A Study of Reading Input and Writing Output with Regard to Nominal Groups in Senior Middle School, China

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Abstract

The main aim of this research is to identify the potential influences of reading texts in textbooks on students' writing in senior middle school, China. English reading passages are chosen from the textbooks for senior middle school. And journals referred to English are randomly selected from the students in senior middle school as well. Data analysis is based on functional grammar (Halliday, 1998). The similar categories or complexity of nominal groups used in students' journal and guided writing are considered as the possible effect of reading text that might have on students' writing. The findings show that although there are not as many categories of nominal groups in reading texts used in students' writing, some similarities of nominal groups appeared. It is found that this study yields a more precise picture of lexico-grammatical features in terms of nominal groups in reading affecting EFL learners' writing with senior middle school students in China. It is also found that the study can help to develop students' reading and writing in English language teaching.

Keywords: Journal writing / Guided writing / Nominal groups / EFL learners

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์หลักเพื่อชี้ให้เห็นถึงอิทธิพลจากการอ่าน
บทความวิชาการในหนังสือเรียนที่มีต่อการเขียนของนักเรียนระดับ
มัธยมศึกษา ประเทศจีน งานวิจัยนี้ใช้บทอ่านภาษาอังกฤษและการเขียน
บันทึก การวิเคราะห์ข้อมูลใช้ทฤษฎีโครงสร้าง ไวยากรณ์หน้าที่ของ Halliday
(1998) เมื่อกลุ่มสมมติได้เขียนบันทึกและเขียนแบบมีแนวทางหลังจากการ
อ่าน พบว่ามีผลเหมือนกันบางประการ ผลการวิจัยแสดงให้เห็นว่าการอ่านมี
ผลต่อการเขียนของกลุ่มสมมติ และยังพบด้วยว่างานวิจัยนี้ช่วยพัฒนาการ
อ่านและการเขียนในการเรียนการสอนภาษาอังกฤษ

คำสำคัญ: การเขียนบันทึก / การเขียนแบบมีแนวทาง / กลุ่มสมมติ /
ผู้เรียนภาษาอังกฤษในฐานะภาษาตางประเทศ

Introduction

Due to the importance of English learning, a large number of studies
have been conducted in the EFL teaching in China with the consequence that
EFL learners' writing performance has come into sharp focus. A number of
problems with Chinese EFL learners' writing have been identified. Lu (2002)
suggested that Chinese learners tended to overuse expressions which were
directly translated from Chinese equivalents. Lin (2002) discusses the overuse,
underuse and misuse of "it" in English writing of Chinese learners. Zhou (2013)
has investigated errors in English compositions written by senior high school
students in terms of grammatical and lexical errors. As reading has a close

connection with writing (Jabbour, 2001: 291), English textbooks, as the main source of reading input for Chinese EFL learners has attracted a lot of attention. In both reading and writing, grammatical and lexical features have become focal points. Many researchers in China have paid attention to the more functional use of grammar rather than simple the form.

In China, the need for solving EFL learners' writing problems and improving English proficiency is clearly a major issue. One example of this attempt to improve the writing of students can be observed in Guandu No. 2 High School in Kunming. These students are at the stage of entering university and are required to take on two writing tasks: journal writing and guided writing. Journals are to be written once a week covering the whole semester. The guided writing is given to students twice in a semester once at the beginning and once at the end. English language textbooks are used by the teacher with a particular focus on the reading passages. The present study investigates what effect the focus on the reading passages has on the writing of the students. Special emphasis is placed on the use of the nominal group (Ng) as perhaps these reading texts as writing models affect students' writing more or less in terms of nominal groups in different learning periods. Reading texts in textbooks, journal writing and guided writing are involved in the present study in order to identify the reading input and writing output with regard to nominal groups. The importance of the nominal group is because it has the potential to be expanded by adding information (pre-modifier) before the HEAD word and after (the post-modifier). The nominal group is widely used in certain text-types such a narrative, recount, procedure, report and in academic writing in particular. Also the processes of nominalization, where words that are not

normally nouns in terms of form are turned into nouns, or example the verb 'erode' can be used as a noun in the word 'erosion'. Consequently, the 'erosion' can be modified to 'extensive erosion'

The present study examines nominal groups in reading texts chosen from English textbooks, students' journal, and guided writing in terms of senior middle school level, namely Grade Three. The reading texts and journal samples are chosen from two phases in a semester: (1) the beginning and (2) final phase. The guided writing are picked up from the beginning and final phase as well. The analysis carried out in this study aims to answer the following research questions:

1. What kinds of nominal groups are exposed in reading texts in Chinese EFL learners' English textbooks during the beginning and final phases of a semester?

2. What kinds of nominal groups are used in Chinese EFL learners' writing during the beginning and final phases of a semester?

3. Do the nominal groups exposed in the reading texts in the textbooks respond in Chinese EFL learners' writing as exemplified in their journals and guided writing during the beginning and final phases of a semester? If so, what are they?

Theoretical and Practical Issues Relevant to Reading Input and Writing Output

In academia, the connection between reading and writing is undeniable. Jabbour (2001: 291) has discussed the close connection between reading and writing. In her study, writing is considered as an activity informed by reading, and influences reading, as learners become more proficient in their

language use. According to Cunningsworth (2002: 73), reading as a kind of input can be linked to other skills work, particularly listening and writing. As for writing, acting as a kind of output, it was closely related to reading in a textbook. As Grabe (2001) indicates reading turns into a tool to increase learning, writing turns into a tool to share contributions. Van Dijk (1993) states that writing is involved with expressing ideas by means of acceptable sets of patterns and models, and acquiring information about those patterns and models occurs through reading, specifically reading centered on grammar and vocabulary. Accordingly, lexico-grammatical unit, namely nominal groups, in reading texts, can act as the model for language learners to use in their written work. Language teaching combined reading with writing can increase learners' language proficiency.

Theoretical and Practical Issues Relevant to Nominal Groups

Foley (2011: 55) explains a nominal group can be the single noun and the noun with modifiers. The modifier contains pre-modifier and post-modifier.

Pre-modifier refers to words that go before the head word, involving one or more elements of Deictics (D), Numeratives (N), Epithets (E), and Classifiers (C) (Halliday, 1998: 181-186; Foley, 2011: 8-9). Following is an example given by Halliday (1998: 180):

those	two	splendid	old	electric	trains
Deictic	Numerative	Epithet1	Epithet2	Classifier	Thing

Foley (2011) further explains the four elements in nominal groups with some examples:

1) Deictics (D) point to the noun functioning as the "Thing".

Deictics	Articles	e.g. a, an, the
	Demonstratives	e.g. this, that, these, those
	Possessives	e.g. my, her, their, my father's

2) Numeratives (N) tell how many of the "Things" there are or in what order they occur.

Numeratives	Cardinal numbers	e.g. one, two, three, a thousand
	Ordinal numbers	e.g. first, second, third
	Indications of uantity	e.g. lots of, many of, a few, some, every, all

3) Epithets (E) describe the quality of a "Thing". Epithets mainly consist of adjectives. For example, young, clean, blue, happy, interesting.

4) Classifiers (C) establish the "Thing" as a member of a class.

Classifiers	Adjectives	e.g. Chinese, Thai, Vietnamese, public, inancial
	Nouns (functioning as Classifiers)	e.g. car park, home party

Nominal groups can also have a post-modifier. The post- modifier is namely words that come after the head word. According to Foley (2011), there are several types of post-modifier. One is the preposition phrase [pp+ng]. For instance, the little dog [in her room] "in" is preposition, "her room" is a nominal group. Other post-modifier can be finite and non-finite relative clauses. For example, "The man who is speaking now [finite relative clause] is the president. The man speaking now [non-finite relative clause] is the president." (2011: 9)

To make it clear, Table 1 provides an overview of constituents of nominal groups.

Table 1 Constituents of nominal groups

Nominal Groups (Ngs)					
Single noun	Noun with modifier				
A Noun/ Pronoun	Pre-modifier			Head	Post- modifier
	Deitic	Article			Preposition phrase (pp+ng)
		Demonstrative			
		Possessive			
	Numerative	Cardinal number			Finite relative clause
		Ordinal number			
		Indication of quantity			
	Epithet	Adjective			Non-Finite Relative clause (reduced relative clause)
	Classifier	Adjective			
		Nouns (functioning as classifiers)			

Modified from Foley (2011)

Methodology

Data collection

Both reading and writing data are involved in the study. The reading texts are chosen from textbooks for Grade three in a semester: Senior English for China Student's Book 3. The researcher marks reading texts chosen from Book 3 as "RT". And "a" and "b" are assigned to the reading texts chosen from the beginning and final phase. There are four texts selected from each phase.

The texts chosen from a phase are coded from 1 to 4.

As for the writing data (Table 2), it is collected in the form of students' journals and guided writing in terms of Grade Three. "WT" refers to English writing from Grade Three, "JT" stands for journal writing and "GT" refers to guided writing. Both journals and guided writing are selected from two phrases: (1) the beginning "a" and (2) the final "b". There are 18 weeks in one semester. Each student should write fifteen journals in a semester. As for the beginning phase, the 3rd journal is picked up. In the final phase, the 15th journal is chosen. The rationale for selecting the 3rd and 15th journal is because the 3rd journal has been written in the fourth week when students have finished their reading in the beginning phase, and the 15th journal is the last journal of the semester. Some responses to reading in certain phases might be exhibited in chosen journals.

There are ten classes in Grade Three. The researcher randomly selects two students' writing from both phases in each class. Accordingly, there are 40 journals and 40 pieces of guided writing (**2 students x 10 classes x 2 entries = 40 entries**). Totally, 20 students are coded by numerical order.

In journals, students can write whatever they like. In order to meet the requirements of the National College Entrance Examination (NCEE), students in Grade Three in senior high school are required to write about 100 words in their journal.

Table 2 Writing Data Selection

Writing Data (80 entries)			
The beginning phase (40 entries) WT(1-20)a		The final phase (40 entries) WT(1-20)b	
Journal (the 3rd journal)	Guided writing	Journal (the 15th journal)	Guided writing
JT(1-20) a	GT(1-20) a	JT(1-20)b	GT(1-20)b
20 entries	20 entries	20 entries	20 entries

Method of Analysis

This research has employed a qualitative method based on quantitative analysis. Constituents of nominal groups (Table 1) are applied to the data analysis. The framework of data analysis is as follows (Table 3):

Table 3 Categorization of nominal groups

Single Noun & Noun with Pre-modifier			
N1	Single Noun	A Noun / Pronoun	e.g. you, it, he
N2		D+H	e.g. a gift, my friends
N3		N+H	e.g. some games
N4		E+H	e.g. new e-mail
N5		C+H	e.g. strawberry smoothie
N6		D+N+H	e.g. the first alley
N7		D+E+H	e.g. a big seal
N8		D+C+H	e.g. Clash's music video

Table 3 (continued)

			Single Noun & Noun with Pre-modifier	
N9	with Pre-modifier	N+E+H	e.g. many big leaves	
N10		N+C+H	e.g. many water activities	
N11		E+C+H	e.g. pink nail polish	
N12		D+N+E+H	e.g. these three remote controls	
N13		D+N+C+H	e.g. the first pine tree	
N14		D+E+C+H	e.g. the big sun glasses	
N15		N+E+C+H	e.g. two closed circuit cameras	
N16		D+N+E+C+H	e.g. this first little baby boy (Foley 2011:	
			Noun with post-modifier	
N17	with Post-modifier	preposition phrase [pp+ng]	e.g. the colour [of the word]	
N18		relative clause	e.g. My friend who stands next to Max call me.	
N19		reduced relative clause	e.g. You just press the Talk button, located at the middle top.	

(D means Deictic, N is Numerative, E stands for Epithet, C represents Classifier and H is instead of the head noun.)

Modified from Foley (2011)

The categories of Ngs are from N1 to N19. The input of Ngs is considered as a variety of categories used in English reading texts. And the output of Ngs is considered as similar categories or complexity of nominal groups that appear in reading texts used in students' writing in terms of the beginning and final phase of a semester.

In the process of data analysis, for the convenience of data analysis, firstly, the researcher has typed both reading and writing texts into the computer. Secondly, the researcher applies manual analysis to identify categories of English nominal groups in each text in terms of the first framework (Table 3) presented above. There are eight reading texts chosen from English textbook and 80 writing entries collected from Grade Three. Thirdly, the researcher compares nominal groups between reading and writing in terms of two phases. In addition, an electronic Microsoft program Excel is employed to provide statistic analysis in terms of Ngs in both reading and writing texts by histogram for showing the variation of Ngs.

Findings

This section presents the findings obtained from the eight reading texts and 80 writing texts in Grade Three about the similarities of nominal groups, namely categories and complexity.

Reading

Table 4 The application of Ngs in Senior English for China Student's Book 3 for Grade Three in the beginning phase

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
RTa1	+	+	+	+	+	+	+	+		+				+			+	+	+
RTa2	+	+	+	+	+		+	+		+				+			+	+	+
RTa3	+	+	+	+	+	+	+	+		+				+	+		+	+	+
RTa4	+	+	+	+	+	+	+	+		+	+	+	+	+			+		+

("+" means the category of nominal group is used in the text)

In the beginning phase, there are seventeen categories of Ngs. One-element and two-element pre-modifiers are used frequently. As for the post-modifier, N17 is used more often than N18 and N19. Ngs with both pre-modifier and post-modifier can be found in the chosen texts. Embedded Ngs are used in RTa1, RTa2 and RTa3. And expanded Ngs can be found in RTa3 and RTa4.

Table 5 The application of Ngs in Book 3 for Grade Three in the final phase

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
RTb1	+	+	+	+	+		+	+		+	+	+		+	+		+	+	+
RTb2	+	+	+	+	+	+	+	+	+	+				+	+		+	+	+
RTb3	+	+	+	+	+	+	+	+	+		+			+	+		+	+	+
RTb4	+	+	+	+	+		+	+			+	+		+			+	+	

In the final phase, eighteen categories of Ngs are used. Although two-element pre-modifiers still take the great proportion of the pre-modifier used in these texts, three-element pre-modifiers increase. N18 and N19 as the post-modifiers are used more. Ngs with both pre-modifier and post-modifier can be found in the texts. Embedded Ngs can be found in RTb1, RTb2 and RTb3. And expanded Ngs are used in RTb1, RTb2 and RTb4.

Writing

Participant 1 (S1)

Table 6 Nominal groups' output of S1

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT1a	+	+				+	+	+									+		+
GT1a		+	+	+	+	+	+	+									+	+	
JT1b	+	+	+	+			+	+	+		+						+	+	+
GT1b	+	+		+			+		+								+		

Eleven categories of Ngs can be found in both the beginning and final phase. One-element or two-element pre- modifiers dominate the writing entries. Ngs with both pre-modifier and post-modifier can be found in the phases. Expanded N4 is used in the final.

Participant 2 (S2)

Table 7 Nominal groups' output of S2

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT2a	+	+	+		+	+		+									+		+
GT2a		+	+			+	+										+		+
JT2b	+	+	+	+			+	+	+		+						+	+	
GT2b	+	+	+	+					+								+		

Nine categories of Ngs are used in writing in the beginning phase, whereas ten categories of Ngs can be found in the final phase. Moreover, various epithets can be found in the final.

Participant 3 (S3)

Table 8 Nominal groups' output of S3

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT3a	+	+	+	+		+	+	+									+	+	+
GT3a		+	+			+											+	+	
JT3b	+	+	+	+	+		+	+							+	+		+	+	+
GT3b	+	+		+													+		

There are ten categories of Ngs used in writing texts in the beginning phase and twelve categories of Ngs can be found in the final phase. Expanded N4 can be found in the final phase. Moreover, various epithets in Ngs can be found in both of the phases.

Participant 4 (S4)

Table 9 Nominal groups' output of S4

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT4a	+	+	+	+	+	+	+			+	+						+		
GT4a		+	+	+	+	+											+		
JT4b	+	+	+	+	+		+	+	+		+						+	+	
GT4b	+	+	+	+					+								+		

There are ten categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Embedded N17 can be found in the beginning. And expanded N7 and N8 can be found in the final.

Participant 5 (S5)

Table 10 Nominal groups' output of S5

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT5a	+	+	+	+		+	+	+									+		+
GT5a		+	+		+	+	+										+		
JT5b	+	+	+	+	+		+	+	+					+	+		+	+	
GT5b	+	+	+	+				+	+									+	

There are ten categories of Ngs used in writing in the beginning phase and twelve categories of Ngs can be found in the final phase. Moreover, a variety of numeratives are used in the beginning. As for the final, various epithets are used.

Participant 6 (S6)

Table 11 Nominal groups' output of S6

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT6a	+	+	+	+		+	+			+				+			+		+
GT6a	+	+	+			+		+									+	+	
JT6b	+	+	+			+	+		+		+				+		+	+	
GT6b	+	+	+	+					+								+		

There are twelve categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Expanded N7 can be found in the beginning phase. Various epithets are used in both phases.

Participant 7 (S7)

Table 12 Nominal groups' output of S7

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT7a	+	+	+		+	+	+			+							+		+
GT7a		+	+			+											+		+
JT7b	+	+	+		+		+		+		+						+	+	
GT7b	+	+	+	+					+								+		

There are nine categories of Ngs used in writing in the beginning phase and ten categories of Ngs can be found in the final. Embedded N17 is used in the final phase. And expanded N7 can be found in the beginning, expanded N11 is used in the final.

Participant 8 (S8)

Table 13 Nominal groups' output of S8

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT8a	+	+	+		+	+	+			+							+		+
GT8a		+	+	+		+											+		+
JT8b	+	+	+	+		+	+	+	+						+		+	+	
GT8b	+	+	+	+													+		

There are ten categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Moreover, a variety of epithets are used in the phases.

Participant 9 (S9)

Table 14 Nominal groups' output of S9

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT9a	+	+	+	+			+	+		+				+			+	+	
GT9a		+	+		+												+	+	
JT9b	+	+	+		+		+	+	+	+	+						+	+	+
GT9b	+	+	+	+			+		+								+	+	

Eleven categories of Ngs used in writing in the beginning phase and thirteen categories of Ngs can be found in the final. However, there are limited epithets.

Participant 10 (S10)

Table 15 Nominal groups' output of S10

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT10a	+	+	+	+		+	+			+							+		+
GT10a		+		+	+												+		+
JT10b	+	+	+	+	+	+	+		+		+						+	+	
GT10b	+	+	+	+					+								+		

Ten categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Although Ngs used in writing are simple, Ngs with both pre-modifier and post-modifier can be found in both phases.

Participant 11 (S11)

Table 16 Nominal groups' output of S11

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT11a	+	+	+	+			+			+							+		+
GT11a	+	+	+		+												+		
JT11b	+	+	+	+	+		+	+	+			+				+	+	+	
GT11b	+	+		+					+								+		

There are nine categories of Ngs used in writing in the beginning phase and twelve categories of Ngs can be found in the final phase. Ngs with both pre-modifier and post-modifier can be found in the two phases. Moreover, various epithets can be found in both of the phases.

Participant 12 (S12)

Table 17 Nominal groups' output of S12

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT12a	+	+	+	+	+	+	+			+							+		
GT12a		+	+		+	+											+		
JT12b	+	+	+			+	+		+	+				+			+	+	
GT12b	+	+	+	+					+								+	+	

There are nine categories of Ngs used in writing in the beginning phase, whereas eleven categories of Ngs can be found in the final. Embedded N17 can be found in GT12a. Moreover, a variety of numeratives are used in the final. However, limited epithets can be found in the two phases.

Participant 13 (S13)

Table 18 Nominal groups' output of S13

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT13a	+	+	+	+			+	+									+		+
GT13a	+	+	+					+									+	+	
JT13b	+	+	+	+	+	+	+										+	+	
GT13b	+	+	+	+													+		

Nine categories of Ngs are used in both the beginning and final phase. Limited epithets can be found.

Participant 14 (S14)

Table 19 Nominal groups' output of S14

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT14a	+	+	+	+		+	+			+							+		
GT14a		+	+		+	+											+		
JT14b	+	+	+	+		+				+	+						+		
GT14b	+	+	+	+													+		

There are nine categories of Ngs in the beginning phase and eight categories in the final phase. One-element or two- element pre-modifiers dominate Ngs in the entries. Expanded N4 can be found in the final.

Participant 15 (S15)

Table 20 Nominal groups' output of S15

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT15a	+	+	+	+	+		+	+									+		
GT15a		+	+														+		
JT15b	+	+	+				+	+	+								+		+
GT15b	+	+	+	+					+								+		

There are eight categories of Ngs used in writing in the beginning phase, whereas nine categories of Ngs can be found in the final phase. Moreover, limited epithets can be used.

Participant 16 (S16)

Table 21 Nominal groups' output of S16

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT16a	+	+	+	+	+		+	+		+							+		
GT16a		+	+														+		
JT16b	+	+	+		+		+	+	+	+							+		+
GT16b	+	+	+	+				+	+								+	+	

There are nine categories of Ngs used in writing in the beginning, whereas twelve categories of Ngs can be found in the final. Various numeratives can be found in the beginning. And expanded N5 can be found in the final.

Participant 17 (S17)

Table 22 Nominal groups' output of S17

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT17a	+	+	+			+	+				+			+			+	+	
GT17a		+	+														+		
JT17b	+	+	+		+		+	+						+			+	+	
GT17b	+	+	+	+													+		

There are nine categories of Ngs used in writing in the beginning phase and ten categories of Ngs can be found in the final. Expanded N4 is used in the final.

Participant 18 (S18)

Table 23 Nominal groups' output of S18

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT18a	+	+	+	+		+	+										+		
GT18a		+				+		+									+		
JT18b	+	+		+	+	+	+							+			+	+	
GT18b	+		+	+	+												+		

There are eight categories of Ngs used in writing in the beginning phase, whereas ten categories of Ngs can be found in the final. And expanded N7 is used in the final phase.

Participant 19 (S19)

Table 24 Nominal groups' output of S19

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT19a	+	+	+	+	+	+	+	+									+		
GT19a		+	+			+											+		+
JT19b	+	+	+	+	+		+		+	+				+			+		
GT19b	+	+	+	+													+	+	

There are ten categories of Ngs used in writing in the beginning phase and eleven categories of Ngs can be found in the final. Embedded N17 can be found in the final phase. Moreover, a variety of epithets are used in the two phases.

Participant 20 (S20)

Table 25 Nominal groups' output of S20

	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19
JT20a	+	+	+	+	+	+	+	+		+							+		
GT20a		+	+		+	+											+	+	
JT20b	+	+	+		+		+	+		+				+			+	+	+
GT20b	+	+	+	+			+										+		

There are eleven categories of Ngs used in writing in the beginning phase and twelve categories of Ngs can be found in the final. Embedded N17 can be found in the beginning phase. And expanded N7 and N14 can be found in the final.

Comparison of Ngs between reading and writing

In order to make the comparison possible and feasible, two formulas are involved:

(1) The percentage of Ngs in reading

$$\frac{\text{the number of reading texts which involve the certain category of Ngs in a certain phase}}{\text{the total number of texts in the certain phase}} \times 100\%$$

(2) The percentage of Ngs in writing

$$\frac{\text{the number of writing texts which involve the certain category of Ngs in a certain phase}}{\text{20 students}} \times 100\%$$
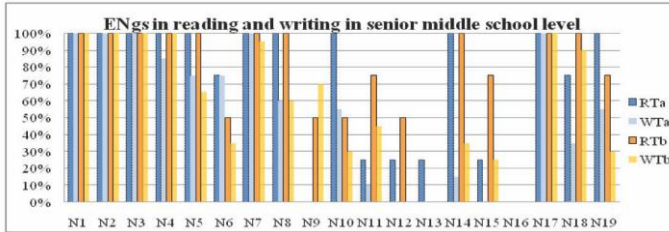
Figure 1 The comparison of Ngs between reading and writing in terms of senior middle school level

RTa stands for English reading texts for Grade Three chosen from the beginning phase. English writing entries collected from the beginning phase are indicated by WTa. RTb stands for English reading texts chosen from the final phase. English writing entries collected from the final phase are indicated by WTb.

As can be seen from Figure 1, seventeen categories of Ngs can be found in the reading texts for Grade Three in the beginning phase. In writing entries, there are fourteen categories of Ngs used in the beginning. N9 (N+E+H) and N16 (D+N+E+C+H) cannot be found in both reading and writing. All the fourteen categories of Ngs in writing overlap with the Ngs in reading.

Although N12 (D+N+E+H), N13 (D+N+C+H) and N15 (N+E+C+H) appeared in reading are not used in students' writing and N14 (D+E+C+H) in students' writing is much less than that in reading, some similarities of Ngs between reading and writing exist in the beginning phase. There are the same percentages of N1 (single noun), N2 (D+H), N3 (N+H), N6 (D+N+H), N7 (D+E+H) and N17 (pp+ng) in both reading and writing. The percentages of N4

(E+H) and N5 (C+H) in reading and writing are much close. The two Ngs in writing achieve the percentages less than 25% lower than in reading. The percentages of N8 (D+C+H), N10 (N+C+H) and N19 (Non-Finite relative clause) in writing are close to their percentages in reading. It shows that upwards of 50 percent students can use N8, N10 and N19 in their writing. N11 (E+C+H) and N18 (Finite relative clause) in students' writing are nearly half of the percentages in reading. Generally, the more Ngs are exposed in the reading texts, the more responses students can give in their writing.

According to the analysis, N6, N10 and N19 used more in the beginning reading are also used more in the beginning writing. Embedded N17 appeared in reading (RTa1 and RTa2) also can be found in writing (WT4a, WT12a and WT20a) in this phase. Ngs with both pre-modifier and post-modifier can be found not only in reading but also in writing. Reading texts involve a variety of epithets, such as adjectives, present participles and superlatives of adjectives. Especially, the superlatives of adjectives as epithets present in RTa1, RTa3 and RTa4. In students' writing of the beginning phase, superlative adjectives acted as epithets also can be found in WT1a, WT5a, WT6a, WT8a, WT14a, WT18a and WT19a. The present participle as epithet used in RTa1 can be found in WT6a.

As for the final phase, seventeen categories of Ngs can be found in the reading texts for Grade Three in the final phase. In writing entries of Grade Three students, there are sixteen categories of Ngs used in the final. The sixteen categories of Ngs used in writing overlap with the Ngs in reading. As same as the beginning phase, N16 (D+N+E+C+H) cannot be found in both reading and writing.

Some similarities of Ngs between reading and writing exist in the final phase. There are the same percentages of N1 (single noun), N2 (D+H), N3 (N+H), N4 (E+H) and N17 (pp+ng) in both reading and writing. The percentages of N6 (D+N+H), N7 (D+E+H) and N18 (Finite relative clause) in writing are close to reading. The three categories in writing get the percentages less than 15% lower than reading. N10 arrives the percentage 20% lower than reading. The percentages of N5 (C+H) and N8 (D+C+H) in writing are not far less than the percentages in reading. It shows that more than 50 percent students use N5 and N8 in their writing. N11 (E+C+H) in writing is more than half of the percentage in reading.

Moreover, other similarities of Ngs between reading and writing can be found in terms of the previous analysis. N9 and N15 appear in students' writing. N11 and N18 increased in reading also increases in writing in terms of previous analysis. And Embedded N17 used in reading (RTb1, RTb2 and RTb3) also can be found in students' writing (WT7b and WT19b) in the phase. Ngs with both pre-modifier and post-modifier can be found not only in reading but also in writing. Various epithets can be found in both reading and writing. For example, present participles as epithets used in RTb1, RTb2 and RTb3 can be found in students' writing WT1b and WT4b; superlative adjectives as epithets used in RTb1 also appear in WT4b, WT8b, WT16b and WT18b. Gerunds as classifiers applied in RTb3 are used in WT3b and WT20b. Some expanded forms of Ngs used in reading also can be found in students' writing.

Discussion

With regard to similarities, the categories of Ngs used in writing overlap with the Ngs in reading; N6 (D+N+H), N10 (N+C+H) and N19 (Non-Finite relative clause) used more in the beginning reading are also used more in the beginning writing; N9 (N+E+H) only appeared in the final reading also present in the final writing only; and N11 (E+C+H), N15 (N+E+C+H) and N18 (Finite relative clause) increased in the final reading also increase in the final writing. Similar embedded forms, expanded forms and components of Ngs also can be found in both reading and writing. The similarities discussed above might be because of the impact of reading on writing.

As for differences between reading and writing, possible reasons involve genre, curriculum requirements, English proficiency and writer's choice.

Firstly, certain categories of Ngs dominate in different genres. Accordingly, differences on categories of Ngs appear. For instance, in the final phase, N9 in writing is used more than reading.

Secondly, curriculum requirements as the guideline for EFL teaching in senior middle school might influence students' writing. In accordance with the curriculum requirements of senior middle school, complex Ngs are not required in writing. Therefore in the beginning phase, N12 (D+N+E+H), N13 (D+N+C+H) and N15 (N+E+C+H) appeared in reading are not used in students' writing. N14 (D+E+C+H) in students' writing is much less than reading. In the final phase, N12 (D+N+E+H) appeared in reading is not used in students' writing; N14 (D+E+C+H), N15 (N+E+C+H) and N19 (Non-Finite relative clause) in writing are much less than reading.

Thirdly, English proficiency of students might be one of the reasons for limited Ngs in students' writing.

Writer's choice might be the fourth reason for the differences.

Conclusion

The results show that reading texts in textbook might have its potential effects in Grade Three students' writing output. Generally, the more Ngs are exposed in the reading texts, the more responses students can give in their writing. Accordingly, providing writing tasks connected to reading texts might stimulate the development of students' writing, even deepening the understanding of lexical-grammar facet in both reading and writing.

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