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<td>著者 (Author(s))</td>
<td>Whanchit, Wararat</td>
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<tr>
<td>掲載誌・巻号・ページ (Citation)</td>
<td>Learner Corpus Studies in Asia and the World, 2:305-320</td>
</tr>
<tr>
<td>刊行日 (Issue date)</td>
<td>2014</td>
</tr>
<tr>
<td>資源タイプ (Resource Type)</td>
<td>Departmental Bulletin Paper / 紀要論文</td>
</tr>
<tr>
<td>版区分 (Resource Version)</td>
<td>publisher</td>
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<td>権利 (Rights)</td>
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PDF issue: 2018-12-12
Persuasive Features in Reviews Written by EFL Students

Wararat WHANCHIT
Walailak University

Abstract
In an attempt to survey possibilities to employ a corpus tool for language teaching and research in an EFL context, the study was preliminarily designed on building a simple learner corpus of 70 pieces of reviews in English produced by EFL learners as part of the Persuasive English course work in a Thai university. The study investigated the review genre for persuasive writing styles such as rhetoric questions, and figurative language. Also, selected persuasive features, namely adjective, adverb, and connectives were examined. Further analysis was conducted by comparing the observed features to those in written works produced by international English learners in order to identify the learners' proficiency level against that of the learners from international contexts. A known learner corpora, the International Corpus Network of Asian Learners of English corpora was consulted for the task.

The data revealed that most learners with low proficiency of English produced the review genre with smaller lexical variety. The persuasive devices were used, but with rather low accuracy. Influences from the native language Thai were also observed while learners with higher ability showed sign of adopting learned lessons in the writing of persuasive genre.

The study has confirmed that by integrating a simple tool like a self-developed learner corpus into the language classroom, a teacher could conduct a research study, as well as make use of the data to improve the teaching materials for a more fruitful learning outcome.

Keywords
EFL, EFL Corpus, ICNALE, Learner corpora, Persuasive language

1 Introduction

The ability to produce texts in persuasive genre is one of the requirements for the undergraduates in the English program in the EFL context of study in this particular university in southern Thailand. The students take the compulsory ‘Persuasive English’ course usually in their second year, but it is still unknown whether students acquired
persuasive techniques or could make use of the learned lessons in writing review genre. The tools that can facilitate research on texts and serve the field of SLA as well as EFL are undoubtedly the learner corpora and concordances (Granger 2009).

The current study primarily aims to investigate the use of persuasive features in reviews written by a group of basic users of English in an EFL context, whose data were collected as an in-house corpus. In order to locate the novice writers’ ability in the EFL world, investigation of their language usage was made against that of EFL learners from the widely-known International Corpus Network of Asian Learners of English (ICNALE), developed by Professor Shin’ichiro Ishikawa from Kobe University. The secondary purpose is to illustrate how a learner corpus supports classroom research and establish system for further research.

II Literature Review

2.1 Persuasion

The art of persuasion always seems the work of magic when it’s successful. It literally exists everywhere — advertising, talk show, family conversation, notice board, business talk, and so on. Theoretically, Aristotle’s notions of artistic persuasion, also known as Aristotelian appeals — ethos, pathos, and logos — are taken as the key elements in persuasion, easily understood as credibility, emotion, and logic (Borchers 2005). When producing a persuasive written work, for example, one should show credibility of having experience or knowledge on the issue; one should manipulate well the language features that would appeal to the reader’s emotion; and one should appeal to the use of reason that the reader finds sensible. Along with the appeals, the text must be comprehensible (Murphy 2001), a good result of grammaticality and the text structure.

As for rhetoric concerns, argumentative writing might best represent the persuasive genre since it would aim at expressing one’s opinion to win over the reader through enough supports in structured rhetorical styles (Ramage & Bean 1992; Wood 1998). However, for basic learners with limited lexical variety, it would be better to get started on expressing opinion by a simpler writing genre as review. In the review, learners could work on various persuasive techniques like those for promotional discourse emphasizing the positive description and evaluation (as discussed in Bhatia 2005). These include the use of adjectives and phrases, personal voice, rhetoric questions, figurative language, and connectives — the language features considered assessment keys on persuasive writing (Knapp & Watkins 2005).

2.2 Corpora and language education

Corpora and concordances have obviously found their places for pedagogical development, both in delayed and immediate pedagogic use (Granger 2009). They are
widely accepted as efficient tools for language learning and teaching (Ellis & Barkhuizen 2005; Ishikawa 2013). Looking back, the use of corpora for language learning has been an urge for decades (e.g., Aijmer 2009; Granger 2004, 2009, Granger et al 2002; O’Keeffe & Farr 2003; O’Keeffe et al 2007; Tribble & Jones 1990). Teachers make use of them for course design (Flowerdew 1999), and learners may use them as the source for authentic language phenomena both in sentence patterns and vocabulary usage (McEnery & Wilson 1996; Tan 2002).

2.3 Corpora and language education

Studies on second language acquisition, interlanguage, and error analysis benefit a great deal from learner corpora, as they contribute to understanding of the nature of learner language in various aspects. For instance, studies were conducted on collocations used by language learner (Nesselhauf 2003), the overuse and underuse of linguistic features of the target language by the learners (Ishikawa 2009), or even the rhetoric themes by advanced learners (Herriman & Boström Aronsson 2009).

Among the well-established learner corpora was the International Corpus of Learner English (ICLE) developed by Professor Sylviane Granger which contained over 2.5 million words of English essays written by learners of different mother tongues (Ishikawa 2013; O’Keeffe et al 2007). In Asia, the use of learner corpora has grown rapidly in Japan, Hong Kong, and China as there are several corpora available for researchers. The Japanese EFL Learner (JEFL) Corpus was developed by Professor Yukio Tono, and contains 670,000 words of essays by 12,000 Japanese students (Ishikawa 2013).

The growth of Asian learner corpus was attributed greatly from the Corpus of English Essay Written by Asian University Students (CEEAUS), firstly released in 2009, and currently containing around 200,000 words, according to Professor Shin’ichiro Ishikawa (2013). The work was further developed into the International Corpus Network of Asian Learners of English (ICNALE), fairly new (since December 2012), but taking place as probably the largest corpus focusing on Asian learners of English.

The ICNALE includes 1.3 M words of controlled essays written by a wider range of English learners from 10 Asian countries as well as by native speakers, making it representing the inner, the outer, and the expanding circles of English users, as categorized by Kachru (1997). For instance, the inner circle refers to the native speakers of English from USA, UK, and Australia, while the outer circle covers users of English in Hong Kong, Pakistan, The Philippines, Singapore, and Malaysia, who use English as a second language (ESL). The expanding circle, on the other hand, is represented by those who use English as a foreign language (EFL) in the countries like China, Indonesia, Japan, Korea, Taiwan and Thailand.

Apart from these, various corpora were developed for academic use in Asia, such as, the Corpus Archive of Learner English in Sabah/Sarawak (CALES) in Malaysia, the
Learner Corpus of English for Business Communication in Hong Kong, the Spoken and Written English Corpus of Chinese Learners (SWECCCL), Hong Kong Corpus of Spoken English and many others (as listed extensively on Centre for English Corpus Linguistics website). The growing number of learner corpora well signifies the expansion of studies in learner language through the use of corpus as a tool.

With the advent of technology and the accessibility of the computer, building up one's own language corpus has been made simpler for teachers to conduct in their own contexts (Nesselhauf 2004). With the possibility, it is also suggested that well-established corpora be used together with self-built ones, especially to serve the teachers' particular needs (Zhang 2008).

In Thailand, only a handful of research studies have been conducted (Fhoocharoensil 2014; Tongpoon Patanasorn 2010). Corpus linguistics might be a rather new branch of linguistic studies in Thai education that is worth exploring.

III Research Design

The current study on learner language aims to employ a corpus tool for language teaching and research in an EFL context. Investigation is set on the learner language focusing on persuasive features. Together with the in-house corpus, a well-established international learner corpus, namely ICNALE, is consulted as the reference on EFL learners' performance.

3.1 Research Questions

The following research questions are the guidelines of the study.

1.) What are the most frequently used persuasive features in the written review by the group of EFL learners as basic users of English?
2) What is the learners' proficiency level in comparison to the other EFL learners?
3) How are the persuasive features used by the learners?

3.2 Participants

The participants are 70 undergraduates in 2nd and 3rd year in the English program, taking Persuasive English course at a Thai university. Their levels of English language proficiency were observed as varying from a basic user to the pre-intermediate level. The group is called EFL WU learners.

With reference to the data from ICNALE, the groups Japanese, Chinese, Taiwanese and Thai learners from the A2 (Waystage) as the basic users of English were chosen as counterparts to those in the current study.
3.3 Data collection procedure

The students learned in Persuasive English course theories and techniques of persuasion. They explored media to identify the linguistic devices, such as adjective, adverb, noun; and the styles of writing such as rhetoric questions, figurative language, and so on. After eight weeks of training, they were assigned to write a short review on the topic “Why one should study at Walailak University” at the length of 150 – 250 words. Students were given two weeks to work on the task. Data were collected from students’ submission, totally 70 files.

3.4 Data analysis

The written works were converted into text files. Then, the data obtained in the mini in-house corpus were processed through SCP Concordancer available freely online.

Investigation was conducted on the word frequency, selected persuasive features namely, adjectives and phrases, adverbs, personal voice, rhetoric questions, figurative language, metaphor and simile, and connectives.

Then, the learner language was compared to that from ICNALE, with selected groups of EFL learners -- Chinese, Japanese, Taiwanese, and Thai from A2 Waystage band due to the observed similar level of proficiency (based on Ishikawa’s ratios, 2013).

3.5 Instrument and resource

The study employed Simple Concordancer Program (SCP) version 4.09 (2008) created by Alan Reed, accessible at www.textworld.eu. The tool allowed the data collected to be processed for analysis.

The International Corpus Network of Asian Learners of English (ICNALE) was selected. The project was led by Professor Dr. Shin’ichiro Ishikawa, Kobe University, Japan, and was supported by the MEXT’s Grant-in-Aid for Scientific Research. Data are available online, with permission at http://language.sakura.ne.jp/icanale/index.html.

IV Results and Discussions

4.1 Data from learner corpora

The in-house corpus called Thai EFL WU consisted of 70 files, yielded a profile of 1889 vocabulary types with 17016 tokens of word count. The Yule’s K is 112.35, which is larger than those in other learner groups, namely Chinese (CHN), Japanese (JPN), Taiwanese (TWN), and Thai (THA) retrieved from ICANALE. The larger Yule’s K value signifies the smaller diversity of the vocabulary, i.e. easier texts. Among the selected groups, Taiwanese and Japanese learners had the highest vocabulary strength, i.e. 94.57 and 94.79 respectively. Table 1 displays data profile of EFL users from ICNALE and in-house corpus EFL WU. Among these, Japanese corpus was the largest.
Table 1 Data profile

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Chinese</th>
<th>Japanese</th>
<th>Taiwanese</th>
<th>Thai</th>
<th>Thai EFL WU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ICNALE</td>
<td>ICNALE</td>
<td>ICNALE</td>
<td>ICNALE</td>
<td>WU</td>
</tr>
<tr>
<td>Total word list</td>
<td>1830</td>
<td>3232</td>
<td>1489</td>
<td>3232</td>
<td>1889</td>
</tr>
<tr>
<td>Token</td>
<td>21985</td>
<td>66974</td>
<td>12611</td>
<td>52735</td>
<td>17016</td>
</tr>
<tr>
<td>Number of files</td>
<td>100</td>
<td>308</td>
<td>58</td>
<td>238</td>
<td>70</td>
</tr>
<tr>
<td>Yule’s K</td>
<td>97.73</td>
<td>94.79</td>
<td>94.57</td>
<td>97.39</td>
<td>112.35</td>
</tr>
</tbody>
</table>

4.2 Persuasive language use among Thai EFL WU learners

Based on course content, the examined persuasive items in Thai EFL WU were categorized into two sections: writing styles and linguistic items.

4.2.1 Writing styles

The learners employed rhetoric questions, the use of persuasive if-clause, and the use of figurative language such as simile and metaphor, which are the techniques broadly used in persuasive media, advertising, or promotional discourse (Borscher 2005).

Rhetoric questions:

Of 17,016 tokens, four occurrences of rhetoric question were found.

Are you looking for university?

Why do we have to go to [too] far?

Is anyone looking for your college?

Do you have university for your special study?

The use of persuasive if-clause:

If you want to succeed, you need to learn and develop your skill as well.

If you are looking for a great place to learn and meet new and interesting people on the way study at Walailak university.

Figurative language:

The use of figurative language was found in forms of simile, metaphor, and hyperbole, as illustrated in the following statements.

Simile:

Many student stay together [is] like a family at Walailak University.

... because it is like a door to open your chance to get...

... many people have a look and think like a cow.
holiday that makes me feel hearty like I stay at home
it is like my second home as well

Metaphor:
Campus life is my dream in high school.
Walailak University is the gate way to achievement.

Hyperbole/ overstatement:
Walailak University is a spacious world.

4.2.2 Linguistic items

Common persuasive linguistic features found were adjectives, adverbs, verbs showing personal voice, and connectives.

Adjectives

Among the 1889 vocabulary types recorded, the most frequently used adjectives were good, best, new, beautiful, important, natural, modern, and large, consecutively, many of which correspond to the persuasive word list in advertising (Caples 1983).

Table 2 The 20 most common adjectives used by EFL WU learners

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Adjectives</th>
<th>Frequency (tokens)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>good</td>
<td>108</td>
</tr>
<tr>
<td>2</td>
<td>best</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td>new</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>important</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>beautiful</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>natural</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>modern</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>large/ largest/ large-sized</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>active</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>green</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>fresh</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>famous</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>comfortable</td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>great/ greatest</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>happy</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>big</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>interesting</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>proud</td>
<td>12</td>
</tr>
<tr>
<td>19</td>
<td>real</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>perfect</td>
<td>8</td>
</tr>
</tbody>
</table>
The samples of adjective usage were selected to illustrate the text comprehensibility. While some occurrences carried highly meaningful unit, some were not quite accurate. They are marked with (+) for high and (-) for low accuracy.

It is observed that the learners attempted to make use of the adjectives to form noun phrases. However, with their level of proficiency, they might not always be successful, which affected communication efficiency. (See Appendix Table A1 for more examples.)

Example: modern (adjective)

What a modern university in south of Thailand (+)

There are modern the technology: (-)

Famous (adjective)

Walailak University is a famous university in south. (+)

University has a performance or famous of educational so I chose this. (-)

Overall, the learners could form a simple noun phrase (adjective + noun), especially in the simple-structured form. Other adjectives appearing in lower frequency included free, clean, kind, busy, successful, available, friendly, and interested. This reflects their ability as pre-intermediate and below (Oxenden et al 2006). However, usage of adjective might as well largely depend on the topic of the writing task (Yu 2010). While it was reported that a narrative task contained higher lexical variety than an argumentative one written by Iranian EFL learners (Sadeghi & Karvani Dilmaghani 2013), for personal review on a place like in the current study, a simple set of words would suffice.

Further looking on synonyms, a broad variety of words on size (which was introduced in the lesson) was found. Learners described the university size by using big (13), large (11), wide (4), vast (2), specious (2), colossal (1), massive (1), and gigantic (1). Among the learned words, the word ‘huge’ was not found, indicating learners’ unfamiliarity to it.

Adverbs

Few adverbs found were those broadly used to intensify the degree, and to emphasize the quality. Without doubt, ‘very’ was with the highest frequency, while ‘really’, ‘extremely’, ‘just’, and ‘rather’ were sparingly used. The selected tokens are shown below.

very (68 tokens):

I was very concerned. (+)

It's so very different from another university. (-)

The landscape of the university is very massive. (-)

extremely (2 tokens):

here is extremely wide. (-)

rather (2 tokens):

It's rather hard for me. (+)

Some subject is rather hard for me (+)
really (4 tokens):  
First time that I came here I don’t really like anything. (-)  
I really like here. (±)  
Therefore I didn’t really care that much. (+)

just (11 tokens)  
This is just a little story about University: (+)  
I thought it was just fate that I have come to study here. (+)

In persuasive discourse, the adverbs like ‘really’ and ‘just’ are considered common stance words used among international users of English (O’Keeffe et al. 2007). A small number of EFL WU learners seemed to have acquired their usage to express interpersonal viewpoint.

Verbs showing personal voice

In carrying out a persuasive message, one has to present the personal voice, usually with phrases, or a pronoun -I, you- with certain verbs. Only the first person I was investigated. Like other EFL learners, they are most familiar with the verb ‘think’, as in ‘I think...’.

Think (84 tokens):  
For me, I think Walailuk University is the best. (+)  
... but sometime I think want to study far from home. (-)  
Which I think the university is fascinated. (-)

In my opinion (12 tokens)  
In my opinion, I think Walailuk University has allocated. (-)  
In my opinion Walailuk University had beautiful scenery and great atmosphere. (+)

Apart from the phrase ‘I think’, learners also use ‘in my opinion’, from which sometimes L1 influence is observed via redundancy of ‘in my opinion’, and ‘I think’.

Believe (5 tokens):  
I believe in this university. (+)  
I believe that this University is a university.. (±)

Suggest (5 tokens):  
there is another thing to suggest you. (+)  
interesting point I so proud to suggest: are awesome environment, (-)

agree (3 tokens):  
I agree that this is a hard teaching (-)

Recommend (2 tokens):  
The first thing that I recommend is The Center for Library. (+)  
Secondly, I recommend the food court. (+)

The phrase ‘I think’ was found over used by Japanese learners of English in Ishikawa’s study (2009). Likewise, the Japanese learners in ICNALE tended to use the phrase at higher frequency than the others, that is, 761 occurrences or 1.13% of overall tokens while Taiwanese 0.62%, Chinese and Thai 0.27%, and Thai EFL WU 0.49%.
Connectives

While coordinators 'and', 'but', 'or' were used in high frequency among all learners, the study was interested in other connectives, which were divided into four categories, based on the classical cohesive devices categorized by Halliday and Hasan (1976). These are additive, adversative, causal, and temporal. For EFL WU learners, in particular, the connectives were semantically correct when applied, resulting in cohesive texts. Nevertheless, the construction of certain sentences seemed problematic, grammatically. The examples show usages with both high and low accuracy.

Connectives with additive relation

The learners correctly handled the additive connectives 'also', 'additionally', and 'in addition', 'more over' to add or join ideas, as in following examples.

*Walailak University also has the best teacher or professors.* (+)

*Additionally, the sport can make a famous on campus for the University.* (-)

*In addition, Walailak University is voted to be the 2nd beautiful university.* (+)

*Moreover, the lecturers are very professional* ... (+)

*... away from environmental pollution, moreover we can get a fresh air everyday.* (-)

Connectives with temporal relation

Words showing temporal relation that support the sequence of ideas such as 'firstly', 'secondly', 'thirdly', and 'in conclusion' were chosen to give series of reason and to structure the text. Similar to the previous items, the learners had difficulty in producing grammatical sentences, which might reflect the process of learning through the process of language transfer, as in this structure, which seems to be literally translated from L1.

*firstly is I do not want to study far.* (-)

Connective with adversative relation

The linking adverbial 'however' had 10 occurrences to show contrast ideas as in the following statement.

*...nothing like a mall or theatre. However, I didn’t expect that I have to go to the university which has those...* (+)

*I didn’t really care that much. However, when I arrived there everything just blows my mind.* (+)

Interestingly, the adversative connective 'although' was used, often with a trace of influence of L1, as in the example.

*Although it is fast, but it makes me seldom don't forget knowledge...* (-)
I like English very much. Although the score not very high. (-)

English is favorite subject and want to learn although in sometime is not understand. (-)

Connective with causal relation

The coordinator ‘so’ was the simplest form to express causal relation, with 36 occurrences while the connective ‘therefore’ occurred five times, as in the examples.

There is no trams or vehicle system, so it makes students who are visually impaired have difficulty... (+)

Therefore, WU is one of the greatest options for senior high school. (+)

V Conclusion

The current study investigated the English language performance on persuasive writing of review genre produced by a group of basic users in an EFL context in Thailand, called “EFL WU learners”. When further cross-corpora investigation was conducted with reference to argumentative essays from the ICANALE, among the Waystage or basic EFL Chinese, Japanese, Taiwanese, and Thai users (Ishikawa, 2013), the learners’ language proficiency at about the same level as basic users in the ICNALE. Despite the overall ability, occurrences indicated language features produced by independent users, the one with higher ability to form highly accurate structures.

For lexical variety, the EFL WU learners completed the task with a smaller set of vocabulary than other EFL counterparts. At the same time, quite a large number of concordances by the EFL WU learners showed linguistic inaccuracy. The text incomprehensibility could easily lead to having no persuasive power.

The strategies for persuasion included the use of adjectives, the formation of simple noun phrases (adjective + noun), and intensifying adverbs. Seemingly, learners with higher ability tended to incorporate learned lessons in the persuasive writing genre. For example, they used rhetoric questions, and figurative language.

The findings drew attention for further pedagogical development, especially for the Persuasive English course. The learners should be urged to expand their lexical variety at least to reach the standard of international EFL learners. In terms of phrases and transitions, learners should be introduced to the use of phrases in context rather than as individual items. Also, an introduction to text structure or ways to organize persuasive text would be necessary. As a whole, the learners with low proficiency might need a remedial program on the basic grammar and sentence structure, which would help minimize the use of L1 structure in L2.

As a preliminary study, the current research maintained that learner corpora are helpful tools for language education. However, limitations were well regarded all along: 1) the self-made corpus in context was tiny, and would not represent the Thai EFL users...
as a whole: 2) the review genre collected for learner language would not be comparable to the controlled argumentative essays in the ICNALE; and 3) cross-corpora investigation was merely in seek for reference point to relate the learner to the other learners in the expanding circle. With the limitations, findings and claims are skeptical.

Finally, it has been noted that a concordance program that allows tagging into part of speech in the corpus might be worth exploring such as AntConc and Wordsmiths. Also, the process of filing the document must be done systematically to avoid confusion.

References


technologies in teaching, learning and research (pp.3-11). Glasgow, UK: University of Strathclyde Publishing.


Online resources


### Appendix

Table A1: Most frequently-used adjectives by the EFL WU learners

The table shows top 20 most frequently used adjectives with illustrated samples selected due to their text comprehensibility, i.e. ones with high (+) and low (-) accuracy. Errors were kept as original.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Adjectives</th>
<th>Frequency (tokens)</th>
<th>Sample of use with high accuracy (+)</th>
<th>Sample of use with low accuracy (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>good</td>
<td>108</td>
<td>We are assure that you will be a good worker after you graduate.</td>
<td>They are counseling and good advice to students.</td>
</tr>
<tr>
<td>2</td>
<td>best</td>
<td>28</td>
<td>This is the best way for you.</td>
<td>it can make everyone have a best pure air.</td>
</tr>
<tr>
<td>3</td>
<td>new</td>
<td>25</td>
<td>allow yourself to find something new to your life. I think it something new. The university also has opened new perspectives to students.</td>
<td>Everybody have a dream to study in the best university,</td>
</tr>
<tr>
<td>5</td>
<td>important</td>
<td>23</td>
<td>The most important thing is a Trimester system</td>
<td>so I chose this university by main important is it received that has a</td>
</tr>
<tr>
<td>4</td>
<td>beautiful</td>
<td>22</td>
<td>We have a beautiful nature, fresh atmosphere, ...</td>
<td>... with a good environment for a beautiful and strong academic concentration</td>
</tr>
<tr>
<td>6</td>
<td>natural</td>
<td>20</td>
<td>The neighborhood has many natural attractions, such as sea</td>
<td>However, you will touch natural environment, and be quiet</td>
</tr>
<tr>
<td>7</td>
<td>modern</td>
<td>20</td>
<td>What a modern university in south of Thailand</td>
<td>There are modern the technology.</td>
</tr>
<tr>
<td>8</td>
<td>Large/ largest/ large-sized</td>
<td>19</td>
<td>I had visited here, it was very large and the environment was good</td>
<td>I was excited because this large and very large.</td>
</tr>
<tr>
<td>Sequence</td>
<td>Adjectives</td>
<td>Frequency (tokens)</td>
<td>Sample of use with high accuracy (+)</td>
<td>Sample of use with low accuracy (-)</td>
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</tbody>
</table>
| 9        | active     | 17                 | I am happy because I have to be active myself.  
... make the student trained to be active all the time. | to encourage students always to be active learning all time |
| 10       | green      | 15                 | It is a green campus.                  | University can to see a green of the tree, flower, fields. |
| 11       | fresh      | 15                 | Green campus, fresh air that you can touch! 
I like the fresh air.                        | The environment makes me healthy with fresh brain and 
I feel ready to study. |
| 12       | famous     | 15                 | Walailak University is a famous university in south. | University has a performance or famous of educational so I chose this. |
| 13       | comfortable| 14                 | Provide housing for students, comfortable, cheap and beautiful | cause my home is near it so is comfortable to/back to 
meet my family |
| 14       | great/greatest | 14     | If you are looking for a great place to learn and meet new friends,... | It had beautiful scenery and great atmosphere abundant nature. |
| 15       | happy      | 14                 | WU intends to make you happy when you are here. | I very happy and very nice that I study |
| 16       | big        | 13                 | that is one of the big University of the south | there are a big reservoir in front of long gate |
| 17       | interesting| 12                 | So, I think that is interesting and beautiful place. | Include the other interesting that except I told is also |
| 18       | proud      | 12                 | I am proud to study here,... 
I feel proud to have come here. | and that I proud to talk about the reason 
and I will proud to my school so much. |
| 19       | real       | 9                  | student can use their knowledge in real situation for make 
their abilities | knowledge to practice a real job |
| 20       | perfect    | 8                  | I would like to guide you to get a perfect life, modern education | It is perfect the university |