

**THE EFFECT OF READING – BASED WRITING INSTRUCTION ON
CHINESE EFL STUDENTS IN SECONDARY SCHOOL:
WRITING ABILITY AND THEIR ATTITUDES**

LI MIN

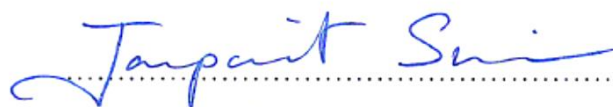
**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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The independent study of Li Min has been approved by the examining committee to be partial fulfillment of the requirements for the Degree of Master of Education in Teaching English as a Global Language of Burapha University.

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In China, writing is taught in conjunction with other basic skills, even though English education has been carried out for decades and developing unceasingly under the reform. Concerns arise, however, since the majority of experts and teachers identify writing as the most difficult part to master in the traditional teaching. It is all known that composing a well-structured article is impossible without having a good command of large vocabulary, adequate grammar knowledge and good sense of language. Verbalization and thought are assumed to be independent on, correlated to, and even equivalent to each other. The capacity of oral expression to a great extent reflects whether the mode of thinking is used properly. As productive skills, it's exactly the interaction of speaking and writing makes effective language learning. It means ability to speak helps to develop writing skills and practice. However, the reality is that Chinese EFL learners by and large experience writing anxiety. This seems to reflect poor linguistic competence due to lacking of scientific guidance and sufficient training (Liu, 2005).

To counter the problem above, the study intends to discover whether writing ability can be improved by integrating reading and writing in class and analyzing how the method affects students' general opinions on reading-based writing instruction. With this main purpose in mind, the six-week writing course was conducted among 55 participants who were from Zhanyi No. 4 Secondary School in Yunnan province. The students involved with the study possessed different English proficiency levels with some students having had more intensive training. The more fundamental goal of this study was to ascertain how to convert readers into writers by means of an

integrative view that developed during the process. That is reading supply students with a large number of language materials, and they can learn writing techniques, gain writing experience, enrich mind and emotion, improve their ability of observation and analysis and learn skills of thinking in English (Yu, 2004; Zhai, 2006).

Multiple instruments to determine the competence of the student were employed to collect data in the study, including a specific lesson plans, various writing assignments, interviews and follow-up observations. The change of students' writing ability is associated with the emphasis that equally crucial for both two skills, that is content, vocabulary, text organization and language use. Three topics are covered in the writing curriculum, each one involves roughly 135 minutes of instruction and practice every week. It's expected to see the change of learners' writing level from task 1 to task 3. On the other hand, the attitude towards reading-writing integration teaching is analyzed from its positive and negative effect. The findings of the research showed that what this approach benefits the participants is the rise in relevance of topic, frequency of using various parts of speech, conjunctions, the decline in misusing grammar rules etc. which can be seen from the participants' writings. With the implement of the integrative teaching, it was found that students' participation and interest in English writing was much higher than being taught in traditional and single mode. As a result, the quality of writing was effectively enhanced.

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CHAPTER 1

INTRODUCTION

The first chapter is an introduction that focuses on the background of the study, the statement of the problem, the significance of study, objectives of the study, research questions, scope of the study, limitations of the study and definition of terms specially explained for this paper.

1.1 Background of the study

As probably the most common language used in international communication, English exerts its power in every possible area and touches all aspects of human life. It's evident that the application of English has a distinct advantage, particularly in a wide range of information-related fields such as tourism, entertainment, finance, business, medicine and technology. In recent years, more and more people have come to know that they gain more benefits for themselves in career and personal relationships by being able to communicate with others in English. It is mainly through this common language that humans have access to the various sources of knowledge and innovation. In the modern world, internationalized development mode creates a qualified internationalized language environment. For many reasons, English processes a high number of speakers and is being used as a second or foreign language in most countries and regions where the citizens aim to enhance global presence and seek a broader space for development at present. Therefore, the proficiency level of English becomes an important criterion by which many employment sectors measure a person's ability (Zhou, 2011). Whether for the enterprise or the individual, one can achieve great heights of success with skillful use of English language. And in doing so, we can take heart in knowing that mastering English will open potential job opportunities in international regions and overseas markets.

With the awareness growth of supporting diversity of communication styles, writing has become an emphasis of English teaching in senior or junior schools for the past few years. Writing is a strong means of information organization and analysis by

which the information can be presented in form of optimized structure of text. Therefore, the purpose of writing instruction is to cultivate learners' ability to process and select the resources what they get. Meanwhile, written communication plays a significant role in our daily life, which refers to establishing the interpersonal relationship through the correspondence between the two parties for multiple purposes. It is absolutely essential to popularize English writing and develop a broader view on strengthening its application in current educational environment.

In the new writing curriculum, students are placed in a more focused environment once they reach primary school. It was decided in the 90's that a new perspective for all-sided English teaching was required. What's more significant is that either English writing as a major or elective course is being taught with great focus on the development of knowledge, skill and attitude. All these positive beliefs incorporated into lesson plan reform impelled educational institutions to seek a balance between teaching mode and emphasis. The effort has implications for not only recognizing the value of written language competence, but also for understanding why effective methods bring better results in teaching and learning.

Chinese students in high school are called for holding proper view on English study because they may probably find that English is a course in university entrance exam, and a tool in future study or career as well. In this inevitable trend, a new requirement in line with High School English Curriculum Standard was carried out in 2003, its implementation encourages students to conduct the writing, such as make simple description according to pictures, give a brief introduction or comment, and complete essay-writing task.

However, long periods of teaching in an EFL or ESL classroom and research findings showed that there exist several common problems that students in the intermediate level would face in learning better writing. Most of learners have the experience of incoherent writing caused by the following problems:

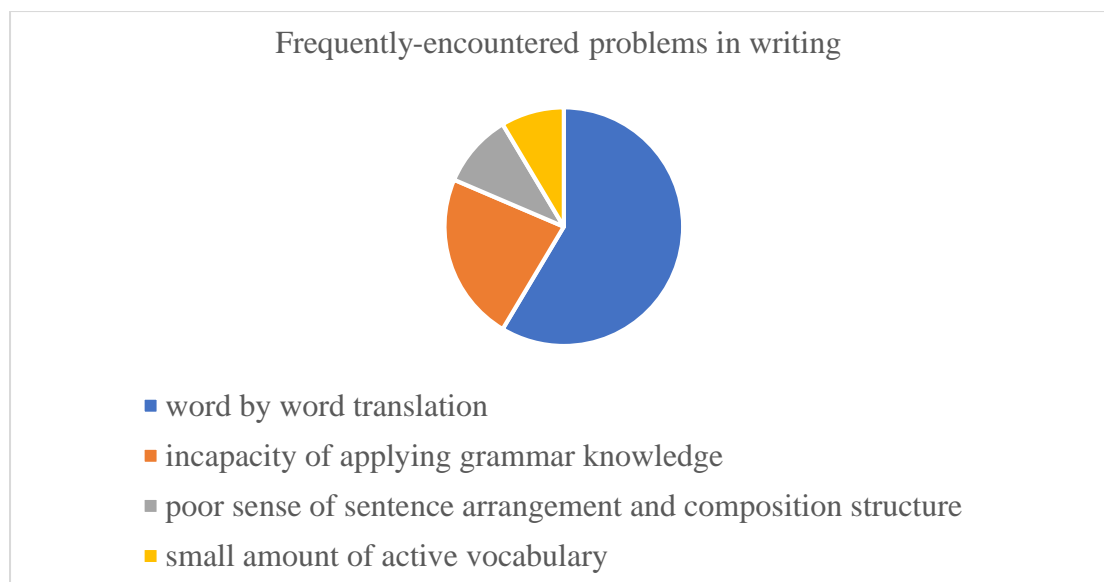


Figure 1-1 Frequently-encountered problems in writing

All these situations that students encounter can be partially attributed to the Chinese EFL context which lacks authentic language environment and active learning. Writing based on reading is to be designed to link the writing process through obtaining and applying resources with the specific goals, of which reading is the first to be associated with. And the point of this is that practice of basic knowledge and cultivation of discourse awareness could be achieved by reading a lot so as to prepare for writing. In terms of practice, there are some evidences that reading-based program sets up a natural learning environment where can make participants emerge into context when interacting with the materials (Zhang, 2014).

1.2 Statement of the problem

A couple of closing points about the common problems presented here that we should consider according to previous survey in school:

1.2.1 The importance of writing was still awfully neglected, even when linguists and researcher stress the need of reasserting this. In current English teaching, there is a limited understanding of how to practice writing and combine it with other skills in class. Taking traditional English teaching patterns for example, it has placed emphasis on explaining grammar knowledge and language points of the given text. As a receptive skill, reading can provide ample input for EFL learners who don't have

enough opportunity to be exposed to authentic language (Lin, 2012). It can effectively enlarge the amount of vocabulary, help to identify idea, apply background knowledge to writing, arrange the sentences and organize paragraphs that result in higher-quality work. Writing, as a tool of communicating or expressing ideas, is to show the controlled use of organizational patterns, connectors, and cohesive devices that fits the target outlet. However, learners are likely to ignore the reading and writing connection and may tend to think that reading is just for comprehension. In fact, some schools did not even offer writing course for students in China. Without specialized guidance, when the needs arise to present their ideas or feelings, they have no way of applying what they'd experienced in self-expression. To solve the problem, one possible and practical solution is to increase the students' practice of writing through a large amount of input resource – that is reading.

1.2.2 Secondly, test-based and product-oriented are the main approaches employed in traditional teaching. Simply, both the teacher and students keep the focus on the product, not the process. Wang, Niu, and Zhen (2000, p. 137) put it succinctly: “[t]he students’ work is evaluated based on the accuracy of final products. The process that the students go through while doing the task is virtually ignored”. If the writing exercise or task is given, they may feel it’s much harder than expected. It is very common for a student to get confused with language issues such as word choice, vocabulary use, grammar rule, text organization (Liu, 2014). In most cases, the students who have been taught with traditional teaching method tend to translate literally into another language to construct meanings. This can explain the cause of what hinders Chinese EFL learners from creating successful writing.

1.2.3 Students show a careless or negative attitude toward English writing (Lin, 2012). They have no clear understanding of English writing and avoid the related learning. In routine exam or quiz, most of the students often skip the writing part and prefer to complete the other parts. Writing is usually left to be done hastily in the last moment, almost no much time is spent on the writing process to get the comprehensible and logical writings. Even if get ready to draft, they painstakingly come up with some short paragraphs which usually consist of simple sentences, several basic words and phrases, little variety in sentence structures and lack of discourse knowledge (Yang, 2016).

1.3 Significance of the study

The present study is of great significance to discover the actual impact of the reading-based writing instruction on EFL learners' writing ability and attitude.

The significance of the study can be concluded as below:

It is expected to seek for a way of improving L2 learners' writing proficiency and language competence by exploring whether our teaching option is more effective and can motivate readers to be good writers. The researcher attempts to enhance students' English writing in the approach which relates the reading text with their own experience, to summarize the information, to conclude and to ask questions on the text (Allen, 2003; Keer & Verhaeghe, 2005). By doing so, the participants' writing performance are likely to be influenced by the inner link involved in the process. For the practical significance, some activities will be employed in the teaching process to integrate the two skills. To achieve the goal of improving students' performance, and also enhancing their motivation as well, the study makes the concept of integration launch into the current teaching environment.

Only reading and writing activities are not enough to improve effectively to improve students' English writing competence (Hu, 2017). In this study, linguistic errors are not the only focus, so for the evaluation of their writing works, more specific suggestions and necessary revisions are included rather than brief comments, which enable students to have chances to know about how to organize text and ensure writing quality.

1.4 Conceptual framework

With regard to the relationship between reading and writing, many studies and experiments have been conducted to see the feasibility of possible strategies that connect the two skills in some way. In 2012, Lin Lian (Lin, 2012) conducted an empirical study on the application and concluded that writing activities are very helpful to reading comprehend and in return it is an effective way to improve the writing skill by reading much.

The study is based on the diagram to illustrate the correlation of the elements included in the use of the RBWI:

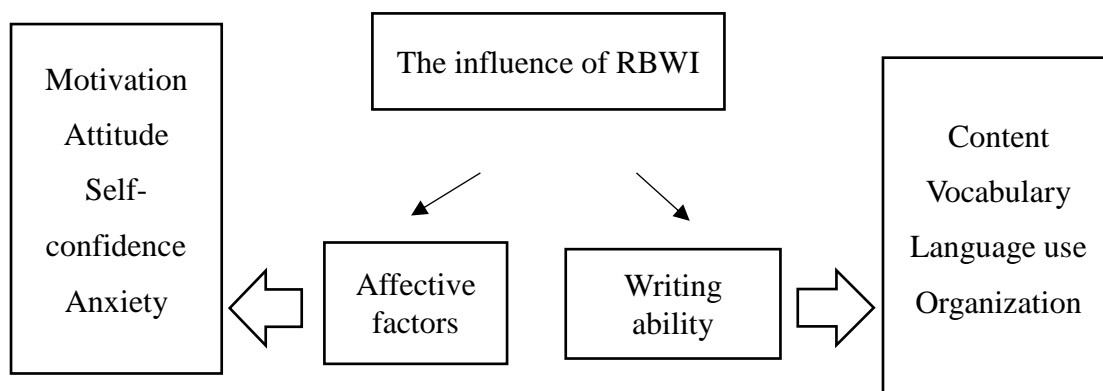


Figure 1-2 Conceptual framework

1.5 Objectives of the study

According to the requirement of the Chinese ministry, EFL learners in senior school are expected to write a brief introduction or a description with the existing knowledge and language competence, as a way to check if they have better understanding of various information and are creative in expression on their own views. Teaching writing is particularly important for those who are lack of actual practicing or whose applied composition ability is urgent to improve. A series of investigations show that the integrated approach to teach reading and writing has not been accepted widely, an attempt of reading-based writing instruction carried out in class is make more young learners aware of the benefits from reading and shift attitude on English writing.

The study aims to:

1.5.1 To explore the effectiveness of learners' writing ability in terms of content, vocabulary, language use and text organization due to the implementation of reading-based writing instruction.

1.5.2 To find out whether the reading-writing integration influences the learners' views on teaching-learning the instruction.

1.6 Research questions

In order to know the students' reaction to reading-based writing instruction, the possibilities for improvement of writing ability and language accomplishment, the

changes in attitudes and opinions on English writing due to the implementation of reading-writing integration model, the following questions arise:

1.6.1 How does the reading-based writing instruction influence students' writing ability in terms of content, vocabulary, language use and text organization?

1.6.2 To what extent has the integration of reading and writing changed students' attitudes and beliefs toward the RBWI?

1.7 Scope of the study

The experimental site is located in a medium-sized city in southwest China, where more than ten schools serve for the local education authority. A large class with 55 senior students from arts class was chose as the subject for the study.

The researcher made the plan based on the textbook (New senior English for China student's book 3) for the first term in grade 11, which included the relevance of topic, assignment and assessments between each module. Two short essays with similar topics were to be provided as the model for writing task. Due to the intention of assisting students to prepare for NMET, three typical writing types that frequently tested were taken as the training target, specifically letter writing, descriptive writing and problem-solving essay. To check the their mastery and application of content throughout the course of teaching, an assessment form which was adapted by Peha (2003) will be the standard for judging writing quality from the aspects of content, organization, vocabulary and language use.

1.8 Limitations of the study

For this study, I have to admit that there are limits to what it can achieve better outcomes in the planning and teaching process. Here the major aspects are listed and will be served as the reference for similar applying. The research includes the following limitations:

The study was only conducted in grade 11 in a high school, which took 55 students as the subject of the research. The data can't generalize the use of the RBWI in other levels, even the student groups in other areas.

The readings applied for the teaching were mainly selected from the textbook, which may limit the students' cognition in the correlation between writing topics and text source. As many as scientific materials can be introduced to the learners.

As to the attitude of learners, all the interviewees were arranged in a room when one of them answered the interview questions. They probably felt nervous or uneasy during the conversation because of others who were present.

1.9 Definition of terms

Reading-based writing instruction (RBWI)

Liu (2006) defined the reading to writing approach as a way of paying attention to both language input and output, which means attaching importance to the development of linguistic competence for communication, which regards students as the center of the class. In this study, the definition would be adopted.

Effect of reading-based writing

For this study, effect of RBWI refers to what the integration of reading and writing brings for the enhancement of students' writing performance and attitude toward its implementation (Zhou, 2011). Specifically, writing performance is judged from the main aspects what a good text should have, which reflects in content, vocabulary, language use and text organization; positive or negative view on the integrated mode can be the direct proof which indicates the acceptance of the teaching approach.

EFL (English as a foreign language)

English is taught or learned as a foreign language by non-native speakers in a language environment where English is used under certain circumstances. And China is one of the typical representatives. In general, EFL teaching includes two aspects: taking in enough knowledge of English through different channels and communicating with others in oral or written English they have required (Zhou, 2012). Traditional practice in English teaching emphasizes the transmission and explanation of knowledge about grammar and vocabulary, Chinese EFL learners are instructed to learn and remember words, phrases and sentence patterns through handling readings in class. All the course contents and much guidance offered by the teacher mostly focuses on the test.

Writing ability (WA)

Writing ability is generally thought as a language skill that can be used to express one's thoughts, ideas, or views in written form. For a classroom writing assessment in high school, it should cover text structure, grammatical accuracy, language organization, and other such criteria. Students are required to show mastery and flexible application of the above skills in the given writing tasks (Liu, 2017).

As for this study, the evaluation of English writing ability in the training will be based on the overall quality of the work in accordance with the standard. Measured criteria are, but not limited to: how relevant the content is, how accurate the word selection is, how comprehensive the language is, and how well the text organization is.

Language proficiency

Language proficiency is defined as the students' ability to deal with different writing styles in organized and logical way, which also tends to reflect the personal style of the author (Lin, 2012). With high school writing proficiency standards, a clear indication of writer's level could be determined by the mastery of materials, the use of information, the sense of topic, planning, editing capacities and genres of article writing, all of which are reflected in their compositions to some degree.

Attitudes toward writing

For this study, attitude is defined as a response or affective reaction to judge the degree of positive or negative view on writing.

Secondary school

The level of secondary school (3-year junior plus 3-year senior education) refers to Grade 7 to Grade 12 in the educational phrase, which is the preparation stage of entering college or university for learners. Students whose age range from 16 to 18 will have chances to complete a further three years at a senior secondary school before they can participate in formal test (NMET).

CHAPTER 2

LITERATURE REVIEW

In this chapter, some relevant aspects of reading and writing will be presented. First, the nature of reading and reading skills are dealt with. Second, it discusses some features of writing and writing skills. Third, previous studies related to reading-writing integration teaching as well as some important ideas included the framework, characteristics and model of RBWI are discussed. Fourth, the findings will be analyzed and summarized regarding the different writing approaches used in writing teaching at present. Finally, the theoretical foundation used for study such as scaffolding theory will be reviewed.

2.1 The nature of reading

Reading plays an essential role in acquiring receptive skill and comprehension strategy in language learning. It's generally considered as a basic way to get the information and a certain kind mutual relation between text and context. Grellet (1981) describes reading as a process of extracting the required information from a written text as efficiently as possible. To give a definition of it is more difficult than to give an illustration of its use. From the generalized definition, it's clear that the feature and function of reading is effective for communication and comprehension in a visual way. Our understanding of reading, both in independent use or combining with other skills, has developed from any of the aforementioned features. For readers, they might see the differences as they read various texts, caused by the difficulty level of printed materials or the personal comprehensive ability.

There is considerable evidence demonstrating that the development of linguistic skills, in some way, is emerging from generalizing and analyzing the printed text. Sweller (2003) concluded that reading can be thought as a complex process of constructing meaning through the dynamic interaction of the readers' prior knowledge, the information given by the written language, and the content of the reading situation. The same year, McKenna and Robinson (2013, p. 21) cited the key issues in determining to what degree a person understands a text, which has made it

practical to draw the conclusion. That is one's comprehension ability mostly hinges on the prior knowledge and the purposes of reading he owns. For more understanding about the readings, we usually hasten to find the information or familiar concepts what we have held, and think, judge or handle entire of the text based on the evidence before made ourselves understood. A command of prior knowledge is the necessary prerequisite to fully considering any subject. To be sure, literal comprehension is the reflection of all aspects of a given society. As reader gains more background knowledge, more interpretation of what the content means and exploration of the language structure on different levels may be achieved. Whereas, if nothing had been done for the materials, the reader might not even get the purpose of author, let the interest in reading alone. This is especially important for effective reading: to make clear to students what the writer tries to present and introduce the basic knowledge on the given topic when taking class.

2.2 The nature of writing

Compared to other language skills, writing may need to employ much energy on thinking and language use, which naturally takes more time to learn and practice. Writing does not just rely on the combination of words and fixed expressions, there is more work is needed through cognitive process. McKenna and Robinson (2013) put forward that writing process is thought of as a combination of individual cognitive processing, social-context influences, motivation, reading processes, and writer's background knowledge. This might mean one's background knowledge or accumulated experience plays a critical role in transforming receptive skills. During this process, more information found in our minds will make the writer have greater confidence. Indeed, it's not too much to claim that in point of technique it could be perceived as an extremely complex intellectual-linguistic process (Xiong, 2006).

Writing has been seen as a prime example of helping a person take an idea and making it into a reality. Zainal and Husin (2011) noted that writing is the learning process of sharpening one's experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings. In many instances, communication skills would be used and improved through writing. Writing is an

activity which inspires creativity and logical ability. The purpose of writing should be attuned to authors' ideas what they are intending to present in the article.

Other views on writing have explicitly mentioned it as a subject with high demand of integrated language skills, its complexity mainly reflected in the concerning competence to fit the wide range of application. However, reading is guided by what one seeks and expects, writing is guided by what one intends. For one who is lacking in-depth knowledge of language or holding a negative view on writing, there's a practical suggestion left for improving the written skills: get in touch with various resources to expand the background knowledge and form an information bank in their brains, then gain the motivation and conception on writing. In this way, teachers can exert their positive roles in initiating students to build background knowledge and make full use of them.

2.3 Studies on the integration of reading and writing

2.3.1 The reading-writing relationship

The large aggregation of studies cited attests to the fact that the two different skills are related strongly and in how deeply they influence each other. What we find in most published researches is describing the relationship between reading and writing as input-output pattern. From the language angle, Widdowson (1978) thinks that reading is a receptive and positive skill, as it includes continuous reflection, speculation, forecasting, inspection. Writing is a productive ability, which needs textual coherence and accuracy of high degree of integration in accordance with writer's mind.

Flood and Lapp (1987) states that if something within reading selections the learners think could contribute to writing knowledge, they will take and use that. They also can interpret what they have in terms of notes and articles that are appropriate for a particular text. There's no doubt that a lot of reading and thinking can provide models of what language text looks like and input that assist learners to shape their own thoughts (Brown, 2001; Kroll, 2003; Reid, 1987).

The significance of reading is not just the literal meaning of text between the lines, but also the exploration of the spirit which is contained in thought through description. Writing does not refer to simply grouped words made into sentences;

thus, writers should try to make writing make sense for itself and understood by others. Xie points out: “Writing is a process of simulating reading, and reading is also a behavior of simulating writing for reader” (Xie , 1994, p. 2). In fact, the principle is that writing is defined by reading, and that neither can exist effectively without the other (Chen, 2001). This makes it very optional for language learner to switch between reader and writer. Initially, all of us are readers; upon completing the information extraction process, each reader is transitioned from the gainer to user in the language understanding and harvest. In turn, when writing for some reasons, the writer will probably take hours in consulting related materials, such as peer-reviewed articles. The process of improving reading speed and quality which involving skills and strategies is for assuring good works to compose. This just goes to show that reading is the basis and presupposition of writing (Cai, 2003), and writing is the comprehensive outcome on content and language of reading. Thus, without enough input, a positive output is difficult to achieve (Xiong, 2006).

2.3.2 Related studies concerning the integration of reading and writing

Every study has its contribution value of showing how a close a relationship is formed and discovered with regard to the integration of reading and writing. The guideline for setting this kind of training was provided, the views on input-output of language acquisition was from multiple perspectives were published, and the practice on how to correlate the information with writing theory were listed.

2.3.2.1 Related empirical studies abroad

Among the studies as early as 1986, Janopoulous conducted an experiment with seventy-nine ESL students. The seven groups were asked to complete a short essay within an hour. During the experiment, students also answered how much time they spent in reading per week. It turned out that reading and writing are inseparable filter the output is to be cogent and readable (Janopoulous, 1986).

Meanwhile, Shanahan and Lomax (1986) applied the interactive model (reading and writing influence each other; reading knowledge is comprised of three latent, or not directly observable variables: word analysis, knowledge of vocabulary and comprehension. Writing knowledge is comprised of four latent variables: spelling, vocabulary, syntax and story structure), the reading to write model (reading knowledge influences writing but writing does not influence reading) and writing to

read model (writing knowledge influences reading but reading does not influence writing) for studying the reading-writing relationship. These models not only included the two abilities, but relevant sub skills as well, constituting a chain of more or less autoregressive relations: word analysis > vocabulary > comprehension, and spelling > vocabulary diversity > syntax > story structure. The students performed better with the teaching of the reading to write approach than other two models. This proved that reading is an essential part of constructing and extending thought to achieve success in writing.

According to cognitive psychology, Kucer (1987) proposed four cognitive foundations of reading and writing. Readers and writers apply prior knowledge to construct the meaning of a text in teaching activity; both readers and writers retrieve information from the same database when they construct text; the same situation happened when readers and writers transform the prior knowledge into text; readers and writers show the common working pattern and ability in the process of text construction.

A comparative experiment was set up to examine which element of reading between topic and content contributes more to writing quality by Campbell (1990). The study revealed the latter has a far greater impact on organization and the complexity of language. Furthermore, the results manifest language proficiency can affect reading-write performance in many ways.

Some other aspects of the study on the connection of the two skills have been examined for the last few years. Such as: the kinds of language teaching contexts and possible effective activities that might enable reading and writing to be beneficial mutually. Ibrahim (2006) studied the effect of reading to writing approach on the development of Egyptian EFL students' writing ability and the attitudes towards writing. This study demonstrated that a reading-based writing approach can improve the efforts and attitudes during writing teaching through adequate input exposed to learners, without significant difference between male and female.

A number of researches were conducted to develop the ways in which the learners' acquisition in the process of reading and writing learning can have impact on each skill. In 2011, Durukan made a comparison between the effects of the cooperative integrated reading and composition technique and the currently

implemented traditional reading and writing teaching methods in primary school. The former was more favorable to the mastery of reading and writing skills in terms of academic achievement and retention, and the difference was considered to be particularly effective in cooperative integrated reading and composition technique (Durukan, 2011).

2.3.2.2 Related empirical studies in China

Wen (2001) carried out a class practice of reading to writing teaching. Students were arranged to analyze reading materials and discussed the skills and strategies applied in articles. From these discussions, the students tried to rewrite around the given topic. The study indicated that making use of readings can not only highly influence students' overall comprehension, but also greatly affect their interest in writing.

In 2001, Song Xining (Song, 2001) employed a reading to write approach in his / her curriculum. Students were required to understand a text that was provided, discuss the main ideas, analyze the structure of the text, reorganize paragraphs, and rewrite the passage in their own words. The researcher reported that the results of this approach were generally quite positive.

Pan (2004) provided a questionnaire in senior high school to investigate the difficulties and problems in English writing. The result showed that reading newspapers and magazines were an important tool in students' English writing competence.

The research conducted by Ji (2009) was divided into two parts: the effects of extensive reading and reading-writing integration. A detailed analysis based on the effect of both of approaches showed that learners made some substantial progress on their writing abilities in respect of content, vocabulary, organization and language use.

In 2010, Wen Qiufang (Wen, 2010) tried the integrative method in her classroom by providing specific materials for her students. With each written piece, she encouraged students to grasp the structure of text and become familiar with the main idea. The students were then asked to write a composition from the summary and other details of the passage. The findings showed that reading materials had a positive influence on improving the scores of learners' writing.

The researchers above made efforts to offer plentiful resources, then got their models learn from reading and had its influence on writing by all kinds of means, which has positive significance for not only recognizing the value of partial language competences, but also for understanding why certain language learning methodologies brings better results than others. In keeping with that, the present study supports the idea that the implementation of reading- writing integration can be a quality teaching experience with the aim of enhancing learners' language accomplishment during intermediate phase.

2.4 Overview of writing approach applied in English teaching

2.4.1 Various approaches applied in English teaching

In recent years, it is a known fact that people have been carrying on the exploration to English language understanding and looking for ways of teaching compositions to different groups. Some of cases become main approaches and still in use now, which is vital for learners to acquire the basic knowledge and technique of writing.

2.4.1.1 The reading-based writing instruction

Krashen (1981) proposes that extensive reading can provide comprehensive input which is helpful to writing. Writing is almost impossible to start if without enough reading and effective guidance. Reading-based writing instruction is akin to a pivot that focuses on balancing input and output and doing combination of the two. Once the learners find and apply patterns they will not only benefit from reading, but also gain much more than they previously believed. While for the process of the skills integration, learners need strong methodological guidance to realize meaning construction of literature (Spivey, 1990), which is also the target of reading teaching.

Unlike other approaches, the reading-based writing instruction encourages learners to make good use of reading to have a full and accurate grasp of the vision and mass of knowledge they need for composing good writing. Many years of learning outcomes indicate that blindly seeking the transmission of skills drives students into “aimless writing”, another equally important issue that assists in the promotion of knowledge acquisition capacity gets more concern accordingly. For there to be a successful writing activity, both attributes are necessary.

An intensive study of writing based on reading has been conducted from different perspectives. Because of its unique features such as integration, authenticity, potentiality of content bias reduction and positive washback effect in the instruction of language and content (Zhang, 2009, p. 75), reading-based writing instruction gets more attention of experts in the educational field, which makes writing to be taught and learned in an integrated mode. The definitions we have understood and recognized are confined to the recreation based on the accumulation through a wide range of reading; in turn, the generation and development of literal knowledge and language sense is also closely associated with the enlightenment of independent writing.

In the brief discussion given, there are two reasons accounts for the reading-based writing instruction is superior to the approaches with handling read-write splitting. One is that the implementation of reading-writing integration is seen to be a much better fit to intermediate level learners. This method will get learners engaged with their reading from the start. Once they have the ability to view and analyze writing works from a reader perspective, they will be halfway ready to try their hand, so to speak, at writing. To make the writing process more approachable, students need to turn their ideas and information obtained from available resources into words, then produce a cogent text afterwards.

When the author's intention and thought is clearly presented to reader, who interprets the text through the understanding, written communication is achieved (Nutall, 1996). Writing based on reading can ensure that students are able to construct a general framework of articles with specific purposes. It worth mentioning that the instructional strategy motivates those learners whose skills and experience are at a beginning to intermediate level to consider and decide how to apply the basic grammar rules, add on to this with different sentence structures and advanced vocabulary. And they recognize the types of textual organization which affect ESL students' composing process and organize writing thought through reading. So their ability to write can be improved by words, structures, and genre through a variety of materials (Zhang, 2013).

For another, the way of implementing a student-centered teaching technique involves the students more fully into the materials, which would arise their

interests and enthusiasm in English writing. During the class, the status of students' role changes from the passive one to the positive one who explores knowledge and an initiative seeker. A series of similar subject or topic is supplied to discuss, analyze and recreate new content, the activity and exercise is alternated between reading and writing, and the interaction among teacher-student, student-student is expected to be done. And the writing part gives students much freedom to apply what they learn from reading in products. Except for the models provided by instructor, they can have a wide range of choice about readings which they grown greatly interested in. All this is more likely to draw a lot participation and engagement.

2.4.1.2 Teaching materials

The teaching materials adopted are crucial for the application of reading-based writing instruction. In consideration of the difference between English and Chinese thinking influences students' reading speed and difficulty perception, the researcher chooses the materials according to the Goldilocks principles (Finlayson & Winston, 2006). Three units would be taught in class, students are provided one to two passages for weekly task in reading section. To ensure the reading text is suitable for the students at this stage and closely connected with writing assignment, the teacher will be asked to offer relevant advice on judge which common standards should be included in the selection of materials.

1) The reading materials should be applicable to students' life, and all sorts of writing tasks for training are about activities and situations in their real life or associate their feeling with actual situation.

2) Each piece of reading should be within 150 words. If the reading takes a long time to finish, the students may feel bored or disconnected and teacher needs to be concerned about the participants' loss of interest in the following activities.

3) Both the topics of materials and tasks should meet the practical needs and attract students' interest in reading, thus stimulate their strong motivation to write.

4) Other scientific materials were incorporated to let students know about writing better.

According to the guideline above, the materials for the study mainly come from two sources: textbook (*New senior English for china students' book 3*) and reference book on NMET. And other English readings from the Internet, magazines would be selected and adapted to set examples for student writers.

2.4.1.3 The assessment of English writing

As one of the important parts of writing instruction, composition evaluation and modification directly affects the results of the instruction. The main methods used for evaluating writing generally refers to holistic and analytic evaluation, both two can serve well for the judgment of writing quality. For the comparison between them, Bacha (2002) and Currier (2005) concluded that holistic evaluation is mostly used to measure writers' achievement broadly, which skims the writing quickly to get the impression of the style of text. Meanwhile, specific items like grammar usage or word order can be identified through analytic scoring (which is also called itemized analysis).

Another vital part to be considered when it comes to evaluation of is the criteria are the rubrics, scored in form of letter, mark and percentage (Klimova, 2011). It has been defined and functioned discriminatively in the application of holistic and analytic evaluation. As for the former, instructors are expected to provide evaluations on the strengths and weaknesses of students' writings, including the specific features of the given compositions. Thus, from the written text with holistic evaluation, the suggestion on the relevance of topic, development of paragraph, use of vocabulary, coherence of passage will be offered. The result reflects the intuitive feeling and opinions based on the above criterion on the whole. As for score value is assigned for each criterion, the comments will be presented to point out the area where need to be corrected and improved if the written work is assessed with the analytic rubric.

In many researches on the writing approach, Bacha's model is frequently recommended as scoring rule or definition standard to determine the levels of participants' performance. The ESL composition profile, proposed by Jacobs (1981) has been applied to grading second language writing all the time, and become the benchmark for English writing evaluation in various contexts later through generalizing the use of it.

The five key components and the related descriptions attached to four rating scales clearly show the requirements for what each level of writings should reach to. The following figure demonstrates the existed system as the guidance of criterion- referenced evaluation:

Table 2-1 Evaluation scale used in the course of academic writing

Writing Components	Criteria	Score
Content	Extent, relevance, subject knowledge	30%
Organization	Coherence, fluency, clarity, logical sequencing	20%
Vocabulary	Richness, appropriate register, word form mastery	20%
Language use	Accuracy (a usage of articles, word order, tenses, prepositions, sentence constructions)	25%
Mechanics	paragraphing, spelling, capitalization, punctuation	5%

2.4.2.1 The process approach

Process approach is likely viewed as a widely used instruction in the writing-teaching research of foreign language. One of perceived advantages over the traditional approach is that lay emphasis on how a piece of writing to be created and the interaction between instructor and learner in teaching. It promotes that writing is a recursive process by which meaning is to be discovered and ideas are generated, formulated and refined (Farris, 1987; Tobin, 2001; Zamel, 1983). In other words, process approach focuses on the process a writer conveys thoughts or views through a framework built from the full expression and the comprehensible language for various purposes.

There's no lack of precedent to make comparisons of product approach with process approach, especially. As a general view, the product approach emphasizes the production of imitation in which writer learned from the samples or reference materials; the process approach focuses on the conception and language included in writing works. Flower (1987) likened the major difference to the link between reader-centered and writer-centered technique. McCrimmon (1994) assumed that the way we look at writing or the pursuit of written communication normally falls

into cognitive model based on knowing (process) and result analysis based on telling (product).

As above, process approach allows learners to create and construct ideas from their experiences and interactions. The constant practice and revision exercises allow students to be more familiar with the procedure of writing while associating with the previous knowledge and applying it into composition. What's more important is that it revolutionizes people's views on writing and strengthens the cooperation between teachers and students. By applying the process approach, students and teacher are expected to be fully involved in class teaching. With the strict requirements on quality of product, it is thus crucial to inculcate the notion that writing is a way to discover and exchange ideas, rather than just a way of expressing thought already held. To help promote students' enthusiasm, teachers may carry out the effective class activities involve cooperation and collaboration between learners (Nunan, 2003, p. 270) and encourage them to work in pairs or groups to discuss on the topics, generate ideas, and share comments. Additionally, by completing the tasks, students' critical thinking and problem-solving abilities will be improved under the subtle influence of offering advice to each other (Cheng, 2012).

There are, however, limitations in the process approach. The overemphasis on the preparation process of writing obscures the relevance of other issues, such as grammar and overall structure. Students can be trained to learn the composing skills; however, they would easily overlook the use of language knowledge in their writings because much effort is demanded to spend on editing and drafting. Another issue is that this approach does not necessarily guarantee the sufficient input during the class, which results in failure of preparing students to join in writing process.

2.4.2.2 The genre approach

Genre, as a set of "form board" that represents various articles and the characteristics of literary convention, is very conducive for learners to accomplish the writing based on the essence of target type and real situation. What the genre approach truly brings is to show exactly how to deal with genres flexibly and tactically and construct meaning into the social context in more creative ways (Bhatia, 1993).

For the reason why it should be completely separate from the identified process we perform in writing task and exists as a particular method of guidance, educators and experts in relevant areas gave corresponding explanations and attached the importance to structural features and writing styles. When people communicate with each other either through talking or writing, they have a certain kind of expectation that some stereotyped rules of discourse should be followed. This approach gives student a clear sense of direct the essay will go in before proceeding with writing about topic. The more exposures to the authentic text learners have, the more they see that the relevance between the contexts in which the compositions are produced and the corresponding literary forms applied in reality.

Simultaneously, the difference in language styles and structure design among the genres are coming into focus along with in-depth analysis. Below the major premise, it saves enormous effort to propose a plausible writing and outline as soon as learners have a rough conception with adequate guide and explanation on genre knowledge of instructor.

The advantages of genre approach comes from the construction of background knowledge and contextual analysis, as well as the cultivation of creativity. At first, students learn about forms and styles of genres by studying the models. Some common patterns and fixed rules found in the given article are used as available resources that contribute to the future writing. To make the compositions suitable for the topic and adapt to the specified situation, students are motivated to remain flexible in analytic thinking and creative thinking to support their ideas (Elashri & Ibrahim, 2013). As for disadvantages to this approach, however, the high demand of form and the excessive focus on genre could result in ignoring the guiding effect of skills on learners' writing development.

2.4.2.3 The product-focused approach

Over the past decades, the product approach was adopted by teachers to instruct EFL writing almost from middle school to college. It is a traditional mode that mainly concentrates the knowledge about the structure of language, grammar, and writing improvement of input as limitation, in the form of the text (Badger & White, 2000). That will guide students to grasp law of related writing styles and genres through analyzing the paragraph development, the link between any two of them, the

grammar structure and sentence patterns in model text as well.

Based on behaviorism (founded by John B. Waston who viewed that behaviors can be trained, stimulated and changed by changing environment) and structuralism (the approach by Wilhelm Wundt who indicated that our consciousness play a key role in behavior and using introspection to examine mental process), it is provided that the principal feature “stimulus-response” is the trend for theory development and the teaching process. Badger and White (2000) and Nunan (2001) reckoned that the product approach focuses on the final result of a composition, correct grammar and suitable cohesion. It stresses that learner’s writing development mainly results from imitation of model texts, and that learners need linguistic knowledge. Teachers may play more prominent roles in the classroom, so the analysis of textual arrangement is the starting point of course design and activities and manifests itself in the process and the end-result. Students imitate kinds of models under the guidance of teacher, and then get grades or comments on their writings.

Writing in this approach is increasingly more like a result-oriented skill. Plenty of samples are available for reference and analysis, all that can be retrieved and used automatically as whole. Indeed, a clear sense of writing styles will equip students to work out the plots, the paragraphing and structure of articles. Meanwhile, however, little attention is paid to leading students to consider how to integrate personal thought and strategy into their works. On the other hand, the evaluation of writing performance is only limited in the scope of linguistic knowledge. It would mean that error-free form and structural integrity are intended as only criteria for judging the equality of text. The comment or suggestion mainly in the form of score from teacher may get students to know where the mistakes are, instead of disclosing the causes contribute to errors and the problems remain unaware of, even the considerations of the content and creativity.

As the statement above shows, issues such as evaluation and cognition are still unsolved, and there is always room for improvement. Furthermore, writing well doesn’t only require accurate grammar and concise sentence, but wholly understanding the purpose and being able to communicate through words. Product approach can provide different types of models and access to skill training on composing, while there’s almost little to no communication between teacher and

students during the teaching and after completing works. It seems that the results would be more favorable for learners to decrease the difficulty and concern about written language, but it also seems that the potential disadvantage of this way is deviating from other aspects involved the practice of creativity (Chen, 2005). Hence, we should consider the instruction on its merits and realize the maximum value of employment for teaching.

2.5 Theoretical basis on reading and writing

2.5.1 Scaffolding theory

Scaffolding instruction has made significant contributions to productive achievement and has a wide application value in foreign language teaching. It originally came from the theory of “Zone of Proximal Development” by Vygotsky, which creatively clarified the dialectical relationship between instruction and education. The theory describes the assistance that learners receive from the instructor to get more than what the achievements made by their own.

If taken literally, the scaffold is generally viewed as a certain kind of framework that gives support for constructing knowledge system and developing new skills. The assistance during training can help learners to make some practical changes, and push them to complete tasks independently when the support is removed. Instructors reinforce the proficiency with some planned goals and specific strategies to direct student’s mastery of the related tasks and practice for problem-solving. The students who attend the teaching activity will have more or less understanding of structure and rules, and a more efficient comprehension. Bruner (1986, p. 60) noted that scaffolding is a process of “setting up” the situation to make the child’s successfully entry and then gradually pulling back and handing the role to child as he becomes skilled enough to manage it.

By means of realistic methods and various teaching modes, the students can learn how to communicate and cooperate in interactive practices. The basic classroom teaching stages of instructing scaffolding are meant to bring out students’ latent potential so as to have natural transition to independent exploration. In light of this, the way that learners are assisted to accumulate knowledge and gradually withdraw the support provided by instructor.

Hogan and Pressley (1997) listed the common methods used for scaffolding instruction. Normally, modeling serves well as a pattern which demonstrates how to do when an individual learns something new or unfamiliar. Organizing proper activities to attract students and encourage active participation is suggested. It reflects the mastery of the course through observing students' behavior and thinking process in class. Also, the feedback from teacher is essential to the participants in order to determine how well they have done and to identify areas where need to be improved. After the evaluation, the teacher can call for students to form study groups and to exchange their personal experience or opinions.

For the concern of dependence upon support as well as the gap between requirement and student's level, it's discussed that the forms of scaffolding inserted in activities with the aim of (Bransford, Brown, & Cocking, 2000):

- 1) Stimulating and developing learners' interest in content.
- 2) Making reasonable and accessible tasks in order to help learners with increasing their confidence.
- 3) Providing guidance that leads learners to focus on their goals.
- 4) Illustrating the difference between the production and the standard designed for tasks.
- 5) Minimizing anxiety and frustration.
- 6) Explaining clearly the certain activity performed and the result that is desired.

Much research has been done around the extensive use of scaffolding in assisting learners at all levels to get started building knowledge and training their skills. As far as the reason is concerned, objectively, the effect majorly comes from compatibility of support and strategy. On one hand, it leads to a notion of being able to model the knowledge. A lot of major steps and decisions will be showed as samples for learners' imitation of existed patterns. On the other hand, the multiple strategies that applied in instructional implementation seemed to focus largely on increasing learners' ability to work without the aid of teacher and instruction itself. The learners who experience scaffolding learning can become independent task performer and transfer the acquired knowledge to new context.

CHAPTER 3

RESEARCH METHODS

This chapter takes on the research design and delivery, which contains participants, instruments, research procedure, data collection, data analysis and ethical consideration.

3.1 Research design

An interpretative qualitative research was employed in this study. To answer the questions set for the study, the information arising during the implementation would be collected from interview, observation, subtle changes would affect perceptions of learners and attitudes towards RBWI in their can be seen from qualitative perspective.

The study was conducted with two purposes in mind:

3.1.1 probing into whether the integration of language input and output have an influence on students' writing competence

3.1.2 exploring how the learners who were trained in this way may feel about RBWI.

On the part of deliberation and application of methods for identifying the gradual changes in depth, a qualitative interview is a type of framework in which the practices and standards be not only recorded, but also achieved, challenged and reinforced (Oakley). Participants' responses during a semi-structured interview would be interpreted afterwards to testify the effects between students' perceptions and actual ability. Moreover, observation would be chosen from various available approaches for the study, because descriptions of instructional practices made it possible to verify all the findings.

3.2 Participants and informants

The participants of the research were 55 students from Grade 11 in Zhanyi No.4 secondary school in Yunnan province. It is observed that the students in ordinary classes lack of the awareness of writing improvement and essential learning skills on

compared to the students who are in advanced classes. They have some foundation knowledge of English and basic language skill after nearly seven years of learning. However, there are a few problems commonly emerge in writing among high school students. Issues such as the misuse of words, little care given to structural diversity, fuzzy logic all serve to weaken the flow of the content and overall quality of essay. Furthermore, most students still lack the motivation to write on their own although English composition is a part of the required course of study and regular tests. The six-week writing training was implemented among the students with intermediate English level and the above-average learning motivation. The instruction of reading and writing strategy was given for three classes each week apart from course content (45mins per period).

As for the informants, 15 students among the participants were selected based on their writing performance in the first task, which was assessed by using NMET (National Matriculation English Test) scoring standard rubric (see writing assessment form). An equal number of informants were distributed in different levels accordingly.

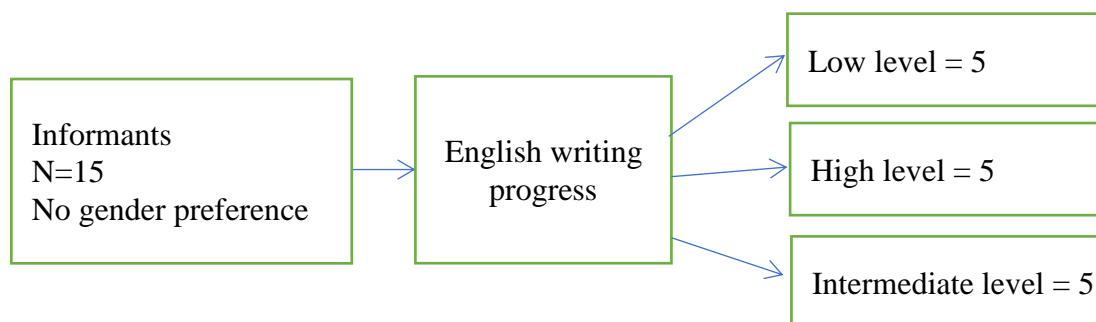


Figure 3-1 The selection of informants

3.3 Instruments

The instruments used in the present study for collecting data were participants' writing works, the interview guidelines inquiring participants' opinions on the rearing-based writing instruction and the researchers' observation.

3.3.1 Participants' writing works

Participant's writing work could also provide data for verifying the informants' writing performance. Their grades in Task 1 were regarded as the baseline performance. Similarly, the grades what the participants got in Task 3 were regarded as the achievement performance.

3.3.2 Reading-based writing instruction

In this study, writing assignments were set for the learners on the condition that a variety of reading materials must be provided to trigger thinking and discussion on both conceptual patterns and compositional techniques. The researcher would flesh out the whole process, establish clear connection throughout input, transition and output stages. Moreover, adequate language input, enough effective guidance, active interaction between teacher and students should be the highlights of the class teaching.

The research presented an elaborate illustration on the effective teaching procedures, the new class lead-in, the question presents, the language transition, the instruction appraisal is included, as shown in Figure 3-2.

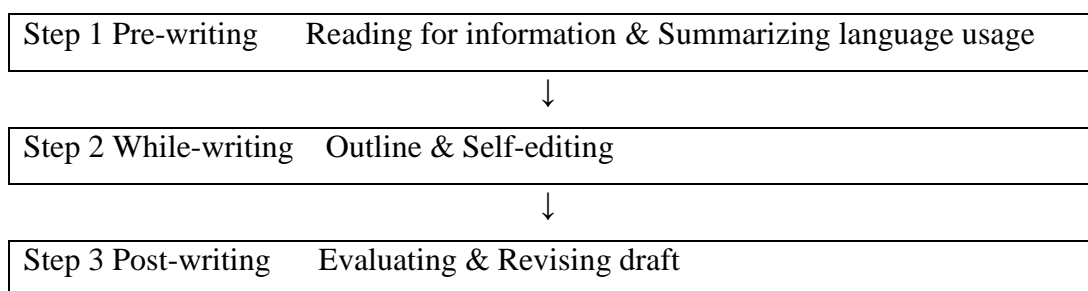


Figure 3-2 The flow chart of teaching steps

3.3.3 Lesson plan

A well-designed teaching schedule has the potential to grab the learners' interest and motivation (Wang, 2013). The lesson plan used for this study covered three units in the textbook and focused on some common types of writing, which was designed upon the learners' capacity and intended objectives in the senior phase. The three stages were followed in the actual teaching: pre-writing, while-writing and post-writing.

Table 3-1 Reading and writing activity

Unit	Reading & Writing Activity
1 (Week 1-2)	<p>Writing type: a letter of suggestion</p> <p>Pre-writing:</p> <p>Answer the questions on how to make suggestion by reading the model essays.</p> <p>Discuss in groups and analyze the structure of text (main idea, details, signal words, concluding sentence).</p> <p>Report the discussions in class.</p> <p>Summarize language usage.</p> <p>While-writing</p> <p>Organize a paragraph to express opinions or make suggestions on the given topic.</p> <p>Finish the assignment according to the requirement (direction).</p> <p>Edit and correct the writing.</p> <p>Post-writing</p> <p>Exchange the writing with partners and mark the merit and draw back in the article.</p> <p>Hand in the drafts and correct some unchecked mistakes.</p>
2 (Week 3-4)	<p>Writing type: descriptive essay</p> <p>Pre-writing</p> <p>Scan the sample paragraphs on description of a place.</p> <p>Finish the exercise.</p> <p>While-writing</p> <p>Collect useful information and describe a place.</p> <p>Work on a descriptive report “introduction of tourist attraction”.</p> <p>Complete a new descriptive paragraph based on the instruction.</p> <p>Post-writing</p> <p>Exchange the writings with partners and point out the mistakes found in the paragraph.</p> <p>Give comments and recheck the writing.</p>

Table 3-1 (Continued)

Unit	Reading & Writing Activity
3	Writing type: problem-solving essay
(Week 5-6)	<p>Pre-writing</p> <p>Read the given text and answer the questions.</p> <p>Discuss the steps on how to raise questions and offer a proposal.</p> <p>State ideas or understandings on the text.</p> <p>Learn the useful collocation and linking words in readings; finish the sentence practice.</p> <p>While-writing</p> <p>Work together to come up with a solution on the problem “smoking in public places”.</p> <p>Put forward some solving ideas and methods in terms of the overuse of social media.</p> <p>Organize ideas and develop a logical article.</p> <p>Post-writing</p> <p>Check the list in pairs and mark the merit and drawback in the readings.</p> <p>Make brief comments on writings and review some points should be focused on.</p>

3.3.4 Writing assignments

When designing the writing task, consideration was given to the students’ knowledge structure, as well as the features and needs of selected content. In this regard, recommendation was offered for the reference of course structure and arrangement by the researcher. The function of the writing topics were based on the currently used material in line with the standard of national curriculum. All the types of “basic writing” involved in assignments were extracted from the most frequently tested samples in NMET of recent years, specifically activities such as writing a descriptive paragraph on festival and place, applied writing (letter of suggestion), and an argumentative essay.

Along with showing students the requirements of a writing course, an explanation on the standard of writing quality was given as well. And the main purpose of providing model essays was to have learners to get familiar with framework of text content and language use. Reasonable composition assessment system develops an effective way of presenting the gap between a good one and a poor one in terms of writing technique. Hence, the evaluation criteria should be identified so that participants will know in advance how their output will be judged (Reid & Kroll, 1995).

Assessment of writing skills, specifically for the genres involved in assigned tasks, consider their own purposes and style of each genre. The preliminary evaluation aiming for distinguishing strength and weakness of learners' writing work is identified across content, organization, vocabulary, language use and mechanics. And essential elements were related to different text structures, such as legibility, format and handwriting are included in the factors being considered necessarily. The following writing assessment form served as a rubric used by both instructors and participants in providing self-editing works and peer-evaluation. The rubric was adapted from ESL/ EFL composition profile.

Table 3-2 Writing assessment form (Taken from ESL composition profile)

Criteria	Considers	Level	Description
			(Descriptive essay/ Applied writing/ Argumentative essays)
Content	Comprehensibility; knowledge of subject;	Excellent to very good	Completely understandable, relevant and thoughtful Topic/ subject is clear, though it may or may not be stated explicitly
	development of ideas; analysis; relevance to assigned topic	Good to average	Mostly understandable and relevant, needs more supporting details

Table 3-2 (Continued)

Criteria	Considers	Level	Description
			(Descriptive essay/ Applied writing/ Argumentative essays)
			Topic/ subject is generally clear, though it may or may not be stated explicitly
			Fair to poor Somewhat understandable; limited knowledge and relevance
			Very poor Topic may be vague Barely understandable; little knowledge and relevance Topic/ subject is unclear or confusing
Organization	Clear statement of ideas; clear beginning, middle, end; fluent expression; logical and cohesive sequencing; smooth transitions	Excellent to very good	Always coherent and organized Demonstrates skillful use of sentence fluency; effective paragraphing using appropriate transitions
		Good to average	Generally coherent; some evidence of organization Demonstrates reasonable use of sentence fluency; contains adequate paragraphing with some transitions
		Fair to poor	Partially coherent, some evidence of organization Demonstrates minimal use of sentence fluency; inadequate paragraphing with few transitions

Table 3-2 (Continued)

Criteria	Considers	Level	Description
			(Descriptive essay/ Applied writing/ Argumentative essays)
Vocabulary	Range of word use; Word choice; variety	Very poor	Barely coherent and organized; ideas not well connected May not demonstrates use of sentence fluency; paragraphs are unclear and contain no transitions
		Excellent to very good	Employs a wide variety of vocabulary, accurate word/ idiom choice
		Good to average	Employs an adequate variety of vocabulary; some errors in word choice
		Fair to poor	Employs a limited variety of vocabulary, many errors in word choice
		Very poor	Employs minimal vocabulary; many translation-based errors
Language use	Complexity of sentence structure; Correct use of agreement, number, verb tense, word order, article, pronouns, prepositions	Excellent to very good	All statements are structurally correct; Effectively use complex constructions; few errors of agreement, tense, number, word order, article, pronouns, prepositions
		Good to average	Most statements are structurally correct;

Table 3-2 (Continued)

Criteria	Considers	Level	Description (Descriptive essay/ Applied writing/ Argumentative essays)
			Some problems found in complex constructions; several errors of agreement, tense, number, word order, article, pronouns, prepositions
		Fair to poor	Some statements are structurally correct;
			Many problems found in complex constructions; frequent errors of agreement, tense, number, article, pronouns, prepositions
		Very poor	Very few statements are structurally correct;
			Little knowledge of sentence construction; dominated by errors

Source: Adapted from Peha (2003)

3.3.5 Semi-structured interview

In this study, a semi-structured interview was utilized to gain information on students' views on teaching writing and the factors (objective & subjective) that affect their perceptions on the RBWI. In-depth conversations led by open-ended questions were conducted to explore the informants' views or experiences more comprehensively, as well as to keep the interview focused on intended purpose. A total of fifteen interviewees were invited to talk with the researcher face to face

after class teaching. Each of them was given a few minutes to think about the questions, and any viewpoints on writing learning during their speech were allowed. There was no fixed rule to decide how the researcher should find out the model answer, so all the descriptive words that exactly express their ideas or opinions were recorded.

The interview followed a guideline in the form of the prepared questions, and then the participants could include their feelings about the exercise at the end of the survey. The guideline for the English version is as follows:

Table 3-3 Interview guideline

Scope/ focal point	Following-up questions
Influence on writing skills	Do you think writing is hard to learn or master? What do you think of your writing level or writing ability? Are there any difficulties in writing in English? What is it?
Enhancement on confidence and interest in EFL writing	Are you interested in composing in English? Do you have other feelings about English writing?
Views on the reading-based	How does the instruction affect your writing learning? What do you expect to learn from the writing course?
Writing instruction	Any other suggestions for improving the teaching method?

3.3.6 Observation

During the teaching, class performance and selected activities were the focus. The observations mainly focused on the students' affective factors, such as attitudes, confidence, and interests. A part of data based on the teaching files that the researcher records students' behavior in writing class aimed to see whether the participants join in the lesson.

The records taken in each week were made up of these parts: understanding student's need, instruction and content knowledge, assessment, learning environment (see Appendix). Teaching practices of reading and writing were scheduled three periods once a week. The teacher would have to reflect on the teaching efficiency

and the limitations in the target method which influences their overall plan. Additional comments on the blocks of instruction were included for future reference.

Such types of questions attached to the items above may need to answer for identifying how successful the lesson is and whether the students learn what the teacher intends for them to learn. Thus, the log sheet was prepared to answer the questions listed below:

- 1) Are the students interested in the topic that showed for them?
- 2) Do they actively take part in the discussion?
- 3) Do they think the given text is easy or difficult? How much can they understand about that?
- 4) Are the students good at using what they get from reading?
- 5) Do they feel confident when they try to write on their own?
- 6) Do they positively face the comment from the peers and teacher?

The researcher, as an observer, kept records on:

- 1) the details of students' performance and interaction in class as to summarize the lesson or day observed;
- 2) an observation of the behavior of the students, and the relationship between the teacher and students;
- 3) described the quality of the work produced by students, including group work, disciplinary action or class discussions.

3.4 Data collection

Three sets of data collected in this study were as follows: the participants' writing works, and interview, and observations.

3.4.1 Participants' writing work

Participants' works were evaluated with the criteria to examine whether the teaching heightened senior students' writing ability and English proficiency. The researcher asked participants to compose written responses on the given topics. As Task 1 was assigned for helping the researcher know about students' writing level in class, 55 compositions were graded. And 15 among all the works were selected to be the targets for the comparison later. After that, there are 30 total copies of drafts for Task 2 and Task 3 were completed and collected. For each assignment, 15 drafts of

varying degrees would be used as the sample to analyze the essay structure. To find out in what aspects the participants' writing skills might be improved along the process, their compositions in Task 1 and Task 3 were kept and compared. In the end, the grading results of the three tasks would be recorded in Excel.

The writing works were assessed and analyzed based on the general standard to judge the proficiency level of the writers. According to the established parameters, judgment should adhere to the following criteria: content, organization, vocabulary, language use and mechanics (see Appendix). After a round of evaluation (peer's comment plus teacher's feedback), the student writers' ability could be roughly classified as high, intermediate and low level through the results. A comparison between the verdict of Task 1 and the other two tasks would be made to see how the participants' English writing competence changed through the aid of the instruction.

3.4.2 Semi-structured interview

The researcher intended to know how the participants treated English writing, specifically whether or not they were interested. To get the real thoughts from interviewees, the researcher chose a quiet and undisturbed place for face-to-face conversation and wrote down the key points when they answered questions. The interview was conducted in the teacher's office or a spare class during the break period.

By using a semi-structured interview, a set of open-ended questions needed to be worked out ahead of time. Each interview took out of class time about 10 minutes or so, during which required the participants to state their own problems and answer some questions on the attitude towards English writing. A series of questions were asked in Chinese so as to get interviewees to avoid anxiety or language misuse in their speech. The interviewees were given a few minutes to think about the general questions and encouraged to say more if possible. Some major ideas or distinctive opinions were taped as soon as the talk ended. Following the interviews, the transcripts were presented in two versions for being provided as data analysis.

3.4.3 Observation

Class observations began one week prior to the writing teaching, altogether 21 classes. In order to have a grasp of English education in China and get a chance to keep close contact with the participants, the researcher would try to become a member

of the class with the approval of the participants and the arrangement from school. As the writing instruction was carried out every week, the specific work on observation need to be checked for finalizing the teacher's schedule in advance.

The observer needed to explain the purpose of observation to avoid anxiety caused among class, and felt the learning atmosphere in class before writing project, noted the way the students talk and respond to others. A general description on the present status of Chinese students' English learning and class activities was taken down as site observation.

For the Part 1, any specific techniques the teacher used or failed to include were noted. In Part 2, the detailed issues in the course of teaching were recorded through audio or video. And in Part 3, the observer checked the lesson plan and made sure whether the course had been carried out as planned. Finally, some recommendation for the improvement in class organization or teaching methods were provided in Part 4.

3.5 Data analysis

The documents containing the resulting data were analyzed and interpreted qualitatively. The first set of data was from interview transcripts. With the help of the English teachers who have much teaching experience, the interview records inquiring participants' views about the RBWI was translated into English and transcribed by a computer. Then, the file was coded and the themes like items of opinions, feelings were categorized. The observation logs of students' behavior and class participation were analyzed in details with the coding process. All the discourse and reactions that occurred within the classroom setting were coded and categorized systematically. Thus, the categories were put into theme-based categories to help drawing conclusions for analysis.

3.6 Trustworthiness

The trustworthiness of this study comes from the data that collected from various sources like semi-structured interviews and observation records.

3.7 Ethical consideration

The ethical concerns presented here are:

First, in order to obtain the information best served for the present study, the researcher has to ask for permission from school and the principal. Then, the purpose and process of the research must be explained to all the participants in Zhanyi No.4 school before starting. Second, to ensure privacy and confidentiality, the personal details of each participant and informant's opinions shares in the interview were be kept confidential. Third, the researcher promised that everyone's willingness to engage in the class would be shown all due respect. This was stated in an effort to curtail student anxieties about their performance and participation.

CHAPTER 4

FINDINGS

This chapter provides a detailed report of the research leading to state the result of each research questions. The overall categorical analyzed outcomes were described and explained with verification. The findings reveal the influence of RBWI on the students' writing ability at the intermediate level, which is to explore the two aspects addressed intentionally involved in the study:

- 1) How does the reading-based writing instruction influence students' writing ability in terms of content, vocabulary, language use and text organization?
- 2) To what extent have students changed their attitudes and beliefs towards the RBWI?

4.1 The report on the context of research

The research was conducted in a private secondary school in a medium city of Yunnan Province. Zhanyi No. 4 Middle school is well-known in the local educational field, as it achieves a high enrollment rate every year. Statistically, 72 classes with more than 4,000 students are distributed in different grades and 14 classes are set for each grade. Students traditionally have to decide between liberal arts and science as their focus of study when they are in grade 11. The teachers there were selected from three schools, who are required to have years of professional teaching experience and distinct views on the subject apart from the educational background with bachelor's degree.

The high school takes pride in its well-structured teaching team with not only outstanding academic achievements and teaching skills, but also integrity and overall quality. Four to five English teachers are responsible for their work in class teaching. Basically, at least two classes are being taught and managed by each teacher from grade 10 to grade 12. And a fixed group of prominent teachers are assigned to be in charge of the advanced classes (three classes in each grade).

As the school is situated in the urban-rural avenue near the suburb, more than 65% of the students are from the countryside and arranged to live in a dormitory.

As excessive schoolwork and frequent tests are set for candidates of college entrance examination, students are usually permitted to enjoy half-day rest in the end of a month. During the short period, they can return home and visit their families. Most of them have a high degree of self-determination and learning autonomy. Allocating time appropriately and disciplining themselves in daily life may be the common thing that many boarders have.

While the other 35% among the total number of students need to walk back and forth between their houses and the school. For the sake of security, the time for self-study at night are halved for the ones who are non-resident students. Even so, they finish learning tasks in the supervision of parents at home or make full use of extra time to study in tutoring center during the weekend.

In addition to the unified test, there is a quiz administrated by school once a month. It's a very common practice that check the teaching progress and learning situation in the whole grade. The performance of monthly examination will be the reference as one of the standards which divide student groups into advanced class and elementary class.

The teachers convene to discuss after class and set questions for the upcoming exams, so they have communication with each other about their curriculum and methodologies. For the new teachers joining the team, the experienced teachers show welcome and offer instructional advice in teaching. Also, some of them are willing to share their stories or experience what happen in the life with each other during a class break.

The participants are made up of 32 girls and 23 boys who study in a liberal arts class. Compared with those students who majored in science, they were more active and talkative in group discussions and class participation. By analyzing test papers, it's obvious that students in liberal class generally achieve lower scores in logical parts or objective questions like reading comprehension, multiple-choice, and cloze. Instead, the scoring rate in subjective items like sentence complement and writing part shall be much higher than that in other parts. Moreover, a few suggestions on writing topic or research procedure were given after each period.

4.2 The report on the research process

4.2.1 Insight from researcher's point of view

For the process of data collection, some weaknesses were found in practice when the researcher employed the instruments.

The Interview was conducted during the noon break with five informants for each time. The others were asked to sit anywhere nearby when one of them was being interviewed. What impressed the interviewer was that girls were usually shy and cautious in answering the questions; while boys seemed to have strong desire to express their feelings and thoughts, even shared the experience on writing learning out of class. Without considering the nuance, some of them might be uneasy about the conversation so that provided the “right” information what they thought. They would have felt less nervous if had entered into the office one by one.

To implement observation, the researcher kept record of students' reactions and behaviors in weekly notes. And the large number of participants were not easy to be managed by a novice teacher, especially at the beginning of the teaching. As the role of researcher and teacher were played simultaneously, every time when filing the notes after class, she had to rely on her memory. Some details might be ignored inadvertently, such as the specific time spent on some subsections, grouping situation and collaboration in class, the ways to collect and identify information used for the topics among students, because multiple teaching activities would be carried on within more than 40 minutes.

4.2.2 Insight from teacher's point of view

Restricted by realistic factors, it was inevitable that problems arose in the actual teaching. Although the teacher had been taught in the traditional education environment before attended university, she still felt it hard to be the teacher and to always carry out her lesson plans as she had rehearsed.

For instance, the allocation of time in class was an issue. That is to say, reading and writing are combined to make the approach works. First, the two parts as a whole take 6 periods for a topic. During the class, the teacher was supposed to teach according to the scheduled plan, but the fact was that some unexpected things happened that overwhelmed a new teacher. How to finish the tasks include skimming, scanning, brainstorming, editing, revising and evaluating within the limited time

really perplexed the teacher. Second, there were 7 weeks in total were given to interact with the students. It's almost impossible to get to know all of your students in that amount of time.. Third, the teacher was asked to make some adjustments in the font size of the text demonstrated on presentation and handwriting style, because were unable to clearly see the materials when they were being presented. Fourth, a great deal of time was spent correcting compositions after class.

4.3 The results of data analysis to answer research questions

4.3.1 Answer to Question 1

The data analysis in this section started with the writing in Task 1 as well as the assignments from Task 3. When the exercise was finished, students' writing works were collected and numbered, 15 of which were selected as samples that need to be copied and kept. All 45 drafts in 3 tasks were analyzed in strict accordance with the four major points: content, vocabulary, language, and organization. The researcher chose 15 samples at each score level (full score is 25): five samples from the lower level (1-9); five from the intermediate level (10-17); and five from the high level (18-25). In order to solidify the assessment standards in practice, the quality of writing can be judged with writing assessment form. Each criterion has four rating levels: excellent to very good; good to average; fair to poor; very poor.

4.3.1.1 Content

With regard to the content, five sub-points are included: comprehensibility, knowledge of subject, development of ideas, analysis, relevance to assigned topic.

Table 4-1 Comparison of content

Task	Understandability/ relevance/ clear topic	The number of students' work
1	Excellent to very good	2
	Good to average	4
	Fair to poor	6
	Very poor	3

Table 4-1 (Continued)

Task	Understandability/ relevance/ clear topic	The number of students' work
2	Excellent to very good	3
	Good to average	3
	Fair to poor	6
	Very poor	3
3	Excellent to very good	4
	Good to average	4
	Fair to poor	5
	Very poor	2

The table revealed the changes in the number of compositions which were classified into various qualities. There were two participants whose writings reached the level in or above the good group in Task 1; three in Task 2, four in Task 3. On a good to average scale, 4 pieces of writings were thought to clearly state the topic, 3 in the second task, and 4 in the final. On the fair to poor level, the number of the writings which had no relevance to the topic were 6 in the first task, 6 in task 2, and five in Task 3. Among the compositions, 3 failed to meet the demand of stating the topic in Task 1, three in Task 2, and two in the last task. The increase of the compositions which show the close relevance of topic implies that the students have a clear grasp of basic frame of essay.

4.3.1.2 Vocabulary

Vocabulary in this context mainly refers to the range of word use, word choice and variety. And the frequency of common vocabulary, advanced vocabulary was taken into account for employment of a variety of vocabulary. However, error in word choice was included in the writing quality.

Table 4-2 Comparison of word use

Task	Variety of vocabulary/ errors in word use	The number of students' work
1	Excellent to very good	3
	Good to average	4
	Fair to poor	3
	Very poor	5
2	Excellent to very good	3
	Good to average	6
	Fair to poor	4
	Very poor	2
3	Excellent to very good	5
	Good to average	4
	Fair to poor	3
	Very poor	3

Table 4-2 demonstrates that the progress in enriching English written expression had been made throughout the instruction. Four rating levels were set for range clarification and better comparison. On the excellent to very good level, there were three written pieces which reached the level with high demand of wording in Task 1, the same amount in Task 2, and then the number increased to 5 in Task 3. On the good to average level, 4 compositions were regarded to meet the demand of wording in Task 1, 6 in the second, and 4 in the third. On the fair to poor level, 3 participants could properly use vocabulary in the first writing exercise, 4 in the second, and 3 in the last. For the very poor level, the number of the students who had sub-par and unclear of wording was 5 in Task, 2 in Task 2, and 3 in Task 3. Thus, it could be concluded that the number of writings which have accurate wording increased, while the writings at a poor level decreased. From Task 1 to Task 3, participants have become better in the use of all levels of vocabulary and the mastery of word extension. More and more writings were judged as excellent or good ones in terms of wording, the reason for the changes can be the effectiveness of highlighting the words and patterns that abstracted from the readings to deepen understanding and memory of lexical features and meanings.

4.3.1.3 Language use

Language use is a broad concept which being considered as the criteria of essay writing. In view of the limited linguistic knowledge and skills what the participants have, the judgment of basic writing would focus on the complexity of sentence structure, correct use of agreement, number, verb tense, word order, article, pronouns, prepositions.

Table 4-3 Comparison of errors of agreement, tense, number, word order, article, pronouns, prepositions

Errors	Task 1	Task 2	Task 3
Agreement	21	16	12
Tense	46	35	28
Number	12	9	7
Word order	25	21	18
Article	52	47	39
Pronouns	33	28	24
Prepositions	35	27	21

Table 4-3 reveals some points where the participants make errors easily, though the number of seemed to decrease incrementally as the test proceeded. The linguistic error types of agreement, tense, number, word order, article, pronouns, preposition marked in the first task were relatively high. The top four most common errors were: articles (52), verb tense (46), prepositions (35) and pronoun (33). A dramatic decline of that was seen comparing with 47, 35, 27 and 28 in Task 2. The same types of errors were reduced significantly, decreasing to 39, 28, 21 and 24 in Task 3, respectively.

Inversely, lower error rates exist in the areas of subject-verb agreement, number, and word order. From Task 1 to Task 3, we can observe that 21 agreement errors are found in the first writing task, 16 in the second one and 12 in the last one. Furthermore, numerical errors declined from 12 to 9, and down to 7. A total of 25 word order errors were made in Task 1, and reduced to 21 in Task 2, and finally dropped to 18 in Task 3.

4.3.1.4 Text organization

The standard attached to well-organized paragraphs involves the following: clear statement of ideas, a clear beginning, middle and end, fluent expression, logical and cohesive sequencing, and smooth transitions. Two focuses will be set on the textual level: reasonable use of sentence fluency, adequate paragraphing with transitions.

Table 4-4 comparison of discourse marker and transitional words

Task 1		Task 2		Task 3	
And	13	And	9	And	4
Then	3	Then	2	Then	1
Besides	1	Not only...but also...	2	Not only...but also...	3
Because	4	Because	1	Because	3
So	4	So	4	So	6
First of all	1	First	2	First	5
First	4	Firstly	2	Firstly	1
Second	1	Secondly	1	Second	3
Finally	4	Finally	4	Third	1
		Last	2	Finally	2
In my	1	As we all know	1	To be honest	1
opinion		As far as I know	1	In my opinion	1
				As we all know	1
				In fact	1
				For example	3
				Such as	1
				However	1
				But	12

The above figure shows that:

- 1) Gradual increases in the number and kind of discourse markers.

Only four types were generally included in the beginning (the first two tasks), and two

more categories were added into the applicable range for accomplishing the last task. Only ten kinds of conjunctions were found in the task, two more kinds were used in the writings of Task 2, and the number of that increased to 18 in Task 3.

2) The change in the occurrence of each category of transitional words. In the first two tasks, participants tended to choose additive, causal, temporal markers to help expressing sentence meaning. In Task 2 and Task 3, we can observe that the number of simple markers like *and*, *then* decreased a lot, instead *besides*, *not only...but also* appeared more often than in the writings of previous task. Among the three kinds of markers, the use of temporal markers relatively stable; it was found that its frequency increased from 10 to 12 by comparing Task 1 to Task 3. While at a later learning stage, a significant increase in the number of adversative and illustrative markers were discovered in the submitted writings. Only one in the first task, 2 in the second one, and 21 in total in the last one. It's an evidence that giving opinions or citing facts in multiple ways. All these data showed that the progress that students made during the teaching.

A distinct improvement could be seen from the outcomes of three levels. There was a step-up trend of progress in different levels, and to review the changes in practical use of cohesive device, a set of participant's compositions from each level would be presented as a sample.

S2 of L3 (low)

Task 1

Dear David,

Welcome you to come to our school. Hope you have some happy everyday in our school. You are lucky. Because we have an interesting active in the week day. Hope you can attend.

The active is Chinese classics reciting contest. It is interesting. We will announce the thing in next weekend in my school. First, you recite a Chinese famous book about some famous writer. You must talk our teacher and students why you can know the book, why you like the writer and how you feel the book. Finally, you must finish a talk show in school. It is easy!

Looking forward to your early reply.

*Yours,
Lihua*

Task 2

Ladies and gentleman,

Welcome to china, you now in Beijing. It has some famous building and some tradition culture.

First, you must know it location, the Palace Museum is world-famous history. Then the Palace Museum have a name is the forbidden city. It in Beijing center. It is the royal residence in our history. The Palace Museum have some history building is old. It can talk dynasty history. When we spent manpower and resource in the building in 1925 year. It become a museum and is open to the public.

It is a splendid building and have some beautiful scenes. Hope you have a good trip. It is interesting.

Wish you have a good time here.

Thank you.

Task 3

Dear John,

When I saw you give me letter, I feel very happy, but see you problem. I feel worry, so I will give you some advice.

First, you say you like playing telephone with WeChat. I feel understand because I can playing to but you should do homework after play. Because it can help you relax, you can playing WeChat to found. Your friends talk them class. It can help you improve your study. So you can play WeChat when you finish other things, but when you have more things. Don't begin. I hope you can make your hands don't go to playing WeChat.

I hope these ideas can help you get rid of your addictions as soon as possible. Best wishes!

*Yours,
Li Hua*

S4 of L2 (Intermediate)

Task 1

Dear David,

My name is Li Hua. Our school have a competition. It's about contest in our school. I think you can attend the Chinese Classic Reciting Contest.

It will start in June 1 to 4, and it will be held in our school center hall. You can contest fairy tale or essay. The theme can be everything and you must prefer to it very good. I think our school students most join. You can join too and study Chinese. In my opinion, you also can really realize the Chinese culture. I'm very looking forward to you can join the competition. And I will wait for you.

Looking forward to your early reply.

*Yours,
Li Hua*

Task 2

Ladies and gentleman,

I'm your guide and we have a journey to the Palace Museum. There is one of beautiful tourist attraction in Beijing. It is situated in Beijing's center. There are many ancient constructions. So we called it "the sea of palace". The Palace Museum is splendid. Once it was the royal residence in ancient China. It was at great cost to build and in 1420 accomplished. In 1925, the Palace Museum became a museum. And so many people to visited it. The Palace Museum is open to public. I think it is China's great culture.

I'm looking forward to you can like it.

Task 3

Dear John,

I know you have problem with play Wechat online. I think if you spend most time in Wechat is bad. It can influence your study and life. I'm very worry about it. If you want to change, I can give you some advice. For example, you can spend your free time to go out and travelling or camping with your friends. You can reading useful books, and you can listen the music. In fact, exercise is a good way to rest. You can join the school study clubs, study music, dance or talk with your best friend.

There are some advice with you, and I want you can have a great day!

*Yours sincerely,
Li Hua*

S5 of L1 (High)

Task 1

Dear David,

I'm so happy that I can write a letter for my invitation. My school will have a composition is Chinese Classic Reciting Contest. I want to invite you join us. Its time is next Monday and it will be held in my school. This active about Chinese Classics, and this active form is reciting.

I believe that this active will be meaningful and helpful. And it will help you to understand Chinese classics. You also can learn more from this active. I'm really happy that you can join me.

Looking forward to your early reply.

*Yours,
Li Hua*

Task 2

Ladies and gentleman,

Welcome to China. There have a historical and splendid place in China. It is the Palace Museum. It is world-famous history, and it is one of the most famous scenic spot in Beijing. It is located in center of Beijing. As far as I know, it was the royal residence in Ming Qing dynasty.

The Palace Museum is a gathering place, and there have many architectures can named the Palace Sea. The Palace Museum, its another name is the Forbidden City. It takes many energies and much time to construct. It has become the most popular tourist attractions since 1925. From then, it is fully open to tourists.

I believe it must be a interesting and special scenic spot. Finally, have a good time for you. Best wishes!

Task 3

Dear John,

I'm glad to receive your letter, but your trouble makes me sad. But you don't be sad. I have some advice about your trouble. I know that you fall in love with Wechat, but it isn't bad. You can use Wechat correctly. When you at school, you should finish your homework, then you can use it chat with your close friend and parents. Wechat makes us happy, but it can influence our study. So, you should use it less. Another, you can avoid using Wechat. If you want to chat with someone, you can talk with them and write letter for them.

*Yours sincerely,
Li Hua*

Overall, all changes mentioned above showed that most students can deal with the relations between the surface structures and the deep structures of complex sentences correctly, so they have fully realized the use of signal words which we called sometimes can make the logic of a sentence or sentence group flow smoothly. In spite of some generally positive results, syntax errors still occurred inevitably in language use and text organization. It is undeniable that logical connectors indeed affect participants' writing strategy, writing rate and finally equality.

In summation, students' writing proficiency seemed to be developing and changing for the better. Task 1 and Task 3 were letter writing, which was regarded as a baseline and achievement test to see how much the students had improved after being trained for a period of time.

1) Content: The compositions were mostly understandable and relevant, and topics were generally clear, though sometimes may not be stated explicitly. Participants have some knowledge of generalizing and summarizing the text, and expressing their ideas in logical way.

2) Vocabulary: Students were careful in the selection of vocabulary, most words and phrases taught in class can be used in the writing. The frequency of recurrent words and simple words have a sign of decrease, and more multiple expression can be seen from the writings.

3) Language use: The errors of agreement, tense, number, word order, articles, pronouns and prepositions have fewer occurrences in the selected samples. Although the minor problems were often neglected in the process of writing, the unordered structure, logical confusion and comprehension difficulty have been solved to some extent. Participants have subconsciously avoided mistakes and memorized the fixed structure.

4) Text organization: By comparison, longer sentences and clauses were found in the drafts of the final task, and the quality of writing works was much higher, specifically in linking words or in structural integrity.

Furthermore, students became familiar with English writing strategies or skills, and expressed their opinions in an authentic way through extensive reading and purposeful exercise. In this case, they learned how to strengthen the logic and coherence of text, use extensive vocabulary, vary sentence patterns, and punctuate

correctly. More to the point, the implementation of the integrated teaching helped students to cultivate the awareness of writing based on reading, and finally promote their ability in language understanding.

4.3.2 Answer to Research Question 2

Students' writing performance offered a solid evidence regarding the benefit of RBWI on pragmatic knowledge, skills and competence, whether their perceptions and viewpoints about the instruction changed or not, and even how much similar experience or direct feelings they had in common during teaching would be researched thoroughly. Attitudes may be influenced by multiple factors, like teaching technique, teacher's behavior, students' motivation and learning environment. Thus, in view of the implementation of RBWI, participants are likely to hold different views or perspectives, suppose positive and dynamic attitude is the desired consequence, yet negative attitude may come along. Several facts and experience upon the difference between the two attitudes are discussed respectively.

4.3.2.1 Positive attitude

The fact that students have involved themselves in the implementation of RBWI can be confirmed through several pieces of evidences below:

1) Actively participate in discussion

The critical process- analysis of reading materials and discussion on a writing outline has gotten more attention in this stage. For the several minutes handouts were at hand, and the students underlined the key points as soon as possible. Next, the whole class checked and corrected the answer of post exercise with desk mates. Occasionally an argument on which one should be the accurate or comprehensive generalization of text took place among each group. What's more, the reaction of participants to the assigned topic tended to be positive and aggressive. As they knew what to write, some students would look for their partners and talked in a low voice. A smile on many faces was a promising sign of acceptance and adaptability to the method being used and learning environment. Even a small number of them tried to write something they can think of at the moment. The similar or different opinions were noted spontaneously, while other students showed a puzzled expression and worried they couldn't cope with the task. About five minutes after the discussion, they started moving to the next table reluctantly.

During the discussion, group members were busy brainstorming the direction of writing, concluding opinions, filling in other details as well. Those low-level students would give a response if someone asked them for advice. When the teacher walked around, group leaders reported their results. Then, they compared notes to modify the original idea after listening to advice from the teacher. Apart from some explanation on their own doubts, some comments or suggestions would be left for each group. For example: determining the scope / goal of writing, choice of words, and use of tenses were some of the comments included on the submitted works.

2) Be bold in sharing ideas in class

Providing students with space and time for thinking, communicating, and sharing are the key elements of this approach that distinguishes this set of lesson plans from traditional teaching. In fact, the participants were encouraged to pass their opinions upon others' works and comment on others' views, something not normally promoted in entry-level writing classes. This not only helps to enhance the ability of students in day-to-day conversation, but also created an active classroom atmosphere.

"To see what they had in their minds on the understanding of the text and how they would arrange the interaction among group members, I picked Xia chuwei (a top student) and Hou rui (a poor student) to talk about his/ her ideas. To my surprise, the former only said that she would lead others to get the task done and follow the common ground; the latter stated his and other member's advantage or disadvantage so that coordinate individual contribution inside to work efficiently."

"When I was ready to walk toward the back of the classroom, Yang zhicheng raised his hand for giving me a sign of inquiry, soon he put a question to me. On the part of the proper sequence of recommended measures, there was a disagreement in his group about which one should go firstly, secondly, lastly. And all of the members hoped me to judge of their own propositions."

3) Exchange writing experience with others

After having gotten the papers with the teacher's evaluation and peers' comments, students returned to their seats to participate in a group discussion. They would copy practical sentences or advanced vocabularies if found in other's writing. The teacher didn't ask them to copy model essays anymore, instead they were asked

to record their own mistakes. When it was time to present samples, a few students with high scores took their compositions to the teacher's desk and read aloud in front of class. A brief statement of writing conception and outline strategy usually ended the oral presentation as conclusion. Others also were free to ask what they were curious about while listening.

4) Be proud to present the essay in class

The students enjoyed displaying their writings in class, even only a few sentences were marked as punchlines. In order to get such a chance, they tried hard to write well and practice with full motivation.

"Handwritten feedback which responds to students' drafts was the thing the participants cared about the most. The corrections and comments added to the compositions were noted by the student writers. Those few who received an A (above 18 points) would be asked to stand in front of the blackboard and read their high-quality work to their classmates." (observation on Sep.7)

"A crowd of students sat around the last row of the 3rd line until the bell rang, but they stood up to make way for me as I came up. Xu ruoping's assignment was being passed around to each student to look at. Xu and I listened to everyone's feeling after that. She talked to us with smile." (observation on Sep. 18)

"For this topic, four students were singled out as speakers. Zhu shutong was the first one who volunteered to present her writing. For five minutes, she spoke in a strong, confident and clear voice. Facing others' questions, she also thought a lot and replied patiently." (observation on Oct.9)

5) Acceptance of reading-based writing instruction

S: I never underwent professional writing training before, so when I was taught in the new way, I found that my speed of writing has been improved. Writing is not so difficult as I thought before. I can do not well in English reading; reading is learned as writing sample so I could consider the development of both two skills by this means. Compared with the previous learning method, RBWI makes such sense for me. (from Hourui)

S: The application of writing instruction is necessary to apply in class, as our teacher usually gives us several pieces of model essays to show how to write a good composition. I personally think that there's no use in copying or rote learning,

for we seldom reread after getting writing samples. So, the method can't lead students to master writing knowledge. The new instruction demonstrates an integrated practice for us so that we are able to use some vocabularies or sentences if we are asked to finish the same type of topics next time. (from Xiao xinjie)

S: It's just OK. The writing class is definitely meaningful and usable, although it did really do little help my writing. However, I also learned a few collocations and sentence patterns from writing training. (from Shen le)

4.3.2.2 Negative attitude

Still some unsatisfied responses from the participants to the RBWI exist, which was identified through the following trends:

1) Less motivation on independently using RBWI

As the whole process was performed with the detailed explanation and concrete guidance, the participants felt safe to be the members who were engaged in the training. However, it would make them think that the method only works well in the classroom setting. Through the interview, more than half of students were upset or careless when asked if they were willing to use RBWI in future learning. Some others asked a few questions like, "How could it be possible for me to practice on my own?" "Can I really finish analyzing, applying, organizing, correcting and revising?" Most of them might have no idea on how to cope with certain challenges, even though many admitted that several weeks' teaching had a great influence on their writing.

2) Less confidence in the interview

The interview was made in the teacher's office by the end of the study. The fifteen interviewees were led in batches and talked with the researcher during a break. During the brief interview, students had nearly ten minutes to answer on major issues. Some other thoughts and responses could be taken up with discussing frank perceptions and constructive feedbacks. Therefore, not all interview questions are addressed in the guideline. The interviewers probably felt embarrassed to face the unprepared questions, such as "What percentage of all the learned vocabularies and structures can be used to write on a similar topic?" "How does the different feeling or experience in the training change your attitude towards English writing?" "What specific suggestion for your future writing learning?". Then they looked down and

racked their brains until finally came up with a complete answer. Or after a long silence, they apologized for not having idea at the moment.

3) Lacking suggestions for the improvement of RBWI

The participants seemed to adapt themselves to study in the teaching mode. They could learn from one another and find ways to use and synthesize information later, deepening their awareness that writing achievement built on skills integration comes with specific training. The problem that was discovered in the implementation may be clear for them, but few of them had thought seriously about the experience or had solutions to help solving any of their issues.

In summation, the participants were willing to change their established traditional writing methods into integrated method. They had never been professionally trained to practice writing, and attentions given to it were even less than other skills in their normal curriculum. In the beginning, writing classes were more like a hard job rather than a major channel of self-improvement for most of them. It highlighted the urgent need to reduce anxiety and stress on written expression, as well as increase interest and confidence in skill development. In the reading-based writing instruction, as a precondition for structure imitation, reading is not only to get learners to know better about essay layout, language style, sentence meaning, but also to enhance the mastery of thinking expression and writing techniques for various genres. Once students had some commonly understood framework to refer to, they can be sure of fleshing out any details needed for expression simply and safely.

The marked changes over time involved in the process indicated that students actually benefit immensely from the integration of reading and writing. With all the conjoint analysis of prior records, their psychic reactions to RBWI are summarized as follows:

The participants showed the tendency to enjoy writing based on reading. Along with the shift from teacher-centered to learner-centered mode, students were also required to take greater responsibility for their own learning and enhance the ability of autonomous learning. Students became more active in class and co-created a relaxing and harmonious atmosphere. Upon the end of the reading analysis, they discussed their topics in private or asked the teacher with curiosity. Some of them also

made recommendations. And they have used to checking and correcting their writing products consciously after finishing the first draft. If there is a chance to present the well-received work, the participants would feel a sense of accomplishment. It undoubtedly results in the shape of a powerful source of motivation.

CHAPTER 5

CONCLUSIONS

A summary of understandings and insights gained from the present study, practical implications and a recommendation for future study are presented in this chapter.

5.1 Discussion

A comprehensive solution to the research questions was given by virtue of various types of evidence, which resulted in the thought of the overall effect of reading-based writing instruction. The effectiveness of RBWI on the participants' writing ability and attitude towards RBWI has been confirmed to be existent, so the following discussions will be made based on the above analysis.

5.1.1 Discussion of the effectiveness of the application of RBWI

It can be seen from the analysis of participants' writing that varying degrees of change happened in performance of the assigned tasks, which proves that the instruction is helpful in raising participants' writing level. The idea of essay is more closely linked with the topic; the great progress in the use of common and advanced vocabulary; less errors were found in grammar and syntax; the logicity and coherence of writing was enhanced due to reasonable arrangement of sentence structure, paragraph development.

The students were able to understand the close relationship between the two skills and apply what they gained from reading to expressing their thoughts in writing. Krashen (1985) noted that sufficient input was indispensable for language learners and highlight the importance on the amount of reading could be determined by the level of output.

It was found that the RBWI contributes to dealing with the problems in students' writing ranging from content, vocabulary, language use to text organization (Zhao, 2014). The readings provided for the students showed how the paragraphs are relevant with the topic or subject as models. The use of vocabulary and grammatical knowledge was more accurate than before the instruction. Syntactic errors and

illogical sentences occurred less and less in the later stages. The students also learned to essential skills that upgrade writing level, such as outlining, segmenting, summarizing, etc.

The approach attaches the importance of automatic learning in skill development. The students were encouraged to frame up, edit, evaluate and revise the work independently. They had been trained to utilize text resources for the purpose of composition, and complete the works after class. Self-study may be not strange for them, as both live-in students and day-students are together to explore and review knowledge by themselves in any high school. However, they had few chances to experience the all steps in the process of writing. The RBWI pushes the learners forward the full independence of arranging content, setting structure and developing writing style (Hu, 2017). So, if students learn from more readings in daily life, more language input they would gain for effective output.

Internally, the RBWI is a synthetic approach that connects reading and writing. The participants compose their writing based on the understanding of the materials which were extracted from the textbook. In addition to that, students might feel it was difficult when they read something new or unfamiliar. Introducing a little above required content is good for improving students' initiative and opening up their minds.

It was found that students looked something up in the dictionary or textbook initially when they had difficulty in writing. The root of all this is the traditional mechanism of writing teaching. In traditional reading and writing methodology, teachers always stress on passing on knowledge but not improving ability. Students get accustomed to finding solutions for any kind of problems by conventional means. During the reading-based writing instruction, abundant resource and guidance were provided for the preparation of composing; comments and feedback were given for the improvement of writing quality. Writing makes critical thinking visible. The RBWI emphasizes consolidation of language function and skill development (Hu, 2017).

5.1.2 Discussion of the changes of participants' attitudes towards RBWI

The findings indicated that the students had positive changes in how they regarded the RBWI at the end of the research. Most of them supported the

employment of the approach, which means that they believe they have benefited from the integration of reading and writing.

The participants agreed that some progress had been made during the period, especially their ability of reading comprehension and written expression. They also agreed that a certain type of writing topic can be learned by reading the textbook or the related passages in other materials, writing based on reading helps to check and consolidate what they've learned in turn. This conclusion was also drawn by Zhang (2017) and Zhou (2011).

As many activities are planned for the teaching, the students had more chances to interact with the teacher and peers in the process of research. Working in group or pairs is a very common way to engage the students in activities, and almost all of them act lively when joining in the discussion. Teamwork not only increases efficiency but also creates a learning environment for exchanging ideas.

Evaluation and revision as important links in demand let the students face up to their advantages and weaknesses in compositions, which greatly heightens the learner's participation and ownership in learning and brings in various angles of judging the quality of writing.

5.2 Recommendation for future research

The goal of employing the integrative mode in writing teaching has been achieved, and its effectiveness was proved through feasible instruments. For the unexpected cases may have occurred during the research process, some suggestions will be given for future study:

First, the effect of reading-based writing instruction has been confirmed in secondary school from the findings of the study, meaning that more practice can be done to extend the influence of reading-writing relationship to varying levels. Writing part occupies 25 in NMET (the National Matriculation English), which means that there's need to train students throughout English education in high school. The suggestion here for future research in this field is to study more for improving learners' writing ability in other grades if possible.

Second, the writing topics were set according to the materials that the students use for English learning, and the readings were selected from the textbook as

well. The variety of readings was a critical factor which enabled learners to become interested in writing, so some referable materials shall be the models applied in any related study.

Third, the research was performed in class, and students employed this method under the guidance of teacher and the interaction with peers. This suggests that many attempts can be made on how to form the habit of writing outside of the classroom. After all, only independent learning stimulates the students' internal motivation to spontaneously focus on the combination of reading and writing skill.

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APPENDICES

APPENDIX A

Cover Letter

COVER LETTER

Dear Sir/ Madam,

I'm a Master's Degree student studying in Burapha University majoring in Teaching English as a Global Language Program, Faculty of Education. I'd like to invite you to be an expert in verifying the validity of the lesson plans and instruments to be used in my research entitled, "The effect of reading-based writing instruction on ESL students' development of writing ability and their attitudes towards writing at secondary school in China".

The objectives of this study are to:

- 1) Explore the possible impact of the integration of reading and writing applied in teaching pre-intermediate level English in terms of content, vocabulary, language use and text organization;
- 2) Find out whether the reading-writing integration improves students' attitudes towards English writing and raise interest in expressing themselves in English.

This research is planned to involve 55 second-year students in Zhanyi No.4 middle school in China (equivalent to 11th grade).

Both the basic requirements and teaching recommendations for taking the National Matriculation English Test (NMET), the university entrance test of English in China, require test-taking strategies and identifiable difficulties for teaching English writing in the Chinese context. The most noticeable feature of RBWI is that the instructor carries out various writing tasks on the basis of the linguistic input. As such, it is possible to make students less embarrassed about having nothing to write, and discussion and analysis about the readings will set an example on how to successfully create similar writings for students. As comprehensive explanation and intensive training on content and language use of the same type would be known to students before assigning task, it will be easy to stimulate students to write in class without considering some of them may feel that they might be out of practice in this area. In this way, much attention is ultimately expected to focus on the key points in the writing process, such as content, vocabulary, language use, and organization.

I hope you will kindly accept my invitation. I'm willing to make any changes as you deem appropriate. I hereby confirm that all the work mentioned is original and true to the best of my knowledge. Thank you for giving me this opportunity to discuss the related issues in more detail and I look forward to get the suggestions and/or comments from you.

Sincerely,

LI MIN

Graduate student/ Researcher

Burapha University

sharkyuu@yeah.net

CERTIFICATION OF RESEARCH INSTRUMENT (S)

Date _____

This is to certify that I, _____, have read and understood the data collection procedures and purpose of the research intended to be conducted by _____. As a result,

☐ I agree that the proposed procedure and qualitative instrument (s) are appropriate and relevant to the objectives

☐ I have the following suggestions:

_____ (Signature)

_____ (Position)

CRITERIA FOR VERIFYING VALIDITY OF LESSON PLAN (IOC)

Student level: 11th grade

Duration: 45 mins

Lesson Plan		Evaluation/ Suggestion		
Sub-objective		Assessment criteria		
		Unreached -1	Reached 0	Above 1
Unit 1	Period 1 Students will ...			
	a. Look at model letters and summarize elements of informal letter writing			
	b. Label each element of the given letters			
	c. Answer the questions on the structure of each part			
	d. Acquire the useful words and sentence patterns for making suggestions			
	Period 2 Students will be able to...			
	a. Practice writing a paragraph with the vocabulary and patterns used in letter writing			
	b. Fill out their group work to formulate persuasive arguments			
	c. Create a letter of advice as required individually			
	Period 3 Students will need to...			
	a. Exchange drafts with partners and take note of a few good sentences			

Lesson Plan		Evaluation/ Suggestion		
Sub-objective		Assessment criteria		
		Unreached -1	Reached 0	Above 1
	b. Comment by referring to the checklist			
	c. Correct some mistakes, as illustrated by the teacher			
Unit 2	Period 1 Students will...			
	a. Define descriptive writing			
	b. Identify the elements of descriptive writing			
	c. Learn the main sentence patterns that are used in the task			
	Period 2 Students will be able to...			
	a. Collect and select useful information on the subject through discussion			
	b. Practice the structures above in the specific context			
	c. Organize a paragraph to describe a place of interest			
	d. Finish the writing assignment			
	Period 3 Students will need to...			
	a. Exchange papers with partners and underline with a red pen all the mistakes they found			
	b. Find a more appropriate expression to replace the mistakes in			

Lesson Plan		Evaluation/ Suggestion		
Sub-objective		Assessment criteria		
		Unreached -1	Reached 0	Above 1
Unit 3	Period 1 Students will...			
	a. Understand the purpose of writing a problem solving essay			
	b. Know the best layout of this type of writing through group discussion			
	c. Focus on the linking words and useful collocations in the model text			
	d. Complete the post-reading practice and review the sentence patterns			
	Period 2 Students will be able to...			
	a. Make a list of solutions that may work for solving the problem “smoking in a public place”			
	b. Plan how to organize their own ideas (solutions) into a coherent text			
	c. Use the guidance to optimize language use or text structure			
	Period 3 Students will need to...			
	a. Check the drafts by following the tips of assessment criterion			
	b. Mark the strengths and weakness of their written text			
	c. Revise drafts based on the comments given by the teacher			

Note:

The numerical grade in this form is explained as follows:

-1	unreached	unsatisfied with actual execution
0	reached	basically meet the standard or unsure about actual execution
1	above	satisfied with actual execution

ITEM-OBJECTIVE CONGRUENCE INDEX (IOC)
CHECK OF THE LESSON PLAN

Item List	Opinion			
	Expert 1	Expert 2	Expert 3	Result
1	-1	0	1	0.00
2	1	1	0	0.67
3	0	-1	0	-0.67
4	1	1	1	1.00
5	0	1	1	0.67
6	1	-1	-1	-0.33
7	0	0	0	0.00
8	1	1	-1	0.33
9	0	0	0	0.00
10	0	0	1	0.33
11	0	0	0	0.00
12	1	0	0	0.33
13	1	1	0	0.67
14	1	1	0	0.67
15	0	1	1	0.67
16	0	0	-1	-0.33
17	0	0	0	0.00
18	0	1	1	0.67
19	0	0	0	0.00
20	0	-1	0	-0.33
21	0	0	-1	-0.33
22	1	1	0	0.67
23	1	0	0	0.33
24	1	0	0	0.33
25	-1	0	-1	-0.67
26	1	1	0	0.67

Item List	Opinion			
	Expert 1	Expert 2	Expert 3	Result
27	1	0	0	0.33
28	0	-1	0	-0.33
29	0	0	0	0.00
Total	10	6	1	0.19

Number of items =29

$R = 17$

$N = 3$ (number of experts)

$IOC = (17/3) / 29 = 0.19$

APPENDIX B

Lesson Plan

LESSON PLAN

Unit 1 Healthy eating

Aims

- 1) To facilitate students to understand the language used in the letters of advice.
- 2) To enable students to master the writing skills of making suggestions with persuasive reasons.

Teaching procedure

Step 1: Prewriting

Activity 1: Reading for information (10 mins)

Teacher gives each student a handout (model essay). Lead them to think about the following questions:

- Which elements should be included in a suggestion letter?
- How does the letter writer make suggestions to the addressee?

Activity 2: Discussing & analyzing structures of text (10 mins)

Divide the students into eight groups, each group with 6 students and discuss the following issues:

- 1) Which sentence is the topic (main idea) sentence?
- 2) How many pieces of advice are there?
- 3) What details (reasons) are given to support each suggestion?
- 4) What signal words can you find in each sentence?
- 5) Which sentence is a concluding sentence?

Teacher can join them to give tips or offer some help when necessary.

Activity 3: Reporting (5 mins)

Select one member of each group to report their discussion results in class.

The teacher summarizes key issues and writes them on the board.

Activity 4: Summarizing language usage (15 mins)

(Show it on the power point)

- Highlight and clarify useful words and sentence patterns if necessary.
- Give students 10 minutes to review the structures by finishing the post-reading exercise.

Step 2: While-writing

Activity 1: Creating an outline & drafting (15 mins)

- Students are gathered to discuss with group members and organize one paragraph to express opinions or make suggestions on the given topic “How to keep healthy” based on the outline.

- Develop the main idea with supporting ideas (proofs, facts, examples, reasons, etc.) with the persuasive writing outline to enrich the contents included in each suggestion.

Activity 2: Working on an assignment (15-20 mins)

Write a letter to the principal for winning approval of organizing the activities; add convincing reasons and brief explanation. (See unit 2, Exercise 2B in Student workbook *Optimal design* for details)

Direction: Students in your school are informed to cancel all the out-of-class activities in this year, partly because some parents think it will occupy the learning time during the preparation for the college entrance exam. You will propose to implement activities as the representative of the students’ union.

Activity 3: Self-editing (10 mins)

Students are given a checklist as a guideline for editing their own writing and correction.

Step 3: Post-writing

Activity: Evaluation

- Peer’s comments (10 mins)

Students exchange their writing works with partners to:

1) Underline or write down some sentences from the essays that they think are well-written.

2) Use the checklist to give each other some suggestions about writing, such as how to express the same meaning better.

- Teacher’s feedback (after class)

Look through the students’ drafts and correct some unchecked mistakes (words spelling, use of tense, handwriting and punctuation) for more improvement. Clarify the common mistakes made by students. (Show it on ppt)

Ask students to hand in their final version after corrections.

****Optional activity**

Presentation of sample writings

- Select and display several good compositions in class. Ask the students to read out their articles after preparation to share their different opinions, and then choose the best article and study group.

Summary

- Ask students to reflect on what they've learned on how to write an advice letter.

Reading& writing**Unit 1**

(I)

Direction:

假如你是李华，你听说美国笔友 John 最近因身体不好而影响学习，可能因为平时学习忙，很少锻炼。请根据这一情况给他写一封建议信，鼓励他积极锻炼身体，从而为更好地学习打下基础。

Dear John,

I'm sorry to hear that you have been ill for days and hope you have got better now. I'm writing to persuade you to take more exercise after class.

You've studied so hard that you have no time for exercise. But it is really harmful to your health. First of all, exercise can improve your physical condition and refresh your mind. Secondly, after one or two hours of exercise you can study better than now. I think only having a strong body can keep you studying without feeling bad or ill. Otherwise, your study will be interrupted from time to time by sickness.

I do hope you can take my suggestion into consideration and make the final decision. Look forward your quick reply.

Yours,
Lihua

(II)

Direction:

假如你是李明，学校领导和教师因为担心同学们浏览不健康的网站，关闭了教室内电脑的网络浏览功能，你们感到很难过。请你代表全班给校长写封信，劝说校长同意开通教室的网络。

注意

1. 信中要包括下表中的所有内容；
2. 词数：120 左右；

事由	教室内的电脑不能上网， 建议学校开通网络。
原因	1. 有利于查找资料； 2. 浏览新闻，了解信息； 3. 作为高中生，我们正在形成自己的判断力。

Dear Headmaster,

I'm writing to persuade you to let us surf the Internet in the classroom. We know you're afraid that we may be exposed to unhealthy websites. However, we think that surfing the Internet can bring us many more advantages.

First of all, there is a wide range of learning resources on the Internet and we should make good use of them. The information we learn will be very useful for our studies. Furthermore, different types of news are available online; so, we can broaden our horizons by reading them conveniently and quickly. Last, as high school students, we are learning how to judge what are good and what are harmful. Given chances, we are sure that we will learn how to stay away from unhealthy websites. We do hope you will take our ideas into consideration and make the final decision. We look forward to your response.

Respectfully yours,

Liming

Languages**Words & Expression**

take exercise

be harmful to

improve physical condition

refresh one's mind

be interrupted

from time to time

take into consideration

make a final decision

surf the Internet

be exposed to

a wide range of

make good use of

broaden one's horizon

stay away from

Conjunction

first of all, secondly, furthermore, last (but not least)

Sentences

I'm writing to persuade you to...

Given chances, we are sure that...

We do hope you can take our ideas into consideration and make the final decision.

Format & Sample pattern

[opening]

Dear _____,

I'm sorry/ glad to hear that you_____.

I'm writing to persuade you to _____.

[body]

Firstly / First of all, _____.

Secondly/ furthermore, _____.

Last (but not least), _____.

[concluding]

We do hope you can take our _____ into consideration and make the final decision.

We look forward to your reply.

Respectfully/ Sincerely/ Truly yours,

Reading & Writing**Unit 1****< Linking words >**

Refer to the letters on pages 10 & 11, fill in the blanks with your answers.

List the three transitions that signal the main idea:

< Pattern practice >

Rewrite the following sentences by using the two key structures.

Inverted sentence

eg. I think only have a strong body can you keep on studying without feeling bad or ill.

= When/ if you have a strong body, you can keep on studying without feeling bad or ill.

1) We found out the truth when he returned.

2) He learned the sad news after the war.

3) You are allowed to go out to play after you finished your homework.

Elliptical sentence

eg. Given chances, we are sure that we will learn how to stay away from unhealthy websites.

= If we are given chances, we are sure that we will learn how to stay away from unhealthy websites.

1) If you are in doubt, ask your doctor.

2) If there are any errors, correct them.

3) If about to go on a long journey, try to have a good night sleep.

Reading & Writing**Persuasive writing outline**

Topic:

Topic sentence: Purpose

Idea 1

Supporting details:

Idea 2

Supporting details:

Concluding sentence:

Summarize:

Final thought/ Opinion:

Unit 2 Canada - “The true North”

Aim

To get students to learn about some aspects on describing a place.

To enable students to provide basic information of a place by using the vocabulary and sentence patterns learned.

Teaching procedure:

Step 1: Pre-writing

Activity 1: Understanding the text (15 mins)

Provide two short sample paragraphs on the description of a place for the students. Students will be given time to:

- a. Scan the paragraphs
- b. Mark the mentioned subjects that describe a place.

Activity 2: Structure learning & practice (20 mins)

- Explain the useful structures in the text to students.
- Have students engaged in the following exercise:
 - a. Post-reading exercise
 - b. Sentence practice

Step 2: While-writing

Activity 1: Drafting (15-20 mins)

- Divide the whole class into several groups of five or six. Each group chooses a place that they know well to describe.
- Encourage group members to generate their ideas and identify which of them will be usable for the description. Students will be gathered to collect information by searching on the Internet.

(To filter the key points availably, teacher can offer advice for each group on how to organize that in the text.)

Activity 2: Assignment (20 mins)

Write a descriptive report regarding the issue of “Tourist attractions”.

(See unit 3, Exercise 3B in Student workbook *Optimal design* for details)

Directions: You will be the guide to receive foreign guests on behalf of the

Students' Union, and are preparing to pay a visit to the National Palace Museum.

Please give an introduction of this famous scenic spot in great detail. The main points are as follows:

1. Historical status
2. Construction
3. Later development

Activity 3: Self- editing (10 mins)

- Give instruction or suggestion on language use and text organization in class for self-editing. Students need to complete a new descriptive paragraph based on the above steps.

- The checklist and writing tips are handed to students for reference.

Step 3: Post-writing

Activity: Evaluation

Students revise their writings based on the feedback they receive from peers and the teacher.

- Peers' comments (10 mins)

Students exchange their writings with their partners and point out the mistakes they found.

Give students 5 mins to check their partner's essay and discuss how to make sentences more effective or the passage more coherent.

- Teacher's feedback (after class)

Give comments and correct the writing works.

Sum up the points for attention of how to write this kind of description.

****Optional activity**

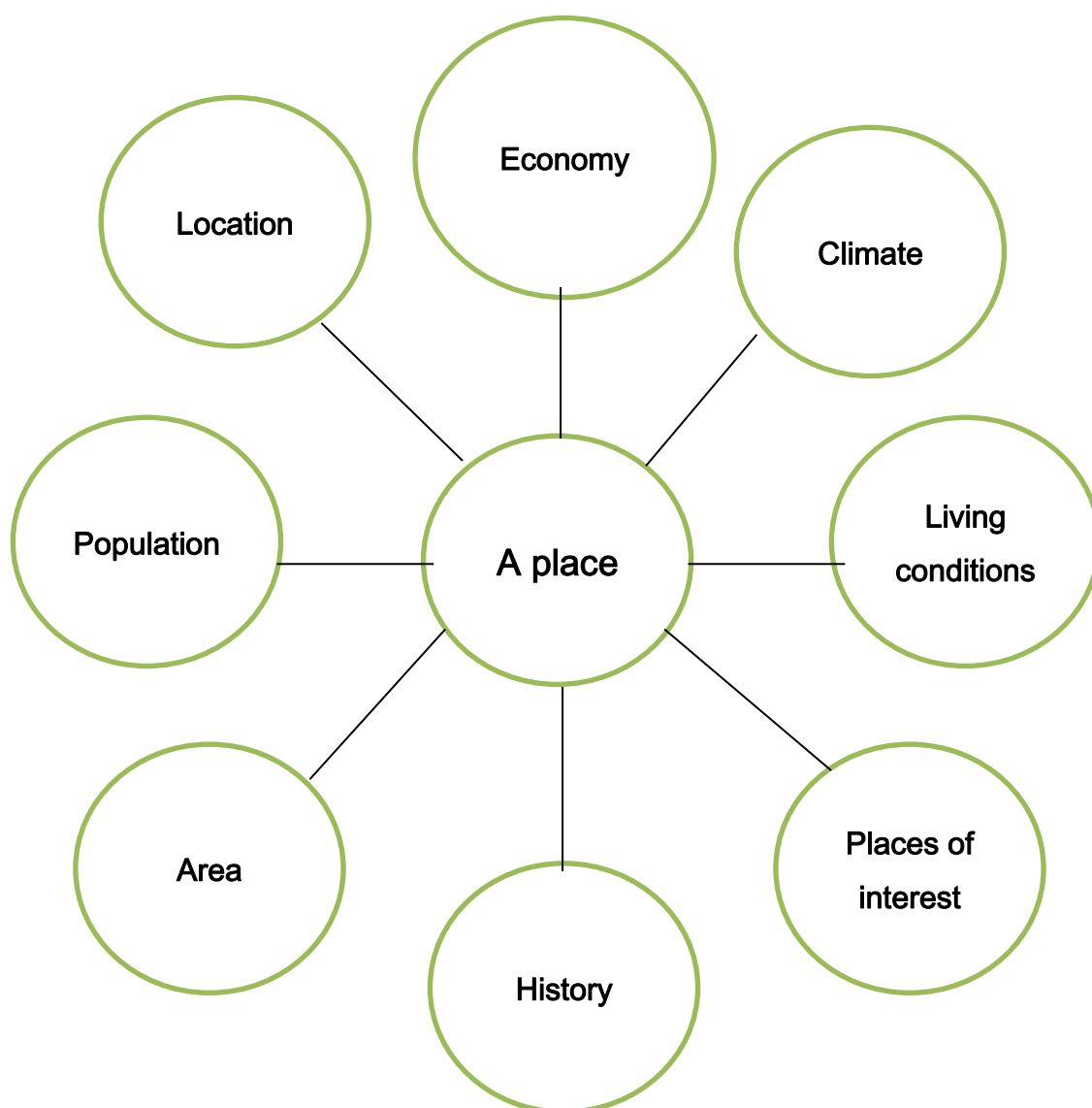
Presentation of model compositions

- Collect all the revised drafts.

- Select and show some good writing samples in class.



Possible subjects for describing a place



(I)

Nanjing, the capital city of Jiangsu Province, which is located in the southeast of China, covers an area of 6,587 square kilometers with a population of about 5 million. It is a region with a cold winter and hot summer, which is known as one of the “three furnaces” of China. The city has a long history of over 2,400 years, which was the capital city of ten dynasties in the history, like the Eastern Jin Dynasty and Ming Dynasty. It is so rich in tourism resources, such as the Xuanwu Lake, the Jiming Temple, and Stone City, that it attracts a large number of tourists from at home and abroad. Besides, many modern factories and high buildings are seen everywhere. Most importantly, people can enjoy the pleasant climate all the year round and the convenient transportation available can make their life easier.

(II)

Located in Oceania, Australia is the sixth largest country in the world. Australia covers an area of 769 million square kilometers with a population of about 20 million. It has a dry climate and only a few coastal areas have enough rainfall. The convenient transportation there makes it a good place for people to settle down. Australia has a long history of about 4,100 years, and the first discovery of the place was in 16th century. Great changes have taken place in Australia since the Second World War and it has already developed into a modern country. It is famous for its bright sunshine, sheep, cattle and unique wildlife, which attracts tourists from all over the world to visit.

Refer to the paragraph above to finish the following exercises.

1. Mark all the mentioned aspects of a place in the paragraph.
2. List the main structures related to the description of each subject.

	Text I	Text II
Location		
Area		
Population		
History		
Place of interest		
Climate		
Living conditions		

Useful structures

Location	(be) located in/ at the capital (city) of... the X largest country
Area	cover/ have/ with an (total) area of... square kilometers
Population	have (has)/ with a total population of ...
History	have/ with a (long) history of... the capital city of ten dynasties in the history
Climate	a region with cold winter and hot summer has dry climate with/ have a lot of/ enough sunshine/ rainfall enjoy the pleasant climate all the year round
Place of interest	be rich in tourism resources enjoy the beautiful scenery
Historical spots	be famous for... It's known to all... attracts tourists from at home and abroad/ all over the world
Living condition	convenient transportation make one's life easier a good place to settle down develop into a modern country

< Pattern practice>

Write new sentence with the underlined part.

Location

1) Nanjing, the capital city of Jiangsu Province, which is located in the southeast of China.

2) Located in Oceania, Australia is the sixth largest country in the world.

Fujian Province → southeast → China

Venice → main port city → Northeast → Italy

Population

1) Nanjing, the capital city of Jiangsu Province, which is located in the southeast of China, covers an area of 6,587 square kilometers with a population of about 5 million.

2) Australia covers an area of 769 million square kilometers with a population of about 20 million.

Beijing → capital → China → 12,000,000

China → developing country → 1.3 billion

Area

1) Nanjing, the capital city of Jiangsu Province, which is located in the southeast of China, covers an area of 6,587 square kilometers with a population of about 5 million.

2) Australia covers an area of 769 million square kilometers with a population of about 20 million.

Xi'an → 10,000 square kilometers

The United Kingdom → 244,820 square kilometers

Climate

1) It is a region with cold winter and hot summer, which is known as one of the “three furnaces” of China.

2) It has a dry climate and only a few coastal areas have enough rainfall.

Britain → cold winter and hot summer → a lot of rainfall

Coastal areas → Australia → have enough rainfall → all the year round

History

1) The city has a long history of over 2,400 years, which was the capital city of ten dynasties in the history, like the Eastern Jin Dynasty and Ming Dynasty.

2) Australia has a long history of about 40,000 years, and the first discovery of the place was in 16th century.

Egypt → Arabian country → 4,100 years

The modern city → more than 1,000 years → A.D. 1000-2017

Places of interest

1) It is so rich in places of interest, such as the Xuanwu Lake, the Jiming Temple and Stone City that it attracts a large number of tourists from at home and abroad.

2) It is famous for its bright sunshine, sheep, cattle and unique wildlife, which attracts tourists from all over the world to visit it.

Wudang Mountain → Taoism culture → beautiful scenery

Xinjiang → the land of melons and fruits → handmade craft

Living conditions

- 1) Most importantly, people can enjoy the pleasant climate all the year round and the convenient transportation available can make their life easier.
- 2) The convenient transportation there makes it a good place for people to settle down.

Highways → airport → developed transportation

Friendly people → clean environment → Pairs

Unit 3 Astronomy: the science of stars

Aim

To ask students to pay attention to the issues to be addressed and propose some effective measures in English.

Teaching procedure and contents:

Step 1: Pre-writing

Activity 1: Understanding the text (10 mins)

Give students some time to read the texts and induct the questions below:

- a. Why has it become a problem we have to face?
- b. What has possibly contributed to this problem?
- c. How should we solve this problem?

Activity 2: Discussion (10 mins)

- Divide students into several groups and organize discussion in class.
- Get students to read the given text with the questions raised by teacher,

discuss in groups and answer the questions.

Activity 3: Reporting (5 mins)

Offer a chance for each group to state their ideas or understandings on the given materials. And teacher records the answers on the whiteboard.

Activity 4: Structure learning & practice (15 mins)

- Lead students to learn the useful collocations and linking words in the readings.

- Have students to complete the sentence practice.

Step 2: While-writing

Activity 1: Drafting & editing (15 mins)

- Teacher provides a sample organizer for each group. Students work together to come up with a solution on the problem “smoking in public places”.
- Encourage group members to bring up various opinions.

Activity 2: Assignment (20 mins)

Assign task for students to put forward some problem-solving ideas and methods in terms of the overuse of social media. (the topic comes from the 43th

edition, newspaper *English Weekly*)

Direction: Your friend Lihua has been addicted to Wechat recently, you will be expected to help her out of the trouble by shifting attention toward overuse of social media. Please offer positive suggestions to help.

Activity 3 Self-editing (15 mins)

- Offer guidance for the students on language use and text structure, or give assistance when they organize the ideas and develop a logic article.

Step 3: Post-writing

Activity: Evaluation

- Peers' comments (10 mins)

(Show the tips and an example before let them check the essays by themselves)

Let students check in pairs and have a comment on the following aspects:

1. Check to see if the essay fits the writing propose.
2. Make sure each paragraph has a topic sentence.
3. Make sure there are smooth transitions between paragraphs.
4. Check for digressions.
5. The writer has sufficient support in all paragraphs.
6. The passage is logical in order.
7. There is an introduction and a conclusion in the text.

Students will have to mark what they like/ dislike about the piece of work or something they found unclear.

-Teacher's feedback (after class)

Make brief comments on students' revision and review some point should be focused on.

Emphasize the way of writing this kind of composition.

**** Optional activity**

-List all the practical measures outlined in the students' writings.

-Summarize and implement other measures that can be applied to the solution.

(I)**Water pollution****Direction:**

Water pollution is a serious problem threatening the survival of human beings, plants, and animals. Now fresh water is becoming scarce, but more and more is needed because of the increasing number of people in the world. It is urgent that some strong measures be adopted to deal with the problem. There has been a discussion recently on the issue in a newspaper. Please give a solution based on the following outlines:

1. Present situation
2. Suggested measures to be taken

With the development of modern industry and the growth of population, water pollution has become a growing concern for Chinese government and people. It is quite important for us to get some ideas on the factors contributing to the problem.

On personal level, both the government and individuals should make every effort to solve the serious problem with fresh water. Firstly, for the government, it is urgent to make laws that require business and individuals to stop polluting the environment and to save water while it is not necessarily used. Secondly, education should be offered to all the citizens to raise their awareness of the importance of protecting environment and saving water. Finally, as individuals, we need to take action to play our own part in our everyday life.

(II)**Noisy problem in the library****Direction:**

Library is a good and quiet place to get knowledge and enjoy reading. So we should follow the rules when we are in the library. Smoking and talking loudly, answering the phone or laughing, eating and drinking are not allowed. However, some people still ignore the rules given by library staff. In order to keep our library in a good order, make any suggestion which you think can help to solve the noisy problem.

There has been a discussion recently about noisy problem in the library. It is true to present the situation that some students are on the phone inside of the library. On the one hand, some of them talk with their friends; On the other hand, some others put their cellular phone on the table, it makes the table vibrated when it takes a message or a call. In addition, there are a few people who are using computer make noise with it.

However, we have figured out many ways to create a good learning environment. For one thing, librarians should set a strict rule for people who are on the phone inside of the library. Some people speak quietly to the phone and they think that they were quiet but it is not good for everybody there. Library staff should let the person out of the room or the floor and notice this rule. For another thing, every phone has a quiet mode and vibration-free mode, students should know and set their phones before entering into library. Finally, students must bring soundless mouse or there is a special area for computer users.

Reading & Writing**Unit 3****< Post-reading exercise >****1. Write the transitions in the appropriate blanks below.**

What three transitions used in coming up with solutions in each passage?

2. List any patterns that highlight the problem:

<Sentence transformation>

eg. It is quite important for us to get ideas on the factors contributing to the problem.

= Get some ideas on the factors contributing to the problem is quite important.

eg. It is true to present the situation that some students are on the phone inside of the library.

= Present the situation (some students are on the phone inside of the library) is true.

1) He will be at the meeting is quite certain.

College students master a foreign language is necessary.

<Structure imitation>

1) With the development of modern industry and the growth of population, water population has become a growing concern for Chinese government and people.

Society → competition → fierce

2) There has been a discussion recently about noise problem in the library.

Weight loss → healthy diet

Critical thinking

Why has _X_ become a problem we are facing?



What has possibly contributed to this problem?



How should we solve this problem?

Collocation

with the development / improvement of ...

growing concern

contribute to

on personal level

make every effort

make law

raise one's awareness

as individual

take action

play one's own part in

make noise

figure out

set a (strict) rule

create a (good) environment

let sb. out of

special area

Conjunction

firstly, secondly, finally

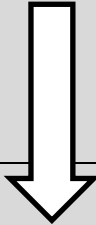
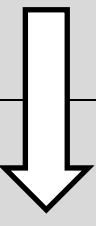
in addition

for one thing... for another thing...

on the one hand... on the other hand...

however/ but

Sample organizer

<p>State it! Problem</p> 	<p>State current situation with background information:</p> <p><i>With the _____, _____.</i></p> <p><i>There has been a discussion recently about _____.</i></p> <p><i>Nowadays, it has become a growing concern for _____.</i></p>
<p>Explain it! Cause</p> 	<p>Highlight the problem to be solved:</p> <p><i>It is quite important for us to get some ideas on _____.</i></p> <p><i>It is true to present the situation that _____.</i></p> <p>State the cause of the situation</p> <p>Reason #1</p> <p><i>One the one hand...</i></p> <p>Example #1</p> <p>Reason # 2</p> <p><i>On the other hand...</i></p> <p>Example #2</p> <p>In addition...</p> <p>Example #3</p>
<p>Present it! Solution</p>	<p>Call for attention and take actions:</p> <p><i>However, we have figured out many ways to _____.</i></p> <p><i>Both the government and individuals should make every effort to solve the serious problem with _____.</i></p> <p>List concrete measures:</p> <p><i>First, second, next</i></p> <p><i>For one thing, for another thing, finally...</i></p>

APPENDIX C

Interview guideline (English version)

INTERVIEW GUIDELINE (ENGLISH VERSION)

- Q1. Do you think writing is hard to learn or master?
What do you think of your writing level or writing ability?
Is the integrated teaching helpful for your writing learning?
- Q2. Are you interested in composing in English?
Do you have other feelings about English writing?
What do you expect to learn from the writing training?
- Q3. Is there any possibility that the RBWI help you to improve writing skill?
What do you expect to learn from the writing training?
Any other suggestions for improving the teaching method?

采访提纲(中文)

1. 你认为写作难以学习和掌握吗?
你认为你的写作水平或能力怎么样?
2. 你对英语写作感兴趣吗?
对于英语写作你有其他想法吗?
3. 写作基于阅读这种方法有可能帮助你提高写作技巧吗?
你希望从写作训练中学到些什么?

APPENDIX D
Interview transcript

INTERVIEW TRANSCRIPT

Part 1: Development of writing skills

The questions like “How long have you studied English?” “Could you give comprehensive evaluation on your English level?” “Do you have any writing habits?” “Do you think your writing ability can be improved through the implementation of RBWI?” were asked.

T: Do you think writing is hard to learn or master?

What do you think of your writing level or writing ability?

S1: Not at all. It is merely a process of Chinese-English translation for me, the key point is to meet the requirements of task, which can be done by carefully scanning the topic until I have a better understanding of it.

As far as my usual writing performance, it maintains within a stable range of around or above 20 scores in most cases (full score: 25). I’ve been trying every means to earn the marks I want.

S2: Eh...how should I put it? I personally think I’m not capable of writing.

Generally, my average score of writing part is 11 or 12, so it is a difficult skill to master in.

When I know the topic to be written, making an outline should be the first thing I will do, but I have no idea on how to connect the existed concept by using vocabulary and sentence. Also, almost every time the writing task has to be finished within 15 minutes.

S3: I was trained to write in extracurricular setting about 4 years ago, and two compositions (each at least 60 words) were to be finished and submitted for each period. Writing is actually not too hard for me, maybe I have been interested in expressing in written form since then.

My performance mostly reaches 15-16, neither good nor bad.

S4: Yes, it’s difficult to express what I want to present for others in English, and grammar knowledge is another big problem.

The highest score I got in the test was 12. It’s not an ideal mark. My writing ability just reaches junior middle school level.

- S5: It is a little hard for me, sentence structure and grammar knowledge are major difficulties in English learning.
A score of 12 is what I normally expect, sometimes it may be higher if the essay is well written.
- S6: It's not so difficult for me compared with other language skills.
My writing level is fair, and the essays were usually graded between a 12 and a 16. Letter writing and suggestive passages seem to be what I am good at, while narrative writing and introductory article may be the area of weakness.
- S7: Writing is not as difficult as many people think. It is not for me.
My writing score is always above 12. The main problems for me are tense consistency and morphological transformation.
- S8: Not at all, we can write something as long as we remember the words and phrases, and get across the background and purpose of the topics.
The writing scores I got in the tests are not lower than 15. I'm deft at suggestive passages and letter writing, while the introduction of a place or a person should be my weakness.
- S9: Not too difficult for me. The only problem is that I don't do very well in unity and coherence, which refers to the use of linking words, complex sentence.
My achievements are very stable, usually marked 15 or 16. Letter writing is a kind of style what I'm good at for a long time.
- S10: It's hard to learn it well. I have a short memory of vocabulary and sentences.
So, I really can't apply them into the writing when I'm ready for a topic.
My writing ability is poor. My usual score is 6 or 7.
- S11: It's hard for me. The words fail to convey the idea which caused by the lack of vocabulary is a big problem.
Usually I get a stable result of 15 to 17 in my exams.
- S12: It depends on the writing style and genre. Some topics practiced more frequently would take less time to complete, and the related vocabulary can be properly used in the text.
It's not very stable. My scores reach to 18 or 20, but sometimes I will make a 14 or something close.
- S13: Yes, it's kind of hard for me. Actually, I work really hard on the application of

grammar knowledge and organization of the full text. Sometimes I have no idea on how to start my writing.

The writing performance ranges from 14 to 16.

S14: I think it's not hard to learn writing based on many years' experience.

The ability to organize language is not good enough. There's no trouble in memorizing words. I usually get 15 or 16 scores in my tests.

S15: Not at all. I personally think some others just overestimate the difficulty of writing.

Neither good nor bad. My scores are considered to be at a moderate level.

Part 2: Enhancement on confidence and interest in EFL writing

Some questions about students' personal experience throughout the instruction:

"Is writing the one you are interested in of all the language skills? If not, what's the reason?"

"What do you get from writing class to build your confidence on English writing?"

T: Are you interested in composing in English?

Do you have other feelings about English writing?

S1: Sure. Writing is the most interesting one compared with other aspects of English subjects, and the language skill I'm best at as well.

S2: To be honest, I have no stomach for writing. All the topics are not attractive for me to try.

S3: Yes, writing should be my favorite part in daily learning, I'm willing to spend much time on that. Moreover, it is closely linked to other skills in some way. Practicing writing more may be helpful to comprehensive development of knowledge.

S4: I'd rather to listen what others say before the training, but now I'm willing to say or write something for communication, although many mistakes are still made in this process.

S5: Now I just feel a bit relaxed in the course of writing, and I focus more on the correct use of complex structure, especially in subordinate clauses. It's actually a sign of being interested in a deeper understanding of English writing.

- S6: Communication among us should not be limited to oral conversation. I have realized what writing brings to other interactions in our lives.
- S7: Yes, I enjoy learning anything that helps to improve writing performance. In my opinion, writing can lead us to know about tense, word class, and typical statements.
- S8: Writing is my favorite part of the language subject. I also record my feelings or ideas in my spare time, as I keep a personal written journal.
- S9: Yes, I tend to believe that we communicate with each other by speaking and writing. However, now students and teachers would rather take time and effort to develop reading skills because of our entrance exams. I will attend the classes or lectures on both language skills.
- S10: Writing for me is easier to get a high score than it is for reading. I prefer to practice writing.
- S11: Yes, I'm very interested in listening and writing.
- S12: I extremely interested in writing. I will be so proud of myself when I can get a good result on my test. Writing is always a part that enhances the confidence of learning.
- S13: Listening and writing are both parts I enjoy.
- S14: Yes, I'm fond of expressing in written form.
- S15: My interests are localized on reading and writing.

Part 3: Acceptance of the reading-based writing instruction

Participants were asked to state briefly their opinions on the implementation of reading-writing integration teaching mode. Other suggestions or comments were allowed, as they may perfect the use of RBWI were made in the end of interview.

- T: Is there any possibility that the RBWI help you to improve writing skill?
What do you expect to learn from the writing training?
- S1: The new approach indeed helped me to quicken the completion of essay writing, because I learned to use the words or sentence patterns that the teacher explained before in my draft, or various expressions of same idea could be replaced to improve the quality of composition. The only drawback I see is the

detailed explanation of useful terms may limit my thoughts in writing.

If there is a chance that I can attend writing training some time, more advanced vocabularies or some authentic expressions are expected to be introduced to enrich my language knowledge.

S2: It doesn't really help, although it's a meaningful experience that I've never had. I hope to learn some more collocations and sentence patterns so that I avoid a mind blank during writing. And thanks for your advice, I will read more and note down the key phrases and structures.

S3: I always look for some materials to read, except for the textbook. I don't think the current teaching contents are enough to provide more available information or meet the needs of expression. Thus, the approach will motivate us to explore various subject titles and expand my vocabulary.

If possible, may I ask that more examples can be given to show us so that we understand the useful expressions better and hang onto all we've learned?

S4: It's a great way to inspire us to learn vocabulary and deepen our comprehension of the reading-writing relationship. Meanwhile, we know how to organize language and apply what we've learned through your instruction.

My suggestion is that the teacher can spend a little more time on sentence practice during class until we students can skillfully use the key words and phrases.

S5: I can see the progress in my written product by trying this method. The teacher introduces to us some basic expressions and common patterns. I can apply half of the contents into the given task after guidance and practice. So, it will be a new and effective learning method.

Advanced vocabularies and various sentence types are expected to be taught and properly used in my writings.

S6: Yes, I really learned a lot during several weeks, and I believe that the long-term persistence and accumulation will make me a successful writer.

The use of grammar points and sentence structures are expected to be studied and reviewed before starting the task.

S7: Yes, there are changes that can be seen from my writing assignment to the last one. The approach should be a practical one that produces the desired result.

I still hope to make great progress in the training to ensure proper use of tense.

We still need to be showed how to develop writing thought and framework.

S8: I benefited a lot from it. Most of the vocabulary was not familiar to me.

I understood the key information and had a clear idea on how to organize text soon after it was explained in detail, although I didn't finish it within the limited time. I think that I could do better if the time were extended.

Anything for improving language proficiency and writing can be taught in class, including sentence structure and grammar points.

S9: It's great. First, it speeds up my writing and improves efficiency. Second, the connective logic and thinking coherence can be achieved by reading a lot.

It seems just enough for our learning needs.

S10: The approach employed in class is better than the traditional method (rote memorization of model essays). The former focuses on underlining and stressing the key words and sentences in samples, organizing ideas and elaborating how to start and end the writings.

The aspects like text organization, coherence of paragraph are the points that I want to study more.

S11: It does a little help me get ahead. The main problem of my writing is that I am unable to apply my new vocabulary into the topic. Maybe I need to deepen the understanding of what we are taught in the pre-writing stage.

All I want to learn is presented in class. The only suggestion is that a little more time should be given to us to finish the task.

S12: Sure, this helped me a lot. It makes a profound impression by the introduction of large amounts of vocabulary and systematic learning on a certain genre.

The overall effect will be better if we were allowed to think and write with a little more time. I hope to find a unique way or have my own writing style to present my ideas through in-depth study.

S13: That's quite a method. I began to think independently about organizing ideas in a logical way, as well as developing a paragraph with good sentences that contribute to a well-structured writing.

I hope to have more chances to attend the training class.

S14: In my opinion, it can solve the problem of failings of rote learning. Moreover,

the time I spent on brainstorming is less than before, and my writing quality has improved as well.

Something interesting can be added to lesson plan and implemented in class.

Besides, the presentation of each piece of good writing shall last 10 minutes or so.

S15: It has an evident effect on improvement of writing quality. The method works well for the layout of the full text and the arrangement of overall structure. More advanced vocabularies and basic expressions are expected to come from our writing.

APPENDIX E

Timeline for writing teaching

TIMELINE FOR WRITING TEACHING

Week	Reading text	Writing style/ topic	Class activity
Week 1 (Aug.27- Aug.31)	Unit 1 Healthy eating	Letter of advice Practice: develop a paragraph to make suggestions on the topic “how to keep health” Assignment: a letter for winning approval of organizing English recitation contest	Reading for information Discussing & Analyzing structures of text Reporting the results Summarizing language use
Week 2 (Sep.3- Sep.7)	Writing samples given by teacher		Creating an outline & drafting Working on assignment Self-editing Comment & Appraise
Week 3 (Sep.10- Sep.14)	Unit 2 Canada- “The true North”	Descriptive writing Practice Choose a place that you know well to describe Assignment	Understanding the text Structuring learning & practice
Week 4 (Sep.17- Sep.21)	Writing samples given by teacher	Write a descriptive report regarding the issue of “introduction of tourist attractions”	Drafting Assignment Self-editing Evaluation & presentation of draft

Week	Reading text	Writing style/ topic	Class activity
Week 5 (Sep.24- Sep.28)	Unit 3 Astronomy-the science of stars	Problem-solving essay Practice Come up with a solution on the problem “smoking in public place” Assignment Put forward some solving	Understanding the text Group discussion Reporting Structuring learning & practice
Week 6 (Oct.8-12)	Writing samples given by teacher	ideas and methods in terms of the overuse of social media	Drafting & editing Assignment Self-editing Evaluating & Summarizing language use