

ABSTRACT

A STUDY OF FIRST YEAR CHINESE UNIVERSITY
STUDENTS' WRITING
AT YUNNAN INSTITUTE FOR NATIONALITIES
THROUGH A GENRE-BASED APPROACH

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The purpose of this study is to implement a genre-based approach to teaching the writing of an English Information Report to Chinese students at Yunnan Institute for Nationalities. The language features and schematic structures of an English Information Report written by those Chinese students were investigated before and after the implementation of the genre-based approach. The instruments employed were pretest/pre-instruction writing, a questionnaire, and post-test/post-instruction writing, and instruction model--the genre-based approach.

Findings of the study: The results of the study show significantly that the students report writing tended to be formal and objective in its language use. The ideas were logically organized and expressed to the reader in the distinctive schematic structure of Information Report after the implementation of the genre-based approach.

1. There was improvement in using generalized participants in the students' report writing. Furthermore, there was a high frequency of the use of linking verbs

and action verbs. The students applied less mental verbs in their report writing, which made their writing output objective with less personal feelings. There was also an increased use of passive voice.

2. The schematic structure was distinctive in the students' report writing after the implementation of the genre-based approach. In other words, the majority of the students' report writing was well organized in the distinctive schematic structure pattern: a general statement followed by a description (GS-D).

From this study, we can infer that explicit modeling of typical schematic structure and language features of a single genre can provide learners "comprehensive input." It is of great value in the teaching of English writing in an EFL setting.