



Graduate Seminar in International English Professionalism in English Language Practice

Conference Schedule and Abstracts

August 8-9, 2013

Mae Fah Luang University, Chiang Rai, Thailand

Organized by

School of Liberal Arts, Mae Fah Luang University

**Teacher's Professional Development Practices:
Applying Bourdieu's Concept of Habitus**

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Abstract

Under the Bourdieu's Concept of habitus which could be understood as a structure of the mind characterized by a set of acquired schemata, sensibilities, dispositions and taste, this paper aims to analyze descriptive practices of teacher's professional development which is generally characterized as a kind of another social activity. One important payoff is that the application of the habitus as a social concept is used for the teacher's professional development thought instead of the educational stream itself. The habitus is shown to be instead a useful and flexible way to conceptualize teachers as an agency and the ability to transform social structure. The paper identifies two major practices that are impacting successful teacher's professional development and draws implications for different view of this particular context. Major practices which are accumulation and presentment show that there is a correspondence between social structure and mental structure. To understand these practices

described by using this social concept advances the idea of teachers' professional development to initially become aware of themselves and brings them the endless development.

The Application of Written Discourse Analysis in EFL Writing Class

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Abstract

Writing is considered as the most difficult skill for EFL students because students do not only generate and organize ideas by using the appropriate choices of vocabulary, sentence, and paragraph organization, but also express their ideas into a readable text along with a particular rhetoric pattern (Richard & Renandya, 2002). In the second language teaching, discourse analysis was introduced to assist students to understand and use the language more functionally by analyzing the use of cohesive devices and discourse markers of both written and spoken discourse. The use of discourse analysis in language teaching is extensively researched and the effectiveness of discourse analysis on language development is well-documented. However, most research studies were done in second language class, and the extent of its application in foreign language classroom is yet to receive much attention. Therefore, the purpose of this study is to investigate how EFL students apply the knowledge from analyzing the

written texts in producing their essay writing. The result of this study may contribute to the use of written discourse analysis and suggest the new way of teaching writing to be more effective and practical.

Overcoming Intercultural Communication Barriers: A Case Study of EFL Learners' in a Non-native English Language Learning Context

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Abstract

Studies in intercultural or cross-cultural communication are helping to shape many facets of our human interaction to the characteristics of verbal and nonverbal behavior across cultures, the impact of culture in constructing meaning, the structure and communicative goals of discourses, and factors that influence our ability, or otherwise, to interact and interpret discourse (Kramsch, 2001). Theories and empirical studies in intercultural communication have had serious implications for social action and social change (Rogers and Hart, 2002: 14).

Misunderstanding is the ultimate barrier to communication (Griffin, 2000: 394). Communication is said to have taken place when interlocutors have been able to reach some common interpretation of their intentions. Even in intra-group communication it is almost impossible to reach absolute understanding. This makes inter-group or inter-cultural communication even more challenging. The existence of cultural variability is in itself a barrier to intercultural communication. When cultures are widely apart or different, it means the level of cultural

variability is high, resulting in high levels of anxiety and uncertainty, which ultimately bring tension and misunderstanding into the intercultural communication situation.

In Thailand and China, a principal factor contributing to this difficulty seems to be a consequence of the way English is currently being taught in the schools and universities. To investigate possible ways to address this situation, the researcher will conduct this research project in hopes that such a study might contribute to the articulation and resolution of overall competency and literacy difficulties faced by EFL learners of the exchange program and to add to the overall body of knowledge concerning the enhancement of performing appropriate cross-cultural speech act behaviors, literacy, and cultural awareness.

Therefore it is important to study the interaction between teachers and undergraduate students of exchange program through these approaches: sociolinguistics, cross-cultural communication, discourse analysis, second language acquisition in classroom interaction and related researches on cross-cultural communication strategies. This study could enhance and raises challenges for teachers in constructing learning environments that facilitate intercultural communication among Chinese, other international students, and host students.

This study aims to examine problems faced by the Chinese EFL students during their first year in Thailand due to the cultural differences between the two nations and to explore ways to overcome these intercultural barriers.

Multi-level Factors Affecting the Highest Achievement Schools with English Programs

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Abstract

The researcher was interested in the factors that affect the Academic Achievement which engage in English Program. In this study the researcher divided the information as the variable into 3 major factors; school factor, classroom factor and student factor. Both the same level variable and different level variable is related to each other.

This study aimed to investigate the multi-factor of English Programs in Schools which have the highest Academic achievement, and to find the optimum management strategies for an English Program.

Interpreting Power and Ideology Constructed in Editorials from the Perspective of Appraisal Theory

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Abstract

Editorials play a significant role in conveying newspaper's opinions and influencing the viewpoints or ideology of their readers with careful selection and configuration of certain resources of Appraisal. This research conducts analysis, interpretation and explanation of attitudes in 35 editorials on the theme of education in *China Daily* from 2005 to 2011 in their social, cultural and political contexts. It examines and elaborates the patterns and preferences of Attitude resources in 35 editorials from *China Daily* in terms of the three subcategories: Affect, Judgment and Appreciation. The findings indicate that values of Propriety and Capability and Valuation occur much more frequently in the data than others values. Affect states are rare. In terms of Graduation resources, the writers prefer ranking attitudes highly with Force resources to win over the readers. The deployment of the resources helps convey ideology with power in the

editorial data. The use of a full repertoire of evaluation resources and high frequency of modulation for giving directives indicate the exertion of institutional power of *China Daily* for constructing ideology of education in China and shaping it among readers.

Development of English Intercultural Communication Training Course for the KLDF Employees

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Abstract

In the age of globalization the workplace is becoming extremely cross-culturally integrated making understanding and expertise in cross-cultural communication more crucial for executives, business leaders, workplace managers, and standard employees. Khom Loy Development Foundation (KLDF) is a small Non-Governmental Organization in Chiang Rai. KLDF has multicultural employees whose nationalities include Thai, British, Canadian, Kenyan, and American. This study aims to investigate the needs for the English communicative training program to the KLDF's employees. There are two main instruments using in this study. The first instruments are the Needs analysis questionnaire provide for board members, manager level and the staff. The second instruments are semi-structured interview for board members, manager level and the staff. The results from this study will provide information to propose the training course for KLDF's staff.

What Do Tourist Guide in Chiang Rai Need to Prepare for Participating in AEC Community?

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Abstract

Chiang Rai is one of the main tourist destinations in Thailand. According to AEC, Chiang Rai is the province that connects to Republic of the Union of Myanmar and Lao People's Democratic Republic borders so tour guides have to prepare themselves to participate in AEC community. The objectives of this research are to explore the tour guides' needs and to improve and develop their ability to cope with AEC community in the near future. The research method will include the questionnaire for 50 tour guides participants in Chiang Rai. And need analysis will be done to find out what they want to improve and develop themselves in order to associate with AEC communities. The study goal is to provide them a training course that will prepare them for associating with AEC communities in the future.

Using iPad Applications to Develop English Skills

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Abstract

Some people believe that more effective use of technology in schools could do more to improve educational opportunities and quality. Therefore, many new technologies are used in school to help teaching and improve learning. This study investigates the improvement of English skills through iPad applications. The sample for the proposed study will be 30 Thai students of English course from a medium-sized public school in Chiangrai, Thailand. Data will be collected by using pre-test, post-test, multiple choice test, and interview. The ultimate goal of the study is to provide information that may be used to improve teaching technique and student learning.

Reflection Writing: A Discussion on Definition, Theory, Levels and Application

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Abstract

This paper explores the topic of reflection writing for English language learners. There are four aspects of reflection writing discussed namely, definition, theory, levels and application. Definition is variously defined, but mostly based on an emphasizing of using past experience for the future references. Learner autonomy and learning are involved factors to explain usefulness of reflection writing. The author found that Bloom's taxonomy can be used as a frame to scope the levels of reflection in order to serve both students' self-evaluation and teacher's evaluation. The application of reflection writing is suitable for mostly all kinds of learning under the condition of the mutual understanding between teachers and learners.

The Effect of Genre Based Instruction: 'Examine-and-Report-Back' in EFL Tertiary Context

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Abstract

In tandem with the rise of a language revolution in knowledge-based society, English language is a tool to communicate between the content and practice area to prepare citizens become more professions as such evidence in sustainable higher education and a part of the world community. Notwithstanding, to express professional employment in academic writing (research essay), EFL learners have not only faced with the difficulty of well-organized pieces because of the variation in the use of English beyond the inner circle—outer and expanding circles. According to the researcher's teaching experiences, Thai learners have struggled with literacy English conveying the idea of the rhetorical structure of the EAP exemplar in their different genre or discipline. In practical process, in fact, the learners have no ideas to take part in a classroom setting without introversion because there is no critical and creative thinking activities encourage them to think far

beyond. They are also familiar with the explicit teaching model to accept the outcome of knowledge acquisition and skills they employed in the learning environment. Additionally, being a passive learner without communicative competence may lose the self-confidence to interact with friends since they do not know the role of practitioners and how to communicate and propose their useful idea each other. Particularly, in team work procedure, a few members have to overload the group work while the others ignore the task. Without professional group dynamic, they are lack of collaboration and authority sense to run the task and deal with people in the real global communities. Hence, the purpose of the study is to determine the effect of genre-based instruction 'Examine-and-Report- Back' model in EFL undergraduate level.

The Development of an Interactive Web - based Blended Learning Model for English Reading Instruction to Enhance Reading Achievement of University Students

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Abstract

The purpose of this research is to develop an interactive web-based blended learning model for English reading instruction to enhance reading achievement of university students. The specific purposes of this research are to study the basic information for the development of the instructional model, develop and examine the quality of the instructional model, implement and study the results of using the instructional model, and explore the students' attitudes toward teaching and learning through the instructional model.

There are four stages in this study. First, the information about the students' problems in English reading and the teachers' state and problems of teaching and learning in a reading classroom are investigated. Second, the instructional model and materials are developed and checked by three experts and then a pilot study is

conducted with fifteen students. Third, the instructional model is implemented and studied the results of using the instructional model with 100 first year students at Mae Fah Luang University. Finally, the students' attitudes toward an instructional model are studied.

The results of this study are expected to develop the students' reading ability in order to succeed in their classroom learning. It will also lead to a better understanding of the development of a reading instruction which is not only in the classroom but also outside the classroom. In addition, it can add value to the traditional face-to-face teaching method. And it will be useful for people who are involved with education such as administrators, coordinators, and lecturers who help enriching the present educational system.

Maximizing the Benefits of Peer Review in the EFL Writing Process

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Abstract

Peer review is considered a very beneficial tool in fostering students' writing development. An adoption of peer review is widely spread across the fields of L1 and L2 writing and mostly claimed to be successful and effective. However, the success of adopting peer review in L2 writing field, especially in an EFL setting, continue to be questionable due to a lack of sufficient research to advocate its successful practice. This study aims to 1) identify common practices of peer review in an EFL writing context; 2) identify strengths and weaknesses of peer review practice in an EFL context; and 3) develop a suitable guideline of peer review practice for an EFL writing context. In response to the research objectives, three research questions were formed as follows: 1) How is peer review practiced in EFL writing classes?; 2) To what extent do EFL students and teachers find peer review (feedback) beneficial to students' writing and learning developments?; and 3) Which form of peer review do

students and teachers find beneficial to EFL writing development? Three teachers and seventy-seven students who have taught and studied the three required EFL writing courses participated in this study. Empirical data was collected through student survey questionnaire, student interview, and teacher interview. Results from both students and teachers agreed that peer review is very necessary in fostering EFL writing and learning development. It is emphasized that the value of peer review is beyond fostering writing development, but also extends its benefits to students' thinking and reading development as well. They further agreed that peer review must remain as a component of the EFL writing process. The paper lastly discusses and outlines the guidelines of a suitable adapted form and practice of peer review for an EFL context.

Oral Language Acquisition of Thai EFL Primary Students through the Role of Instructional Scaffolding

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Abstract

This research will aim to study the most effective instructional scaffolding strategies and methods used in oral language acquisition teaching with Thai EFL (English as A Foreign Language) primary school students at Tessaban 5 Keawpanya Uppatham, a municipal school in Phayao, Thailand. In additional importance to the core study of this research, I will be identifying the oral English language acquisition problems encountered by the Thai EFL students and examining the ineffective instructional gap of oral English language acquisition teaching methods used by local Thai teachers who teach conversational English in EFL class. This research study will determine to provide solutions to the concerned ineffective instructional gap between Thai EFL students and their teachers. Upon identifying and examining the problematic issues, I will study the

effectiveness of several instructional scaffolding methods which could be applicable to Thai EFL primary students.

Prior to conducting the research study, I have examined through some literature reviews which concluded that instructional scaffolding teaching methods are proven to be effective learning method used and have been successfully applicable to ESL (English as a Second Language) learners. However, there is limited research on the instructional scaffolding strategies and methods used on EFL learners, as well as limited case study of instructional scaffolding used on Thai EFL learners and students in Thai schools.

Therefore this research study will provide a contemplation to investigate and determine if there is any significant difference of instructional scaffolding effectiveness gap between ESL students and EFL students. This study shall also aim to observantly scrutinize the comparison between ESL and EFL students on primary levels.

**The Use of Reading Strategy Instruction to Enhancing
Vocabulary Acquisition of First-Year Law Students,
Mae Fah Luang University**

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Abstract

Why do foreign language learners have limited vocabulary size? One reason is probably that they do not read much. Reading is one of the most effective methods to increase the vocabulary comprehension (Vidal, 2011). Therefore, the proposed study intends to identify vocabulary acquisition problems encountered by Law students while reading and develop reading strategy instruction to enhance the students' vocabulary acquisition through reading. The sample size for the proposed study will be 60 first-year Law students who are divided into two groups: experimental group and controlled group. Research instruments include preliminary questionnaire, pre-test and post-test, and the final questionnaire which is used to collect the students' feedback and opinions on the developed reading lessons and method to improve their vocabulary acquisition through reading. Data will be collected from different research instruments; reading problems will be investigated by questionnaires, which will include both closed and

open-ended questions. The results from the questionnaires will be the guideline to develop reading strategy instruction to solve the problems. Then, a pre-test, a reading passage test with closed-ended questions will be used to collect the results from the experimental group and the control group before the start of the experiment. Further, a post-test which contains the same content as the pre-test will be used at the end of semester to evaluate the students' vocabulary acquisition skills gained from reading. Finally, the final questionnaire, which consists of closed- and open-ended questions, will be employed to explore students' opinions and feedback about the reading strategy instruction. The ultimate goal of the study is to develop an instructional support for helping Law students with limited English proficiency and to enhance their vocabulary acquisition through reading.

Socio-cultural Aspects: The Representations of Ethnic Thai Community under Former British Colony in Northern Malaysia and the Ethnic Malay Community Outside Former British Colony in Southern Thailand

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Abstract

This research paper is about the political representation of two ethnic minority groups: the ethnic Malay-Muslims outside former British colony in southern Thailand and the ethnic Thai Buddhists under former British colony in northern Malaysia. It aims to examine how ethnic minority groups are represented in their respective parliamentary democratic systems. This research explores the political representation of these minority groups using seven independent variables such as liberalization of a system, globalization of communication, styles of leadership, knowledge of religion, better standards of living, better education, and attitude change. It aims to discover some values which might be connected with the political representation of these two ethnic groups. It uses both primary and secondary sources which were analyzed using qualitative and quantitative approaches. The primary data are from our interviews and structured questionnaires that involved 60 respondents: 30 from ethnic

Malay-Muslims in Pattani and Narathiwat (southern Thailand) and 30 from ethnic Thai Buddhists in Kelantan and Kedah (northern Malaysia). The interviews were conducted in order to gauge the perceptions of how the ethnic strategic movements were manifested. The conceptual framework used in this research is that of ethnic representation as put forward by Smith (1981). This research has found that styles of leadership and better education are the most important values that concern the political representation of the ethnic Malay-Muslims in southern Thailand and the ethnic Thai Buddhists in northern Malaysia. It has also found the strategy of ethnic political movements of either radical or moderate inclinations is still dependent on the reactions by the dominant powers towards their ethnic minority groups. Regarding the other five variables used in this research, the study found that there were obvious differences in the perceptions of the respondents from the two ethnic minority groups studied.

A case study of Mindfulness Meditation Technique on Intrapersonal Intelligence, Language Learning and Learning Behavior in EFL Classroom.

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Abstract

Although there have been several studies about mindfulness meditation, there is still a shortage of research investigating mindfulness meditation and language learning in listening, speaking, reading, and writing skill, and language learning behaviors. In addition the field of education needs more studies to verify the effectiveness of meditation. Forasmuch, most of the studies focused on mindfulness meditation and psychology investigated how it influences human cognitive, emotional, and interpersonal domain (Shapiro, Brown, & Astin, 2008).

The current study aims to bridge that gap by applying mindfulness meditation in teaching which may help students to better concentrate and extend the time spending on learning and thus to increase their comprehension, and to change some inappropriate learning behaviors. Furthermore, the result of this research may stimulate EFL learners and teachers in other fields to realize the effectiveness of mindfulness meditation.

The Teachers' and Students' Perceptions towards the Concept of Self-Directed Learning

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Abstract

The study aimed to investigate what the teachers' and students' perceptions were towards the concept of self-directed learning. Data were collected from 10 teachers who taught Academic Reading and Writing and College Writing, and 278 students who undertook the two courses at Mae Fah Luang University. The research was conducted by distributing two questionnaire forms to 10 teachers and 278 students. The results revealed that the teachers at MFU had positive perceptions

towards self-directed learning. In addition, the students seemed to have positive perception towards self-directed learning. Comparing the results from table, we have found that the students were influenced by the teachers since they believed that the teachers had knowledge of language and it was their roles to teach them the language input, and students' performance was only judged by their teachers.

Content-based Instruction: the Alternative of Thailand's Education in ASEAN Community

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Abstract

One of Thailand's significant missions in the educational preparation in order to be an official member of ASEAN Community is to support and encourage both public and private schools and universities to set up English, bilingual, and international programs. These programs have been expected to help develop learners' English multi-skills incorporated with knowledge in various specific fields. The instructional model that can effectively serve this mission is the content-based instruction (CBI) aiming to develop communicative English skills and academic aspects of language learners as well as their relevant learning qualifications. However, all those involved should emphasize skillful Thai and foreign educators, learners' awareness of importance of English to their opportunities, supportive learning environment, and continuous support from the government in order to gain the valuable human resource leading the country to success in all aspects.

Sustained Silent Reading with KWL Application in Online Books for EFL Students

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Abstract

Sustained Silent Reading (SSR) and KWL methods are beneficial to reading motivation based on previous research studies. However, past studies suggested that most EFL students are able to understand the formal structures and logical meaning material with an average of degree of difficulty, within general and familiar topics, but they cannot understand the rhetorical and functional meanings of sentences, or sentences with specific topics or involving culture differences. The basic reason may be their lack of training in reading methods which are ignorance of even the simplest reading techniques. Hence, the purpose of this study is to determine the effects of using SSR with KWL application in online books for EFL students.

Interactional Patterns in Face-to-Face and Synchronous Computer-Mediated Communication in a Problem-Based Learning Context

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Abstract

This study aims at investigating interactions of learners in the face-to-face (FTF) context and the synchronous computer-mediated communication (SCMC) context that employ problem-based learning (PBL). The participants will be 18 undergraduate students enrolling in the course English for Everyday Communication (GLAN1102) at Chiang Mai Rajabhat University. They will be selected by using a voluntary basis technique. Regarding the qualification requirements of the volunteering process, nine of the students will be assigned to the FTF context and the other nine will be assigned to the SCMC context. The students of each context will be sub-divided into groups of three to perform two PBL tasks. The FTF students will perform the tasks through oral communication. They will be videotaped for verbal and non-verbal languages during the task performance. The recordings will be transcribed to generate data in the form of transcripts. On the other hand, the SCMC students will perform the tasks through the

program called Skype. Data of the SCMC context will be obtained from the chat logs retrieved from the Skype program. After all tasks are completed, one student from each sub-group, six in total, will be purposively selected to be interviewed. The coding procedure of Strauss and Corbin (1990) will be used for analyzing all data sets. The coding procedure comprises four stages which are transcribing, open coding, axial coding, and conclusion. The significance of this study is that it will serve as an empirical investigation whether interaction is altered by context. It will extend knowledge of the viabilities and effects of using SCMC as a tool for communication in language classes and provide beneficial information for instructors and educational practitioners who are interested in implementing SCMC in their class as well as those who are interested in classroom discourse.

A Development of a Multimedia e-Book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin

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Abstract

The purpose of this study was to develop a Multimedia e-Book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin through an experimental research by using the one-group pretest-posttest design. The purposive sampled group consisted of 40 students in Business English major, who studied with the researcher. The research instruments included a Multimedia e-Book: English Sentence Writing for the Students at Rajamangala University of Technology Rattanakosin and a questionnaire on students' satisfaction with the developed Multimedia e-Book. The results from experimenting the developed Multimedia e-Book which included nine main units of the contents: Unit 1: Sentence Structure, Unit 2: Basic Sentence Patterns, Unit 3: Phrases, Unit 4: Simple Sentences and Compound Sentences, Unit 5: Complex Sentences-Noun Clauses, Unit 6: Complex Sentences-Adjective Clauses, Unit 7: Complex Sentences-Adverb Clauses, Unit 8: Conditional Sentences and Unit 9: Passive Sentences were as

follows: 1) the value of the efficiency of the developed Multimedia e-Book was 77.94 /79.34, which corresponded to the set criteria of the value of the efficiency of 75/75, 2) the posttest score was significantly higher than the pretest score at the significant level of .05, and 3) the sampled group expressed their high level satisfaction with the developed Multimedia e-Book.

A Study of Reading Input and Students' Writing Output with Regard to Nominal Groups

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Abstract

The main aim of this research is to identify the potential influences of reading texts in textbooks on students' writing in senior middle school, China. English reading passages are chosen from the textbooks for senior middle school. Chinese reading texts in Chinese textbooks are also involved. And journals referred to English are randomly selected from the students in senior middle school as well. Data analysis is based on functional grammar (Halliday 1998).

The similar categories or complexity of nominal groups used in students' journals are considered as the possible effect of reading text that might have on students' writing. As for the reading texts in textbooks for senior middle school in China, various nominal groups are used in the reading texts. Although there are not as much as categories of nominal groups in reading texts used in students' writing, some similar categories of nominal group appeared. Based on

the analysis, the researcher put forward possible teaching strategies of improving students' writing based on utilizing reading texts in their textbooks.

It is hoped that this study will yield a more precise picture of lexico-grammatical features in terms of nominal groups in both English and Chinese reading affecting students' writing in accordance with senior middle school students in China. And it is also hoped that the study can bring more ideas of developing students' reading and writing in English language teaching.

Abstract

The main aim of this research is to identify the potential influence of reading texts in textbooks on students' writing in senior middle school, China. English reading passages are chosen from the textbooks for senior middle school. Chinese reading texts in Chinese textbooks are also involved. And journals selected for English are randomly selected from the students in senior middle school as well.

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