magic.	B181.TXT
678.	he most the horror thai film that i'm always<	ADV	:USL> scaried when i saw it is "Mea Nak Phra	B211.TXT
679.	ilm yesterday! The Skeleton Key ..i'm always<	ADV	:USL> good at predicting what will<MDV:CRT> h	B381.TXT
680.	ities. in my view<ADV:PRB>, every man always<	ADV	:USL> be susceptible 'n needs someone to prot	B243.TXT
681.	ir children's personalities. Children always<	ADV	:USL> imitate all of their parent's personali	B153.TXT
682.	r parents so we can see that children always<	ADV	:USL> are by the way their parents teach.for	B353.TXT
683.	somehow, they don't want some one who always<	ADV	:USL> bad mood or always<ADV:USL> be confused	B263.TXT
684.	died in high school, I was a girl who always<	ADV	:USL> make a problem for example went to scho	B063.TXT
685.	i little annoy with it as my brother always<	ADV	:USL> play all day and it's hard to warn him	B192.TXT
686.	e one who always<ADV:USL> bad mood or always<	ADV	:USL> be confused with patiants case to do th	B263.TXT
687.	ou know them enough. my close friends always<	ADV	:USL> say that i'm a neat and quiet person wh	B343.TXT
688.	to<MDV:VLT> see them, but my friends always<	ADV	:USL> busy on that time. Anyways, I had seen	B261.TXT
689.	he opposite side of them. everybodies always<	ADV	:USL> have both sides so, before you will<MDV	B343.TXT
690.	one thing that people's personalities always<	ADV	:USL> like a mirror reflecting their life. By	B173.TXT
691.	DV:AMP> funny. The humor of her jokes always<	ADV	:USL> makes everyone laugh.;) Sun Jan 29, 11:	B293.TXT
692.	She is strict about cleanness. She is always<	ADV	:USL> worry about it.Every after lunch, she m	B023.TXT
693.	thai movie is not enough scare.It is always<	ADV	:USL> fun and very<ADV:AMP> boring such as Ba	B101.TXT
694.	u come from the good families , it's always<	ADV	:USL> u 're good persons . Environment is one	B373.TXT
695.	in one way or another way. If parents always<	ADV	:USL> argue, children may<MDV:PSS> be aggress	B133.TXT
696.	en because of her family. Her parents always<	ADV	:USL> take care of her like she is a new-born	B283.TXT
697.	of the time together.If their parents always<	ADV	:USL> do everything for them.Their children w	B163.TXT
698.	result as well.For example, some boys always<	ADV	:USL> spend their times in front of computer	B222.TXT
699.	efer to sit on the computer and do it always<	ADV	:USL>. I think it makes the misunderstand bet	B192.TXT
700.	so i learn about others. They didn't always<	ADV	:USL> think in the same way it had many opini	B362.TXT
701.	e way person live life but it doesn't always<	ADV	:USL> fit because you cannot judge people how	B103.TXT
702.	o his life. The personalities are not always<	ADV	:USL> reflected their families. See you later	B083.TXT
703.	hat have influence on them , it's not always<	ADV	:USL> like this everytime because the factor	B373.TXT
704.	good person too. But I think it's not always<	ADV	:USL> like this every time . Fri Feb 03, 10:5	B373.TXT
705.	ntacy list are girls.I think it's not always<	ADV	:USL> true<ADJ:CRT> that people in Msn are al	B142.TXT
706.	ast comment that i said that it's not always<	ADV	:USL> like this every time.Because I think al	B373.TXT
707.	f is well. i also think that it's not always<	ADV	:USL> reflected in the way they live. coz whe	B183.TXT
708.	ter is like a thai lady(in past, you always<	ADV	:USL> see this chracter in thai soap opera).	B253.TXT
709.	006 yam 47112297 said... oh~~vivi you always<	ADV	:USL> have an interesting story...well,I thin	B303.TXT

710. that all games that thai people play always<
711. tell you all that the beautiful lady always<
712. cting internet at the same time. they always<
713. own the personal computers, and they always<
714. s is really<ADV:AMP> bad because they always<
715. h time to check them everyday so they always<
716. ot a piece of cake provided that they always<
717. everytime the murderer appeared,they always<
718. ments extreamly<ADV:AMP>.Besides,they always<
719. for example people from humour family always<
720. ontrary a person from a strict family always<
721. Some people said children personality always<
722. and it's hard to explain in words, somewhat<
723. ies of that person will<MDV:CRT> be somewhat<
724. y opinion<ADV:PRB> each people have somewhat<
725. ties usabled for her is that she is somewhat<
726. r personality are not change. It is somewhat<
727. th that u think it's a bad thing na. In fact<
728. nk that people are shy to help them. In fact<
729. at some people played on-line games. In fact<
730. I knew for about<ADV:HDG> 17 years. In fact<
731. enefits but there are also demerits. in fact<
732. but they don't want to be laborious. In fact<
733. rr!!!!!!! do you guys agree with me? in fact<
734. throwing my money in the gabage, but in fact<
735. d her. it seemed like a tragedy, but in fact<
736. clothes and look like rich and good ,in fact<
737. and seek", the story is twist-ending. infact<
738. iry. I had been hearing quite<ADV:HDG> a bit<
739. so it made their personalities change a bit<
740. I guess correctly by chance or I have a bit<
741. e! Help me! Tomorrow na ~ ~ Let's talk a bit<
742. nion about the film(10/12/2005) I feel a bit<
743. ends or others in various topics under a bit<
744. t wasn't. Sometimes<ADV:USL> there was a bit<
745. also had one scene that I thought was a bit<
746. Y CHINESE NEW YEAR" for you even it is a bit<
747. it on UBC program or sth..the story is a bit<
748. seen this one? i've seen it on HBO. It a bit<
749. riend called it 'Skeleton Frame' so it a bit<
750. FA said... Go on working(-__-) a little bit<
751. > see it. Ok maybe<ADV:PSS> I'm a little bit<

ADV :USL> have a problem such as cheating, hackin
ADV :USL> late that is my stupid reason.For this
ADV :USL> shout and do everything annoy all your
ADV :USL> have the internet also.. me too. I thin
ADV :USL> say or do many things that little child
ADV :USL> make my e-mail box full!However, I try
ADV :USL> are like those since certain job need e
ADV :USL> vanished.Finally,she could find the tru
ADV :USL> like to create a new things and think i
ADV :USL> have goodhumour,have good relationship
ADV :USL> shy and they are afriad to express thei
ADV :USL> same as their parents. It's very<ADV:AM
ADV :HDG> the Matrix kind. So the story is about
ADV :HDG> reflected in the way they live, since p
ADV :HDG> diffrent chracters and personilities th
ADV :HDG> stingy. Taught to be economical since s
ADV :HDG> good to possess it, as it will<MDV:CRT>
ADV :ACT>, that u said in ur comment is me hahaha
ADV :ACT>, his mind told him to do the right thin
ADV :ACT>, The internet has more positive side th
ADV :ACT>, she's my friend living near my house.
ADV :ACT>, i'm a low- tech person, i seldom<ADV:U
ADV :ACT>, those who can be like that almost<ADV:
ADV :ACT>, i don't care ^.^ Fri Nov 25, 09:58:59
ADV :ACT>, this cost is set to control the custom
ADV :ACT>, during she was KRA SEU, she killed man
ADV :ACT> he doesn't.He wants to attract someone
ADV :ACT>*, mr.hide and dr.jekyll is same people.
ADV :HDG> of negative feedback for this movie, so
ADV :HDG> from their real one.Like one family has
ADV :HDG> of the six sense. In my opinion<ADV:PRB
ADV :HDG> about the bad side of the internet. Umm
ADV :HDG> surprised to know that the film was mad
ADV :HDG> of condition that they must<MDV:OBL> ha
ADV :HDG> confusion such as why the man return to
ADV :HDG> creepier than the remake, when the girl
ADV :HDG> late to say that. Anyway,I wish you all
ADV :HDG> mystery and confused, though it's like
ADV :HDG> obvious to khow about the end and I thi
ADV :HDG> funny. By the way,another film that i t
ADV :HDG> boring! My first part:I will<MDV:CRT> s
ADV :HDG> out of topic about scary movies here. I

B182.TXT
B323.TXT
B282.TXT
B132.TXT
B282.TXT
B152.TXT
B233.TXT
B071.TXT
B193.TXT
B353.TXT
B353.TXT
B063.TXT
B381.TXT
B163.TXT
B353.TXT
B143.TXT
B233.TXT
B182.TXT
B393.TXT
B172.TXT
B143.TXT
B182.TXT
B143.TXT
B281.TXT
B282.TXT
B281.TXT
B193.TXT
B393.TXT
B341.TXT
B273.TXT
B151.TXT
B112.TXT
B201.TXT
B232.TXT
B141.TXT
B051.TXT
B253.TXT
B361.TXT
B361.TXT
B361.TXT
B163.TXT
B381.TXT

752. r to drive to the left and then a little bit<
753. girl. She played this movie for a little bit<
754. g. About the plot, I think it's a little bit<
755. that's awesome.The new topic is a little bit<
756. PM 2005 Im (^_^)47112396 said... Ya! Almost<
757. :CRT> arrive tomorrow.That's a shame! Almost<
758. ongly , it causes a lots of effects . Almost<
759. MP> very<ADV:AMP> very<ADV:AMP> good. Almost<
760. ayom 4 , it became a part of my life. Almost<
761. very<ADV:AMP> necessary for everyone. almost<
762. doesn't know how to use the internet. Almost<
763. cold and had to<MDV:OBL> stay in bed almost<
764. a notebook computer from my boyfriend almost<
765. en's behavior directly cos they spend almost<
766. movie. One of my friends went to see almost<
767. opic. My father is a business man, he almost<
768. l<MDV:CRT> happen next but this movie almost<
769. ped somebody head.Some scenes made me almost<
770. <ADV:PRB>, people's personalities are almost<
771. MP> first, she was a nice girl sharing almost<
772. PM 2006 may 47112594 said... oh!!! i almost<
773. er that made this film succeed. oh! i almost<
774. istening to her thorough narration, I almost<
775. to my friend. It made me enjoy that I almost<
776. 't awake. My family and I visited him almost<
777. can't do on internet. Internet can do almost<
778. mations all over the world. It can do almost<
779. AL...(enough to make a man fooled for almost<
780. ternet is very<ADV:AMP> necessary for almost<
781. lost on last Thursdays. I bought it's almost<
782. gum in the middle of the road...he's almost<
783. are like a boy.Even her character is almost<
784. 006 DHA 47112446 said... I know it is almost<
785. think it's not frightening,but it's almost<
786. <ADV:ACT>, those who can be like that almost<
787. > show you. For many years I have met almost<
788. are many bad effects of internet, but almost<
789. should<MDV:OBL>, it's not wrong. But almost<
790. alk to him anymore..Actually<ADV:ACT>,almost<
791. exactly right, i'm here all the time) About<
792. we watched this movie together.We had about<
793. ad effects too. Many children are aged about<

ADV :HDG> right and go along. I cheered them up t
ADV :HDG> role. Just before she died. Let's over
ADV :HDG> confused but anyway I watched it 'til t
ADV :HDG> confusing.I have to<MDV:OBL> try to und
ADV :HDG> I forgot Sri Sa Marn total, but you mak
ADV :HDG> all of us have to<MDV:OBL> hurry up lik
ADV :HDG> everyday, we can see the bad news which
ADV :HDG>* people choose "Google" to set be homep
ADV :HDG>* subject ordered the assagements from t
ADV :HDG> people have own pc at home and we can t
ADV :HDG>* families have their own the personal c
ADV :HDG> all day. On Sunday which was Christmas,
ADV :HDG> every weekend,so i can use internet eas
ADV :HDG> all of the time together.If their paren
ADV :HDG> every scary movie that came out. She sa
ADV :HDG> never<ADV:USL> be at home and haven't g
ADV :HDG> made me lost a little<ADV:HDG>.. very<A
ADV :HDG> punk and became my nightmare.Do u belie
ADV :HDG> depended on their surrounding. Mainly<A
ADV :HDG> everything and spending a great time pl
ADV :HDG> forgot it. i have a story about web-cam
ADV :HDG> forgot it has a few screen that shoot a
ADV :HDG> knew the whole plot. If there is a spir
ADV :HDG> forgot the dinner time and bed time. We
ADV :HDG> everyday,but the day before he died I d
ADV :HDG> everything in our life. But there are s
ADV :HDG> everything such as search the informati
ADV :HDG> ten years.Duh. - -), 'The Blair Witch
ADV :HDG> anyone,especially businessman because t
ADV :HDG> 2 months but I'm so<ADV:AMP> careless w
ADV :HDG> got crashed but luckily, he can rescue
ADV :HDG> a boy but she still be a good friend to
ADV :HDG> a dead line for this topic vut i wanna<
ADV :HDG> fun! But when I had watched it ,it's so
ADV :HDG> are rich. They were born with luck. The
ADV :HDG> every kind of people. They all have dif
ADV :HDG> of problems related to chatting and pla
ADV :HDG> teenagers play the online game all of t
ADV :HDG>* people in my contacy list are girls.I
ADV :HDG> 10 years ago if you are assigned to do
ADV :HDG> 5 to 6 in my group.I was so<ADV:AMP> go
ADV :HDG> 6-7 years old to teenagers like to play

B231.TXT
B331.TXT
B121.TXT
B163.TXT
B031.TXT
B163.TXT
B242.TXT
B222.TXT
B242.TXT
B342.TXT
B132.TXT
B122.TXT
B072.TXT
B163.TXT
B121.TXT
B073.TXT
B381.TXT
B071.TXT
B073.TXT
B143.TXT
B342.TXT
B341.TXT
B231.TXT
B022.TXT
B081.TXT
B332.TXT
B042.TXT
B201.TXT
B162.TXT
B213.TXT
B091.TXT
B253.TXT
B323.TXT
B151.TXT
B143.TXT
B143.TXT
B232.TXT
B272.TXT
B142.TXT
B382.TXT
B291.TXT
B222.TXT

794. was young. This movie remake manytime about<
795. ? So did I.I rented it from a cd store about<
796. net.OH!! i'm so<ADV:AMP> tried.i pause about<
797. was infected. He stayed at a hospital about<
798. T> mime. And now, you can see children about<
799. used to see it in movie with my sister about<
800. for playing game with my friends, for about<
801. i'll<MDV:CRT> borrow u this movie for about<
802. in one good company as an engineer for about<
803. o support the idea. I've known her for about<
804. For example, there's a girl I knew for about<
805. e scene.in that day, i saw this movies about<
806. ory of Juon - -* At last time I see is about<
807. I learn has very<ADV:AMP> long details about<
808. on chanal 7. It broadcasts on Tuesdays about<
809. h it as i'm scared. i just remind that about<
810. wanted. I recalled that I was crazy it about<
811. s one spouse who had won the game just about<
812. was my first impression. it was on TV about<
813. me web sites, so i had to<MDV:OBL> pay about<
814. internet since I was on my grade 8th (about<
815. series which on-aired on ITV at night..about<
816. 47112487 said... From another point of view<
817. 53 Rita 47112453 said... In my point of view<
818. > agree with you, Fon... In my point of view<
819. w coming topic for luck. In my point of view<
820. ar program for chatters. In my point of view<
821. want to<MDV:VLT> miss it.In my point of view<
822. learly<ADV:AMP> understand why!!! in my view<
823. b342 may 47112594 said... hi!! in my view<
824. u'll<MDV:CRT> get better na. Um! In my view<
825. y imitate this behavior. However, in my view<
826. een seeing it at home or cinema . In my view<
827. DV:PSS> it is harm to her helth . In my view<
828. e movie that is the most horror . In my view<
829. 4:18 PM 2005 fon 47112354 said... In my view<
830. b242 ningnarak47112586 said... In my view<
831. PM 2006 ningnarak47112586 said... In my view<
832. :34:12 AM 2005 nancy 31FC said... In my view<
833. m_47112628 said... Hi,everyone... In my view<
834. really<ADV:AMP> agree with that.. In my view<
835. and unpredictable events occured. in my view<

ADV :HDG> 5-6 time. I think Mea naak was the woma
ADV :HDG> 3 months ago. I really<ADV:AMP> scared
ADV :HDG> 5 minute,and i wii<MDV:VLT>* be back.(^
ADV :HDG> a week,and he didn't awake. My family a
ADV :HDG> 6-10 years old damn his friend with wor
ADV :HDG> few years. I Thought that On TV program
ADV :HDG> 3 times a week. I think internet has ma
ADV :HDG> 2 days, i wanna<MDV:VLT> see it. hey wh
ADV :HDG> 2 months. Then he quitted. Know why?? H
ADV :HDG> 8 years; she has never<ADV:USL> shown m
ADV :HDG> 17 years. In fact<ADV:ACT>, she's my fr
ADV :HDG> 21.00 p.m. and it was horrified me sinc
ADV :HDG> 3 years ago..because my friend brought
ADV :HDG> 300 pages.I'm very<ADV:AMP> lazy to rea
ADV :HDG> 10 p.m. This program tells me about occ
ADV :HDG> 8 years ago, i watched some frightening
ADV :HDG> 2 months. I diminishingly paid attentio
ADV :HDG> 2 weeks ago. They got that money and lo
ADV :HDG> 20 p.m. at that time. i watched this la
ADV :HDG> 500 bath to clean it up and get it back
ADV :HDG> 9 years. So long , isn't it?) . I 've l
ADV :HDG> 3-4 years ago ,if i'm not wrong. I reme
ADV :PRB> In my opinion<ADV:PRB> this statement s
ADV :PRB>, I agree with this topic. I strongly<AD
ADV :PRB>, the internet is like a double-edged sw
ADV :PRB>, I agree with the topic. The way they l
ADV :PRB>, people can get to know their new frien
ADV :PRB>, I think Fear Factor is absolutely<ADV:
ADV :PRB>, 20 bahts per hour is the hell on earth
ADV :PRB>, the effect that the internet has alrea
ADV :PRB>, the internet also has the disadvantage
ADV :PRB>, this social problems will<MDV:CRT> not
ADV :PRB>, I never<ADV:USL> feel it is horror mov
ADV :PRB>, It should<MDV:OBL> be banned, It is no
ADV :PRB>, Chatter which is a Thai movie is very<
ADV :PRB>,the first Bup Pha Ratree is better than
ADV :PRB>, the internet is part of a student 's m
ADV :PRB>, I can't deny that the personality of e
ADV :PRB>.I think that "the Eye" is a good movie
ADV :PRB>,the internet is necessary for me in man
ADV :PRB>, people's personalities can<MDV:PSS> hi
ADV :PRB>, it's black magic that i would like to<

B061.TXT
B141.TXT
B262.TXT
B081.TXT
B282.TXT
B021.TXT
B282.TXT
B181.TXT
B113.TXT
B113.TXT
B143.TXT
B341.TXT
B261.TXT
B162.TXT
B081.TXT
B191.TXT
B212.TXT
B141.TXT
B281.TXT
B282.TXT
B202.TXT
B301.TXT
B103.TXT
B053.TXT
B112.TXT
B123.TXT
B122.TXT
B071.TXT
B282.TXT
B342.TXT
B212.TXT
B153.TXT
B241.TXT
B241.TXT
B241.TXT
B141.TXT
B242.TXT
B243.TXT
B311.TXT
B292.TXT
B133.TXT
B211.TXT

836. go home and don't get any prize. In my view<
837. DV:VLT> tell you about searching. In my view<
838. t. So, let me tell you one thing. In my view<
839. net is very<ADV:AMP> old-fashion. in my view<
840. elt excitng and adventurous, too. In my view<
841. the one who play game online too. In my view<
842. JAEW I had seen FEAR FACTOR too. In my view<
843. sometimes<ADV:USL> i see it too. In my view<
844. mind or by their real activities. in my view<
845. his is devaluation of themselves. in my view<
846. already had on our social skills. In my view<
847. o oversea? My answer is internet. In my view<
848. lity types and how can we know??? In my view<
849. Rita 47112453 said... hi everyone In my view<
850. ds. Human is a social creature so in my view<
851. at make it so<ADV:AMP> scary, but in my view<
852. e her was very<ADV:AMP> shock but in my view<
853. e 's diary2 (i'm out-of-date.)But in my view<
854. nternet has already caused before.In my view<
855. advantages about a communication.In my view<
856. something like that<VGT:HDG> too.In my view<
857. DV:AMP> agree with this statement.In my view<
858. uldn't<MDV:PSS> agree more with u.In my view<
859. re than me, prohibit me to use it .She alway<
860. Maybe<ADV:PSS> The Fear Factor doesn't alway<
861. .How about you? Do you like it?... Probably<
862. the program was so<ADV:AMP> boring. Probably<
863. ul when they are with their family. Probably<
864. urely<ADV:CRT>, they would<MDV:PRB> probably<
865. t in the internet. You may<MDV:PSS> probably<
866. that the floor around will<MDV:CRT> probably<
867. u see this movie, you will<MDV:CRT> probably<
868. ike dirty room , they will<MDV:CRT> probably<
869. n't like someone, we won't<MDV:CRT> probably<
870. d 2. Have u seen it? I think u have probably<
871. r in the theater is not too cold, I probably<
872. ther high school friend of mind who probably<
873. to tell directly to my friend that probably<
874. across the country etc.and somebody probably<
875. hange. The good child may<MDV:PSS>* possibly<
876. hat because she's majoring tourism. Possibly<
877. ver, the personalities can<MDV:PSS> possibly<

ADV :PRB>, I think* that the games are very<ADV:A
ADV :PRB>,I think that internet and modern techno
ADV :PRB>, this topic is absolutely<ADV:AMP> true
ADV :PRB>, the most advantage of internet is that
ADV :PRB>, the candidate who will<MDV:CRT> get th
ADV :PRB>, it has no advantage but entertains peo
ADV :PRB>, it was different TV program from THAIL
ADV :PRB>, the most frightening movies maybe<ADV:
ADV :PRB>, every man always<ADV:USL> be susceptib
ADV :PRB>, it is obvious<ADJ:CRT> that these situ
ADV :PRB>, the Internet is a prime culprit for th
ADV :PRB>, internet is more advantage than disadv
ADV :PRB>, a behavior can<MDV:PSS> surely<ADV:CRT
ADV :PRB>, each person has different personalitie
ADV :PRB> it would<MDV:PRB> be better to study in
ADV :PRB>, only its appearance and daily behavior
ADV :PRB>, I think he maybe<ADV:PSS> like it...55
ADV :PRB>, the most frightening tv program i 've
ADV :PRB>,the internet is very<ADV:AMP> necessary
ADV :PRB>,it's very<ADV:AMP> good for the people
ADV :PRB>,it's too bad for children who are usual
ADV :PRB>,it's certain<ADJ:CRT> that personalitie
ADV :PRB> ,Shutter is the most thai horror movie
ADV :USL>* glanced me and tried to find a somethi
ADV :USL>* give us the disgusting things...but I
ADV :PRB>, I think it's the best frightened movie
ADV :PRB> because i had a lot of homework to do,
ADV :PRB> they don't get along with their friends
ADV :PRB> make a rational decision to accommodate
ADV :PRB> see some website oh time's up i'll<MDV:
ADV :PRB># filled with my vomit. You got the pict
ADV :PRB> like the actors, actresses,a beautiful
ADV :PRB> teach you to be a tidy child and love t
ADV :PRB> improve nor have a chat. Cu.....at Kaset
ADV :PRB> seen it already.It's about cheating the
ADV :PRB> enjoy this movie. PS...I wanna<MDV:VLT>
ADV :PRB> be a good example to support the idea.
ADV :PRB> words that I tell to them are violent s
ADV :PRB> use it to relif from stress and for gra
ADV :PSS> becomes a bad child because he/she abso
ADV :PSS>, I think that will<MDV:CRT> be the way
ADV :PSS> be changed in many ways. for example, t

B041.TXT
B032.TXT
B143.TXT
B342.TXT
B151.TXT
B252.TXT
B221.TXT
B341.TXT
B243.TXT
B343.TXT
B272.TXT
B062.TXT
B293.TXT
B053.TXT
B252.TXT
B281.TXT
B342.TXT
B181.TXT
B162.TXT
B102.TXT
B262.TXT
B163.TXT
B311.TXT
B242.TXT
B141.TXT
B131.TXT
B131.TXT
B133.TXT
B033.TXT
B142.TXT
B111.TXT
B391.TXT
B243.TXT
B213.TXT
B161.TXT
B091.TXT
B113.TXT
B022.TXT
B092.TXT
B013.TXT
B113.TXT
B343.TXT

878. we all know* that this can<MDV:PSS> possibly<
879. are many factors that can<MDV:PSS> possibly<
880. e the center of all bad things that possibly<
881. waking up in every morning, and, undoubtedly<
882. ing so she has a lot of friends. Undoubtedly<
883. nd great. Children will<MDV:CRT> undoubtedly<
884. ting or dangerous things. She is undoubtedly<
885. ng.The ghost is a thing that everyone hardly<
886. right way na ^.^, most of the time I hardly<
887. b343 may 47112594 said... yeah!! i extremely<
888. e murder.At the first time, it was extremely<
889. Destination" too. I thought it was extremely<
890. was barely<ADV:HDG> scary, but was extremely<
891. ro movies becos they could make it extremely<
892. friends. ^^ Well, bride of chucky was barely<
893. people addict to it as a result, they barely<
894. he don't have eat anything. After he rarely<
895. tely<ADV:AMP> lack of enthusiasm. She rarely<
896. ----- i told u i've rarely<
897. 54 AM 2005 Bluesky_47112545 said... I rarely<
898. love ujust kidding!!!! I think i rarely<
899. ings before i go to my bedroom. now i rarely<
900. d absolutely<ADV:AMP> muddle headed.I rarely<
901. or gather to gossip others so she has rarely<
902. ise. On the other hand, some families rarely<
903. ol easy going kind of man which are entirely<
904. them feel not to satisfy. These can entirely<
905. effect on children's personalities entirely<
906. r or the mother is not a good person, surely<
907. nd that links to their personalities. Surely<
908. onalities, what do u think about her? Surely<
909. iew<ADV:PRB>, a behavior can<MDV:PSS> surely<
910. cision, the children will<MDV:CRT> be surely<
911. veryone, including me. ^^ I think she surely<
912. et!! I'm gonna<MDV:CRT> be richy rich surely<
913. I should<MDV:OBL> discuss huh? - -* I surely<
914. DHA 47112446 said... In the future, I surely<
915. do illegal like them. We cannot think surely<
916. has not comment evrything.She is completely<
917. o to work in another country that completely<
918. eople who keep pets will<MDV:CRT> definitely<
919. is the way he live his life, and definitely<

ADV :PSS> lead to many other problems. Let me giv
ADV :PSS> reflect our personalities. For example
ADV :PSS> cause a lot of problems in the same tim
ADV :CRT>, some of my friends are in this group.
ADV :CRT>, she can get along well with everyone,
ADV :CRT> follow these people advice as this is t
ADV :CRT> adventurous. Since high school, she usu
ADV :HDG> prove if it exists and if I see the gho
ADV :HDG> surf on the internet usefully if I'm no
ADV :AMP> agree with you guys. It's clear<ADJ:CRT
ADV :AMP> scared me,and the story line is very<AD
ADV :AMP> excited because of its plot. The cheate
ADV :AMP> funny. My friends said that this destro
ADV :AMP> funny and frightening in the same way.
ADV :HDG> scary, but was extremely<ADV:AMP> funny
ADV :HDG> spend time talking to their families an
ADV :USL> plays the online game, he looks fatter.
ADV :USL> shows up in classes and doesn't gives a
ADV :USL> watched movies and i have no idea for t
ADV :USL> see about frightening movie because i d
ADV :USL> talk about the topic in my all comment
ADV :USL> watch this program bcoz i always<ADV:US
ADV :USL> sent an e-mail to my cousin,searched fo
ADV :USL> friends. Sun Jan 29, 10:25:28 PM 2006 a
ADV :USL> talk with their children. So, children
ADV :AMP> different from his daily life which are
ADV :AMP> affect to their future. I will<MDV:CRT>
ADV :AMP>. They want to have everything they desi
ADV :CRT> they will<MDV:CRT>* not happy and somet
ADV :CRT>, they would<MDV:PRB> probably<ADV:PRB>
ADV :CRT>, her room isn't different from her pers
ADV :CRT> show a personality of each person. For
ADV :CRT> self-confident when they are an adult.
ADV :CRT> has a gift to make friend with other pe
ADV :CRT> !!!!lol Mon Jan 09, 07:56:36 PM 2006 dae
ADV :CRT> that told you I had not seen more frigh
ADV :CRT> think will<MDV:CRT> become necessary ma
ADV :CRT> that children will<MDV:CRT> be like the
ADV :AMP> silent.She does not talk even about wor
ADV :AMP> unlike our country..you're surroung by
ADV :CRT> understand that point. Certainly<ADV:CR
ADV :CRT> reflected on his personelities Mon Jan

B112.TXT
B123.TXT
B112.TXT
B283.TXT
B293.TXT
B282.TXT
B113.TXT
B161.TXT
B302.TXT
B343.TXT
B301.TXT
B251.TXT
B291.TXT
B301.TXT
B291.TXT
B092.TXT
B272.TXT
B113.TXT
B181.TXT
B191.TXT
B183.TXT
B181.TXT
B072.TXT
B293.TXT
B333.TXT
B103.TXT
B223.TXT
B133.TXT
B043.TXT
B033.TXT
B173.TXT
B293.TXT
B293.TXT
B293.TXT
B092.TXT
B261.TXT
B322.TXT
B243.TXT
B033.TXT
B303.TXT
B303.TXT
B093.TXT

920. said... People's personality has definitely<
 921. sonality affects their lives.It's definitely<
 922. further I realized that she's not definitely<
 923. V:PSS> I had to<MDV:CRT> be cracy definitely<
 924. live their lives?" My answer is "definitely<
 925. tiful in Jason class....yeah ,,,, absolutely<
 926. amily, friend, surrounding...etc. Absolutely<
 927. movie at my home with my sister. Absolutely<
 928. hat's may<MDV:PSS> be our secret. Absolutely<
 929. it. The government must<MDV:OBL> absolutely<
 930. omputer.Oh!Oh!That's terrible and absolutely<
 931. It was an odd programe for me and absolutely<
 932. niversity student, and still, she absolutely<
 933. d comedy, I bet you that this one absolutely<
 934. nk about it.....('___') I absolutely<
 935. 5 may 47112594 said... oh!! dha i absolutely<
 936. SL> think in the same way...and i absolutely<
 937. DHA 47112446 said... Hey, guys .i absolutely<
 938. t want and no way to do that. I'm absolutely<
 939. n my view<ADV:PRB>, this topic is absolutely<
 940. e law of equation, if one side is absolutely<
 941. <ADV:PRB>, I think Fear Factor is absolutely<
 942. for your worry about me,Bank.It's absolutely<
 943. so... me too. I think you all guys absolutely<
 944. 00 bath ,I won't<MDV:CRT> do that absolutely<
 945. 't get a warn from them. Internet absolutely<
 946. I'm sure<ADJ:CRT> i don't miss it ABSOLUTELY<
 947. DV:PRB> do or not. To me<ADV:PRB>,absolutely<
 948. friend asked me to watch with her.Absolutely<
 949. riosity that what's something new.Absolutely<
 950. y<ADV:AMP> useful,as you guys said..I truely<
 951. y make the audiences excited and feel truely<
 952. is coming that period i'll<MDV:CRT> strongly<
 953. ce to use the internet.I nodded and strongly<
 954. DV:PRB>, I agree with this topic. I strongly<
 955. name come from their appearance. i strongly<
 956. :AMP> cared about their children. I strongly<
 957. 87 said... In my opinion<ADV:PRB> I Strongly<
 958. CRT> be very<ADV:AMP> scary but i'm strongly<
 959. , people's personalities can<MDV:PSS> highly<
 960. mily giving their a free hand.They're highly<
 961. c about my friend again. My friend is highly<

ADV :CRT> reflects to their life not only persona
 ADV :CRT> like that. Sat Jan 28, 01:57:53 PM 2006
 ADV :CRT> what's I thought when I first met. She
 ADV :CRT>. Sun Dec 04, 07:55:32 PM 2005 ningnarak
 ADV :CRT>". Each personality was shaped by the wa
 ADV :AMP>,,, I'm DHA ... Do you know my name looks
 ADV :AMP>, there are not same...you can act this
 ADV :AMP>, I forced her to see with me ;) Next ti
 ADV :AMP>, noone want to show their bad side. He
 ADV :AMP> manage this matter. Do you agree with m
 ADV :AMP> muddle headed.I rarely<ADV:USL> sent an
 ADV :AMP> it makes me really<ADV:AMP> really<ADV:
 ADV :AMP> lack of enthusiasm. She rarely<ADV:USL>
 ADV :AMP> not gonna<MDV:CRT> disappoint you... Th
 ADV :AMP> agree with this statement.In my view<AD
 ADV :AMP> agree with you. first time i saw the ad
 ADV :AMP> agree with you again. i like that you s
 ADV :AMP> agree with your all opinion that is the
 ADV :AMP> sure !!! By the way, as I read pen's co
 ADV :AMP> true since there are many examples exit
 ADV :AMP> true, the opposite way will<MDV:CRT> tr
 ADV :AMP> sickening and frightening.Sometimes<ADV
 ADV :AMP> right that chatting Msn with person you
 ADV :AMP> know about that cuz' it's very<ADV:AMP>
 ADV :AMP>!!!!!!! Mon Dec 12, 01:47:41 AM 2005 ba
 ADV :AMP> cannot give a warn to human. Tue Dec 27
 ADV :AMP>. If everyone have already saw "Chicken L
 ADV :AMP> notvery* disgusted;b Thu Dec 08, 1
 ADV :AMP>, i said noooooooooo but i had to<MDV:OBL>
 ADV :AMP> not about news or knowledge,it's about
 ADV :AMP>* believe that everything has both of go
 ADV :AMP>* creepy.May be<ADV:PSS>* it's because t
 ADV :AMP> hate a book. o.k. let's talk about thai
 ADV :AMP> promised about that. Guys...I want to<M
 ADV :AMP> believe that the way they live their li
 ADV :AMP> hate these groups of people very<ADV:AM
 ADV :AMP> believe that Mew will<MDV:CRT> be a goo
 ADV :AMP> disagree with the statement People ' s
 ADV :AMP> disappointed when i saw it Mon Dec 12,
 ADV :AMP> be reflected by the envrionment especia
 ADV :AMP> confident and may be<ADV:PSS>* dare to
 ADV :AMP> introvert.She seldom<ADV:USL> talk.She

B233.TXT
 B163.TXT
 B303.TXT
 B241.TXT
 B093.TXT
 B323.TXT
 B393.TXT
 B291.TXT
 B393.TXT
 B022.TXT
 B072.TXT
 B141.TXT
 B113.TXT
 B111.TXT
 B163.TXT
 B341.TXT
 B343.TXT
 B323.TXT
 B231.TXT
 B143.TXT
 B203.TXT
 B071.TXT
 B142.TXT
 B132.TXT
 B151.TXT
 B332.TXT
 B211.TXT
 B161.TXT
 B291.TXT
 B262.TXT
 B302.TXT
 B111.TXT
 B341.TXT
 B232.TXT
 B053.TXT
 B282.TXT
 B253.TXT
 B103.TXT
 B341.TXT
 B133.TXT
 B193.TXT
 B033.TXT

962. l many times. She told me that she is highly<
 963. b163 ku_ngai 16FA said... Really<
 964. B>, i sleep and stay at home all day. Really<
 965. I use it for only an important story. Really<
 966. told me . uuuuuuuuuu it's so<ADV:AMP> really<
 967. he is really<ADV:AMP> really<ADV:AMP> really<
 968. <ADV:AMP> it makes me really<ADV:AMP> really<
 969. events because she is really<ADV:AMP> really<
 970. not. If a good child is born to be a really<
 971. is "Bup Pha Ra Tree". This movie did really<
 972. t Mae Naak is a hit movie forever and really<
 973. arents were well-educated persons and really<
 974. And last is Blue. Blue is pretty and really<
 975. ae Naak. I remember that this episode really<
 976. which act as 'Buppa' in Buppa-Ratree really<
 977. rom...for example, I have a friend. She really<
 978. the role of ghost looks real and she really<
 979. everyone think he's crazy.This movie really<
 980. e and absolutely<ADV:AMP> it makes me really<
 981. ue<ADJ:CRT> that these TV program are really<
 982. eign movie can make the audiences are really<
 983. toried about Ghost.All of stories are really<
 984. ly. I'm counting on you guys.. You've really<
 985. hind Orn's back while we watching, we really<
 986. n't. I guess you all are now cramming really<
 987. teresting topic!!! For me<ADV:PRB>, I really<
 988. ike something unusual for instance, i really<
 989. <MDV:CRT> tell you :P At that time, I really<
 990. ave different personality. However, I really<
 991. my grandfather. nicole 08FA said... I really<
 992. :42:08 PM 2006 tsukasa_26FC said... I really<
 993. T> be the deadline on this Monday.. i really<
 994. d Merray is very<ADV:AMP> handsome. I really<
 995. der of 18 should<MDV:OBL> not seen. I really<
 996. store about<ADV:HDG> 3 months ago. I really<
 997. ward mail to my friends.Finally, if i really<
 998. way around too so in my conclusion i really<
 999. and improve ur English like I do ;p I really<
 1000. 21 PM 2005 ying 46112967 said... As i really<
 1001. hed it .I have to<MDV:OBL> say that I really<
 1002. coz i am fear to see this movie but i really<
 1003. famous When it's made to be a movie,I really<

ADV :AMP> influenced by her mother who is a teach
 ADV :AMP> happy after finishing mid-term exam, u
 ADV :AMP> Nice Holiday!!! Ku ngai i want to<MDV:V
 ADV :ACT>? But sometimes<ADV:USL> it's not. I som
 ADV :AMP> scary . Have u ever seen it? i want u s
 ADV :AMP> polite. Moreover,she had ever won the p
 ADV :AMP> want to<MDV:VLT> spew out.IF ther's som
 ADV :AMP> really<ADV:AMP> polite. Moreover,she ha
 ADV :AMP> good child , they will<MDV:CRT> be like
 ADV :AMP> impress me. Have you guys ever watched
 ADV :AMP> fritening because nobody doesn't know t
 ADV :AMP> cared about their children. I strongly<
 ADV :AMP> polite. Her mother came from a big fami
 ADV :AMP> made me scared,and I couldn't sleep all
 ADV :AMP> annoyed me but i have to<MDV:OBL> admit
 ADV :AMP> loves to read the novel. She knows a lo
 ADV :AMP> wants to revenge so<ADV:AMP> much it's
 ADV :AMP> makes me scared. I screamed several tim
 ADV :AMP> really<ADV:AMP> want to<MDV:VLT> spew o
 ADV :AMP> disgusting and gross like Orn said. All
 ADV :AMP> scare and its preview wasn't fake such
 ADV :AMP> horror.This movie title name is from Th
 ADV :AMP> gotta help me out ~ ~tutor me on Monday
 ADV :AMP> enjoyed the movie and the great atmosph
 ADV :AMP> hard for the articulatory phonetics ora
 ADV :AMP> agree with this statment. I think there
 ADV :AMP> love and certainly<ADV:CRT> want to<MDV
 ADV :AMP> scared of this movie but now I want to<
 ADV :AMP> think# that the surrounding is the best
 ADV :AMP> agree with you nuu_hin,and I love evryt
 ADV :AMP> agree with the others. I believe that p
 ADV :AMP> agree with that.. In my view<ADV:PRB>,
 ADV :AMP> like him. Tue Nov 29, 07:34:49 AM 2005
 ADV :AMP> wants to<MDV:VLT> know that someone who
 ADV :AMP> scared of it. It was the first frighten
 ADV :ACT> have a free time, i'll<MDV:CRT> play a
 ADV :AMP> have to<MDV:OBL> say that Personality d
 ADV :AMP> love using internet Sun Dec 18, 09:56:2
 ADV :AMP> like to make new friends,I often<ADV:US
 ADV :AMP> don't think the program is frightening
 ADV :AMP> want to<MDV:VLT> know this storie. Mon
 ADV :AMP> liked to watch it because I wanna<MDV:V

B133.TXT
 B163.TXT
 B191.TXT
 B172.TXT
 B371.TXT
 B253.TXT
 B141.TXT
 B253.TXT
 B243.TXT
 B111.TXT
 B081.TXT
 B253.TXT
 B253.TXT
 B081.TXT
 B271.TXT
 B133.TXT
 B361.TXT
 B081.TXT
 B141.TXT
 B121.TXT
 B101.TXT
 B011.TXT
 B112.TXT
 B131.TXT
 B112.TXT
 B173.TXT
 B343.TXT
 B251.TXT
 B263.TXT
 B081.TXT
 B263.TXT
 B133.TXT
 B081.TXT
 B311.TXT
 B141.TXT
 B332.TXT
 B103.TXT
 B162.TXT
 B012.TXT
 B111.TXT
 B311.TXT
 B271.TXT

1004. dom<ADV:USL> see this kind of movie.I really<
 1005. n return to the girl and did the girl really<
 1006. ore but it's so<ADV:AMP> late and I'm really<
 1007. u and hope u have a good trip na(I'm really<
 1008. 06 yam 47112297 said... Oh~!! Dha i'm really<
 1009. > love to watch HORROR MOVIES but I'm REALLY<
 1010. dy !!! It's time for midterm exam.I'm really<
 1011. Japan.The story is about a woman who really<
 1012. I just read yr story and I think u r really<
 1013. ed and curious about who the murderer really<
 1014. that he seems mean,but deep down he's really<
 1015. I've heard many people said that it's really<
 1016. lame me but that happended when I was really<
 1017. nd! a MUST-SEE movie! Kate Hudson was really<
 1018. friend from your enemy na.. that was really<
 1019. d with other by using English. It was really<
 1020. long weekend (for me<ADV:PRB> it was really<
 1021. Movie" that imitate "Scream"?..It was really<
 1022. e, etc. It was too bad. My family was really<
 1023. .Do i like a fool? I hate my friends really<
 1024. sting this topic. Yeah...The topic is really<
 1025. 083 nicole 08FA said... This topic is really<
 1026. SL> talk in impolite words and she is really<
 1027. ntative to mant events because she is really<
 1028. orse.... Anyway,I think this movie is really<
 1029. dy for sure<ADV:CRT> as this movie is really<
 1030. k the thing that P'Ying said above is really<
 1031. u. the environment they grow up in is really<
 1032. someone we're talking (online) to is really<
 1033. this is the good way. These elders is really<
 1034. f<ADV:HDG> interesting. I think it is really<
 1035. others. I believe that personality is really<
 1036. am still encore in my head.....That's really<
 1037. girls or something like that...that's really<
 1038. 610 said... It's my show time!!! It's really<
 1039. this country??!! Two weeks ago, it's really<
 1040. ant to make someone habits...so, it's really<
 1041. ut, you have to<MDV:OBL> see it, it's really<
 1042. on Hen Phee and Long Kong parts. It's really<
 1043. "The Ring". Have u seen it yet? It's really<
 1044. glad you guys agree with me 5555 it's really<
 1045. ot ma dreaming of neverland. You guys REALLY<

ADV :AMP> dont like that coz it let me can not sl
 ADV :ACT> pregnant.However,The story became more
 ADV :AMP> sleepy. Guess I need a rest and will<MD
 ADV :AMP> jealous) I'm a little<ADV:HDG> confused
 ADV :AMP> sorry to hear that.That's not fair...ho
 ADV :AMP> AFRIAD of them too. Oh my! I must<MDV:O
 ADV :AMP> get tired of reading many books on week
 ADV :AMP> love and honest to her husband.Although
 ADV :AMP> cool that u sent e-mail to ask other dr
 ADV :ACT> is....finally the murderer turned to be
 ADV :AMP> very<ADV:AMP> nice. This has influence
 ADV :AMP> good. I want to<MDV:VLT> see it. Actual
 ADV :AMP> young. Fri Dec 23, 05:36:26 PM 2005 dae
 ADV :AMP> good in this one ;) Fri Jan 06, 05:27:3
 ADV :AMP> tired. EnOuGhT FoR ToDaY. BUB BYE Sun J
 ADV :AMP> fun. I addicted to this game because I
 ADV :AMP> a very<ADV:AMP> very<ADV:AMP> long week
 ADV :AMP> funny. To me<ADV:PRB>, I think T.V. pro
 ADV :AMP> worried about me and my grade, so I gav
 ADV :ACT>. Mon Nov 28, 09:46:11 PM 2005 vivi 4711
 ADV :AMP> interesting for me and everyone, I thin
 ADV :AMP> difficult. I don't have any ideas in my
 ADV :AMP> close to her big brothers. No doubt<MDN
 ADV :AMP> really<ADV:AMP> really<ADV:AMP> polite.
 ADV :AMP> good horror movie that you should<MDV:O
 ADV :AMP> very<ADV:AMP> famous not only in Thaila
 ADV :AMP> dangerous for everyone who watch them,e
 ADV :AMP> important. Obviously<ADV:AMP>, differen
 ADV :ACT> the person they said they are, playing
 ADV :AMP> bad because they always<ADV:USL> say or
 ADV :AMP> difference from other horro movies beco
 ADV :AMP> important for life style and..for some
 ADV :AMP> impressed me ^^ Fri Dec 16, 11:27:29 AM
 ADV :AMP> surprise. I've met one when I was at hi
 ADV :AMP> certain<ADJ:CRT> that how someone lives
 ADV :AMP> cold that we, Thai, are nearly<ADV:HDG>
 ADV :AMP> important,too, for personali.y. (I post
 ADV :AMP> good! you'll<MDV:CRT> never<ADV:USL> pr
 ADV :AMP> scare me. People who use to meet strang
 ADV :AMP> frightening!! i rememebered that i clos
 ADV :AMP> true naaa we can't just judge any peopl
 ADV :AMP> should<MDV:OBL> check it out, watch mus

B011.TXT
 B141.TXT
 B203.TXT
 B162.TXT
 B302.TXT
 B251.TXT
 B232.TXT
 B011.TXT
 B332.TXT
 B301.TXT
 B223.TXT
 B111.TXT
 B092.TXT
 B381.TXT
 B273.TXT
 B252.TXT
 B251.TXT
 B161.TXT
 B292.TXT
 B331.TXT
 B172.TXT
 B083.TXT
 B253.TXT
 B253.TXT
 B291.TXT
 B011.TXT
 B052.TXT
 B383.TXT
 B382.TXT
 B282.TXT
 B301.TXT
 B263.TXT
 B301.TXT
 B303.TXT
 B283.TXT
 B112.TXT
 B263.TXT
 B381.TXT
 B081.TXT
 B011.TXT
 B303.TXT
 B381.TXT

1046. this case can guarantee that we can't really<
1047. yed web cam is it the truth?? i can't really<
1048. nd blended with the environment. That really<
1049. always<ADV:USL> have a nightmare. It' really<
1050. was crazy to think about it but if it really<
1051. movie. I think anyone know Scream it really<
1052. time too... for me<ADV:PRB> , i dont really<
1053. ic..i have to<MDV:OBL> confess i dont really<
1054. e face of that spirit. Anyway,I don't really<
1055. MDV:OBL> say that Personality doesn't really<
1056. n movie for me,actually<ADV:ACT>, not really<
1057. yscrapper.I don't understand what they really<
1058. V:PRB> to be different from what they really<
1059. htening movie for me. And this strory really<
1060. :PSS> do anything without any stress (really<
1061. t while playing computer huhuhu(^.^)..really<
1062. T> be able to escape from them or not.Really<
1063. b113 Kobe 11FA said... I think it partially<
1064. hings I want to<MDV:VLT> know..well, nomally<
1065. believe people's personalities are normally<
1066. f the internet are common seen.It's normally<
1067. eir mother.I think that they do not normally<
1068. le when u work and u hate your boss.Normally<
1069. was look like a solemn boy. He occasionally<
1070. omical since she was young, she occasionally<
1071. culture of Central people, so i occasionally<
1072. d it's the same as this point! occassionally<
1073. LT> say is that... environment are generally<
1074. and train my skill in study time.I generally<
1075. t themselves because their mind is generally<
1076. had class or presentation, she is generally<
1077. in Bangkok and Suradthani are have a totally<
1078. the movie at all. But my friends are totally<
1079. is program shows that foreigners are totally<
1080. one hold their breaths then you were totally<
1081. nal. ----- I totally<
1082. mind47112412 said... Yep Gustave, I totally<
1083. b112 Kobe 11FA said... I totally<
1084. ter is passing by How's everybody? I totally<
1085. yam 47112297 said... hahaha~~yess I totally<
1086. .When I have nothing to do and feel totally<
1087. hey is interesting or creative. i am totally<

ADV :AMP> judge anyone from their covers~~!!! Sun
ADV :AMP> believe it -*~ be'coz she was on the in
ADV :AMP> makes the film so<ADV:AMP> great! Tue D
ADV :AMP> scare me. Tue Nov 29, 07:54:08 AM 2005
ADV :ACT> happen in the future what will<MDV:CRT>
ADV :AMP> horrible movie. Did u see it? it's thre
ADV :AMP> have a effect in negative way..I think
ADV :AMP> understand the question. Thu Feb 02, 11
ADV :AMP> watch scary program or movies cuz hones
ADV :AMP> reflect the way people live their life
ADV :AMP> fancy with this kind of film -- i rathe
ADV :AMP> want.I think it's not worthwhile to ris
ADV :ACT> seem maybe<ADV:PSS> energetic person mi
ADV :AMP> made me nervous for a month. You may<MD
ADV :ACT> ? O_o?) so u have lots of self confiden
ADV :ACT>, I don't know why I hate turning on the
ADV :AMP> exciting ;> Sat Nov 26, 01:27:19 AM 200
ADV :HDG> true<ADJ:CRT> that people's personaliti
ADV :USL> it's not that silly things but it doesn
ADV :USL> reflected in the way they live.I will<M
ADV :USL> misused bymost of people.I always<ADV:U
ADV :USL> obey hers,and they have had behavior be
ADV :USL> u might<MDV:PSS> be argue your boss but
ADV :USL> spoke to anyone both at school and at h
ADV :USL> let another people pay for her. Once, s
ADV :USL> use Nothern language in some special mo
ADV :USL>, I met those people who seems<LXV:PRB>
ADV :USL> a main point to effect individual' pers
ADV :USL> use Internet to play games,chat with my
ADV :USL> aware of strange people (he or she want
ADV :USL> quite and don't like to answer any teac
ADV :AMP> different lifestyle, or even a wealthy
ADV :AMP> different because they love watching th
ADV :AMP> crazy, they dares to do for getting mon
ADV :AMP> stunned by the creepy motion, and right
ADV :AMP> disagree with this idea, coz i'm one of
ADV :AMP> agree with the horror of PEE KRA SEU. I
ADV :AMP> agree with you, Fon... In my point of v
ADV :AMP> agree with everybody that the internet
ADV :AMP> agree with you May!!! keeping pets is o
ADV :AMP> boring, Doing MSN instead of chat with
ADV :AMP> happy when I know that the topic gonna<

B303.TXT
B312.TXT
B341.TXT
B081.TXT
B252.TXT
B191.TXT
B362.TXT
B363.TXT
B091.TXT
B103.TXT
B361.TXT
B071.TXT
B103.TXT
B331.TXT
B183.TXT
B302.TXT
B161.TXT
B113.TXT
B302.TXT
B163.TXT
B072.TXT
B033.TXT
B363.TXT
B233.TXT
B143.TXT
B283.TXT
B303.TXT
B093.TXT
B032.TXT
B213.TXT
B213.TXT
B303.TXT
B121.TXT
B161.TXT
B111.TXT
B182.TXT
B271.TXT
B112.TXT
B152.TXT
B303.TXT
B112.TXT
B321.TXT

1088. ade non-stop currently. Most of them totally<
1089. hand within 1 minute or less.That's totally<
1090. ts, and anyone. Well, these topic is totally<
1091. an body. Actually<ADV:ACT>, it isn't totally<
1092. another real story. I have cousin (acutally<
1093. works are quite<ADV:AMP> different, usually<
1094. h loads of responsibility. Generous: Usually<
1095. ometimes<ADV:USL> (actually<ADV:ACT> usually<
1096. hen coming to school, that my friend usually<
1097. DV:PSS> live his life neatly...or he usually<
1098. adventurous. Since high school, she usually<
1099. her only when she has a problem. She usually<
1100. pretty<ADV:HDG> creepy!! Most movie usually<
1101. d in the way they live, since people usually<
1102. B>,it's too bad for children who are usually<
1103. s are close.When we were children,we usually<
1104. usly,It causes my back pain....^^" I usually<
1105. t? when I go through the internet, I usually<
1106. 305 said... Hey, everyone Nowaday, I usually<
1107. <LXV:PRB> to be a part of my life. I usually<
1108. g the internet in my leisure time. I usually<
1109. I think it's very<ADV:AMP> useful. i usually<
1110. nish it frequently. Maybe<ADV:PSS> I usually<
1111. dom<ADV:USL> use the internet, and i usually<
1112. ing computer, might<MDV:PSS> becos I usually<
1113. e Internet in my study and leisure.I usually<
1114. ve or stick with internet too much.I usually<
1115. other people. for example,people who usually<
1116. ken from the bad family. The parents usually<
1117. sister. when it started showing, it usually<
1118. eing with other people. She does not usually<
1119. host and frightening movies as me.) Actually<
1120. PM 2005 yam 47112297 said... well, actually<
1121. d... Hey! Fon... About the Shutter, actually<
1122. e MSN, I have to<MDV:OBL> say that, actually<
1123. Constantine,I don't watch it yet . Actually<
1124. b331 vivi 47112503 said... Actually<
1125. :35:05 AM 2005 may 47112594 said... actually<
1126. up call 'fanclub' of winner of AF2. Actually<
1127. is my first comment on this topic. actually<
1128. 7112412 said... Right Oam! I agree. Actually<
1129. hey closed their eyes all the time. Actually<

ADV :AMP> suck!! Since the plots are all the same
ADV :AMP> different.Besides,the internet is still
ADV :AMP> though!!!!^^ Man!! Finally, we all get
ADV :AMP> suitable for children but if you grow e
ADV :ACT>, i DON'T want to<MDV:VLT> count him as
ADV :USL> based in Russian, tough society, tough
ADV :USL> can<MDV:PSS> be found in a happy enviro
ADV :USL>) i dont get in the poem or a story i ca
ADV :USL> dresses in a crumpled clothes. The clot
ADV :USL> goes to the temple every sunday. That's
ADV :USL> went travel around Thailand. Waterfalls
ADV :USL> asks me to help her doing her homeworks
ADV :USL> use the sound effect as some scary crea
ADV :USL> behave in the way they're taught or by
ADV :USL> on the internet.They should<MDV:OBL> to
ADV :USL> played together,and they disputed each
ADV :USL> play computer continuously,at least 5-
ADV :USL> check my lots of mails from my friends
ADV :USL> use the internet to connect my old frie
ADV :USL> search many informations from the inter
ADV :USL> use it cos I like to chat with foreigne
ADV :USL> play internet when i have nothing to do
ADV :USL> consider anything over and over again b
ADV :USL> use internet for playing online games t
ADV :USL> take a nap in front of it ^^" , my pare
ADV :USL> find document and train my skill in stu
ADV :USL> read the news and sometime<ADV:USL> the
ADV :USL> travel by bus often<ADV:USL> see this s
ADV :USL> quarrel and their children often<ADV:US
ADV :USL> began with the theme song which struck
ADV :USL> show what she feels or thinks. She like
ADV :ACT>, thai frightening movies,such as Mae Na
ADV :ACT> I have watched the japanese version of
ADV :ACT> I watched it twice. The first time, I w
ADV :ACT>, I kind of<ADV:HDG> like it. I do enjoy
ADV :ACT>, I don't like watching the movie ,but i
ADV :ACT>, i hate watching frightening movie. I t
ADV :ACT>, nowadays the internet is very<ADV:AMP>
ADV :ACT> i've got one of my close friend she stu
ADV :ACT>, i still have no idea...but i will<MDV:
ADV :ACT> we can say family's background is a par
ADV :ACT>, Max was also scared, but he acted like

B111.TXT
B162.TXT
B123.TXT
B322.TXT
B333.TXT
B382.TXT
B093.TXT
B362.TXT
B173.TXT
B303.TXT
B113.TXT
B143.TXT
B111.TXT
B163.TXT
B262.TXT
B033.TXT
B302.TXT
B152.TXT
B022.TXT
B172.TXT
B162.TXT
B352.TXT
B163.TXT
B182.TXT
B302.TXT
B032.TXT
B012.TXT
B353.TXT
B023.TXT
B281.TXT
B293.TXT
B181.TXT
B301.TXT
B131.TXT
B112.TXT
B151.TXT
B331.TXT
B342.TXT
B362.TXT
B133.TXT
B273.TXT
B131.TXT

1130. > do everything to evade the Death. Actually<
 1131. V:OBL> put a scarf around her neck. Actually<
 1132. ked about some advantages of email. Actually<
 1133. ll<MDV:CRT> make her to be bashful. Actually<
 1134. reading a lot for our midterm exam. Actually<
 1135. change my mind when i think again. Actually<
 1136. uch. oh i like piercing bodies too. actually<
 1137. t like to watch frightening movies. Actually<
 1138. i'm sitting it the phonetics class. actually<
 1139. na<MDV:VLT> know by using internet. Actually<
 1140. P> good. I want to<MDV:VLT> see it. Actually<
 1141. here's no free internet like today. Actually<
 1142. look them for education human body. Actually<
 1143. ys ever seen or heard of it before? Actually<
 1144. b341 may 47112594 said... I actually<
 1145. When I go to see this movie, I was actually<
 1146. radition in chinese people which is actually<
 1147. University. Students in Northern is actually<
 1148. any of effects for me. First, it is actually<
 1149. bad-tempered but who's know what's actually<
 1150. s love and she accept his word. But actually<
 1151. very<ADV:AMP> polite and clever but actually<
 1152. re very<ADV:AMP> quite and neat but actually<
 1153. to be quite, calm and polite...but actually<
 1154. have tatoo cover their bodies...but actually<
 1155. ave blocked all those websites..but actually<
 1156. Literature and sometimes<ADV:USL> (actually<
 1157. begining is its sound , its scence (actually<
 1158. so..about the frighten movie for me,actually<
 1159. 47112503 said... In my leisure time,actually<
 1160. r guy.I didn't talk to him anymore..Actually<
 1161. w her better when i was Mattayom 5. Actuelly<
 1162. is very<ADV:AMP> useful, however, I usaully<
 1163. ning movie or tv program. So that, I usaully<
 1164. who has a behavior as a slovenly man usaully<
 1165. hink because of their ambitiousness. I fully<
 1166. the comments about it but i'm tried.I fully<
 1167. japanese one--as i told you "It's extreamly<
 1168. g and show their ideas or comments extreamly<
 1169. V:HDG> depended on their surrounding. Mainly<
 1170. ant for life. It has many advantages. Mainly<
 1171. so many people thought of the library mainly<

ADV :ACT>, all the living things in this world wi
 ADV :ACT>, she looked like a normal woman. But sh
 ADV :ACT>, email has both advantages and disdavan
 ADV :ACT>, it doesn't have anything to make her f
 ADV :ACT>, so do i, but i have to<MDV:OBL> post t
 ADV :ACT> people can't look from the outside. Som
 ADV :ACT>, i have 6 of it. even i like these thin
 ADV :ACT>, I'm afraid of it as well, but love to
 ADV :ACT>, the teacher give us the assignment, st
 ADV :ACT>, there is sometime<ADV:USL> that i use
 ADV :ACT>, I'm pretty<ADV:HDG> sick of the ghost
 ADV :ACT>, my mom paid for the internet package w
 ADV :ACT>, it isn't totally<ADV:AMP> suitable for
 ADV :ACT>, I watched them at my home from cable T
 ADV :ACT> love movie. I like to see suspense movi
 ADV :ACT> surprised by this film. I think it's in
 ADV :ACT> still appear until now. The seventh mon
 ADV :ACT> taught not to be shy but to be self-con
 ADV :ACT> just like Estelar though, mine is from
 ADV :ACT> him. Mon Jan 30, 09:10:32 AM 2006 ningn
 ADV :ACT>, at his house, he is a kind of sadism o
 ADV :ACT>, when I know her further I realized tha
 ADV :ACT> they might<MDV:PSS> love living their l
 ADV :ACT> if you know them deeper you'll<MDV:CRT>
 ADV :ACT> he might<MDV:PSS> live his life neatly.
 ADV :ACT> they have no idea that those websites w
 ADV :ACT> usually<ADV:USL>) i dont get in the poe
 ADV :ACT> u can scream out loud every 5 minutes)
 ADV :ACT>, not really<ADV:AMP> fancy with this ki
 ADV :ACT>, i am alike with other people in this w
 ADV :ACT>,almost<ADV:HDG>* people in my contacy l
 ADV :ACT>, she wasn't easyt furious or terrible b
 ADV :USL> see many people chatting all the time a
 ADV :USL> turn off television when it seem<LXV:PR
 ADV :USL> dresses with a clumped clothes such as
 ADV :AMP> believe that everyone have their own su
 ADV :AMP> agree with this topic as i knew someone
 ADV :AMP> horror" What do u think about this movi
 ADV :AMP>.Besides,they always<ADV:USL> like to cr
 ADV :USL>, their family is an essential element.
 ADV :USL> I use the internet in my education.When
 ADV :USL> as number 1 in case they want to get so

B251.TXT
 B331.TXT
 B132.TXT
 B143.TXT
 B132.TXT
 B333.TXT
 B343.TXT
 B131.TXT
 B131.TXT
 B182.TXT
 B111.TXT
 B092.TXT
 B322.TXT
 B301.TXT
 B341.TXT
 B341.TXT
 B251.TXT
 B283.TXT
 B362.TXT
 B243.TXT
 B333.TXT
 B303.TXT
 B303.TXT
 B303.TXT
 B303.TXT
 B302.TXT
 B362.TXT
 B271.TXT
 B361.TXT
 B332.TXT
 B142.TXT
 B323.TXT
 B172.TXT
 B261.TXT
 B173.TXT
 B073.TXT
 B193.TXT
 B011.TXT
 B193.TXT
 B073.TXT
 B022.TXT
 B232.TXT

1172. re are a lot of activities around. Certainly<
 1173. <MDV:CRT> start from our families. Certainly<
 1174. d spend many hours in front of it. Certainly<
 1175. ly<ADV:CRT> understand that point. Certainly<
 1176. sonalities of anyone must<MDV:CRT> certainly<
 1177. stance, i really<ADV:AMP> love and certainly<
 1178. M 2006 ningnarak47112586 said... I certainly<
 1179. PRB>,I think the latest version is certainly<
 1180. rt in many people's life now,so it certainly<
 1181. , in the crowded communities, they certainly<
 1182. hink they had to<MDV:CRT> be happy certainly<
 1183. may<MDV:PSS> not pass an interview. Commonly<
 1184. very<ADV:AMP> much for a long time. Clearly<
 1185. in their mouth. I think these people clearly<
 1186. o spend my day life there. but now i clearly<
 1187. times<ADV:USL> the apperance doesn't clearly<
 1188. to<MDV:VLT> recommend that everybody clearly<
 1189. ally<ADV:AMP> cold that we, Thai, are nearly<
 1190. r to make a phone call which cost you nearly<
 1191. s very<ADV:AMP> important for her. Obviously<
 1192. p in is really<ADV:AMP> important. Obviously<
 1193. f chance to do anything they want. Obviously<
 1194. agree or disagree. I agree because obviously<
 1195. e in society. One thing that I can obviously<
 1196. "Personality appears<LXV:PRB> to be greatly<
 1197. know each other well they say it was greatly<
 1198. things. Ironic, huh? The internet is greatly<
 1199. grammar and the mechanics are not perfectly<
 1200. ever watched it? cool movie.. it apparently<
 1201. internet for a long long time. i frequently<
 1202. opinion about this starting to change partly<
 1203. rs. I think a people's personality is partly<
 1204. topic because I think my personality partly<
 1205. To:daejunggeum Thanks for your answer. Truly<
 1206. Believe me this thing will<MDV:CRT> be truly<
 1207. 3 Zynthia said... What up everyone!! I truly<
 1208. price of well behavior student too. I truly<
 1209. gh; since visiting some of it is still truly<
 1210. ch it without somebody near me!!! I am truly<
 1211. is not only spooky and scary but also truly<
 1212. since I saw THE EYE 1.It made me sacry truly<
 1213. m his body. If u imagine u can see it cleary<

ADV :CRT>, he/she live there life in a fast paste
 ADV :CRT>, the way that parents treat their child
 ADV :CRT>, I think the high technology machine ha
 ADV :CRT>, the sociality and the environments are
 ADV :CRT> show their way how they live their life
 ADV :CRT> want to<MDV:VLT> have tattoo on my bodi
 ADV :CRT> agree with people's personality are ref
 ADV :CRT> classic.I like the backgrounds and how
 ADV :CRT> has an effect with my life both advanta
 ADV :CRT> have many bad things in these places su
 ADV :CRT>. I will<MDV:VLT> tell you positive inte
 ADV :USL>, some work want a good-looking person b
 ADV :AMP>, talking in various topics with the new
 ADV :AMP> reflect their life style included my fr
 ADV :AMP> understand why!!! in my view<ADV:PRB>,
 ADV :AMP> reflect their live,but i accepts most p
 ADV :AMP> has both positive and negative personal
 ADV :HDG> froze to death!! And this week, unbelie
 ADV :HDG> thousand baht to just say hi then, good
 ADV :AMP>, she doesn't want friend anymore that m
 ADV :AMP>, different environment makes people dif
 ADV :AMP>, they can study in a school which has a
 ADV :AMP> personality is something you can't just
 ADV :AMP> see is game online made many children d
 ADV :AMP> influenced by heredity." In this case,
 ADV :AMP> wrong because i like something unusual
 ADV :AMP> useful to me. It broadens my horizons.
 ADV :AMP> corrected yet but I hope that it can gi
 ADV :AMP> shows that one action lead to another w
 ADV :USL> use it when i'm in high school for play
 ADV :HDG> when being in grade 9, my friends taugh
 ADV :HDG> influenced by their genetics and their
 ADV :HDG> reflects the way I live. Mon Jan 30, 08
 ADV :ACT>, I didn't want to<MDV:VLT> see House of
 ADV :AMP> wonderful for you when your close frien
 ADV :AMP> love to say "HAPPY CHINESE NEW YEAR" fo
 ADV :AMP> admire Blue because of her personality
 ADV :AMP> easy for kids nowadays. I seriously thi
 ADV :AMP> love to watch HORROR MOVIES but I'm REA
 ADV :AMP> funny. Try imagine watching the climax
 ADV :ACT>, but today I want to<MDV:VLT> tell you
 ADV :AMP>. it's very<ADV:AMP> dreadful. love u al

B093.TXT
 B163.TXT
 B322.TXT
 B303.TXT
 B363.TXT
 B343.TXT
 B243.TXT
 B071.TXT
 B052.TXT
 B043.TXT
 B032.TXT
 B223.TXT
 B232.TXT
 B283.TXT
 B282.TXT
 B193.TXT
 B223.TXT
 B112.TXT
 B302.TXT
 B353.TXT
 B383.TXT
 B133.TXT
 B383.TXT
 B022.TXT
 B293.TXT
 B343.TXT
 B112.TXT
 B093.TXT
 B383.TXT
 B282.TXT
 B232.TXT
 B293.TXT
 B323.TXT
 B101.TXT
 B112.TXT
 B253.TXT
 B253.TXT
 B112.TXT
 B251.TXT
 B111.TXT
 B031.TXT
 B351.TXT

1214. speare but their works are interesting, very<
 1215. V:HDG> made me lost a little<ADV:HDG>.. very<
 1216. ernet and their feedback is so<ADV:AMP> very<
 1217. mean,but deep down he's really<ADV:AMP> very<
 1218. V:CRT> as this movie is really<ADV:AMP> very<
 1219. r feedback is so<ADV:AMP> very<ADV:AMP> very<
 1220. know that i very<ADV:AMP> very<ADV:AMP> very<
 1221. w 1.it 's very<ADV:AMP> very<ADV:AMP> very<
 1222. everyone is very<ADV:AMP> very<ADV:AMP> very<
 1223. it was really<ADV:AMP> a very<ADV:AMP> very<
 1224. t! I think u compare with very<ADV:AMP> very<
 1225. y friends who know that i very<ADV:AMP> very<
 1226. e ever seen Saw 1.it 's very<ADV:AMP> very<
 1227. this movie before. It was very<ADV:AMP> very<
 1228. ne! I think this topic is very<ADV:AMP> very<
 1229. ... I think this movie is very<ADV:AMP> very<
 1230. az the end of everyone is very<ADV:AMP> very<
 1231. t MSN too. Because Msn is very<ADV:AMP> very<
 1232. Saw 2.i think so. it's very<ADV:AMP> very<
 1233. ght to live alone but so<ADV:AMP> hard... very<
 1234. or me<ADV:PRB> it was really<ADV:AMP> a very<
 1235. t's my bed time leaw.Bye bye and have a very<
 1236. et's go to bed ja Good night and have a very<
 1237. busy man we can also see that he have a very<
 1238. the way they live. coz when u 're in a very<
 1239. nough time going to see the movie for a very<
 1240. and 12 hours per day we can say he's a very<
 1241. e reason First If for example Mr C is a very<
 1242. other, but i can confirm that Nuni is a very<
 1243. ke. Although Sarah Michelle Geller is a very<
 1244. on. After I watched it,I thought it's a very<
 1245. ..hi ja. how r u? i still have exam na very<
 1246. her job, even though she loves her job very<
 1247. d u about Longkong. it's thai movie and very<
 1248. ike God na555 that knows everything and very<
 1249. > very<ADV:AMP> cruellllllllllllllllll and very<
 1250. sadvantages that is serious problem and very<
 1251. ugh scare.It is always<ADV:USL> fun and very<
 1252. MP> sad because she loves her boyfriend very<
 1253. d... How r u? I'm happy in this weekend very<
 1254. d.if i were him,i would<MDV:PRB> pround very<
 1255. :CRT> show in front of you.That's sound very<

ADV :AMP> interesting. And there're many more con
 ADV :AMP> twisted ending. I'm not telling you all
 ADV :AMP> very<ADV:AMP> good. Almost<ADV:HDG>* pe
 ADV :AMP> nice. This has influence to they live t
 ADV :AMP> famous not only in Thailand but also ot
 ADV :AMP> good. Almost<ADV:HDG>* people choose "G
 ADV :AMP> scared of ghost movie tricked me to wat
 ADV :AMP> frigtehing like Saw2.its plot like Sa
 ADV :AMP> scary and horrified. one of them is dea
 ADV :AMP> long weekend - -') Oh! God I was absen
 ADV :AMP> goo things na. i am very<ADV:AMP> agree
 ADV :AMP> very<ADV:AMP> scared of ghost movie tri
 ADV :AMP> very<ADV:AMP> frigtehing like Saw2.it
 ADV :AMP> disgusted. I don't know its title in En
 ADV :AMP> difficult. T____T Anyway, I agree with
 ADV :AMP> dreadful. Every scene always<ADV:USL> m
 ADV :AMP> very<ADV:AMP> scary and horrified. one
 ADV :AMP> popular to everybody around the world.
 ADV :AMP> cruellllllllllllllllll and very<ADV:AMP> t
 ADV :AMP> hard. About this topic. Yes, I think it
 ADV :AMP> very<ADV:AMP> long weekend - -') Oh! G
 :AMP> sweet dream. Wed Dec 07, 10:04:00 PM 20
 :AMP> sweet dream ka. Tue Jan 31, 11:30:37 PM
 :AMP> busy life but his personality doesn't h
 :AMP> exciting situation or serious situation
 :AMP> long time.I used to hear the story of N
 :AMP> busy man we can also see that he have a
 :AMP> busy Bank manager he work 6 days a week
 :AMP> good and perfect girl. She never<ADV:US
 :AMP> good actress and plays the part well, I
 :AMP> horror movie that I've ever seen.I don'
 :AMP> boring. i read all ur opions lao I thin
 :AMP> much. In the other hand, Sompong can ge
 :AMP> popular. it's about the ralationship of
 :AMP> clever. But if u play mant many hours p
 :AMP> terribleeeeeeeee. i remember, all the ti
 :AMP> dangerous in the present time. When int
 :AMP> boring such as Baan Pee Pob. OK! First,
 :AMP> much. She didn't understand why he betr
 :AMP> much. To Ning, Yeah, i believed u were
 :AMP> much maybe<ADV:PSS> he has his reasons.
 :AMP> comfortable for everyone,but in the oth

B382.TXT
 B381.TXT
 B222.TXT
 B223.TXT
 B011.TXT
 B222.TXT
 B331.TXT
 B371.TXT
 B351.TXT
 B251.TXT
 B352.TXT
 B331.TXT
 B371.TXT
 B171.TXT
 B013.TXT
 B141.TXT
 B351.TXT
 B172.TXT
 B371.TXT
 B203.TXT
 B251.TXT
 B071.TXT
 B073.TXT
 B103.TXT
 B183.TXT
 B071.TXT
 B103.TXT
 B103.TXT
 B063.TXT
 B051.TXT
 B271.TXT
 B352.TXT
 B053.TXT
 B351.TXT
 B352.TXT
 B371.TXT
 B032.TXT
 B101.TXT
 B081.TXT
 B211.TXT
 B353.TXT
 B052.TXT

1256. in internet to use,it will<MDV:CRT> be very<
 1257. baht ghost I think it must<MDV:CRT> be very<
 1258. uldn't<MDV:PRB> Mr c Routine at work be very<
 1259. their work by internet to their office very<
 1260. teachers and they interest in her grade very<
 1261. ou the good effects causing me now. The very<
 1262. it causes of rape. Second, this is the very<
 1263. oking a porn movie or picture.It is the very<
 1264. my friend living near my house. At the very<
 1265. I cannot believe. So I love this movie very<
 1266. re the genre of the movies which I like very<
 1267. uation. If there is a man who look like very<
 1268. ly<ADV:AMP> hate these groups of people very<
 1269. ility is more frightened. this makes me very<
 1270. family background . Such as someone are very<
 1271. o tell you, I have 4 sisters. There are very<
 1272. different from his daily life which are very<
 1273. nd one sister.She,her brother,and I are very<
 1274. nude pictures there!!! some of them are very<
 1275. pecially, children because children are very<
 1276. ects that made by computer graphics are very<
 1277. -on because I think japanese movies are very<
 1278. w<ADV:PRB>, I think* that the games are very<
 1279. ever think of.The murdering scenes are very<
 1280. t's DNA. For example ,their fathers are very<
 1281. society, tough time. His characters are very<
 1282. ntages.Moreover,I have friends that are very<
 1283. tering the motel. in spite of, they are very<
 1284. d all of the villagers because they are very<
 1285. ke prince and princess,but now they are very<
 1286. think that the murderous brothers were very<
 1287. avages and savages did to students were very<
 1288. w about your holidays? my holidays were very<
 1289. much. To Ning, Yeah, i believed u were very<
 1290. B> to be good reseachers, but they were very<
 1291. he things that I want. Internet is more very<
 1292. heir covers...someone you think they're very<
 1293. them on the roadside and i felt they're very<
 1294. d sometime<ADV:USL> they post something very<
 1295. do you think it! I think u compare with very<
 1296. ^e^n 47112438 said... To me<ADV:PRB>, I very<
 1297. he reason is my friends who know that i very<

ADV :AMP> useful for you,but if you select bad th
 ADV :AMP> scary but i'm strongly<ADV:AMP> disappo
 ADV :AMP> easy going like his personality may<MDV
 ADV :AMP> easy. For me<ADV:PRB>,The internet has
 ADV :AMP> much.when she has bad grade,her parents
 ADV :AMP> first one,it helps me doing all of my h
 ADV :AMP> dangerous thing for teenagers. Chatting
 ADV :AMP> awful and can<MDV:PSS> be a social prob
 ADV :AMP> first, she wasa nice girl sharing almos
 ADV :AMP> much. Sun Dec 11, 12:08:25 PM 2005
 ADV :AMP> much.I think when I watch the frightenn
 ADV :AMP> smart and gentle beg for a woman's love
 ADV :AMP> much because they are the model of peop
 ADV :AMP> afraid of if i need to<MDV:OBL> do the
 ADV :AMP> creul because their parent brought up b
 ADV :AMP> polite girls who never<ADV:USL> make an
 ADV :AMP> busy and if i should<MDV:OBL> agree wit
 ADV :AMP> intimate because our ages are close.Whe
 ADV :AMP> good looking..but xxx.It's quite<ADV:HD
 ADV :AMP> sensitive, so I think their parents nee
 ADV :AMP> smooth and blended with the environment
 ADV :AMP> scary caused by their make-up,their sce
 ADV :AMP> horrible and deteft, and I don't think
 ADV :AMP> horrified me >.<~ especially the Urban
 ADV :AMP> flirtatious their chidren is like that
 ADV :AMP> complicated, I first read Crime and Pun
 ADV :AMP> addicted the game online,they use their
 ADV :AMP> young. I think you know what they are g
 ADV :AMP> sad that their mother died and don't wa
 ADV :AMP> mischievous because they do not obey th
 ADV :AMP> abnormal. For the ghost drama "Sri-Sa-M
 ADV :AMP> cruel and ruthless. For instance, a few
 ADV :AMP> boring :(cause I stayed at home ! Talik
 ADV :AMP> scarried and afraid of Shutter b'coz we
 ADV :AMP> rude later.For me<ADV:PRB>, every scene
 ADV :AMP> comfortable and convenience to find tha
 ADV :AMP> quite and neat but actually<ADV:ACT> th
 ADV :AMP> poor girls. moreover, i'm very<ADV:AMP>
 ADV :AMP> bad like when they gave thier openion a
 ADV :AMP> very<ADV:AMP> goo things na. i am very<
 ADV :AMP> agree with this opinion, for I believe
 ADV :AMP> very<ADV:AMP> very<ADV:AMP> scared of g

B032.TXT
 B341.TXT
 B103.TXT
 B222.TXT
 B353.TXT
 B142.TXT
 B332.TXT
 B102.TXT
 B143.TXT
 B171.TXT
 B151.TXT
 B333.TXT
 B282.TXT
 B281.TXT
 B373.TXT
 B063.TXT
 B103.TXT
 B033.TXT
 B012.TXT
 B122.TXT
 B341.TXT
 B341.TXT
 B041.TXT
 B301.TXT
 B373.TXT
 B382.TXT
 B102.TXT
 B343.TXT
 B101.TXT
 B033.TXT
 B041.TXT
 B171.TXT
 B152.TXT
 B211.TXT
 B171.TXT
 B022.TXT
 B303.TXT
 B343.TXT
 B012.TXT
 B352.TXT
 B213.TXT
 B331.TXT

1298.	but I'm so<ADV:AMP> careless with it I very<	ADV	:AMP> feel sad, for my older brother bought i	B213.TXT
1299.	12313 said... Hi!!!! My friends. I feel very<	ADV	:AMP> tired today, so forgive me if I end thi	B122.TXT
1300.	hey are going to<MDV:CRT> do and i feel very<	ADV	:AMP> sad about that because doing like this	B343.TXT
1301.	lly of her when i saw this movie i feel very<	ADV	:AMP> scare of the scene that the child was b	B311.TXT
1302.	oHoo!My friends Where r u? Today I feel very<	ADV	:AMP> excited because you know that I will<MD	B033.TXT
1303.	ed... (but that 's recovered and now feel very<	ADV	:AMP> fresh! ^_^) Look like I 'm the last 1 f	B203.TXT
1304.	irus, so you should<MDV:OBL> be careful very<	ADV	:AMP> much. ^_^"Good Luck for the exam to eve	B292.TXT
1305.	ut,what gonna<MDV:CRT> happen next? i m very<	ADV	:AMP> wonder about it.. So i tell my ant that	B322.TXT
1306.	:AMP> very<ADV:AMP> goo things na. i am very<	ADV	:AMP> agree with u too caz internet like an o	B352.TXT
1307.	ry and it's faster and easier. and i am very<	ADV	:AMP> impressive about he got my mind's words	B352.TXT
1308.	d low education..... at that time i am very<	ADV	:AMP> angry but i don't act coz I think he is	B322.TXT
1309.	his topic and i want you know that i am very<	ADV	:AMP> try to do it and at the same time I kno	B321.TXT
1310.	he must<MDV:OBL> just take care of them very<	ADV	:AMP> good.I think that these thing can make	B033.TXT
1311.	very<ADV:AMP> poor girls. moreover, i'm very<	ADV	:AMP> depressed when i saw them entering the	B343.TXT
1312.	ee my mother complain him everyday. i'm very<	ADV	:AMP> bored about that. Fri Dec 16, 11:35:05	B342.TXT
1313.	er seen the sixth sense? Do u Know? I'm very<	ADV	:AMP> crazy for this movie. In the movie, the	B171.TXT
1314.	will<MDV:VLT> tell u later because I'm very<	ADV	:AMP> hungry now. BYE-BYE See u next time. Th	B172.TXT
1315.	ll<MDV:VLT> talk about it later for I'm very<	ADV	:AMP> asleep. Bye-bye. see you soon. Wed Jan	B172.TXT
1316.	ave no time to post any comment cos I'm very<	ADV	:AMP> exhausted after XXX (I think all of you	B163.TXT
1317.	one. i'm sorry, i'm late coz u know i'm very<	ADV	:AMP> busy now. For about the topic People's	B363.TXT
1318.	derful,isn't it?.... To me<ADV:PRB>,I'm very<	ADV	:AMP> bored and exhausted because time to tak	B162.TXT
1319.	ng details about<ADV:HDG> 300 pages.I'm very<	ADV	:AMP> lazy to read it(so boring) (T..T) I'll<	B162.TXT
1320.	their habits duey na.if they come from very<	ADV	:AMP> good families but in their minds they w	B353.TXT
1321.	riting. I wish to read the Sor 7 column very<	ADV	:AMP> much although, Sor 7 was banned by many	B212.TXT
1322.	e is youngest one. Her parents love her very<	ADV	:AMP> much. They do everything for her and ev	B253.TXT
1323.	man with her baby licking pork with her very<	ADV	:AMP> long tongue.That's made me hate eating	B331.TXT
1324.	ir in channel 5 ? for me<ADV:PRB>, it s very<	ADV	:AMP> frighten programme that i had ever seen	B321.TXT
1325.	2 .but i have ever seen Saw 1 .it 's very<	ADV	:AMP> very<ADV:AMP> very<ADV:AMP> frigtehing	B371.TXT
1326.	movie that the most frightening. it 's very<	ADV	:AMP> a long time . I think the house of wax	B371.TXT
1327.	short story and Japanese short story 's very<	ADV	:AMP> famous When it's made to be a movie,I r	B271.TXT
1328.	key role for my life in many ways. It's very<	ADV	:AMP> useful and helpful. I can do lots of th	B292.TXT
1329.	tely<ADV:AMP> know about that cuz' it's very<	ADV	:AMP> necessary for us, right? I know you kno	B132.TXT
1330.	I liked it so<ADV:AMP> much since it's very<	ADV	:AMP> interesting. Have anybody seen that? Pl	B232.TXT
1331.	sex issue. I couldn't stand b'coz it's very<	ADV	:AMP> obscene and lewd (it's very<ADV:AMP> im	B212.TXT
1332.	's very<ADV:AMP> obscene and lewd (it's very<	ADV	:AMP> impolite)and I became bored with repea	B212.TXT
1333.	of management subject that I learn has very<	ADV	:AMP> long details about<ADV:HDG> 300 pages.I	B162.TXT
1334.	tch it when I was child. This drama was very<	ADV	:AMP> horrible, frightening, scary, and dread	B031.TXT
1335.	tered. She haunted many people. She was very<	ADV	:AMP> evil. I wanted to<MDV:VLT> see it again	B021.TXT
1336.	was by his boyfriends'friends. She was very<	ADV	:AMP> sad because she loves her boyfriend ver	B081.TXT
1337.	hen the noise was occured.the noise was very<	ADV	:AMP> loudly,but nothing happened. The night	B221.TXT
1338.	ot wait to learn about it again . I was very<	ADV	:AMP> stress in the first because it made me	B242.TXT
1339.	t and everyone in that room dead. i was very<	ADV	:AMP> scare Thu Dec 08, 12:05:00 PM 2005 nanc	B311.TXT

1340.	Mong Pissawong last night because I was very<	ADV	:AMP> tired. Did you watch it? If you watched	B081.TXT
1341.	DV:AMP> horrible for me. Although I was very<	ADV	:AMP> frightened, I wanted to<MDV:VLT> see it	B021.TXT
1342.	a single step out of my room when I was very<	ADV	:AMP> addict to it. That can bring many follo	B202.TXT
1343.	hirt. my friend that sat beside her was very<	ADV	:AMP> shock but in my view<ADV:PRB>, I think	B342.TXT
1344.	er to study but he can't. My father was very<	ADV	:AMP> angry about her, but he knew that he th	B063.TXT
1345.	ne that she screamed out loud . It was very<	ADV	:AMP> amazing~~~how could she loudly screame	B301.TXT
1346.	? I have seen this movie before. It was very<	ADV	:AMP> very<ADV:AMP> disgusted. I don't know i	B171.TXT
1347.	YE 10.I laughed all time because it was very<	ADV	:AMP> fun,but sometimes<ADV:USL> I felt scary	B031.TXT
1348.	she hunted other people. I think it was very<	ADV	:AMP> frightening tv program that I have ever	B041.TXT
1349.	t web cam from my friend I think it was very<	ADV	:AMP> scare. Sun Jan 08, 06:50:03 PM 2006 nan	B312.TXT
1350.	n I was child. I remembered that it was very<	ADV	:AMP> horrible for me. Although I was very<AD	B021.TXT
1351.	we never<ADV:USL> recognize that it was very<	ADV	:AMP> important. When I was Mattayom 4 , it b	B242.TXT
1352.	t this story, and I thought that it was very<	ADV	:AMP> horrible and scary. The murderous broth	B041.TXT
1353.	art, I want to<MDV:VLT> say that it was very<	ADV	:AMP> terrible. Ok. We should<MDV:OBL> talk a	B172.TXT
1354.	,000 \$. The game seem easy, but it was very<	ADV	:AMP> difficult. I saw a women who had to<MDV	B241.TXT
1355.	saw ghosts. I cannot explain how it was very<	ADV	:AMP> frighten, but I confirm that the sixth	B171.TXT
1356.	now this drama make me frighten .It was very<	ADV	:AMP> old drama.It was the most popular drama	B021.TXT
1357.	e tried to understand but the story was very<	ADV	:AMP> boring .It might<MDV:PSS> becos I didn'	B301.TXT
1358.	are lots of comment. Why are my friends very<	ADV	:AMP> active? For this topic, it's a board te	B173.TXT
1359.	ver, I enjoyed chatting with my friends very<	ADV	:AMP> much. Once I used ICQ, which was the po	B292.TXT
1360.	ten<ADV:USL> see that note book becomes very<	ADV	:AMP> popular at present and the note book th	B372.TXT
1361.	comedies show ex.khon by kraai kreat is very<	ADV	:AMP> frightening. for me<ADV:PRB>, frighteni	B391.TXT
1362.	what I am today. WoW!!!!These topic is very<	ADV	:AMP> difficult,but we all get through it, ri	B123.TXT
1363.	d... Hi everyone! I think this topic is very<	ADV	:AMP> very<ADV:AMP> difficult. T____T Anyway,	B013.TXT
1364.	ment if i have time..... (this topic is very<	ADV	:AMP> serious ????) Sun Jan 29, 12:07:39 AM 2	B153.TXT
1365.	DV:AMP> confused. Moreover , the end is very<	ADV	:AMP> obscure.I dont' t get about the objecti	B241.TXT
1366.	That boy is very<ADV:AMP> pitiful,he is very<	ADV	:AMP> innocent and he has done nothing wrong.	B303.TXT
1367.	ed girl. She is my neighbor too. She is very<	ADV	:AMP> shy because her parents have traditiona	B213.TXT
1368.	he has a good looking,looks like she is very<	ADV	:AMP> polite and clever but actually<ADV:ACT>	B303.TXT
1369.	tation in front of the classroom she is very<	ADV	:AMP> afraid to speak and don't want to look	B353.TXT
1370.	:PRB>, Chatter which is a Thai movie is very<	ADV	:AMP> horror. Before I saw it, I think that ma	B241.TXT
1371.	ly love with her husband. This movie is very<	ADV	:AMP> scary but romantic. i love this story s	B061.TXT
1372.	ppily any more... I think this movie is very<	ADV	:AMP> very<ADV:AMP> dreadful. Every scene alw	B141.TXT
1373.	ecome famous for. I think this movie is very<	ADV	:AMP> interesting na. i wan everyone to see i	B351.TXT
1374.	veryone... To PEN.. I thinks* GOOGLE is very<	ADV	:AMP> useful and I always<ADV:USL> use it whe	B222.TXT
1375.	DV:AMP> scared me,and the story line is very<	ADV	:AMP> intersrting, it maked me excited and cu	B301.TXT
1376.	feel disgust caz the end of everyone is very<	ADV	:AMP> very<ADV:AMP> very<ADV:AMP> scary and h	B351.TXT
1377.	appointment anymore because my house is very<	ADV	:AMP> far from university and it has a terrib	B343.TXT
1378.	ions is www.google.com. This website is very<	ADV	:AMP> useful and has many informations both T	B042.TXT
1379.	Kuan and Longkong.I think Longkhong is very<	ADV	:AMP> repulsive,and I'm sure<ADJ:CRT> that I	B101.TXT
1380.	week . Well , I think internet which is very<	ADV	:AMP> important in our life .Nowadays , peopl	B372.TXT
1381.	was child. This version of Nang Nak is very<	ADV	:AMP> great and modern. I remember when her h	B031.TXT

1382.	her so she thinks that the education is very<	ADV	:AMP> important for her. Obviously<ADV:AMP>,<	B353.TXT
1383.	ractise the language and typing. MSN is very<	ADV	:AMP> useful, however, I usaully<ADV:USL> see	B172.TXT
1384.	OBL> talk about MSN too. Because Msn is very<	ADV	:AMP> very<ADV:AMP> popular to everybody arou	B172.TXT
1385.	y is about dr.jekyll and mr.hide who is very<	ADV	:AMP> different. dr.jekyll is neat and Quiet,<	B393.TXT
1386.	LT> talk about one of my friends who is very<	ADV	:AMP> naughty. She is my high school friend.i	B323.TXT
1387.	agree with you on that. The shutter is very<	ADV	:AMP> amazing,frightening,mystery and scary a	B291.TXT
1388.	ADV:PRB>, I think* that the computer is very<	ADV	:AMP> important in the present especially int	B042.TXT
1389.	?? For me<ADV:PRB>, I think computer is very<	ADV	:AMP> important in the present time espaciall	B032.TXT
1390.	Eye" is a good movie the main actor is very<	ADV	:AMP> handsome.I feel pity with the main actr	B311.TXT
1391.	nderstand. I think that the director is very<	ADV	:AMP> proficient. He can complicate the movie	B171.TXT
1392.	<ADV:HDG> a good movie. Keanu Reeves is very<	ADV	:AMP> handsome but he smoking all the time. I	B121.TXT
1393.	ts of things to sell. most of things is very<	ADV	:AMP> expensive. and I think KU fair in this	B183.TXT
1394.	and one character in the house. This is very<	ADV	:AMP> danderouse thing. May i suppose some si	B333.TXT
1395.	from chatting on the internet. This is very<	ADV	:AMP> scary. You should<MDV:OBL> not trust pe	B332.TXT
1396.	her about it. She answered that pets is very<	ADV	:AMP> dirty, she can't stand living with the	B023.TXT
1397.	ve,it make me to know the world that is very<	ADV	:AMP> large to small,when I play internet.If	B032.TXT
1398.	y is different. The first thing that is very<	ADV	:AMP> important is their families. Teaching f	B023.TXT
1399.	to practice or improve my skill that is very<	ADV	:AMP> too bad.In many universities,there is t	B032.TXT
1400.	aa. in my opinion<ADV:PRB>, internet is very<	ADV	:AMP> useful. i can do everything through int	B392.TXT
1401.	2006 nuuhin47110481 said... Internet is very<	ADV	:AMP> useful for many way. someone use intern	B062.TXT
1402.	denly. For me<ADV:PRB>, the internet is very<	ADV	:AMP> important for life. It has many advanta	B022.TXT
1403.	ternet. next, nowadays, the internet is very<	ADV	:AMP> popular. For example, in KU, most of te	B182.TXT
1404.	talk that who can't use the internet is very<	ADV	:AMP> old-fashion. in my view<ADV:PRB>, the m	B342.TXT
1405.	es because the world of the internet is very<	ADV	:AMP> huge and too dangerous for young childr	B342.TXT
1406.	n the internet. I think the internet is very<	ADV	:AMP> useful in everyday life. First,everybod	B082.TXT
1407.	doctor website..... So the internet is very<	ADV	:AMP> cool nescessory and useful..... in the	B322.TXT
1408.	said... Hello! Nowadays the internet is very<	ADV	:AMP> important for life. The people use the	B042.TXT
1409.	ally<ADV:ACT>, nowadays the internet is very<	ADV	:AMP> necessary for everyone. almost<ADV:HDG>	B342.TXT
1410.	Hi my friend.. Nowadays the internet is very<	ADV	:AMP> worldwide. Nobody doesn't know how to u	B132.TXT
1411.	i say can conclude that the internet is very<	ADV	:AMP> useful for us in several ways if they u	B342.TXT
1412.	can easily answer that the internet is very<	ADV	:AMP> useful for nowadays and forever. The in	B172.TXT
1413.	.I agree with you that the internet is very<	ADV	:AMP> popular amoung teenagers. And teenagers	B272.TXT
1414.	everyone . I know that the internet is very<	ADV	:AMP> useful nowadays . I would like to<MDV:V	B242.TXT
1415.	In my opinion<ADV:PRB>,the internet is very<	ADV	:AMP> helpful and useful. Tue Dec 27, 08:11:2	B082.TXT
1416.	ore.In my view<ADV:PRB>,the internet is very<	ADV	:AMP> necessary for almost<ADV:HDG> anyone,es	B162.TXT
1417.	the world. In addition,the internet is very<	ADV	:AMP> helpful and useful. The internet is the	B152.TXT
1418.	unicate with my friends.The internet is very<	ADV	:AMP> necessary for me . Sun Dec 25, 11:35:12	B162.TXT
1419.	erm examination!!!! I think internet is very<	ADV	:AMP> useful for graduated people. First,they	B082.TXT
1420.	w we do ? So I belive* that internet is very<	ADV	:AMP> important for everyone.. Sat Jan 28, 02	B372.TXT
1421.	or me<ADV:PRB> I think that internet is very<	ADV	:AMP> important. It helps me everything inclu	B372.TXT
1422.	..well, I still think that internet is very<	ADV	:AMP> useful,as you guys said..I truely<ADV:A	B302.TXT
1423.	na... I agree with you that internet is very<	ADV	:AMP> useful. I study English Literature and	B392.TXT

1424.	a new friend. That 're why internet is very<	ADV	:AMP> important. i can't stand to work or use	B062.TXT
1425.	end. In my opinion<ADV:PRB>,internet is very<	ADV	:AMP> useful for everybody in every age. Tue	B082.TXT
1426.	s all over the world. Third,internet is very<	ADV	:AMP> helpful for people who are unemployed.	B082.TXT
1427.	were around me told about it. Im! It is very<	ADV	:AMP> old movies, isn't it? From the plot of	B021.TXT
1428.	lready told me about this movie . it is very<	ADV	:AMP> scary when her soul rides on his should	B371.TXT
1429.	at I look for on the internet and it is very<	ADV	:AMP> easy to use the internet more than the	B292.TXT
1430.	lm in our university , that scene it is very<	ADV	:AMP> scary too . i love this movie like uuuu	B371.TXT
1431.	me time,I sign in the MSN because it is very<	ADV	:AMP> useful and easy to use. Moreover,the MS	B082.TXT
1432.	acially or learn about it because it is very<	ADV	:AMP> necessary.For example,I have learn inte	B032.TXT
1433.	ve ever seen Shutter too. I think it is very<	ADV	:AMP> frightening althoug my friend already t	B371.TXT
1434.	BL> use E-learning before.I think it is very<	ADV	:AMP> easy and convenient to use internet.You	B032.TXT
1435.	ho uses internet and I think that it is very<	ADV	:AMP> useful. For example, I can send my home	B322.TXT
1436.	for me in many ways. For example,it is very<	ADV	:AMP> useful when i want to<MDV:VLT> find inf	B292.TXT
1437.	IAM that U bought cool blouse coz,it is very<	ADV	:AMP> cheap. I can't wait to get it. Pls,tell	B221.TXT
1438.	be<ADV:PSS> get goods by free fee.It is very<	ADV	:AMP> comfortable for new generation in the p	B032.TXT
1439.	ion to fullfil my report or essey.It is very<	ADV	:AMP> useful for me because last week I could	B092.TXT
1440.	make me afraid. I dont like its polt is very<	ADV	:AMP> confused. Moreover , the end is very<AD	B241.TXT
1441.	ut this movie is Michael Chad Merray is very<	ADV	:AMP> handsome. I really<ADV:AMP> like him. T	B081.TXT
1442.	ouse of wax" and Chad Micheal Murray is very<	ADV	:AMP> handsome 555.The story is about a group	B161.TXT
1443.	.I think the atmosphere in a family is very<	ADV	:AMP> important because the emotion of family	B133.TXT
1444.	to raise a boy is not wrong.That boy is very<	ADV	:AMP> pitiful,he is very<ADV:AMP> innocent an	B303.TXT
1445.	eral in cemetery. I think this story is very<	ADV	:AMP> excellent for everyone espacially perso	B031.TXT
1446.	o the wrong way. I think May's story is very<	ADV	:AMP> scared because she took off her clothes	B272.TXT
1447.	a different lifestyle. The sociality is very<	ADV	:AMP> omportant it's what the thing that affe	B303.TXT
1448.	n interview for a job my personality is very<	ADV	:AMP> laid back and immature but my work habi	B103.TXT
1449.	but on the other hand the man who looks very<	ADV	:AMP> neatly may<MDV:PSS> be selfish. Like ya	B333.TXT
1450.	an make us lazy easily.Everything seems very<	ADV	:AMP> easy as rita said, when we wanna search	B012.TXT
1451.	study in high school until my father's very<	ADV	:AMP> worry about her score. He try to force	B063.TXT
1452.	hack ur private information, oh! that's very<	ADV	:AMP> bad coz some people also use it in the	B012.TXT
1453.	ile i am talking with my friend. That's very<	ADV	:AMP> ashamed for me. Sun Jan 29, 02:43:34 PM	B283.TXT
1454.	t u sent e-mail to ask other dr. That's very<	ADV	:AMP> great thing to do. Don't make some uncl	B332.TXT
1455.	goes to the temple every sunday. That's very<	ADV	:AMP> contrast to his personerities isn't it?	B303.TXT
1456.	hen the candidates ate something that's very<	ADV	:AMP> disgusting , I felt to throw up >0< I h	B151.TXT
1457.	ying game online name "Raknarock." it's very<	ADV	:AMP> bad for me. after that i continue with	B062.TXT
1458.	isadvantages. Yet for me<ADV:PRB>, it's very<	ADV	:AMP> great b'coz i can control myself to sur	B212.TXT
1459.	daughter. Children can't classify, it's very<	ADV	:AMP> easy to treat them to be aggressive. Bu	B063.TXT
1460.	gine u can see it cleary<ADV:AMP>. it's very<	ADV	:AMP> dreadful. love u all & takecare naja We	B351.TXT
1461.	e all survivors will<MDV:CRT> die. It's very<	ADV	:AMP> good movie in my eyes<ADV:PRB>,and I th	B161.TXT
1462.	TS online which is a Chinese game. It's very<	ADV	:AMP> fun. I like the clothes that the charac	B082.TXT
1463.	its plot like Saw 2.i think so. it's very<	ADV	:AMP> very<ADV:AMP> cruellllllllllllllllll and v	B371.TXT
1464.	ys<ADV:USL> same as their parents. It's very<	ADV	:AMP> important about the way to bring up a c	B063.TXT
1465.	e learn " Phonetics " by internet. It's very<	ADV	:AMP> easy to learn when we learn in Lab coz	B222.TXT

1466. try to mix something and taste it. it's very<
 1467. The Ring **1**, have u ever seen it ? it's very<
 1468. nformations that we wanna know and it's very<
 1469. s and learn new things.I feel like it's very<
 1470. <ADV:HDG> dangereous! how? Because it's very<
 1471. or everywhere in the world because it's very<
 1472. s that the character wears because it's very<
 1473. e<ADV:PRB> i don't like it because it's very<
 1474. s are same as all of u na. I think it's very<
 1475. .I saw it on UBC program. I think it's very<
 1476. and helpful! I love google,I think it's very<
 1477. ost of u already seen this one cos it's very<
 1478. es.For the advantages,I think that it's very<
 1479. re than before coz they think that it's very<
 1480. er that i continue with my job but it's very<
 1481. internet is new for some guys,but it's very<
 1482. topic is so<ADV:AMP> serious...but it's very<
 1483. you can see in our ocirty that now it's very<
 1484. communication.In my view<ADV:PRB>,it's very<
 1485. right? well, get to the point, IMO,It's very<
 1486. te preview such as Buub Paa Ratree.It's very<
 1487. and don't want to give her a seat.it's very<
 1488. web sites, the web page about sex that very<
 1489. ays, children learn to use the internet very<
 1490. taught me how to chat. I was absorb it very<
 1491. helped to widen my world. I enjoyed it very<
 1492. but my ex-boyfriend have it. i like it very<
 1493. money worthlessly because of gaining it very<
 1494. right in front of the computer,isn't it very<
 1495. t person work habit is all lazy and not very<
 1496. but i heard it's good and even it's not very<
 1497. se I am a person who is afraid of ghost very<
 1498. hat I used to see for a long time.I saw very<
 1499. Let me tell u Chicken little story. My very<
 1500. **11323** said... Just back from Kaset Fair.Very<
 1501. quite<ADV:AMP> Greatttttttttt!!!! in reality<
 1502. s time with my family and friends in reality<
 1503. am, lost contact with the others (in reality<
 1504. V:VLT> see it. Actually<ADV:ACT>, I'm pretty<
 1505. ealing about this kind of thing. It's pretty<
 1506. s my last comment na ja this topic is pretty<
 1507. I think for me<ADV:PRB>, The other is pretty<

ADV :AMP> dangerous. Their parents should<MDV:OBL
 ADV :AMP> interesting . It's about a girl who was
 ADV :AMP> useful whwn u get a report and when we'
 ADV :AMP> important to me even when i chat,do hom
 ADV :AMP> easy to get some information on the int
 ADV :AMP> convenient to search the informations a
 ADV :AMP> lovely. However,now I have to<MDV:OBL>
 ADV :AMP> silly to do unusual and bizarre game fo
 ADV :AMP> useful. i usually<ADV:USL> play interne
 ADV :AMP> scary and horrible because it has a ter
 ADV :AMP> important website. What do u think abou
 ADV :AMP> popular,doesn't it? the way they told t
 ADV :AMP> useful and easy to search when I have t
 ADV :AMP> convenience for doing anything . We alw
 ADV :AMP> difficult to keep going on it because c
 ADV :AMP> useful now because if you want to<MDV:V
 ADV :AMP> interesting!!! In my opinion<ADV:PRB>,
 ADV :AMP> busy.people bacome think about themself
 ADV :AMP> good for the people that live far each
 ADV :AMP> useful and necessary nowadays,computers
 ADV :AMP> plain.In the other hands,foreign movie
 ADV :AMP> bad thing. Thu Feb **09, 07:54:48 PM 2006**
 ADV :AMP> unsuitable for children. the internet h
 ADV :AMP> fast and the internet has a lot of thin
 ADV :AMP> much for a long time. Clearly<ADV:AMP>,
 ADV :AMP> much at that time because of my friends
 ADV :AMP> much. oh i like piercing bodies too. ac
 ADV :AMP> easy. They do what they want and don't
 ADV :AMP> easy and convinience? Moreover, you can
 ADV :AMP> on time but they might<MDV:PSS> get it
 ADV :AMP> -- give it a little<ADV:HDG> big break,
 ADV :AMP> much. After I read your summary of this
 ADV :AMP> THE EYE because I like them since I saw
 ADV :AMP> handsome close friend and me agreed tha
 ADV :AMP> tired... (but that 's recovered and now f
 ADV :ACT>, i prefer go ing to the cheaper one to
 ADV :ACT> but will<MDV:CRT> know many persons fro
 ADV :ACT>. Yes, no one will<MDV:CRT> know if you
 ADV :HDG> sick of the ghost movies which have bee
 ADV :HDG> late now and I have a cold, so I'd bett
 ADV :HDG> hard so if you can shout out what do yo
 ADV :HDG> creepy!! Most movie usually<ADV:USL> us

B061.TXT
 B371.TXT
 B352.TXT
 B012.TXT
 B012.TXT
 B042.TXT
 B082.TXT
 B211.TXT
 B352.TXT
 B391.TXT
 B212.TXT
 B361.TXT
 B102.TXT
 B372.TXT
 B062.TXT
 B102.TXT
 B393.TXT
 B353.TXT
 B102.TXT
 B302.TXT
 B101.TXT
 B353.TXT
 B342.TXT
 B342.TXT
 B232.TXT
 B252.TXT
 B343.TXT
 B143.TXT
 B302.TXT
 B103.TXT
 B381.TXT
 B041.TXT
 B031.TXT
 B091.TXT
 B203.TXT
 B282.TXT
 B202.TXT
 B202.TXT
 B111.TXT
 B112.TXT
 B103.TXT
 B111.TXT

1508. as I read them,I can tell u that it's pretty< ADV :HDG> frightening.The ghost is a thing that e B161.TXT

4. Adjectives

1.	and useful..... in the future,it s possible<	ADJ	:PSS>	that we will<MDV:CRT> trust the machine	B322.TXT
2.	hair. I think time changes and it's possible<	ADJ	:PSS>	that people's habit change too you can	B353.TXT
3.	About this topic. Yes, I think it's possible<	ADJ	:PRB>	people's personalities are reflected in	B203.TXT
4.	aygals47112412 said... I think it's possible<	ADJ	:PSS>	our society will<MDV:CRT> be deteriorat	B272.TXT
5.	decide which is wrong or right.It's possible<	ADJ	:PSS>	that they will<MDV:CRT> imitate from wh	B052.TXT
6.	e faster and more convenient and it possible<	ADJ	:PSS>	for everyone to use in the public.The i	B072.TXT
7.	i was easy to scare. for this time i m sure<	ADJ	:CRT>	that i would<MDV:PRB> be scare less tha	B321.TXT
8.	and staff can enter this building. I'm sure<	ADJ	:CRT>	I not forgot nor pick it up. In this ca	B213.TXT
9.	and social in the future. However, I'm sure<	ADJ	:CRT>	that person personalities are reflected	B063.TXT
10.	st one we SHOULD<MDV:OBL> discuss.. I'm sure<	ADJ	:CRT>	that you all used to watched it and you	B141.TXT
11.	s that hoe exciting the story goes. i'm sure<	ADJ	:CRT>	that u'll<MDV:CRT> like it ja. Sun Jan	B351.TXT
12.	hong is very<ADV:AMP> repulsive,and I'm sure<	ADJ	:CRT>	that I will<MDV:CRT> not watch this mov	B101.TXT
13.	y which now is "Chicken Little" that I'm sure<	ADJ	:CRT>	i don't miss it ABSOLUTELY<ADV:AMP>. If	B211.TXT
14.	ared,indeed<ADV:ACT> If I have time,I'm sure<	ADJ	:CRT>	that I will<MDV:CRT> watch this movie S	B161.TXT
15.	It's just 1 or 2 minute.That is MSN.I'm sure<	ADJ	:CRT>	that everyone on this chat room have ev	B262.TXT
16.	I knew since I was a little child. It's sure<	ADJ	:CRT>	that in my life I have found and knew l	B143.TXT
17.	t I see it from a television , I am not sure<	ADJ	:CRT>	that which style it is. Maybe<ADV:PSS>	B241.TXT
18.	horror movie is House of Wax .I am not sure<	ADJ	:CRT>	to watch it first but I had to<MDV:OBL>	B241.TXT
19.	e such as House of Wax and Saw.I am not sure<	ADJ	:CRT>	that there is anybody think like me? Bu	B101.TXT
20.	2006 narcissa 47112958 said... i'm not sure<	ADJ	:CRT>	what if i get to the point of this topi	B363.TXT
21.	A said... I think it partially<ADV:HDG> true<	ADJ	:CRT>	that people's personalities are reflect	B113.TXT
22.	girls.I think it's not always<ADV:USL> true<	ADJ	:CRT>	that people in Msn are always<ADV:USL>	B142.TXT
23.	Comes to our topic, it's quite<ADV:AMP> true<	ADJ	:CRT>	that the way we live our lives can<MDV:	B123.TXT
24.	ar Factor" at the beginning. Yeah, it's true<	ADJ	:CRT>	that these TV program are really<ADV:AM	B121.TXT
25.	12982 said... Hi!everyone. I think it's true<	ADJ	:CRT>	that internet is both bad and good but	B372.TXT
26.	my show time!!! It's really<ADV:AMP> certain<	ADJ	:CRT>	that how someone lives their lives will	B283.TXT
27.	sed to friend who didn't help her. I certain<	ADJ	:CRT>*	that one day she would<MDV:PRB> change	B223.TXT
28.	12412 said... For me<ADV:PRB>, it is certain<	ADJ	:CRT>	that your personalities come together w	B273.TXT
29.	s statement.In my view<ADV:PRB>,it's certain<	ADJ	:CRT>	that personalities of that person will<	B163.TXT
30.	playgals. In my opinion<ADV:PRB>, it's clear<	ADJ	:CRT>	to me that a personality of each person	B293.TXT
31.	ely<ADV:AMP> agree with you guys. It's clear<	ADJ	:CRT>	to me that most people always<ADV:USL>	B343.TXT
32.	emselves. in my view<ADV:PRB>, it is obvious<	ADJ	:CRT>	that these situation effected by their	B343.TXT
33.	h is not quite<ADV:HDG> well . It is obvious<	ADJ	:CRT>	that there are bad things around my hom	B243.TXT
34.	ur time from other activities. It is evident<	ADJ	:CRT>	that teenagers exercise less during the	B352.TXT
35.	ated information, teenagers were more likely<	ADJ	:PRB>	to use the Internet to play games, to l	B272.TXT

Appendix 4: Sample of the frequency analysis of FTDs **Part I: FTDs in the Kaset-ACAD corpus**

ACAD	T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3	
Modals				1				2				3				4				5
will	1		6	7	2	2	3	7	1	3		4		2	2	4			1	1
can			2	2		1	2	3			1	1		1	8	9		1	0	1
may				0				0				0				0				0
could	0			0	0			0	0			0	0			0			2	2
would	1			1				0				0	3			3	1			1
might	1			1	1			1	1			1				0				0
shall				0				0				0				0				0
should		4		4			1	1				0		1		1		1		1
must				0	1			1		3		3	2		1	3				0
have to		3		3				0				0				0	3	1		4
need to				0				0				0				0				0
ought to				0				0				0				0				0
be going to / gonna	1			1				0				0				0				0
be supposed to				0				0				0				0				0
had better				0				0				0				0				0
want to / wanna	0			0			1	1	4	1		5	0			0	0			0
				0				0				0				0				0
	4	7	8	19	4	3	7	14	6	7	1	14	5	4	11	20	4	3	3	10
Copulas				1				2				3				4				5
tend	0			0				0				0				0				0
seem	0			0	0			0	0			0				0				0
appear	0			0				0				0				0				0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adverbs				1				2				3				4				5
always			1	1				0			2	2			1	1			9	9
generally				0				0				0				0				0
normally				0				0				0				0				0
commonly				0				0				0				0				0
mainly				0				0				0				0				0
usually				0				0	1	1	4	6			1	1			1	1
often				0				0				0	1			1				0
sometimes				0				0		3	3	6				0			1	1
occasionally				0				0				0				0				0
rarely				0				0				0				0				0
seldom				0				0				0				0				0
hardly				0				0				0				0				0
barely				0				0				0				0				0
never	2			2	3			3			1	1				0				0
surely				0				0				0				0				0
certainly				0				0				0				0				0
definitely				0				0				0				0				0
undoubtedly				0				0				0				0				0
of course				0				0				0				0				0
for sure				0				0				0				0				0
maybe				0			1	1				0				0	1		2	3
probably				0				0				0				0				0
possibly				0				0				0				0				0
perhaps				0				0				0				0				0
actually				0				0				0				0				0
really				0				0				0				0				0
truly				0				0				0				0				0
in fact				0				0				0				0				0
indeed				0				0				0				0				0

	T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3	
				1				2				3				4				5
in reality				0				0				0				0				0
almost		1		1				0				0				0				0
nearly				0				0				0				0				0
about				0				0				0	1			1				0
around	2			2		1		1				0				0				0
approximately				0				0				0				0				0
rather				0				0				0				0				0
quite		1	1	2				0		1		1				0				0
pretty		1		1				0				0				0				0
kind of / kinda				0				0				0				0				0
somewhat				0				0				0				0				0
a bit				0				0				0				0				0
a little				0				0				0				0				0
a little bit				0				0				0				0				0
partly				0				0				0				0				0
partially				0				0				0				0				0
so	1			1	1	1		2	1		3	4				0	3			3
very	2		2	4	2	1		3	9		3	12	2	1	1	4				0
quite				0				0				0				0				0
truly				0				0				0				0				0
really	2	1	1	4				0				0				0				0
highly				0				0				0				0				0
greatly				0				0				0				0				0
strongly				0				0				0				0				0
clearly				0				0				0				0				0
obviously				0			1	1				0				0				0
apparently				0				0				0				0				0
fully				0				0				0				0				0
totally				0				0				0				0				0
entirely				0				0				0				0		1		1
perfectly				0				0				0				0				0
extremely				0				0				0				0				0
completely				0				0				0				0				0
absolutely				0				0				0				0				0
I think	0	0	0	0				0	0			0				0				0
I guess				0				0				0				0				0
I suppose				0				0				0				0				0
To me,	0	0	0	0				0				0				0				0
For me,				0		1		1				0				0				0
In my view,				0				0				0				0				0
In my point ...,				0				0				0				0				0
In my opinion,				0				0				0				0				0
In my idea,				0				0				0				0				0
In my eyes,				0				0				0				0				0
According to ...,				0				0				0				0				0
	9	4	5	18	6	4	2	12	11	5	16	32	4	1	3	8	4	1	13	18
Adjectives				1				2				3				4				5
sure	0	0		0				0				0				0				0
true				0				0				0				0				0
certain				0				0				0				0				0
likely				0				0				0				0				0
possible				0				0				0				0				0
clear				0				0				0				0		1		1
obvious			1	1				0				0				0				0
evident				0				0				0				0				0
	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Tokens	13	11	14	38	10	7	9	26	17	12	17	46	9	5	14	28	8	5	16	29
Types				17				13				12				10				13

Part II: FTDs in the Kaset-BB corpus

BB	T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3	
Modals				1				2				3				4				5
will	3	4	2	9	3	8	6	17		11	3	14	2	4	7	13	1	8	8	17
can			1	1				0	1	1		2		1	2	3		1	1	2
may			3	3			5	5			3	3				0				0
could	0			0			2	2	0			0		1		1	0			0
would				0			2	2	1		1	2				0		2		2
might				0	1		3	4			1	1				0				0
shall				0				0				0				0				0
should		5		5		1	1	2			1	1		1	2	3				0
must		1		1		3	3	6		2	1	3		1	2	3		1	1	2
have to				0				0		2		2				0		2	1	3
need to	1			1				0				0				0				0
ought to				0				0				0				0				0
be going to / gonna				0				0				0				0				0
be supposed to				0				0				0				0				0
had better				0				0				0				0				0
I want to / wanna		1		1	2	4		6	5	9	3	17	2	1		3	1	2		3
I would like to				0				0				0				0		1		1
	4	11	6	21	6	16	22	44	7	25	13	45	4	9	13	26	2	17	11	30
Copulas				1				2				3				4				5
tend				0				0				0				0				0
seem	0			0				0				0				0	0			0
appear				0			1	1				0				0				0
	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Adverbs				1				2				3				4				5
always				0	1		1	2				0				0	1	1		2
generally				0				0		1		1				0				0
normally				0				0			1	1				0				0
commonly				0				0				0				0				0
mainly				0		1		1				0				0				0
usually		1		1		1	1	2		1	1	2				0				0
often		1		1			2	2		1	1	2		1		1				0
sometimes		4		4		1	1	2	2	1	1	4		1	1	2		1		1
occasionally				0				0				0				0				0
rarely				0				0				0				0				0
seldom	1			1				0			1	1				0				0
hardly				0				0				0				0				0
barely				0				0				0				0				0
never				0	1			1	1			1	3			3	1			1
surely				0				0			1	1			1	1				0
certainly				0				0		1		1			1	1		1		1
definitely				0				0				0				0				0
undoubtedly				0				0				0				0				0
of course				0				0				0				0				0
for sure	2	1		3				0				0				0				0
maybe				0	1			1	1	2		3				0				0
probably			1	1		1		1			1	1				0				0
possibly				0				0				0				0				0
perhaps				0				0			1	1				0				0
actually				0				0				0				0				0
really				0				0				0				0				0
truly				0				0	1			1				0				0
in fact				0				0				0				0				0
indeed				0				0				0				0				0

	T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3		T1	T2	T3	
				1				2				3				4				5
in reality				0				0				0				0				0
almost				0		1		1	1			1			1	1				0
nearly				0				0				0				0				0
about				0	1			1				0				0				0
around				0				0				0				0				0
approximately				0				0				0				0				0
rather				0				0				0				0				0
quite	1	4		5				0				0				0		1		1
pretty				0				0				0				0				0
kind of / kinda				0				0				0				0				0
somewhat				0				0				0				0				0
a bit				0				0				0				0	1			1
a little				0				0	2			2				0				0
a little bit				0				0				0				0				0
partly				0				0				0				0				0
partially				0				0				0				0				0
so	2			2				0				0		1	1	2		1		1
very	1	6	2	9	5	2	2	9	5	8	4	17	5	4		9	1	1	1	3
quite				0				0				0				0				0
truly				0				0				0				0				0
really	5	1		6				0				0				0		1		1
highly				0				0			1	1				0				0
greatly				0				0				0				0				0
strongly				0				0				0				0			1	1
clearly				0				0				0				0				0
obviously				0		1		1				0				0				0
apparently				0				0				0				0				0
fully				0				0				0				0				0
totally				0				0				0				0				0
entirely				0				0				0				0				0
perfectly				0				0				0				0				0
extremely	1			1				0				0				0				0
completely				0				0			1	1				0				0
absolutely				0		1		1				0				0				0
I think	0			0	0			0	0			0	0			0	0			0
I guess				0				0	0			0				0				0
I suppose				0				0				0				0				0
To me,	0	0	0	0				0				0				0				0
For me,				0		1		1		1		1		2		2				0
In my view,				0				0		1		1	1			1			1	1
In my point ...,				0				0				0				0			1	1
In my opinion,				0				0				0		1	2	3				0
In my idea,				0				0				0				0				0
In my eyes,				0				0				0				0				0
According to ...,				0				0				0				0				0
	13	18	3	34	9	10	7	26	13	17	14	44	9	11	6	26	4	7	4	15
Adjectives				1				2				3				4				5
sure	0	0	0	0				0				0				0				0
true				0				0				0				0				0
certain				0				0				0				0				0
likely				0				0				0				0				0
possible				0				0				0				0		1		1
clear				0				0				0				0				0
obvious				0				0				0				0				0
evident				0				0				0				0				0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Tokens	17	29	9	55	15	26	30	71	20	42	27	89	13	20	19	52	6	25	15	46
Types				18				23				29				17				20

Appendix 5

Speech acts and their descriptions

Part I: Examples of speech acts

Stages	Moves	Acts	Examples
{ Opening }	[greeting] [small talk]	<greet>	<i>Hi...everyone</i>
		<inform>*	<i>I'm so tired after the exam!</i>
		<question>*	<i>Are you guys going to Kaset Fair?</i>
		<reply>	<i>Yes, I'm free tonight.</i>
		<request>	<i>Please let me know when ...</i>
		<agree>*	<i>I think so too, Bank.</i>
		<feedback>	<i>Yes, I know, Fon.</i>
		<self-reply>*	<i>I think I will.</i>
		<self-feedback>*	<i>Never mind. I have to go anyway.</i>
{ Message }	[lead-in]	<inform>*	<i>Everybody knows ..., Generally ...</i>
		<introduce>	<i>I'd like to talk about...</i>
		<reference>	<i>As Fon said, ...</i>
		<continue>	<i>Let me continue from last time.</i>
		<question>*	<i>How could you know...?</i>
		<self-reply>*	<i>You may say that...</i>
		<self-feedback>*	<i>Well, that's quite right.</i>
	[point]	<opine>	<i>In my opinion, ...</i>
		<agree>*	<i>I agree with you that...</i>
		<disagree>	<i>I don't really agree with the topic...</i>
	[elaboration]	<clarify>	<i>This means that ...</i>
		<expand>	<i>Other people might want to ...</i>
		<justify>	<i>..., because ...</i>
		<exemplify>	<i>For example, ...</i>
	[concluding]	<conclude>	<i>Therefore, ...</i>
		<suggest>	<i>so parents should take good care of ...</i>
{ Closing }	[preclosing]	<pre-farewell>	<i>I have an exam tomorrow.</i>
			<i>Have to go now.</i>
		<promise>	<i>I'll be back.</i>
		<wish>	<i>I hope you do well for the exam tomorrow.</i>
	[closing]	<farewell>	<i>Bye, See you.</i>

Part II: Descriptions of speech acts

1. **<agree>** Its function is to express agreement with the topic statement or what is said in the previous turns. This is realized, for example, by the verb ‘agree’ or the sentence ‘I think so’.
2. **<clarify>** Its function is to make previous statements clearer. This can be realized by clauses such as ‘I mean’ or ‘in other words’.
3. **<conclude>** Its function is to summarize the main idea of the argument. This can be realized by adverbial phrases such as ‘In brief’.
4. **<disagree>** Its function is to express disagreement with the topic statement or what is said in the previous turns. This is realized by the verb ‘disagree’ or the sentence ‘I don’t think so’.
5. **<exemplify>** Its function is to give examples or evidences to support the claim. This is realized by phrases such as ‘for example’.
6. **<expand>** Its function is to add complementary information to the discussed issue. This add-on statement does not necessarily repeat the same point with the previous statement, but develop further from it. This can be realized by adverbs such as ‘moreover’
7. **<farewell>** Its function is to bid farewell before taking leave. This is marked by words such as ‘good-bye’ or ‘bye’.
8. **<greet>** Its function is to greet other participants. This is realized by the typical greeting expressions such as ‘hi’ or ‘hello’.
9. **<inform>** Its function is to provide information. It can be found in either the {opening} or {message}. If it appears in the former, it functions as a small talk; if it appears in the latter, it functions as a lead-in message to the main point.
10. **<introduce>** Its function is to lead other participants to the main thought of the discussion. This is realized by sentences such as ‘I’ll talk about’. Its other function is to signal continuation of talk from previous turns. This can be realized by the verb ‘continue’ as in ‘Let’s continue from last time’.
11. **<justify>** Its function is to give reasons to defend or make logical what was said before. This is realized by subordinators such as ‘because’.

12. **<opine>** Its function is to give one's personal opinion. This is usually realized by comment clauses such as 'I think', clause anchors such as 'It is true that' or adverb phrases such as 'in my opinion'.
13. **<pre-farewell>** Its function is to give reasons for taking leave; e.g. 'It's getting late. I've to go now'. This is realized by root modals used in conjunction with the first person pronoun.
14. **<promise>** Its function is to express commitment to do something in the future. This is realized by the verb 'promise' itself or the modal 'will' as in 'I'll come back later'.
15. **<question>** Its function is to ask for information, including also rhetorical questions. It is shown by interrogative sentences or tag questions.
16. **<reference>** Its function is to refer to the other participants. This is realized by phrases such as 'according to' or 'as you said'.
17. **<reply>** Its function is to respond to other participants' questions or statements. This comes in the form of a declarative sentence.
18. **<request>** Its function is to ask somebody to do something. This comes in the form of requests such as 'can you tell me' or imperatives such as 'tell me please'.
19. **<self-feedback>** Its function is to evaluate one's own response or express feedback to it, as in 'Anyway, I may be wrong'.
20. **<self-reply>** Its function is to respond to either one's own genuine or rhetorical questions. This is characterized, for example, by the utterances such as 'the answer could be that', used in response to the writer's own questions.
21. **<suggest>** Its function is to give advice for other participants. This is realized by root modals used in conjunction with the second person pronoun.
22. **<wish>** Its function is to express goodwill to others, normally before bidding farewell. This is realized by the verb 'wish' itself or sentences such as 'take care of yourself' or 'have a nice evening'.

Appendix 6

Move and speech act analysis

Part I: ACAD writing (group 3 topic 3)

Student A

Introduction	People's personalities are reflected in many ways such as in the way they walk, the way they run, or the way they dressed.		<inform>
	Besides all of these examples, there are a lot of things that can be the effective of people's personalities.	[lead-in]	<expand>
	What else can be the factor that will reflect people's personalities?		<question>
	In my own opinion , the kinds of pets they have are another way that can reflect their personalities.	[thesis]	<opine>
	Two kinds of pets that most people love to have are dogs and cats,		<inform>
	but did anyone ever notice that the kinds of pets they have can predict their own personalities.	[lead-in]	<question>
Body	People who have dogs as their pet at home will have personalities similar to their dogs.	[point 1]	<inform>
	This is not an insult, but people who have dogs as their pet are likely to have gentle, honest, and generous personalities more than others who has different kinds of pets. They are friendly and love social life, so they can get along with other people really well just like dogs' personalities.		<justify>
	Furthermore, they are also willing to reveal their thought or feeling openly to their families or friends.	[elaborating]	<expand>
	My friend, Farm, love her dog, Moji, very much. She is an open-minded person and love to hang out with friends. She always express her feeling to her friends and be a good consultant.		<exemplify>
	Cats are other kinds of pets that people love to feed at home.		<inform>
	Cats' personalities are quite different from dogs. Most of cats like the peaceful surroundings. They love to be independent and also have an excellent instinct.		<inform>

Conclusion	For example, when their master or owner were not in mood, cats will walk away from them	[elaborating]	<exemplify>
	because its can sense that its master or owner were upset.		<justify>
	Its also has two-sided of personality both in positive and negative sides. For the negative side, cats are quite self-centered, love to spend time alone, and do not like to disclose their feeling easily. Although they are also have respect for other people and learn to control themselves indeed . These are the positive side of cats' personalities.		<expand>
	Most of people who have cats as pet are likely to be independent, love to stay in peacefully surroundings, and has personalities similarly to cats.	[point 2]	<inform>
	One of my friends, Nun, feed cats. She prefers to spend her time at home. She is quite calm, serious, and independent person.	[elaborating]	<exemplify>
	Naturally, animals are created for the humankind; therefore, the animals could be our friends. However, pets has their own heart and they can feel whether the owner or master love them or not,	[concluding]	<conclude>
	so be good to your pets and take care of them with love.		<suggest>

Student B

Introduction	How could you know the personalities of these girls or those guys?		<question>
	“ No, couldn’t do that since I’m not their friends or even their relatives.” That may be your answer.	[lead-in]	<self-response>
	Well, why don’t you look closely at their hairstyles?		<self-feedback>
	Then you may find what do their hairstyles say about their personalities.	[thesis]	<inform>
Body	The first kind of hairstyles that have been seen in many Thai girls is a long and straight hair.	[point 1]	<inform>
	Girls with this hairstyles are usually considered as the sexiest and good take care of themselves		<inform>
	because one who have long hair have to treat their hair frequently or else their hair will be deteriorated.		<justify>
	The good example of girls with this hairstyles and these personalities is VJ.Woonsen, the VJ of the Channel [V] Thailand. She has very long hair	[elaboration]	<exemplify>
	and like I’ve said		<reference>
	she’s very sexy in many boys’s openions.		<opine>
	About guys with long hair, there’s a study of the Yales University showed that these guys seemed to have no brains. However, there’s still a good thing in them that is they are a good-natured. They are friendly and can get along well with other people and also love musics.		<expand>
	This time, the next popular hairstyle is the short one. To begin with, gisls with short hair are considered to be self-confident and outgoing.	[point 2]	<inform>
	These girls seem to do everything in their own way without care. They are prefer styng out all night long with their friends.		<inform>
	The very best of these girls having kind of short hairstyle is Tata Young. She’s an international singer now.		<exemplify>
	Can’t you see her hair?		<question>
	She has gotten short hair since she was young. Although it was once very long, but now it’s not. She’s very confident in whatever she has		<inform>

Conclusion	done, speaking, singing or dancing. She has never care about what people say or what people think about her.	[elaboration]	
	Well, I think we can see these character from her hair already.		<opine>
	And if there's guy with short hair, he's considered to be sexy and more confident. It's just the same as the girls.		<expand>
	All in all, how people have their hairstyle is not the matter. In real life, the hairstyles are only things that make people around impress you.		<conclude>
	Sometimes what you see in not all of what you think.	[concluding]	<inform>
	Therefore, people's personalities can't be concluded only by their hairstyles.		<conclude>

Student C

Introduction	Human beings can live their lives which depend on many essential factors.		<inform>
	Food is the one important role that reflects to our lives.		<inform>
	If you don't eat any thing, you will not have any nourishment to sustain you.	[lead-in]	<inform>
	Furthermore, if you want a longer life, you have to eat food that good for your health.		<expand>
	Not only the food can affect to your health, but also affect to your personalities. It depends on the kinds of food that you eat.	[thesis]	<inform>
Body	People who consume the nourishing food like vegetables, fruits, or cereals are healthy	[point 1]	<inform>
	because the food is good for their health and there are many essential substances to make you grow, stay healthy, and live their lives without serious illness.	[elaboration]	<justify>
	Moreover, consuming the healthy food is reflected to their personalities. It can make them in a perfect shape and radiant skin. They aren't serious about their shape, so they can wear any kind pf clothes. No matter what they do, they can do it confidently.		<expand>
	On the other hand, people who consume the innutritious food such as candies, confections, pickles, and grease suffer from many following diseases, and they always have bad personalities.	[point 2]	<inform>
	For instance, people who are overweight don't have a confidence, no matter what they do		<exemplify>
	because it affects to their body movements like walking, sitting, or running.	[elaboration]	<justify>
	Besides they have to face a lot of diseases which are heart attack, diabetes, and high pressure disease, and have no longer lives.		<expand>

Conclusion	Having a happy life by eating the food you like is good for your mental, but you don't take your health for granted		<inform>
	because people's personalities can be reflected to the way they eat.	[concluding]	<justify>
	If you take care for your health by consuming wholesome food, you can get a lot of benefits. It's up to you how to choose to consume nutriments.		<inform>

Student D

Introduction	Now the population in the world has dramatically increased to approximately 2-3 billion, so there are many kinds of people in our society.		<inform>
	It is really undoubted that each person is different from another person.	[lead-in]	<inform>
	Probably you can guess what personalities of people are when you see them acting in everyday life.		<inform>
	The manner they eat is one of the ways that reflect people's personalities.	[thesis]	<inform>
Body	The first type of people who the way they eat shows their personalities is the people who work hard. Most of people in this group always work in industry or do physical work. They eat a lot in a meal	[point 1]	<inform>
	because they loose their energy as they are working, and they must eat as much as when they burn calories from their exercises.		<justify>
	The food they eat mostly contains protein, carbohydrate, and fat,		<expand>
	for example, they eat meat since they want protein to fix the muscle whether they are injured while they are physically working out. Rice and bread are comprised of carbohydrate, so it is very essential for them when they have to use energy.		<exemplify>
	Eating fat, such as cheese, butter and so on is an easy way to get more energy	[elaborating]	<expand>
	because fat can be changed into 9 kilocalories per gram.		<justify>
	Thus it is certain that people who work hard and use a lot of energy have to eat the diet which is rich in the substance that produces the energy,		<opine>
	and they should eat amount quantity per meal.		<suggest>
	Another group of people that we can observe their personalities from their eating manners is the people who we call white-collar. They particularly work in the offices. Their jobs are mostly deal with documents, communication or management, so they have to use their brain rather than their muscle. You surely see they eat per meal less than the first group	[point 2]	<inform>
	because they don't want more energy.		<justify>

	They usually skip their breakfast and often have a little lunch. They don't want to spend their time on the table in the morning		<expand>
	since they have to leave home very early to avoid the traffic jam and to be on time at work.		<justify>
	Mostly their breakfast consist of a cup of coffee and couple of toast, and they choose to eat just some sandwiches and a can of coke for lunch	[elaborating]	<expand>
	because they have to back to their rest duties as fast as they can.		<justify>
	Moreover their health will be at risk		<expand>
	because they like to drink the beverages that contain caffeine such as coffee and tea and consume nicotine such as cigarette or tobacco to release their stress.		<justify>
Conclusion	In short, the period of the meal, the quantity of diet per meal and what dishes people select are the good ways to reflect their personalities.		<conclude>
	However, you should consider what you eat, how much you must eat and when you have to eat for the best both mentally and physically health,	[concluding]	<suggest>
	so take care of yourself.		<wish>

Student E

Introduction	In everyday life, we always meet new people. Some are just passersby and some are people whom you first meet and you have to interact with them for some reasons. In these cases, we are automatically forced to judge people like we judge a book by its cover.	[lead-in]	<inform>
	There are many things that can help us be informed about those people's personalities and characters within seconds of first meeting them. One of them is their hairstyle.		<inform>
	The difference of them, whether short hair or long hair, can say what those people are like. Short hair for women and men makes difference in their personalities.	[thesis]	<inform>
Body	Women with short hair, were found as the most outgoing and confident type. Most women prefer having their hair long	[point 1]	<inform>
	because it commonly appears as a token of feminine and it can attract guys more.	[elaborating]	<justify>
	That is to say girls with short hair are self-confident and believe they don't need that kind of thing to makes men interested in them		<clarify>
	because they possess other distinctive feature of personalities.		<justify>
	But for men, men, short hair can be interpreted in two completely different personalities. They may be polite men and usually prefer things with a plain style. They are assumed like that	[point 2]	<inform>
	because short hair is like a simple and usual thing for men.	[elaborating]	<justify>
	That means they refuse themselves to be odd or different from what is normal. They just simply want to be polite.		<clarify>
	On the other hand, they may be men who seem* so self-absorbed. Since they are interested only in themselves and the things that affect them, they have to be perfectly neat to impress other or to be best for any circumstances.		<expand>
	Another hairstyle that is seen easily everywhere in women is a long hairstyle. Women who wear long hair are likely to be sociable and fun loving. They are friendly and enjoys being with other people. Since they are good with people, they know by their hearts what is best for social thing. They know that numerous of men find girls with long hair sexy and attractive	[point 3]	<inform>

	so why cut it?		<question>
	However, long hair in men is found alien to some people for it isn't classical and suitable for them. Men who wear long hair are different by far from intelligent and competent. They are classified as the type that is less intelligent but more good-nature. They are naturally kind and possess helpful character.	[point 4]	<inform>
	It is because most of times they usually use their hearts rather than their brains to judge or do something.		<justify>
	Therefore, they don't really care to be neat to impress others	[elaborating]	<conclude>
	because they expect someone to judge him by his heart as well		<justify>
Conclusion	In short, it is true that people's individual personalities can be reflected in their hairstyle. We can assume whether they are confident, polite. However, we cannot summarize or fully describe their complex personalities simply by hairstyle. It takes for learning and knowing what a person really is.	[concluding]	<conclude>

Part II: BB writing (group 3 topic 3)

1: A1 (Tue Jan 10, 05:11:07 PM 2006)

Opening	Hello My friends	<input type="checkbox"/> [greeting]	<input type="checkbox"/> <greet>
	Well, before discussing I would like to tell you guys about today exam first!! Ha~Ha	[off-topic]	<input type="checkbox"/> <introduce>
	I think Phonetics test has pops up in you mind right?		<input type="checkbox"/> <question>
	I knew everyone felt so release after the test, but before that the atmosphere was so frustrated!!!!		<input type="checkbox"/> <self-reply>
	Even though it's frustrated, we all are still survive to prepare for another test right?^^		<input type="checkbox"/> <self-feedback>
	Today, I decided to be the first person to post this new coming topic for luck.	<input type="checkbox"/> [on topic]	<input type="checkbox"/> <inform>
Message	In my point of view,	[point]	<input type="checkbox"/> <opine>
	I agree with the topic. The way they live their lives can reflected their personalities.		<input type="checkbox"/> <agree>
	One who comes from the rich family might has more chance to do whatever they want. On the other hand, one who comes from the poor family might has less opportunity to live their lives the way they want because of the factors.	<input type="checkbox"/> [elaboration]	<input type="checkbox"/> <expand>
Closing	Wow, I didn't realize it's getting dark,	[preclosing]	<input type="checkbox"/> <pre-farewell>
	so I have to go study another exam for tomorrow.		
	To be continued....		<input type="checkbox"/> <promise>
	Good luck to you all for the exam tomorrow.	<input type="checkbox"/> [closing]	<input type="checkbox"/> <wish>
	See ya^^		<input type="checkbox"/> <farewell>

2: B1 (Thu Jan 12, 08:56:12 PM 2006)

Opening	I'm the second one of this new topic. At first,I think I am to comment it right now,but I'm so tired that I don't want to sit and discuss it anymore.I just want to lay down discussing it instead.	<input type="checkbox"/> [on-topic]	<input type="checkbox"/> <inform>
	After finhing our exam already I Just Wanna SCREAM	<input type="checkbox"/> [off-topic]	<input type="checkbox"/> <inform>

3: C1 (Fri Jan 13, 02:19:42 PM 2006)

Opening	Hi! my fellows...	<input type="checkbox"/> [greeting]	<input type="checkbox"/> <greet>
	I'm still so tired now. The mid term exam makes me feel like that	<input type="checkbox"/> [off-topic]	<input type="checkbox"/> <inform>
	now i have no idea to post about this topic :(her.. her..	<input type="checkbox"/> [on-topic]	<input type="checkbox"/> <inform>
Closing	I'll come back when I feel better na ...	<input type="checkbox"/> [preclosing]	<input type="checkbox"/> <promise>
	bye bye	<input type="checkbox"/> [closing]	<input type="checkbox"/> <farewell>

4: A2 (Wed Jan 25, 02:39:02 PM 2006)

Opening	Hey guys!!!!	<input type="checkbox"/> [greeting]	<input type="checkbox"/> <greet>
	How's your test result?	<input type="checkbox"/> [off-topic 1]	<input type="checkbox"/> <question>
	Mine was O.K. It wasn't bad like I thought at first except my point of my writing test.		<input type="checkbox"/> <self-reply>
	Well, let it be.		<input type="checkbox"/> <self-feedback>
	However, Kaset Fair is coming up, so I think we should have fun with our days off, but don't forget that the final test are waiting for us after Kaset Fair.	<input type="checkbox"/> [off-topic 2]	<input type="checkbox"/> <suggest>
	After the mid term it seemed like no one want to post the topic. May be because of knowing the result depressing us so much, that's why everyone had no idea to post the topic. For me , my mind was blank too,	<input type="checkbox"/> [on-topic]	<input type="checkbox"/> <inform>
Message	but what can I do besides to deal with it, right?	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <question>
	Comes to our topics,		<input type="checkbox"/> <introduce>
	it's quite true that the way we live our lives can reflected our personalities.	<input type="checkbox"/> [point 1]	<input type="checkbox"/> <opine>
	Just like I said before that one who comes from the rich family might has more chance to do whatever they want. On the other hand, one who comes from the poor family might has less opportunity to live their lives the way they want because of the factors.	<input type="checkbox"/> [elaboration]	<input type="checkbox"/> <expand>
	There are many factors that can possibly reflect our personalities.	<input type="checkbox"/> [point 2]	<input type="checkbox"/> <inform>

	For example the environment can cause changes of our personalities. The atmosphere of the family is important, for the children that lives in warm atmosphere of their family will have more positive attitude than one who lives in unhappy family.	[elaboration]	<exemplify>
Closing	I have to go now, so that's all for today, and I hope you guys has an idea for the topic soon.	[preclosing]	<pre-farewell> <wish>

5: B2 (Sat Jan 28, 01:07:45 PM 2006)

Opening	Well, about this topip, don't you think it's too hard to discuss? If not, then I may be the only one thinking so. Anyway, I've to think and express my thought.	[on-topic]	<reference> <question> <self-reply> <self-feedback>
Message	So, let me tell you one thing. In my view , this topic is absolutely true since there are many examples exiting in everyday in our social life. We all know that family is the first fundamental which teach us how to behave both in actions and in morals. People coming from the good family which has parents paying many attentions with their children and are well behave will live their lives like what they have seen from their parents. Parents are the best example for them.	[lead-in] [point] [elaboration]	<introduce> <opine> <expand>
Closing	Therefore, if you want your children to be a good boy or a good girl, all you have to do is to show them how to be like that.	[concluding]	<conclude> <suggest>

6: D1 (Sat Jan 28, 02:24:39 PM 2006)

Opening	hey guys... this is my first comment on this topic. actually , i still have no idea...but i will try cuz it will be the deadline on this Monday.. i really agree with that..	[greeting] [on-topic]	<greet> <inform> <agree>
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Message	In my view, people's personalities can highly be reflected by the environment especially the atmosphere in the family.	[point]	<opine>
	For instance, one who grow up in the wealthy family. They have a montain of chance to do anything they want. Obviously , they can study in a school which has a lot of facilities, efficiency education systems. While the people who are in the poor family have to make an effort to continue their education in the higher degree...	[elaboration]	<exemplify>

7: B3 (Sat Jan 28, 03:06:31 PM 2006)

Opening	It's kind of funny thinking about some of people I knew since I was a little child. It's sure that in my life I have found and knew lots of people.	[on-topic]	<inform>
	Then you may ask me has it something to do with this topic?		<question>
	Sure ,it has		<self-reply>
	and I'll show you.	[lead-in]	<introduce>
	For many years I have met almost every kind of people. They all have different personalities such as humorous, serious, non sense, idle,deligent,selfish even a considerate one.	[on-topic]	<inform>
Message	Many of these personalities can be seen obviously through their daily's lives.	[point]	<inform>
	For example, there's a girl I knew for about 17 years. In fact , she's my friend living near my house. At the very first, she was a nice girl sharing almost everything and spending a great time playing around the house with me. Now,everything has changed. She's estranged. I can see her only when she has a problem. She usually asks me to help her doing her homeworks. At first, I don't care and don't think anything about that. I always think that she's my friend and help her when she's in need. Until my mom said that she was a kind of selfish. I was shocked about my mom's word.	[elaborate]	<exemplify>
	Well, it's seem to me that may be my mom is true. Thinking back at the last time I saw her is...a day before her mid term exam.		<opine>

	Anyway, she still be my friend. If there's something I can help, I will .		<inform>
Closing	see you.	[closing]	<farewell>

8: E1 → A2 (Sat Jan 28, 05:45:44 PM 2006)

Opening	Hey Numtan,	[greeting]	<greet>
	mine was ok too.		<reply>
	However, I'm still worried about the last one we all haven't known yet--Introduction to Literature (@_@).I did very bad on the exam. Literature is really not my thing.	[off-topic 1]	<inform>
	Since there's Kaset Fair, we are having day off. Being a student for many years makes me know that it's the fact of student's life that the more days off we have, the more works we were assigned, so make sure you've done all projects during these days na, my pals.	[off-topic 2]	<inform>
Message	About the topic,	[lead-in]	<introduce>
	I think it partially true that people's personalities are reflected in the way they live their lives.	[point]	<opine>
	I have experienced many things that can affirm the statement. Like one guy I know, he is independent, confident and able to do things by himself in his own way. He had worked in one good company as an engineer for about 2 months. Then he quitted. Know why?? He said he's not happy with a life like that. He can't stand being a salaryman. It's too boring for the guy like him, so he decided to be a photographer—the thing he always loves. Despite the lees income, he is happy with it.	[elaborate]	<exemplify>

9: C2 → E1 (Sun Jan 29, 12:01:30 AM 2006)

Opening	hi! my fellows....	[greeting]	<greet>
	I think the same as you na Numtan [A].		<agree>
	People's personalities are reflected in the way they live their lives. Everybody in the world was born in a different family,so their personality are different,too. Each of personalities can be involve the environment that they live.	[point 1]	<inform>
	The environment can be divided in the internal and		

Message	external environment. At first, the internal environment is about a family they live.	[point 2]	<inform>
	In my opinion , the different personalities were came from a parent's behaviors.		<opine>
	Like Numtan said		<reference>
	people who came from a rich family have more opportunity to buy or get anything that they want. this behavior can be effected to their children.They can spend too much money by not knowing value of money, so it's reflected to their personality that they are extravagant people.	[elaborating]	<expand>
Closing	oH ..i've to go now ,and		<pre-farewell>
	i will talk about the external environment if i have time.....	[preclosing]	<promise>
	(this topic is very serious ????)	[on-topic]	<inform>

10: E2 → B2, E1 (Sun Jan 29, 12:07:39 AM 2006)

Opening	Fon,	[greeting]	<greet>
	I couldn't agree with you more that this topic is kind of difficult.		<agree>
	Know what?	[on-topic]	<question>
	I've been tried to write it for many times but I just didn't know where should I start. Nothing sprang to my mind.(+_+)		<inform>
Message	My latest comment talked about a guy I know (actually my brother's boyfriend).		<reference>
	Now let me give you another example to support the idea.	[lead-in]	<introduce>
	I'll give myself as an example this time. I'm outgoing and sociable. I always like to meet and talk to new people. I am friendly and enjoy being with others. These personalities are reflected in the way I live my life. I rarely enjoy being alone in a quiet corner. I prefer being with friends, make jokes and laughing out loud with them. I am usually lonely when I'm alone.	[elaboration]	<exemplify>
	In conclusion, I must say that I cannot stand the life without socializing.	[conclusion]	<conclude>

11: E3 (Sun Jan 29, 04:47:51 PM 2006)

Opening	HiHi,	[greeting]	<greet>
	how was the past 2 days off.	[off-topic]	<question>
	Mine was kind of boring. I just did nothing but eating and sleeping. I guess I'm leading a pig's life		<self-reply>
Message	An old friend of mine, she is a kind of girl who is never afraid of taking risks or trying new things. I found her eager to go to new places and do exciting or dangerous things. She is undoubtedly adventurous. Since high school, she usually went travel around Thailand. Waterfalls, mountains, or beaches, she'd been all.	[elaborating]	<exemplify>
	I guess she will keep on trying to find exciting places and activities to do, and it's not gonna be hard for her to do that because she's majoring tourism. Possibly , I think that will be the way she leads her life.		<opine>

12: E4 (Sun Jan 29, 05:30:04 PM 2006)

Opening	Will you guys be at Kaset Fair tomorrow?	[off-topic]	<question>
	Let me know the time we need to be there if anyone of you know, OK?		<request>
Message	Now I'd like to talk about another high school friend of mind who probably be a good example to support the idea.	[lead-in]	<introduce>
	I've known her for about 8 years; she has never shown me she is energetic. It may not be a big deal when we're still young and life isn't too complicated, but now.....trust me it is a big deal! She is now a university student, and still, she absolutely lack of enthusiasm. She rarely shows up in classes and doesn't gives a sh*t about doing all her projects and that caused her dropped several subjects each term. I asked her that what is so hard about going to classes. She said she'd tried but the classes are all too early.	[elaboration]	<exemplify>
	There's nothing I can do but hoping she can finally get rid of this personality of her or her life will be more messed up.		<wish>

13: B4 (Sun Jan 29, 11:20:25 PM 2006)

In my opinion , people's personalities are reflected to the way they live their lives	[point 1]	<opine>
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Message	because of their parent who the first important thing to develop their children's personalities.			<justify>
	Children always imitate all of their parent's personalities that they don't know which personalities are good or bad. If parents don't suggest them, they may have bad personalities.	[elaborate]		<expand>
	People's personalities are the things that difficult to revise,	[point 2]		<inform>
	so parents should be more take care of their children to improve their personalities in the right way.	[concluding]		<suggest>

14: B5 (Sun Jan 29, 11:24:12 PM 2006)

Opening	I'm very drowsy now.	[off-topic]		<inform>
	Is there anything to wake me up and make me get more idea????			<question>
	Someone help!!!!			<request>

15: E5 (Sun Jan 29, 11:59:34 PM 2006)

Message	The last example that I'm gonna give you is about one girl I know. She is a highly ambitious person. She is intelligent and beautiful. There are lots of good guys comin her life since she's in high school. The guy she considered to be good enough to hang out with her must be quit rich, intelligent and good man. You see the order? She once said that just good and handsome aren't good enough for her. She met one guy while being a university student. He is attractive, funny and intelligent but not rich. However, she really liked him. They were together until their last year in the university. They broke up..... Actually she dumped him for the guy she met at the place she worked as the apprentice because of the only factor her boyfriend doesn't have—wealthy	[elaboration]		<exemplify>
	I think any great love can never change the fact that she is ambitious and determines to be successful and rich. It's the life that she strongly desires to live.	[preclosing]		<opine>
Closing	See you all tomorrow na ja.(^_^)		[closing]	<farewell>

16: C3 (Mon Jan 30, 12:06:26 AM 2006)

Opening	Howdy's everybody!		[greeting]		<greet>
	...continue... Let's go to the external environment!		[lead-in]		<introduce>

Message	The external environments are people who are on all sides especially friends who reflected to the way they live their lives.	[point]	<inform>
	The most of people take the most of time with their friends at work and school or university more than with their family in a house		<expand>
	, so friends are the important factors reflected to their personalities.	[elaboration]	<justify>
	For example, teenagers have friends who use the expensive and luxurious things, and they often do the same thing to get along with their friends.		<exemplify>
	This personalities or behavior will not happened, if they have more thinking and use all of their sense in the right way.	[concluding]	<conclude>

17: C4 → E4 (Mon Jan 30, 12:09:32 AM 2006)

Opening	Yeah, sounds like me, that girl you know, Orn [E].	[on-topic]	<reply>
	Well, I better not to talk about that girl 'cause it' s gonna reflect to me. That's gonna be bad.		<self-feedback>
Message	O.K. Now, Let me continue this very tough topic.	[lead-in]	<introduce>
	Here is another sample. there's a man I knew for many years. He is now in the Thai Royal Navy. Before entering to the navy, he was a prudent man thinking before doing anything. Thing that made me sure he would be in the navy is when he told me that he loved war ships and aircraft. He spendeds lots of times going to places that had those things and learnig about them.	[elaboration]	<exemplify>

18: B6 (Mon Jan 30, 01:04:54 AM 2006)

Message	Well, well, well. Another sample (again) is my close friend. I won't say her name 'cause it will make her to be bashful. Actually , it doesn't have anything to make her feel like that. I think her own way to live her live is sometimes impressive. She is a girl in a Chinese family. We all know well about a Chineses's lives which has several way of living like how to spend their money usefully or you have to work hard for the better life. My friend has been taught all of that way. One of her personalities usabled for her is that she is somewhat stingy. Taught to be economical since she was young, she occasionally let another people pay for her. Once, she wanted a new watch, she knew it thoroughly;however,when we reached to a shop, she then said that she had forgotten her	[elaborate]	<exemplify>
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wallet. What happened afterwards? It was me paying for that watch. I thought it would be find, she would pay it back. Well, she didn't. And what did I do? I did nothing... That's the example of my stingy friend, but sometimes the other calls her a selfish girl.					
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19: B7 (Mon Jan 30, 01:39:43 AM 2006)

Opening	Here comes my last post!	[lead-in]	<introduce>
	What a wonderful night I'm having. Mosquitoes are sucking on my skin asking for more and more blood. And still more than that, my two eyes are getting smaller due to my sleepiness.	[off-topic]	<inform>
Message	Some people like to be bodily happy, but they don't want to be laborious. In fact , those who can be like that almost are rich. They were born with luck. Their parents have many nice thing prepared for them since they were still in mother's tummy. So, they don;t have to face any difficulty in getting money. They spend their money worthlessly because of gaining it very easy. They do what they want and don't care anything any people. With these things I saw, I can assume that they are kind of extravagant, culpable, insane;furthermore, they are unconscious.	[elaborate]	<expand>
	Finished! Time for bed		<pre-farewell>
Closing	Good night. Sleep tight you all. I love you all	[preclosing]	< wish >

20: A3 (Mon Jan 30, 02:42:47 PM 2006)

Opening	Well, at first I thought I would have chance to go home last Friday, but I had to work for the Faculty on this Monday, so I have to go home a little late then. It's so bad that we all were sacrificed for this work but too little people had come to participate with our work.	[off-topic]	<inform>
	Now, let's come back to our topic.	[lead-in]	<introduce>
Message	Last time, I said that there are many factors that can reflect our personalities.		<reference>
	For example the environment can cause changes of our personalities. The atmosphere of the family is important, for the children that lives in warm atmosphere of their family will have more positive attitude than one who lives in unhappy family.	[elaborate]	<exemplify>
	Oh!!!!Man!!!!I forgot I have to go for lunch,	[preclosing]	<pre-farewell>

Closing	<input type="checkbox"/> so I will come back in a minute.	<input type="checkbox"/> <promise>
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21: A4 (Mon Jan 30, 02:54:38 PM 2006)

Message	<input type="checkbox"/> Now, let's continued.	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <introduce>
	<input type="checkbox"/> Yeah, like I already said on the last post that	<input type="checkbox"/> [point]	<input type="checkbox"/> <reference>
	<input type="checkbox"/> there are many factors that can reflect our personalities.	<input type="checkbox"/> [elaboration]	<input type="checkbox"/> <inform>
	<input type="checkbox"/> For example the environment can cause changes of our personalities. The atmosphere of the family is important, for the children that lives in warm atmosphere of their family will have more positive attitude than one who lives in unhappy family. Some families hit their children to make them stop what they are doing or make them realised that they had done something wrong while other families only talks to their children to get through the problems.	<input type="checkbox"/> [preclosing]	<input type="checkbox"/> <exemplify>
Closing	<input type="checkbox"/> To be continued....	<input type="checkbox"/> [preclosing]	<input type="checkbox"/> <promise>

22: D2 (Mon Jan 30, 03:03:47 PM 2006)

Opening	<input type="checkbox"/> hey...guys	<input type="checkbox"/> [greeting]	<input type="checkbox"/> <greet>
	<input type="checkbox"/> today is the dead line so i have to hurry up..	<input type="checkbox"/> [off-topic]	<input type="checkbox"/> <inform>
	<input type="checkbox"/> Are you still alive, Fon?	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <question>
	<input type="checkbox"/> i do miss you na ja	<input type="checkbox"/> [point]	<input type="checkbox"/> <self-reply>
Message	<input type="checkbox"/> let's go to the topic..	<input type="checkbox"/> [point]	<input type="checkbox"/> <introduce>
	<input type="checkbox"/> I think the atmosphere in a family is very important	<input type="checkbox"/> [justify]	<input type="checkbox"/> <opine>
	<input type="checkbox"/> because the emotion of family's members can effect to each other in one way or another way.	<input type="checkbox"/> [elaboration]	<input type="checkbox"/> <expand>
	<input type="checkbox"/> If parents always argue, children may be aggressive since they think the violence is the simple thing that one should do. On the other hand, the children are optimistic and have the good emotion if parents get along with each other and talk reasonably. If parents spoil their children, this is considered to have a bad effect on children's personalities.	<input type="checkbox"/> [closing]	<input type="checkbox"/> <farewell>
Closing	<input type="checkbox"/> see ya..	<input type="checkbox"/> [closing]	<input type="checkbox"/> <farewell>

23: D3 (Mon Jan 30, 03:07:40 PM 2006)

Opening	hey!!! fellows	<input type="checkbox"/> [greeting]	<input type="checkbox"/> <greet>
	i think many friends understand this topic in different ways... but i maybe misunderstood..	<input type="checkbox"/> [on-topic]	<input type="checkbox"/> <opine>
	Do you agree with me?		<input type="checkbox"/> <question>
Message	I suppose that you can guess which families people around you come from...	<input type="checkbox"/> [point]	<input type="checkbox"/> <opine>
	for example, I have a friend. She really loves to read the novel. She knows a lot of the famous author's name and she read their novel many times. She told me that she is highly influenced by her mother who is a teacher.	<input type="checkbox"/> [elaborate]	<input type="checkbox"/> <exemplify>
Closing	uhhhh...so.. nothing to say	<input type="checkbox"/> [preclosing]	<input type="checkbox"/> <pre-farewell>
	luv ya		<input type="checkbox"/> <wish>

24: D4 (Mon Jan 30, 03:12:02 PM 2006)

opening	<input type="checkbox"/> i've just arrived home in few minutes.. so tried	<input type="checkbox"/> [off-topic]	<input type="checkbox"/> <inform>
Message	Talk about the school children,	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <introduce>
	their personalities can be mostly reflected by the environment outside the family	<input type="checkbox"/> [point]	<input type="checkbox"/> <inform>
	because they spend their most of time at schools and with their friends.	<input type="checkbox"/> [elaborate]	<input type="checkbox"/> <justify>
	At school, some children act different when they are at home. Some of them are shy, unsociable and avoid meeting other people at school, but they are talkative and cheerful when they are with their family. Probably they don't get along with their friends or they maybe have some trouble. This is the big deal of the teachers. And teachers have to look after the students.		<input type="checkbox"/> <expand>
Closing	<input type="checkbox"/> to be continued...	<input type="checkbox"/> [preclosing]	<input type="checkbox"/> <promise>

25: A5 (Mon Jan 30, 03:14:48 PM 2006)

	Now, I'm back to continued our topic.^	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <introduce>
	Let's where I were at.... O.K. I just talked about my experience that		<input type="checkbox"/> <reference>

Message	In my experience, I had seen many cases such as from my friends. They all had different ways to teach their children.	[point 1]	<inform>
	Some families hit their children to make them stop what they are doing or make them realised that they had done something wrong while other families only talks to their children to get through the problems.	[elaboration]	<exemplify>
	An important thing is that not just the environment that can reflect people's personalities ,but also their parents.	[point 2]	<inform>
	For me , my experience had taught me that parents can make us to be a good or bad person. Lucky me that my parent taught me to be a good girl and made me to be what I am today.	[elaborating]	<exemplify>
	These topic is very difficult, but we all get through it, right?	[on-topic]	<question>
Closing	So let's lives our lives the way we want to, but everybody have to make sure that your ways will not cause trouble to yourself, your parents, and anyone.	[concluding]	<suggest>
	Well, these topic is totally though. Man!! Finally, we all get through this. We are rocks!!	[on-topic]	<inform>

26: D5 (Mon Jan 30, 03:56:43 PM 2006)

Opening	hey guys..	[greeting]	<greet>
	i've just faced the most painful experince.. tomorrow i wanna see ya at K. Fair na..	[off-topic]	<inform>
Message	see, you can suppose that the people who always throw money out of the window are the people who come from the rich family or they love to use the brand name or luxurious things.	[point]	<inform>
	it can show that if the social you live in comes along in which way, your life style has a lot of chance to deal with that way as well..	[elaboration]	<expand>
Closing	i really want to know that how i can finish the Big Fish... plz tell me my friends		<request>
	who has the movie big fish [vcd]?	[off-topic]	<question>
	can i borrow?		<request>

27: C5 (Mon Jan 30, 10:28:50 PM 2006)

Opening	Good evening everybody!	<input type="checkbox"/> [greeting]	<input type="checkbox"/> <greet>
	I'm so tired today 'cause I go shopping at Kaset Fair for a long time! It makes my weight up; however, I enjoy eating.:)	<input type="checkbox"/> [off-topic]	<input type="checkbox"/> <inform>
Message	Now it's time to talk about this serious topic!	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <introduce>
	Like I said	<input type="checkbox"/> [point]	<input type="checkbox"/> <reference>
	the way they live their lives are involved with family's behavior,		<input type="checkbox"/> <inform>
	in addition the way they live their lives are involved with the circumstance that they live!		<input type="checkbox"/> <expand>
	For example, people who live in Klong toey slum have the bad circumstance. They have to encounter serious problems such as a habit forming drug problem, a divorce problem, and an economic position problem. Children who live in this condition have less opportunity to avoid about these problems. Ultimately, they become children who have problems. This small units of the problems in family can become big social problems,	<input type="checkbox"/> [elaboration]	<input type="checkbox"/> <exemplify>
	so we have not to take this problems for granted.	<input type="checkbox"/> [concluding]	<input type="checkbox"/> <suggest>

28: C6 (Mon Jan 30, 10:44:55 PM 2006)

Messagecontinue.....	<input type="checkbox"/> [lead-in]	<input type="checkbox"/> <introduce>
	These children have to face about this circumstance that they don't know before, and this makes them to have bad personalities,	<input type="checkbox"/> [point 1]	<input type="checkbox"/> <inform>
	for example they are aggressive and pessimistic	<input type="checkbox"/> [elaborating]	<input type="checkbox"/> <exemplify>
	because they see and know this the way they live, and they imitate this behavior.		<input type="checkbox"/> <justify>
	However, in my view , this social problems will not happened, and these children can be a good person if they get more knowledge and are taught from their parents and teachers.	<input type="checkbox"/> [point 2]	<input type="checkbox"/> <opine>
Closing	I think the same as you,Jun many friends understand in the different way!	<input type="checkbox"/> [on-topic]	<input type="checkbox"/> <agree>

Appendix 7
Wida and Panee's repertoires of FTDs in ACAD and BB corpora
(shown in pragmatic functions)

	ACAD		BB	
	Wida (High)	Panee (Low)	Wida (High)	Panee (Low)
Hedging	can (6) may (3) maybe (1) usually (3) often (2) almost (2)	could (2) would (2) maybe (2) usually (6) sometimes (4) almost (2) rather (1)	may (7) would (2) can (1) maybe (4) probably (1) usually (3) sometimes (1) normally (1) hardly (1) often (1) almost (2) a little bit (2) a little (1) about (1) somewhat (1) to me (3) in my eyes (3) in my view (2) for me (1) according to (1)	would (9) maybe (4) usually (2) sometimes (1) often (1) rather (2) quite (1) a little (1) about (1) I think (2) in my view (1) seem (1)
Type/token	6:17	7:19	20:39	12:26
Diversity index	0.35	0.36	0.51	0.46
Boosting	will (8) always (1) very (4) really (2) indeed (1) certain (1)	will (4) always (1) truly (1) indeed (1) very (4) really (4) so (4) sure (1)	will (12) certainly (1) definitely (1) never (2) always (1) very (9) really (5) so (4) totally (2) absolutely (2) certain (1) sure (1)	will (7) surely (1) for sure (1) always (6) never (1) really (4) so (3) absolutely (1) sure (1)
Type/token	6:17	8:20	12:41	9:25
Diversity index	0.35	0.40	0.29	0.36
Committal	have to (3)	should (3) must (2) have to (1)	have to (2) don't have to (2) should (2) must (2)	should (10) must (1)
Type/token	1:3	3:6	4:8	2:11
Diversity index	0.33	0.50	0.50	0.18
Inclination			want to (3) will (5)	want to (6) will (8) would like (1)
Type/token	0:0	0:0	2:8	3:15
Diversity index	0.00	0.00	0.25	0.20
Type/token	13:37	18:45	37:96	26:77
Diversity index	0.35	0.40	0.40	0.34

Appendix 8

Wida's writing in ACAD and BB texts

ACAD writing: Topic I

This is a true story happened to my friend named Pinky. When she was thirteen years old, she lived with her father,Dan and mother,Jib. As her old house was too small,her family decided to move into a new bigger house .

The first time Pinky had arrived her new house. "That's perfect", she thought.The pastel pink house was surrounded with the pink fence.That was her favourite colour.Inside of the house was tidy, clean and well-decorated.She was **very** pleased with her pink house.After they had finished straightening up their house,they went and greeted their neighbours. However,most of the neighbours didn't stay home except an old house.They rang a doorbell and waited for a while.An old woman came out and took a glance at them.They smiled and said, "Good afternoon ,Ma'am .We're from the pink house .Nice to meet you." She gave them an enigmatic smile. "Hope u **will** have a wonderful time with your new house," she said.Then she **had to<C>** leave.After that,they came back home and had dinner together.They celebrated their new house and then went to bed because they were tired all day.This was the first time that Pinky had got her own bedroom.She took a bath and slept.While she was sleeping,she heard a sound of something which was like a human voice groaning.It woke her up,then she looked around herself.There was nothing,yet she heard that sound again.It was louder and came closer.She felt scared and didn't know how to do.Suddenly,she saw a woman in the dark.Her face looked deathly pale.The woman's terrible eyes were staring at her. Pinky was **very** frightened.She shut her eyes and shivered with fear .She only thought, "Go away and don't stare at me,please." Nevertheless,that woman was still there. She was horrified by what was happening and screamed.All at once,she opened her eyes and found herself in bed.She sweated heavily ,and she still realized the thing she had just passed even though it was only in her dream.In her attitude,it seemed a real story ,or **maybe<H>** occurred.

Pinky told Dan and Jib,but both didn't believed her.She tried to make them trust that the little girl **really** existed. She talked about that story day after day,yet noone believed her.She asked Dan to dig into the stool over and over again until Dan felt annoyed because of her exhortation.He decided to do it as she **really** wanted,but the thing they found was nothing.Dan said, "As I told you,it's just your dream.There is nothing.It wastes my time **indeed**." Then he left .Only Pinky was in the bathroom. "It's impossible. Why there was nothing?"she murmured.She attempted to look for the trace of that girl. Suddenly,she came upon a little bone.She guessed this **may<H>** be the rest of her bones. Why her parents can do like this? That's such a shame.

This incident are still in her memory even though she is twenty years old now.Her story makes me scared and I can't get over it.Why did her mother dare to kill her daughter? How merciless she was!

ACAD writing: Topic II

Nowadays, technology has been rapidly changed, especially communication technology. In the past, we sent messages by telegraph but it was inconvenient. Communication technology has been developing continuously. In 1876, Alexander Graham Bell invented the telephone and over time it has developed until now we have got the cellular phone which has many advantages for users.

The cellular phone is more convenient than the regular phone because users can bring it anywhere, and it fits right in their pockets. They don't **have to<C>** stand in line or try to find public phone like in the past. Moreover, when they are in urgent need, they can use their cell phone immediately. Besides, users can send messages or mails to whom they want through it even though those people live in other continents. It is quicker than sending a letter. They can write and send instant messages to their lovers or friends. It is comfortable for users.

Many entertaining things are available on the cell phone. Several people can choose the best choice for themselves. First, there are various games which are challenging and enjoyable. Some model like Nokia N-gage can entertain users as though it was PSP (Play Station Portable). It is suitable for the person who is fond of game. Thanks to modern mobile phone, they can listen to the radio and download MP3 files to play whenever they have free time. Next, they can take a photo or record a video if they don't have a camera. Furthermore, users can surf the net through the cellular phone. They can visit websites, chat with anyone and shop online. They can send e-cards or multimedia messages which have different types and styles. They can choose the best one which is suitable for receivers. It helps to explain their feelings easily and imposingly. Besides, they can watch a football match or TV drama through it. The cell phone can do **almost<H>** the same functions as many electronic devices such as PSP, radio, digital camera, TV or even a computer. Users can relax and enjoy them.

The cell phone helps users with their jobs. For instance, the new technology like 3G can have a conference call without attending a meeting. It is useful if they play an important role in the meeting and they can't be there since it **won't** waste other people's time and they don't **have to<C>** suspend the meeting, so the meeting can go on smoothly. Moreover, the mobile phone can help the policeman find where the robber is via GPS if he or she uses the cell phone which supports this function. We can find out where our friends or lovers are located and know if they tell a lie. In addition, the mobile phone can be an electronic organizer which **will** warn users what they have planned to do next. It **will** prevent them from forgetting and it can help them manage their jobs.

To conclude, nowadays, the cell phone has more useful function than its name because it can do **almost<H>** everything we need. It is convenient and there are a lot of fun functions for us. Besides, it is **very** useful in business and job management. Using the cell phone has become a part of our lives and the cellular phone technology **will** have been developing continuously for our needs.

ACAD writing: Topic III

People are born in different families and places and they are influenced by the environment. For example, The way their parent behave **can<H>** affect their personalities. Therefore, people have various character, and they are dressed in different ways as well. For instance, somebody likes to wear neat clothes or some people prefer chic clothes. Thus, people's personalities are reflected in their clothing which is divided into three styles.

First, people who are **always** dressed courteously can silently show others that they have good backgrounds both in families and education. We can realize that they are well treated by their families and they are also taught in right ways, so they are well-mannered. However, people wearing neat clothes such as a long skirt, a baggy shirt or T-shirt **can<H>** be reflected that they aren't self-confident and they **won't** dare to express their feelings or even be themselves because their parents are conservative and strict with them all the time. They can only follow their parents' rules or advice. These people **will** be unfashionable and don't care about new trend in fashion, so they are unmaterialistic. We can realize that people who like to wear neat clothes are well-mannered, unmaterialistic but lack confidence.

The another style of clothing is chic clothes. We can know that people wearing chic clothes are **very** fashion-conscious. They **usually<H>** talk about the latest fashion of the month and they are materialistic as well. For instance, Victoria Beckham is dressed in only brand name clothes and she **usually<H>** changes her clothing in her closet every month. It is **certain** that these people **will** spend money extravagantly because they are fond of only brand name clothes and change their clothing style rapidly. Today we see them dressed in Hip-Hop style like an undershirt and loose jeans, yet a few days later they **may<H>** wear fitted jeans. It is influenced by fashion. Moreover, the way they dress **can<H>** show that they care about what other people think and say, and they desire to be accepted in society. In addition, we can realize that their parents spoil them rotten and most of them are rich and mix with in high society. People wearing chic clothes can show that they are materialistic and lead an extravagant lifestyle.

The third style of clothing is funky clothes which **can<H>** show that their tastes are strange but interesting. This style is called Naew in Thai and we **usually<H>** call the person wearing this clothing style Dek Naew. They have their own styles and they **often<H>** create new things, so their clothes **will** be designed by themselves. For example, Dek Naew **often<H>** wears a long ragged skirt and a colorful T-shirt which **may<H>** be painted by themselves. They desire to have a distinctive appearance and pique others' interest. However, they don't care what other people think or criticize. They just like to express themselves and dare to be different from others. Also, most of them have disadvantaged background. Their parents don't pay attention frequently and don't have enough time to take care of them. In brief, we can see they are creative, self-confident and want to arouse others' interest.

We can decide people's personalities from their clothing because the way people dress **can<H>** reflect their characters. There are various kinds of people and each person has their own styles, so their outward appearances **can<H>** tell us about the things hidden from sight.

BB writing: Topic I

Wida said...

Fame, have u ever seen the sixth sense? **To me<H>**, I haven't seen it before. However, as I read them, I can tell u that it's **pretty<H>** frightening. The ghost is a thing that everyone **hardly<H>** prove if it exists and if I see the ghost, I **would<H>** scream and run away quickly but I think I don't **want to<I>** see it and I'm glad that I **never** have the sixth sense. The sixth sense is one of the most frightening movies **in my eyes**. Seeing the ghosts in real life makes me **so** scared, **indeed**. If I have time, I'm **sure** that I **will** watch this movie

Sat Nov 26, 12:16:04 AM 2005

Wida said...

The latest scary movie that I have ever seen is "House of wax" and Chad Micheal Murray is **very** handsome 555. The story is about a group of friends is on the way to go to a football match. Yet, they **have to<C>** rest during their way, there is a stranger damaging their car, so they **must<C>** find a tool to change and they get into a village called "House of wax" which is set as if everyone is still alive in spite of the fact that they were dead except two murderous brothers. Two brothers kill anybody and cover them with wax. Someone is coated while he wasn't dead yet, it makes me scared to guess what **will** happen next. They **will** be able to escape from them or not. **Really** exciting.

Sat Nov 26, 01:27:19 AM 2005

Wida said...

Nobody comes and posts any messages for a long time, so I can't response to anybody (**maybe<H>** u're lazier than me 555) The another frightening movie that I'm impressed is "Final Destination" both 1 and 2. Have u seen it? I think u have **probably<H>** seen it already. It's about cheating the death. Someone can see the incident before it **will** happen, and tell others what **will** occur, but noone believes her. She tried to make them trust. Finally, she drove her car to block the road, then juz* a moment a big truck loses its heavy load. If she let them pass, many thing **will** badly damage (she saw like that) Even though they can survive, lots of accident is waiting for them because they cheat the death. Anyway, she still has a sign warning her about their future but it offers only little thing. Many intentional death happen without any reason, one by one survivors can't escape. She **must<C>** figure out how to stop it before all survivors **will** die. It's **very** good movie **in my eyes<H>**, and I think u **should<C>** watch it.

Sun Dec 04, 03:38:07 PM 2005

Wida said...

Have u seen "Scary Movie" that imitate "Scream"? It was **really** funny. **To me<H>**, I think T.V. program that is the most frightening and disgusting is "Fear Factor". Do u think so? I guess that everyone has heard of it. This program shows that foreigners are **totally** crazy, they dares to do for getting money. Last day I saw it, I don't know why they can do like that, every competitors **had to<C>** put a cockroach into their mouth, then take them to another material, but do it for many times and quickly. Oh! That sucks. After that, they drank junk water, it looked bad and smelled. Somebody tried to swallow, but then vomit. I can't believe# that why people can do anything only for money. If u were them, u **would<H>** do or not. **To me<H>**, **absolutely** not **very** disgusted; b

Thu Dec 08, 12:24:03 AM 2005

BB writing: Topic II

Wida said...

Fame,I agree with Name 5555 :b Even though playing game online **will** not let u down but It's using the internet in a wrong way.U **may<H>** not think so,but u know it wastes ur time.U can* reading book or do other activities that is more useful.However,it depends on how long u play it,if it **juz<H> a little<H>** time or only 2-3 hours per day.I think it relax u and overcome stress. Can u tell me how long it is,Fame? U **may<H>** think that it doesn't harm anyone, but it have a bad effect on urself. U **may<H>** be a game addict and can't stop playing everyday.I take care u na ;>

Sat Dec 17, 11:31:08 PM 2005

Wida said...

I **wanna<I>** talk about the positive effect that internet has already caused before. **In my view<H>**, the internet is **very** necessary for **almost<H>** anyone,especially businessman because technology is developed widely nowadays. Communications between the companies mostly use the internet since it's more comfortable and quicker than sending by postman. Let u think...How many days the letter **will** be sent to reciever if u send by postman...The answer is 2-3 days.On the other hand,Sending e-mail **will** be in recievers' hand within 1 minute or less. That's **totally** different.Besides,the internet is still connected to other countries all over the world.It is a good chance that u can communicate with foreigners and improve ur English like I do ;p I **really** love using internet

Sun Dec 18, 09:56:27 PM 2005

Wida said...

Hey Name !! Miz u and hope u have a good trip na(I'm **really** jealous) I'm a **little<H>** confused about the thing Name tried to say(....?)**maybe<H>** I didn't get ur point,make it clear? o.k. I'll<I> talk about using the internet in my leisure time. I **usually<H>** use it cos I like to chat with foreigners,it's fun and I can exchange ideas and improve my English too. Besides,many interesting information are available on the internet, I can search everything I **wanna<I>** know. **Sometimes<H>**, I try to do English test on the site to know my skill but I **will<I>** not tell u about my score ; b 555 I also use the internet to check mail and communicate with my friends.The internet is **very** necessary for me.

Sun Dec 25, 11:35:12 PM 2005

Wida said...

Hey!!What's going on?....Your holiday is wonderful, isn't it?.... **To me<H>**, I'm **very** bored and exhausted because time to take a midterm exam **will** arrive soon and Principle of management subject that I learn has **very** long details **about<H>** 300 pages.I'm **very** lazy to read it(**so** boring) (T..T) I'll talk about negative effects of using internet since most of you talked about it positively. It **may<H>** be risky to get a computer virus spreading through e-mail or website, once I ever got it while I was chatting.It's a good website that u can see who's blogging u .As soon as I had downloaded it, I **juz<H>** knew that it's a virus.How terrible it is! I tried to remove it.Luckily,one of my friend helped me.Besides, people that u chat with or get to know through the internet **may<H>** tell u a lie. U can't trust anyone 100%.I think u have heard lots of news about it such as a crime or theft. Playing online game is another problem too,u **may<H>** be a game addict like Fame. HeHe..I'm **juz<H>** kidding na('___')

Mon Jan 02, 09:02:05 PM 2006

BB writing: Topic III

Wida said...

Really happy after finishing mid-term exam, u think so? I was sleepless for many nights. Now I can relax and play games. Yeah!!! that's awesome. The new topic is **a little bit<H>** confusing. I **have to<C>** try to understand it for a while. "People's personalities are reflected in the way they live their lives".....let me think about it.....('___') I **absolutely** agree with this statement. **In my view<H>**, it's **certain** that personalities of that person **will** be **somewhat<H>** reflected in the way they live, since people **usually<H>** behave in the way they're taught or by instinct and that **will** affect their lives. For example, if u badly behave, u **may<H>** have a poor future too. U know, it's a difficult topic for me, so serious zing zing na;<

Fri Jan 13, 11:58:45 PM 2006

Wida said...

Hi!! Fame&Everybody **So** sorry that I have no time to post any comment cos I'm **very** exhausted after XXX (I think all of you know what it is 555) **According to<H>** the topic, my personality is reflected in the way I live for many reasons. For example, I 'm clumsy, I **often<H>** trip over or slip that makes my friend get used to it. When I tripped, they **will** laugh and say "again, Natt", so I 'm not **so** embarrassed and be used to it as well. In addition, I'm tardy, so when my teacher let me do sth in class, I can't finish it frequently. **Maybe<H>** I **usually<H>** consider anything over and over again before deciding. That makes me do anything slowly and carefully. U can see someone's personality affects their lives. It's **definitely** like that.

Sat Jan 28, 01:57:53 PM 2006

Wida said...

Hey! my friends again I come back to post cos the deadline day **will** arrive tomorrow. That's a shame! **Almost<H>** all of us **have to<C>** hurry up like me and mei. **Maybe<H>** the rest of u **should<C>** hurry too. I have just seen other groups' post. There are lots of ideas about this topic. Different people understand this topic in various ways. Someone understand that the appearance reflects their lives or not. Some understand that the environment **can<H>** cause changes of our personalities or not. However, I think the second one is better. And I still believe people's personalities are **normally<H>** reflected in the way they live. I **will<I>** divide my reasons into three parts.

Sun Jan 29, 09:53:06 PM 2006

Wida said...

Go on working(-__-") **a little bit<H>** boring! My first part: I **will<I>** start from our families. **Certainly**, the way that parents treat their children affects their children's behavior directly cos they spend **almost<H>** all of the time together. If their parents **always** do everything for them. Their children **won't** be able to decide or choose the best choice for themselves since they lack confidence and **never** face the problem or solve it by themselves, so they don't dare to chance it.

Sun Jan 29, 10:40:42 PM 2006

Appendix 9

Panee's writing in ACAD and BB texts

ACAD writing: Topic I

In the summer, when I was 9 years old, I play alone with myself. I've got no either brother or sister, and no one got any free time to play with me.

At first, I played with my dolls. Playing alone is **so** lonely, it meant I **have to<C>** play as two people at once, talking with my own self. It took for a while then, I feel **so** bored to play again and again that I know what someone I had imagined to **would<H>** speak to me. So, I was searching for the new toy in my toy box and I found a handle water-gun there. I decided to play with it.

I filled water in my water-gun and played it on the side-way of my house. At first, I tried to shoot to everything around me, **sometime<H>**, tried to sprinkle the trees with a little water drop from my water-gun. Then, I found something little strange under the tree-shelf. A short-fat-rope kind, green like summer leaf, a couple of strange line that look like eyes adding on it and I was **really sure** that they looked at me. At first, I thought it was only a clay, even I don't know where it from and why it was here.

I started to shoot it with water-gun. I still think it only a clay that can not move, however, it was moving! A little moving clay? How it could be! I was **really** frightening and try to shoot it again and again. That moving clay still run away slowly, trying to stay out of my water-gun focus. Who **will** know how I felt. How the little kid felt when something she thought it only a unmovable clay can move by its own control. I know later that it was a caterpillar that **will** change into a butterfly. I can't found it again after that time, but many trees on that shelf had no leaf on the day after. An movable big green clay with yellow eyes on back was eating them all. How scary it is.

And that's all of my frightening experience in my childhood time. It is clear in my memory about what happen on that summer day. My friends think that is not frightening or even funny as a child memory, but I **will very** upset if someone laugh at this story. At that time, I don't know what it, even how caterpillar look like. So it's **very** frightening. I still hate caterpillar because of this reason, and **sometime<H>*** the butterfly too.

ACAD writing: Topic II

Nowadays, many people in the world can use internet for searching the information they wanted, chatting with the others and changing their opinion with the others in this cyber world. The world is not too far to reach anymore. This also contains that many people can get many information by this way even no permission from the owner. Is this a freedom for internet users or it **should<C>** be the copyrights for the owner of the pictures, poetry, fictions, or the other information?

Copyright has its meaning for the all of inventions and all of arts. It mean no one can copy all these thing for getting gains on them. It also mean no one can copy it without the permission from the creators or authors. The arts have its copyright since they'd been created. The inventions have its copyright since the creators had been making the patents. It used to be useful since the internet wasn't throughout.

Since the internet is well-known, the problem has happened. Who get the rights of these information or arts that have been shown on internet. Everyone who know how to use computer also know how to save, copy or manipulate. Networks offered the possibility of unlimited access to all sorts of data-an information utopia. This also make many creators got a big headache. It means their own created arts **could<H>** be shown on the others website without giving any credits, someone called these people as cyber-thieves.

For one case I **really** known is about art-thieves, Many kids today don't know what the copyright mean. They **usually<H>** save the pictures created by the creators they've known or not into their own computers, **maybe<H>** do some little strange add on those pictures for make it for their own and post them on the other site without giving the credits for their true creator, somehow the immoral case, add their names as the art creator. I'm **so** surprised that some of those kids are in the same country as me! Why **won't** they get understand in the word of copyright? Some kids answered me that I **should<C>** thanks them for spreading my arts. Why I **must<C>** thanks art-thief that get my arts and post them on the others site I'd not known without my permission!

Some posted those pictures as the author unknown that have been **usually<H>** found on internet and I **really** don't agree with them. It still be the thief-acting. Just only the word author unknown is not mean someone can do anything with the others' arts! **Almost<H>** of the art creator has their own website, or at least an account on web art database, for posting their arts, and everyone can see them on that site. One example is deviantart.com that's the arts website that everyone can get their own account and post their arts. They also don't post on the site that they don't know it well. Then, someone who has copied the picture **must<C>** know who the creator is, so it's no mean that posting the description of those pictures as "author unknown"

Some other illegal case is posting MP3s or many files video clips on internet. It's **truly** an illegal doing. There are some laws to judgment these people. Most of that, this also prevents the creators from getting their income rights.

I know the internet is **so** useful on this day, but it's still be opportunity for some illegal doing. Some like those doing without understanding in the word copyright. Stealing on internet is hardly to find the thieves but it's still got the way to get them, too. The most of that, I hope some thief-actor **could<H>** understand it someday, how hard the creator create their own arts. If you were the creator or **sometimes<H>** author, and someone has stolen the product that you'd become poverty-stricken to create, what you **would<H>** feel, also the same feeling of the others ones.

ACAD writing: Topic III

Each person has his or her own personalities that are not similar to each others. Some says people's personalities are reflected in their taste; hairstyle, clothing, car and the other things. The most we can guess people's personalities is from their clothing style.

A person who's **very**active in their work **usually<H>** had been found in an formal clothing, or some working suit. This style is fit someone who is **very**active working, or in the other word, salary-man or women. Because of its formal style, it make the wearer looks smart, responsible and active person.

An free style clothing likes T-shirt and blue jean is the symbol of freedom, liberate and funny-loving kind of person. It looks like the holiday uniform. Someone loves to wear this style even it's not a vacation time. This shows they are funny people who **always** have smile on their face. They love freedom but it do not mean they haven't got any responsibility. Some loves to create the new thing, also love arts. Free, funny and create are **usually<H>** found in this wearer style.

The last style is the sweet and neat style. This style has **usually<H>** found in lady wearer, **rather<H>** less in male. It shows the wearers' sweetness, neat and **sometimes<H>** childish. Some has added some cute ribbon that make it more sweet but more childish, too. This style also show the wearers'social. People who wear this style clothing have **usually<H>** found in middle-social and high-social.

Indeed, some style is mixed two kinds of this style, so it's no mean to esteem believe all those above. Someone who wear the free-style **maybe<H>** the active one. However, **almost<H>** of people's personalities are reflected in their clothing. It doesn't mean we **should<C>** guess someone's personality by only see their clothing style. We **should<C>** see the inside more than see their appearance.

BB writing: Topic I

Panee said...

I **rather<H>** don't like a frightening movie or tv program. So that, I **usaully<H>** turn off television when it **seem<H>*** to show any program like that. I hadn't seen the frightening movie **so** long time..!! Even, I **want to<I>** see them, but my friends **always** busy on that time. Anyways, I had seen one movie.. **so** long time that I had UBC at my home. (but now, my mom take it off..so I have not got any new movie series on tv - -*) I don't know that I spell it correctly..That movie's name is "Shacky" (I can't remember the correct one, who know the correct, please give it to me, thanks.) It's about the criminal that dead with some kind of reason. (sorry.. I hadn't seen the first part! I start watching on the second part with my cousin.) And his spirit is in the doll. Phewww, the time is out now - -// Good bye..I'll start at new one!

Fri Nov 25, 10:00:09 AM 2005

Panee said...

Hi there, So then, what I **should<C>** discuss huh? - -* I **surely** that told you I had not seen more frightening movie.. - -!! (I hope next topic **would<H>** be better for me more than this topic - -) Well, **maybe<H>** this one **should<C>** be O.K. "The Ring" I mean the Japanese one. At last time I saw was the time I stay at my friend house...,just only try to treat my another friend ^ ^~ It seem* **rather<H>** scary more that the foreign one... Even the last scene of "Sadako" is **quite<H>** surprised - - She climb to say "thanks"... little strange, huh?

Wed Dec 07, 08:13:24 PM 2005

Panee said...

I can't remember the story of Juon - -* At last time I see is **about<H>** 3 years ago..because my friend brought it to school. There wasn't class...(for her not me.. - -*) I had Frence class..so I had not seen it for whole of story. Just only the begining and the end ^ ^!! I can't understand all it be..what happen with that kid..?? blah..blah.. **Maybe<H>** next time I **should<C>** search for the frightening movie to watch for discuss in this topic -* Is it early to say G;night? but I'll say it.. Have good dream with you - -+

Wed Dec 07, 08:20:12 PM 2005

BB writing: Topic II

Panee said...

Hi everyone i'm here .Sorry i'm late.I think all of you miss me!That's right? 555.I read all comments about this topic. I think most people think# the internet has more disadvantages than advantages. That's right,i agree with you that we are **always** catching on the internet because of curiosity that what's something new. **Absolutely** not about news or knowledge,it's about fasion,entertainment or something that is interesting at this moment. So we are not use the internet for searching or getting something that's a useful way anymore.Oh!! i post **a little<H>** comment because i'm dizzy now @@ OK see you

Fri Dec 23, 10:08:00 PM 2005

Panee said...

I think **may be<H>***# internet give useful to me such as chatting with many people all around the world by sitting on the chair,open the computer and connect the internet.It's just 1 or 2 minute.That is MSN. **I'm sure** that everyone on this chat room have ever play it before.It is not something speacial but it give you a lot of fun and friends in the same time. I **always** sign in MSN first after the internet connected.I've **never** forgotten to do it.So everyone can see on internet. I online everyday.So see you guy!!!!

Sun Dec 25, 05:06:07 PM 2005

Panee said...

Oh!!!! midtearm exam is coming soon!!!i **wanna<I>** die. EH...i **want to<I>** show advantages for using the internet.First of all, you can get a lot of knowleages by searhing on it you **will** know that you **want to<I>** know just type some word. **Sometime<H>*** you can not ask something difficault or something is not usual to someone because one person is not know things all around the world.But the internet can help you.Next,if you **want to<I>** relax,it is a good way to find from internet.There are alot of entertainments such as song which you can listen live ,movie that you can also downloand from the internet.OH!! i'm **so** tried.i pause **about** 5 minute,and i **wii<I>*** be back.(^_^)

Fri Dec 30, 10:28:27 AM 2005

Panee said...

After i told you about advantages of the internet,now i **would like to<I>** tell you about some disadvantages that i found last 30 minutes.While i was on MSN with my friend and chat with my chinese friend,unknow web put up and makes me amazing.You know what that web is,it's too filthy because it's about sex.I closed it fastly.This incident is **often** found, **I think<H>** because my friend had ever met something like that too. **In my view<H>**,it's too bad for children who are **usually<H>** on the internet. They **should<C>** to get more knowleaged or something good than dirty things.It's not suitable for children although it's like natural.It **should<C>** be private.Do you agree with me Or not !!!!

Thu Jan 05, 08:36:11 PM 2006

Panee said...

By the way,internet has both advantages and disadvntaes.It's depend on person who use internet at the present.You **should<C>** to think before and use it in the good way.Reminded that people **always** create new technologies for improving things to be better.It dose not create for destroy the social down.For children **should<C>** be aware and thire parents **should<C>** concern about it and teach the best way to them.The terrible thing **will** not happend.Ehhh....i don't know,what i **want to<I>** say anymore. **May be<H>*** if someone has not ever surfing the internet,you **shold<C>*** try it by yourself.You **will*** found that is not bad anymore. **I think<H>** <^_>

Mon Jan 09, 09:02:15 PM 2006

BB writing: Topic III

Panee said...

Shit! Poor trueadsl..it's blocked me from any website -* What's wrong with it..?? Who know? I can't play MSN..I can't open IE window... I CAN'T DO ANYTHING EVEN I CONNECTED IT!! **For sure**..I can't download anything..T T!! O.K. I'll<I> get in the topic, now..before poor true **will** be spoiled! For some kind of reason..it make people have the different personality. I agree with this topic. Somehow, people who live in different place..or live different lifestyle **would<H>** have different personality. For example, someone who live in high-social..**would<H>** be some kind of personality that someone who live in low-social doesn't have...(I just only example..., don't know which reason that **should<C>** tell about - -*) well, I'll<I> post the reason on the other post.. - -* At last.. I HATE TRUE ADSL! -*POOR!!

Mon Jan 30, 08:32:20 PM 2006

Panee said...

Even someone..., who live in the same place..or same life style didn't have the same personality..It's also happen. I think this case is come from their own habits. The habits is the one reason that make their own personality. This **will** describe why someone who're live in the same place or..the twins..have different personality. However, I **really** think# that the surrounding is the best reason that make someone personality. It's important to make someone habits...so, it's **really** important,too, for personaliy. (I post it quickly...,so I don't check the grammar or anything eles.. just post - -// Sorry for confused replies.)

Mon Jan 30, 08:42:08 PM 2006

Panee said...

I **really** agree with the others. I believe that personality is **really** important for life style and..for some job. It's useful if you have good personality. Some job contains that people who can do **must<C>** be good personality! Example, for nurse, they want someone of kindness personality..., somehow, they don't want some one who **always** bad mood or **always** be confused with patiants case to do this job, right? But I don't agree with someone who judge someone by their own view. I have the bad experience for this thing enough. I think I'll<I> post in the next one, for this reason.

Mon Jan 30, 08:49:17 PM 2006

Panee said...

O.K., I'll continue posting..- + (I hope true **wouldn't<H>** mad while I continue posting..) For the one reason I don't like someone judge the other by their own view. I agree with pf-san. It's not fair. That why I try to not judge the other just the first time I see/met them. And..I have the best experience for this reason..more enough. I **wouldn't<H>** talk about my past time..but, I **will** tell one story. I think everyone **would<H>** watch television, right? (I don't believe that there **will** be someone answers that s/he doesn't see any T.V. Programe. Well, I **will<I>** talk about there many TV programe that told you about something's true, something's fault.. something's good.. and something's bad. Who **would<H>** know that what they said is the real.. who **would<H>** know if they lie? Some TV program just only use their own opinion for judge people! O.K. I know that it's their rights... to said their own opinion. But someone who don't know the right...**would<H>** they believe in their story? Who can judge the others with thier own view? Who get this rights? I hate the one who do this!

Mon Jan 30, 09:05:07 PM 2006

Appendix 10
The influence of ‘classroom English proficiency’ and
‘exposure to online writing in English’ on the frequency of FTDs

Rank	Classroom English proficiency	Student #	Exposure to online writing	Student #	Codes
1	4	11	4	1	LR
2	4	38	4	14	
3	3.75	13	4	17	LR
4	3.75	16	4	20	
5	3.75	25	4	25	HR
6	3.75	28	4	26	LR
7	3.75	33	4	30	
8	3.75	37	4	31	LR
9	3.5	6	4	33	HR
10	3.5	8	4	36	LR
11	3.5	10	4	38	HR
12	3.5	12	4	39	LR
13	3.5	18	3	3	
14	3.5	20	3	4	
15	3.5	21	3	6	
16	3.5	29	3	7	
17	3.5	35	3	10	
18	3.25	3	3	11	
19	3.25	9	3	13	
20	3.25	14	3	15	
21	3.25	24	3	16	
22	3.25	27	3	18	
23	3.25	30	3	19	
24	3.25	32	3	21	
25	3.25	34	3	27	
26	3	2	3	28	
27	3	7	3	32	
28	3	23	3	34	
29	3	36	3	35	
30	2.75	5	2	2	LI
31	2.75	15	2	5	HI
32	2.75	22	2	8	HI
33	2.5	1	2	12	HI
34	2.5	17	2	23	LI
35	2.5	19	2	24	
36	2.5	39	2	29	
37	2.25	4	2	37	HI
38	2	26	1	22	LI
39	1.75	31	0	9	

HR = high proficiency/regular online writer

HI = high proficiency/irregular online writer

LR = low proficiency/regular online writer

LI = low proficiency/irregular online writer

	<i>Regular online writers</i>	<i>Irregular online writers</i>
<i>High proficiency</i>	HR = Students # 25, 33, 38 FTDs = 113+129+128 Average FTDs per person = 123.3	HI = Students # 8, 12, 37 FTDs = 85+103+98 Average FTDs per person = 95.3
<i>Low proficiency</i>	LR = Students # 1, 17, 26, 31, 36, 39 FTDs = 93+142+124+88+105+86 Average FTDs per person = 106.3	LI = Students # 5, 23, 22 FTDs = 75+93+116 Average FTDs per person = 94.6