



**IVCST
2020**

SUT INTERNATIONAL VIRTUAL CONFERENCE
ON SCIENCE AND TECHNOLOGY



Conference Proceedings

SUT INTERNATIONAL VIRTUAL CONFERENCE
ON SCIENCE AND TECHNOLOGY

28th August 2020

At Suranaree University of Technology



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PREFACE

International Virtual Conference on Science and Technology (IVCST 2020) is hosted by Suranaree University of Technology. It is held on 28th August 2020 at Suranaree University of Technology, Nakhon Ratchasima, Thailand. IVCST 2020 addresses innovations and challenges in the fields of Engineering, Science and Technology. The conference is enriched by renowned keynote speakers, plenary speakers, oral presenters, and industrial session presenters.

The objective of IVCST 2020 is to promote scientific information interchange by creating a platform for students, researchers, practitioners and academics to present their recently finished or ongoing research, useful findings and practical ideas on diverse themes ranging from engineering, science and technology.

IVCST 2020 aims to provide an opportunity for engineers, academics, scientists, researchers and students to learn and share ideas and knowledge, to network with an international community and to deliberate the practical challenges encountered and solutions adopted in respective domains worldwide. Thus, the organizing committee invites all industry professionals, researchers and students representing institutions, government agencies, and other organizations worldwide to take part in IVCST 2020 and obtain valuable experiences through both physical and virtual modes of presentation and interaction.

We would like to thank the program chairs, the organization staff, and the members of the program committee for their hard work in making this conference possible. Our sincere appreciation also goes to the Editors and Reviewers for their wonderful editorial and review service to the Conference Proceedings. We are grateful to all those who have contributed to the success of IVCST 2020. We hope that all participants and other interested readers will benefit from the Proceedings and also find the content inside useful, stimulating and inspirational. Finally, we would like to wish you all success in your presentations, networking, and most importantly, your learning.

We hope you have a unique, rewarding and enjoyable day at IVCST 2020.

With warm regards,

The Organizing Committee
28th August 2020
Suranaree University of Technology
Thailand

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Distinguished speakers and guests
Conference presenters and participants
Ladies and gentlemen

It is such a pleasure for me to extend my very warm welcome to all of you to this Suranaree University of Technology International Virtual Conference on Science and Technology 2020, organised as a part of the grand celebration of SUT's 30th Anniversary. Thirty years ago, I had a vision to create this university, Suranaree University of Technology, as the first public autonomous university specialising in science and technology that Thailand had ever seen and owned. In the first decade, we had to work very hard to handle all the challenges that any young and new university normally has to overcome. In the second decade, our great efforts started to pay off with successes and achievements that increased our visibility and sent SUT to stand tall and equal to other older universities in the country. For example, SUT was selected by the Office of Higher Education Commission to be one of the 9 National Research Universities at the mere age of 19, the youngest in this league. In the 3rd decade, we have been highly productive, and recognised domestically and globally for all our missions and in more aspects. For instance, the impressive results in major world university rankings such as Times Higher Education (THE) can serve as a testimony of our reputation and prestige that this university has earned within the first 30 years after its establishment. For all these accomplishments and honours, I have to thank wholeheartedly everyone involved for their support, dedication, and determination.

International conferences like this SUT-IVCST2020 are venues for learning, sharing, and networking among like-minded people who are passionate about knowledge exchanges and fostering friendships. Seeing all of you both on-site at SUT campus and online wherever you are, I can gladly say that the COVID-19 pandemic can only widen our physical distance, but it clearly cannot diminish our passion for learning, our thirst for knowledge, and our desire for making more friends. So, I thank you all for joining this conference and playing a part in the 30th anniversary of our university. Let's today defy the tiny virus with our grand quest for academic knowledge and collaborations together.

I wish you all a very pleasant and fruitful day at this SUT-IVCST2020, and I wish this conference all the success.

Wichit Srisa-an

Professor Dr Wichit Srisa-an
Founding Rector of Suranaree University of Technology and Chairman
of the Council of Suranaree University of Technology



Honorable guests, ladies and gentlemen,

Suranaree University of Technology (SUT)'s 30th Anniversary this year witnesses the achievements of the university developed under a clear and attainable vision since its inauguration. This university is the testimony of success of the principles of public autonomous university, which command and facilitate coherent, effective, and efficient operations to achieve all its missions.

Since early this year, the whole world has been seriously impacted by the COVID-19 pandemic, which results in severe restrictions on travel and social gatherings among other kinds of hardship. Even though the situation is getting better in Thailand, many countries are still facing a wide range of difficulties due to this pandemic. However, technology never stops and waits. Those who do not learn to change and adapt will suffer the consequences from this disruption. On the other hand, those who keep learning and make use of multi-disciplinary knowledge will play a key role in helping the world handle and get through the disruption.

Given this unique circumstance presented by the COVID-19 pandemic, SUT initiates to organize this International Virtual Conference on Science and Technology (SUT-IVCST 2020) in which students, researchers, practitioners, and academics can present their research on diverse themes ranging from engineering, science and technology. By sharing and learning among one another at this conference, it is one effective way to improve our knowledge and drive our scientific and technological advances which hopefully help us survive in the age of disruptive technology like the one we are in now.

Lastly, we would like to express our gratitude to all our guests, participants, and members who put in their hard work and support to make this conference happen in such a successful and memorable way.

W. Pairsuwan

Associate Professor Dr. Weerapong Pairsuwan
Rector of Suranaree University of Technology

About IVCST 2020

The SUT International Virtual Conference on Science and Technology 2020 (IVCST 2020) is hosted by Suranaree University of Technology. It is held on 28th August 2020 in Nakhon-Ratchasima, Thailand and as a virtual event on Zoom Conference Meeting. The IVCST 2020 addresses innovations and challenges in the field of Engineering, Science and Technology. The conference will be enriched by renowned keynote speakers, plenary speakers, oral presenters, and industrial session presenters.

The objective of IVCST 2020 is to promote scientific information interchange by creating a platform for students, researchers, practitioners, and academics to present their ongoing research on diverse themes ranging from Engineering, Science and Technology.

IVCST 2020 aims to provide the opportunity for engineers, academics, scientists, researchers and students to share ideas and knowledge, to network with an international community, and to deliberate the practical challenges encountered and solutions adopted in respective domains worldwide. Thus, the organizing committee invites all industry professional, delegates and students representing institutions, government agencies, and other organizations worldwide, to take part in SUT IVCST 2020 and obtain a valuable experiences in the virtual conference



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CONFERENCE PROGRAM DETAIL

Time	Paper ID	Activity	Pages
17.50-18.10	HES0004	Prediction of Thermal Sensation under Solar Radiation and Exercise Load Changes Outdoors in Hot Environment Atsumasa Yoshida, Shinichi Kinoshita, Yasuhiro Shimazaki, Takashi Kawabata, Takanori Yamamoto	421-427
18.10-18.30	HES0010	Anti-Cancer Activities of Bamboo Mushroom Crude Extract On HepG2 Cell Line Sirilak Chumkiew, Mantana Jamklang, Metika Tosettee, Jidapa Musika, Warangkana Winaichatsak, Kittinee Boonsrirattana	455-459
Agricultural Technology 3			
16.30-16.50	AGT0004	Effects of Light-Emitting Diodes on Seed Germination and the Accumulation of Phenolic Content in Sprouts Thitiporn Machikowa	492-498
16.50-17.10	AGT0006	Effects of Varieties and Environments on Quality and Antioxidants of Tomato Thitiporn Machikowa	506-512
17.10-17.30	AGT0002	Rapid Production of Compost Manila Souksavanh, Panlada Tittabutr, Nantakorn Boonkerd, Neung Teaumroong, Phouthasone Sibounnavong	479-484
17.30-17.50	AGT0005	Infusion starter culture-based as a model for pilot scale of bradyrhizobial inoculant production Beedou APHAISO, Neung Teaumroong, Panlada Tittabutr Tittabutr, Nantakorn Boonkerd, Siviengkhek Phommalath	499-505
Humanities and Social Sciences 3			
16.30-16.50	HSS0015 (Invited)	Integration of reading and writing in EFL classrooms for economics students in Indonesia: learning from genre-based pedagogy practices in Reading-to-Learn (R2L) approach Ahmad Amin Dalimunte	-
16.50-17.10	HSS0009	Linking College English Reading Comprehension Test to The Common European Framework of Reference For Languages (CEFR) Xinli Deng, Sirinthorn Seepho	590-596
17.10-17.30	HSS0007	Trends of Communication for Preserving Wisdom of Crown Plants in Songkla Province, the Initiative Project of Her Royal Highness Princess Maha Chakri Sirindhon Acharin Pansuk, Pattama Ketum	575-581
17.30-17.50	HSS0001	Analysing Medical Tourism Supply Chain Disruption during COVID-19 Pandemic Sutinee Somabutr, Shunmugham Pandian, Saeyeon Roh	554-560
17.50-18.10	HSS0002	Some Findings from Open Budget Survey: Promoting Transparency for Supreme Audit Institution Phongsawat Maneewong, Sutthi Suntharanurak, Pitikhun Nilthanom, Pattarawarin Boonchoo, Sutthida Paiboon, Pimlapas Somla	-



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HSS0015
(Invited)

Integration of reading and writing in EFL classrooms for economics students in Indonesia: learning from genre-based pedagogy practices in Reading-to-Learn (R2L) approach

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Abstract

Academic texts by nature are complex. Texts in various disciplines particularly in the English language are more challenging for students to read. Reading is critical to boost students' foundational literacy to meet 21st century job demands (World Economic Forum, 2016). This article attempts to adopt common practices of genre-based pedagogy developed by Systemic Functional Linguistics' (SFL) experts into EFL university classrooms for Indonesian students. Reading-to-Learn (R2L) approach (Rose, 2017) was used to facilitate university students to learn about their field by reading on economics. The pedagogy used a sequence of steps in the teaching and learning cycle. Initially, teacher built up students' knowledge of their field. Teacher previewed one particular text in economics before the detailed reading. The guided detailed reading was vital for students to know what happened in their field through the text. This initial step also included teaching genre and the structure of the text. Second, teacher guided students to make notes of the text (joint note making) that are collection of lexical chunks per sentence. Next, students were guided to rewrite the given model text from their notes (joint writing). In this step, students also learned paraphrasing as valuable skill in academic writing. Finally, based on the notes students were to rewrite a text independently in their own version without referring to the original one by autonomously putting the chunks together. R2L approach which embedded writing into reading pedagogy emphasizes that reading is importantly connected to writing. This claim has been strongly supported both empirically and theoretically (see Grabe & Zhang, 2013; Tsai, 2006; Hirvela, 2004; Kim & Paek, 2019) yet remains largely unexplored. By considering the sufficient amount of language inputs for students and utilizing strategic methods, L2 teachers can facilitate students to acquire better literacy both in the English language and their field.

Keywords: reading-writing integration, reading-to-learn, genre-based, pedagogy practices

1. Introduction

Reading is increasingly critical nowadays. It is claimed as one of foundational literacy to equip students to meet the 21st century job demands (World Economic Forum, 2016). Reading/writing integration is an area that is relatively underexplored even though it is commonplace in most academic contexts and critical for academic success (Ferris, 2009; Hirvela, 2004; Horning & Kraemer, in press).

Several studies have consistently shown the close connection between reading and writing abilities, for both L1 (Abbott, Berninger, & Fayol, 2010; Fitzgerald & Shanahan, 2000) and L2 writers (Carrell & Connor, 1991), although differences do exist in the nature of the relationship (Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990; Grabe, 2003; Yoshimura, 2009).

How are the common pedagogy practices of reading and writing? Tasks of Reading to write include summarizing, and paraphrasing. Reading to write in L2 context is rare opportunities (Hedgcock & Atkinson, 1993; Leki & Carson, 1994, 1997; Shanahan & Shanahan, 2008; Tardy, 2009; Grabe & Zhang, 2013).

Unfortunately, opportunities to learn and practice reading/writing connections seldom happen in L2 settings (and often also not in first language [L1] settings (Hedgcock & Atkinson, 1993; Leki & Carson, 1994, 1997; Shanahan & Shanahan, 2008; Tardy, 2009). Over the past 30 years, survey studies have shown that students at all post secondary levels are expected to engage in a range of common academic reading/writing tasks (*Hale et al., 1996; Johns, 1997; Leki & Carson, 1997; Rosenfeld et al., 2001*).

Source: grabe & zhang, 2013

R2L approach which embedded writing into reading pedagogy emphasizes that reading is importantly connected to writing. This claim has been strongly supported both empirically and theoretically (see Grabe & Zhang, 2013; Tsai, 2006; Hirvela, 2004; Kim & Paek, 2019) yet remains largely unexplored.

2. Literature Review

Genre-based pedagogy is rooted from SFL theories and heavily influenced by two key theories: Social learning theory (see Vygotsky, year?) and sociological education theory (see Bernstein, year?)

Reading to learn approach is

“ a set of strategies that enable teachers to support all students to read and write at the levels they need to succeed in their grade and subject areas” (Rose, 2017, Book 1, p.1). *The twin goals of R2L are students can independently learn from reading and successfully demonstrate their learning through writing.*

Reading and writing should not be treated as separate skills; instead they should be integrated and taught together in a single course. Two models that connect reading and writing have been proposed in the literature: the direct and indirect models (Fitzgerald & Shanahan, 2000;

Grabe, 2001; Hirvela, 2004; Hyland, 2019; Lee & Scharlett, 2016; Tsai, 2006). Table 1 shows how the task of reading can be integrated to writing ones.

TABLE 2. Integrated Reading/Writing Task in University Settings

-
1. Taking notes from a text (both at home and in class)
 2. Summarizing text information
 3. Paraphrasing textual resources
 4. Combining information from multiple text sources in a synthesis task
 5. Comparing multiple points of view from written texts and producing a critical synthesis
 6. Answering essay exam questions in writing (both at home and in class)
 7. Writing an extended research paper or literature review
 8. Responding to assigned texts (summary and then critique)
-

2.1 Research gaps

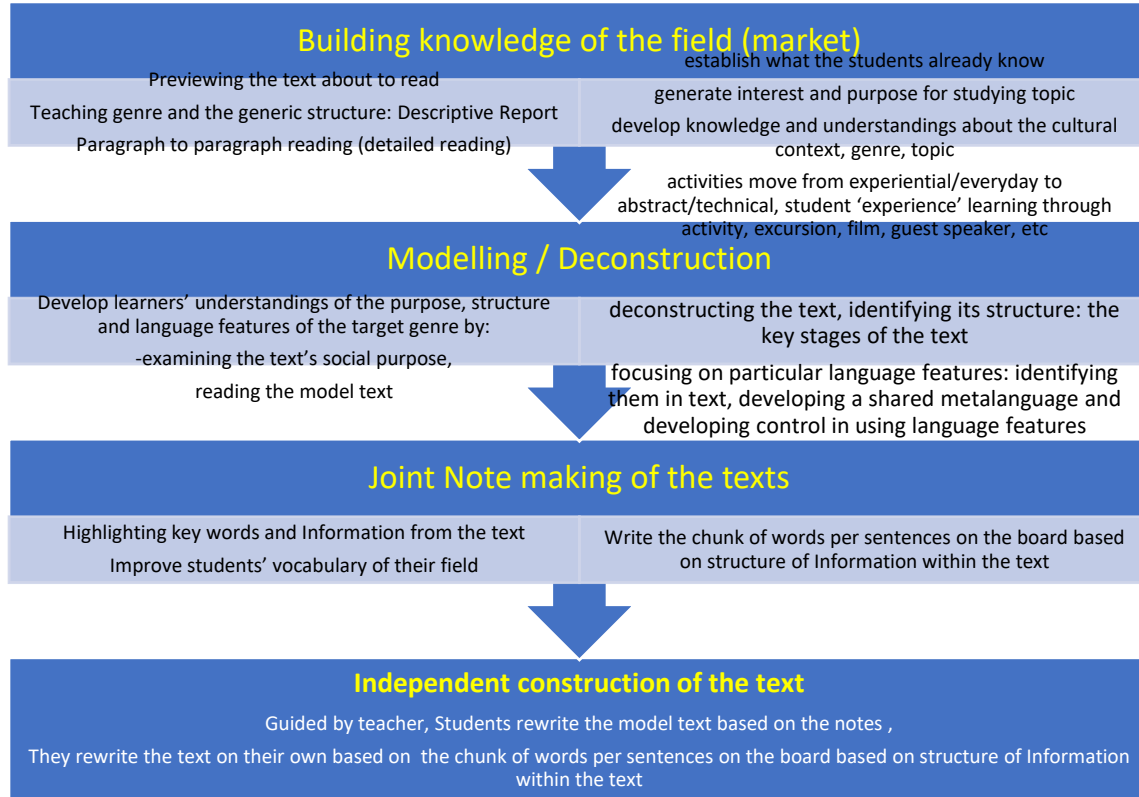
In order to fulfil any gap within the given research area, it is highly crucial to identify what problems have occurred surrounding the topic. Given the importance of connecting reading and writing in one integrated L2 course, surprisingly reading and writing are taught in isolation.

Looking into the literature, reading/writing integration is an area that is relatively underexplored (Grabe & Zhang, 2013). Moreover, there has been little research attention paid to exploring the nature of reading writing relationship for L2 learners (Choi, Moon, Paek, & Kang, 2018).

This further suggests that, although the relationship between reading and writing has shown consistent correlational results, there is still a large portion of each skill that remains unexplained, especially for second language (L2) writers for whom other relevant factors such as L2 proficiency and first language (L1) literacy skills may also play a significant role (Llach, 2010).

3. Research Method

Figure 1. Steps of the genre-based teaching



4. Result and Discussion

The findings of the present study are considered important to be transferred into a real practice of teaching reading text structure. The present study attempts to design how the findings can be applied in any pedagogical aspect. Identifying the patterns of how the English texts are organized is important but it is not the ultimate objective in teaching the text structure. The ability to recognize any text structure is beneficial only if the students internalize the knowledge of the given text structures through their reading or writing and subsequently make use of the knowledge to facilitate their comprehension.

The capacity of the students to put the new knowledge and information that they will find in their reading into the existing ones that they already have from their experiences, such as the background knowledge of the text structure and that of the field topics is claimed by Strong et al (2002) as a key to reading success. Given the starting point of the present study as elaborated in Chapter 1 is to fix the English reading problems of the students, in this section, the genres of the texts and their structures are planned to be taught in order to improve students' reading comprehension. Therefore, the necessary activities during the teaching may consist of into two kinds activities: pre-reading and while-reading activities.

Pre-reading activities

Pre-reading activities may be considered very decisive in facilitating the students to improve their reading skill. Therefore, the teacher needs to have preparations beforehand. One of the preparations is selecting one Economic text which is about to be read by students. Teacher can select the text from any available textbooks or write up his own text adjusted to his students' English Language level. In this part, an economic text about *Shift in Demand Curve* (EC4S6) is selected because it has a simple structure that can be used in teaching the Factorial Explanation genre. The structure of the genre that will be taught is based on the findings presented in Table 4.5 where it consists of *Phenomenon Identification* ^ *Factor 1* ^ *Factor 2* ^ *Factor 3* ^ *Factor n*.

Next, the teacher teaches background knowledge to the students which has two parts. The first part is the knowledge of topic of the text which will be read during the class. It is related to the subject matters of the text. The teacher gives the students a step-by-step summary of what happens within the text. A visual presentation would be easier for them to understand. Therefore, the teacher may need to draw a picture or illustrate what is actually happening within the text.

While the visual overview of the text or the genre is being given, simultaneously the second part of the background knowledge is also taught which is the knowledge about the genre and its generic structure. They consist of the stages which construct the given text. A lot of researchers have proved that the students' awareness of the text structure is effective to facilitate their reading ability (Meyer, 1975; McGee, 1982; Carrell, 1985, 1992; Richgels et al, 1987; Dickson et al, 1999; Zhang, 2008; Zarrati, Nambiar, and Maasum, 2014). He/she teaches the signaling words for the structure. Stages within the structure of the genre of the given texts can be recognized through particular linguistic features within them.

Teacher may need to encourage students to talk aloud as they engage in the process with the teacher. For example, he asks students to talk about the clues they use to try to identify the structure. In these activities, he/she can also introduce any economic terms and concepts encountered during the reading, such as *demand*, *income*, *substitution*, *complementary*, *law of demand*, etc. This part is considered as one of the most challenging parts not only for the students who are novice in the field but also for the English teachers who basically have no background in Economics or the given fields.

The figures 2, 3 and 4 preview visual materials that the teacher can do in both pre-reading and while-reading activities. The diagram on the left basically is what the teacher would do in the classroom while he/she is teaching the genres and their generic structure. On the other hand, the diagram on the right is what the teacher mainly could express verbally while he/she is teaching the lesson. The questions raised within the diagram basically are to trigger students' critical thinking through interaction, discussion, and brainstorming their minds. Therefore, both of them are connected to each other, and can be referred to back and forth which can be shown through the direction of the arrows.

Figure 2. The first Para Preview

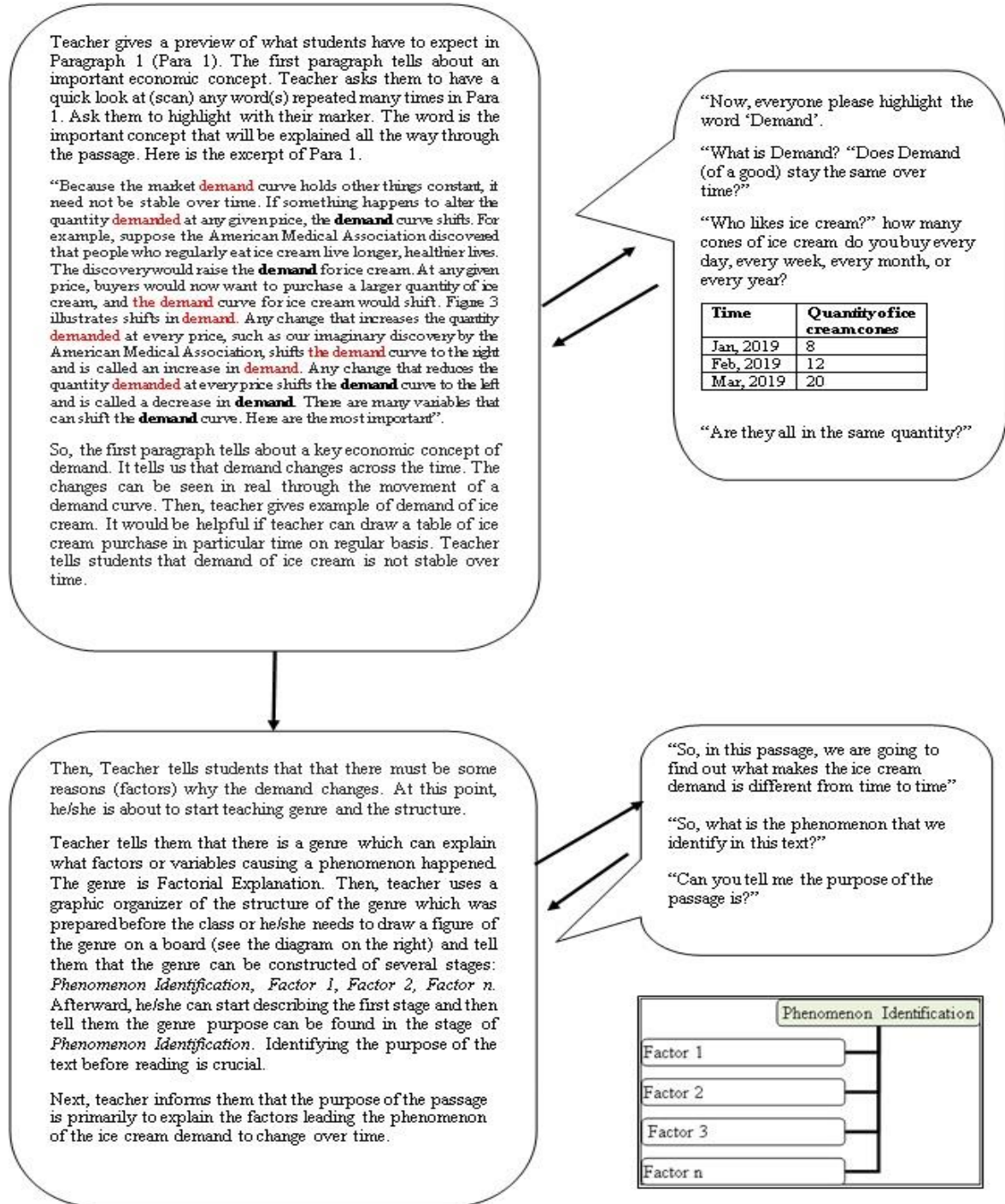


Figure 3. The second Para Preview

While the class is reading aloud Para 2, they are need to recognize a cause-effect relationship between two ideas or sentences. Instructor can brainstorm the students' mind to draw any connection between two events. After one event happened, what could be the effect to the other event?

Here is the excerpt of Para 2.

Income **What would happen to your demand for ice cream if you lost your job** one summer? Most likely, it would fall. **A lower income means that you have less to spend** in total, so you would have to spend less on some—and probably most—goods. If the **demand for a good falls when income falls**, the good is called a normal good.

In the mean time, teacher explains how cause-effect connection can be used grammatically in passage. Teacher can explain that the relationship can be signaled in several ways. One of which is conjunction, such as *because*, *since*, *as*, *consequently*, *as a result*, etc. but more importantly, teacher emphasizes that the identification is in the level of ideas or meaning.

Then, teacher asks students to highlight sentences showing any cause-effect connection. Afterward, teacher writes on the board two connected events and ask the students to think about them.

In the end, teacher picks out one word to conclude that *Factor 1* following the *Phenomenon Identification* is Income.

The effect is clear already which is the change of the ice cream demand. But what about the cause? What is it? What makes the demand as it is?"

- ✓ Salary goes down → demand for ice cream?
- ✓ Income goes up → demand for ice cream?
- ✓ You lost your job → demand for ice cream?

Figure 4. 3rd Para Preview

While students go on reading aloud Para 3, they are to underline the same relationship as in Para 2 yet this time it is in a successive way in terms of any related goods and chained events. Teacher can tell them that in studying Economics, the relationship of the goods can be either substitution and complementary. Here is the excerpt of Para 3.

Prices of Related Goods Suppose that *the price of frozen yogurt falls*. The law of demand says that you will buy more frozen yogurt. At the same time, *you will probably buy less ice cream*. Because ice cream and frozen yogurt are both cold, sweet, creamy desserts, they satisfy similar desires. *When a fall in the price of one good reduces the demand for another good*, the two goods are called substitutes. Substitutes are often pairs of goods that are used in place of each other. Now suppose that *the price of hot fudge falls*. According to the law of demand, *you will buy more hot fudge*. Yet in this case, you will buy more ice cream as well because ice cream and hot fudge are often used together. *When a fall in the price of one good raises the demand for another good*, the two goods are called complements. Complements are often pairs of goods that are used together.

Tell them definition of each of the concepts. And ask them what their examples might be. Then, teacher can ask them to figure out what might happen to the demand of the other good when the price of the good changes. He/she can ask them whether the effect is in the same direction or otherwise.

Simultaneously, they can also learn about synonyms or antonyms of particular adjectives, verbs, etc. For example, *go up, rise, increase, fall, decrease, drop, go down, low vs high, increase vs decrease, etc.*

In the end of this paragraph reading, teacher withdraws the key words, price of related goods, as the key variable of *Factor 2* paragraph.

“What are substitution goods?”
 “What are complementary goods?”

Substitutes	
Ice cream	frozen Yogurts
rice	corn
Pepsi	Coke

Complements	
Bread	Jam
Ice cream	cone
printer	inks

frozen yogurst price falls → ice cream demand?
 Cone price falls → ice cream demand?
 “what would happen to the demand?”. “Is the effect opposite?”

Thus, the lesson of the genre can be instructed to facilitate the students’ reading comprehension by strengthening their background knowledge of the given topics and the subject matters while simultaneously the knowledge of the genres and their configuration inside the passage are informed to them. The figures above present how Paragraphs 1, 2, and 3 can be learned whereas the remaining paragraphs of Factor 4, 5, and so on basically can follow steps explained in Figures 3 and 4.

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IVCST
2020

28th August 2020, Nakhon Ratchasima, THAILAND

SUT International Virtual Conference on Science and Technology

Acceptance and Invitation Letter

25th August 2020

Dear Dr.Ahmad Dalimunte

We are delighted to make an announcement that the following paper (paper ID: IVCST-2020-0212) has been accepted through the peer-review process by SUT International Virtual Conference on Science and Technology (SUT-IVCST 2020) committee.

We would like to invite you and your co-authors to attend The SUT-IVCST 2020 organized by Suranaree University of Technology, which will be held on 28th August 2020 in Nakhon Ratchasima, Thailand and as a virtual event on Zoom web conferencing platform.

Author Names: Dr.Ahmad Dalimunte

Paper Title: Integration of reading and writing in EFL classrooms for economics students in Indonesia: learning from genre-based pedagogy practices in Reading-to-Learn (R2L) approach

Registration of at least one author is required in order to have your paper published in the conference proceedings. There is no conference registration fee to present at this conference either in person or online. The conference registration is no charge even physical event or virtual event attendance. Please visit the conference website for more details at <https://ivcst.sut.ac.th/2020/>.

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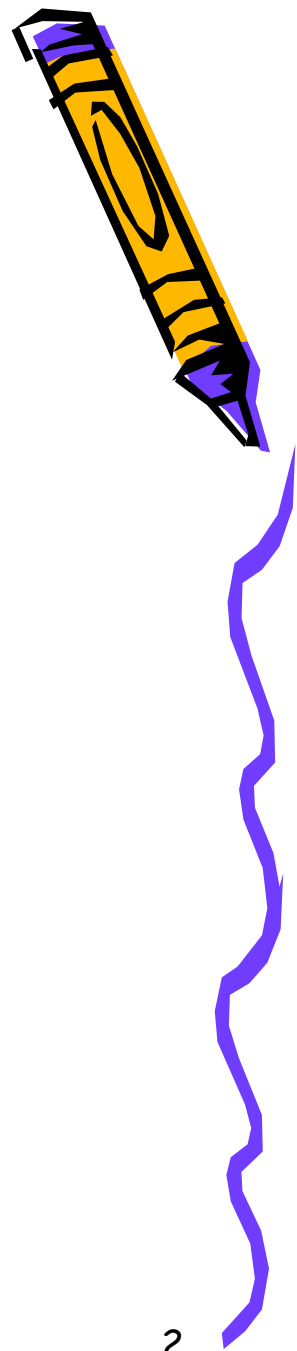
reading-writing integration in EFL classrooms for Indonesian economics students: learning from genre-based pedagogy through R2L approach

Ahmad Amin Dalimunte, Ph.D.

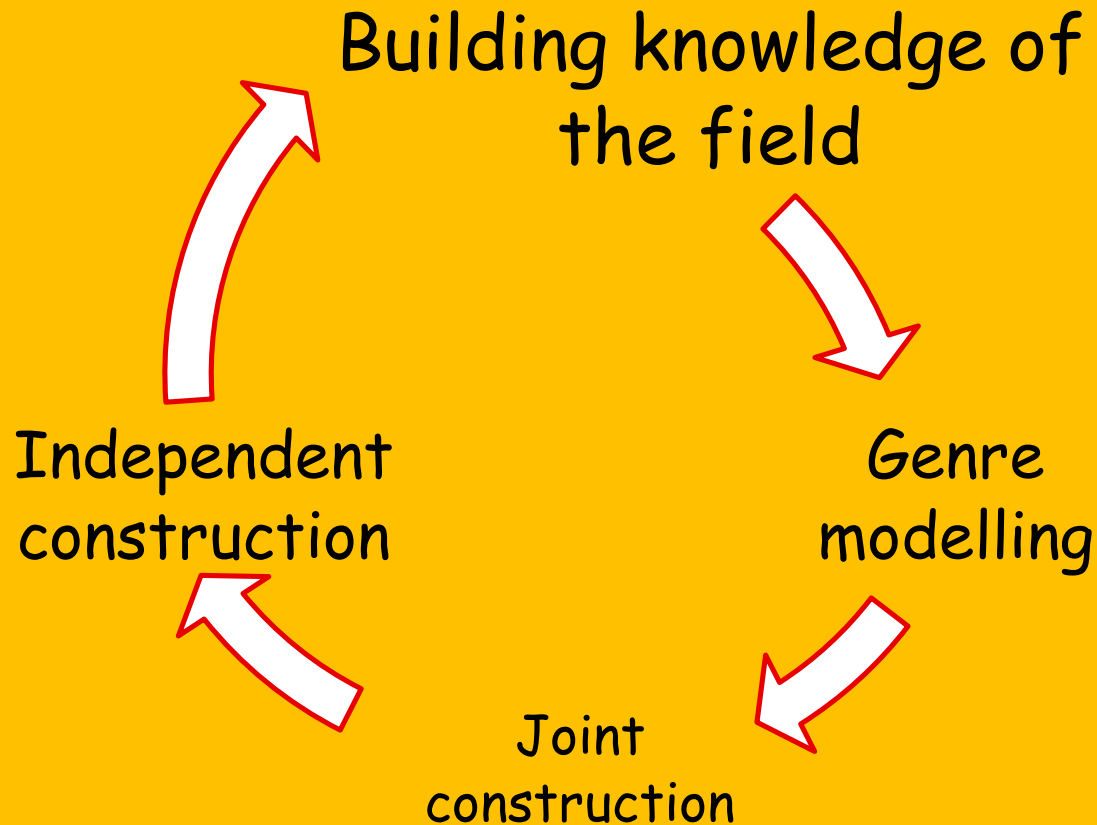
Universitas Islam Negeri Sumatera Utara

Why reading matters

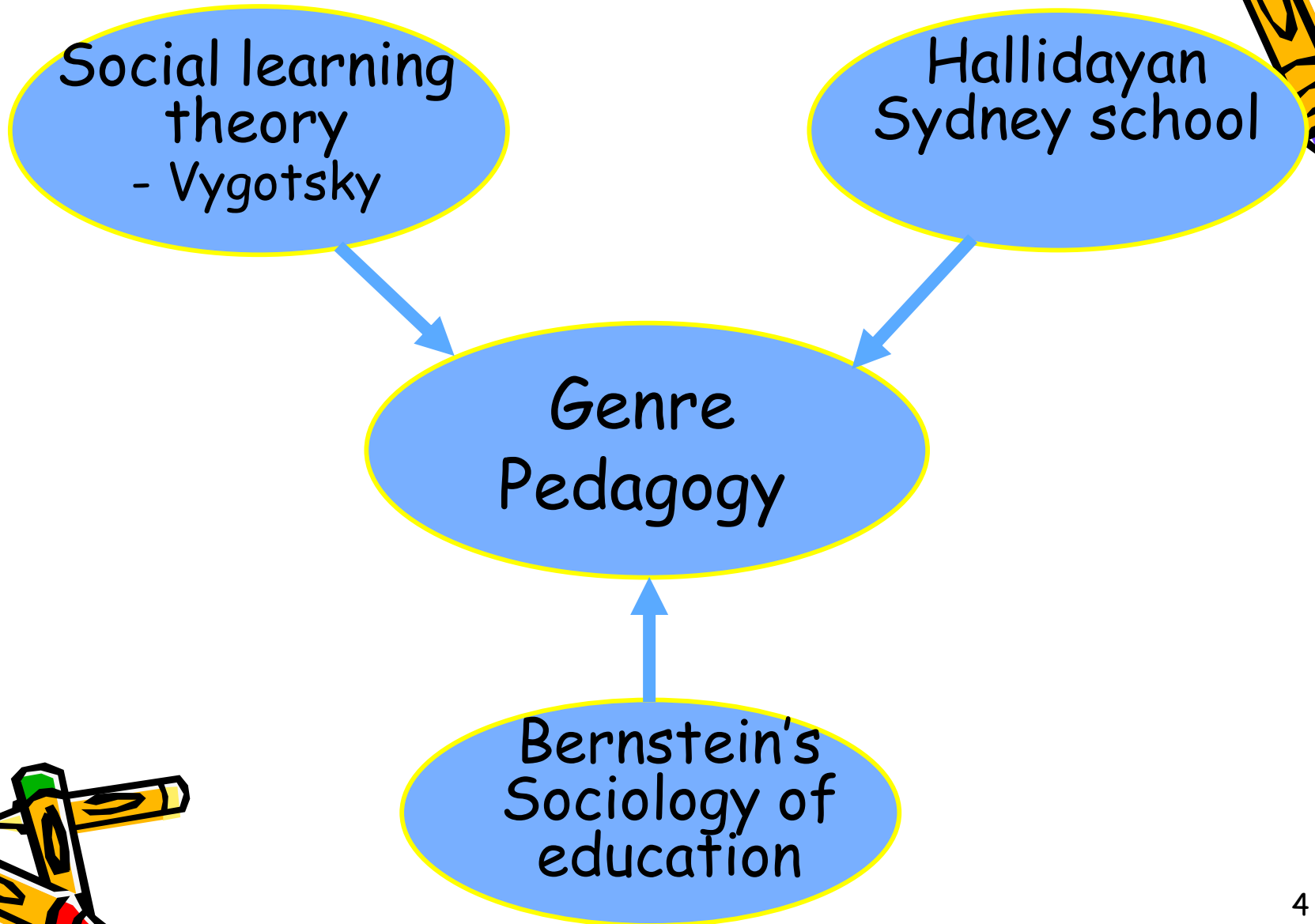
- How are the common teaching and learning practices of reading and writing?
- Reading and writing are taught separately



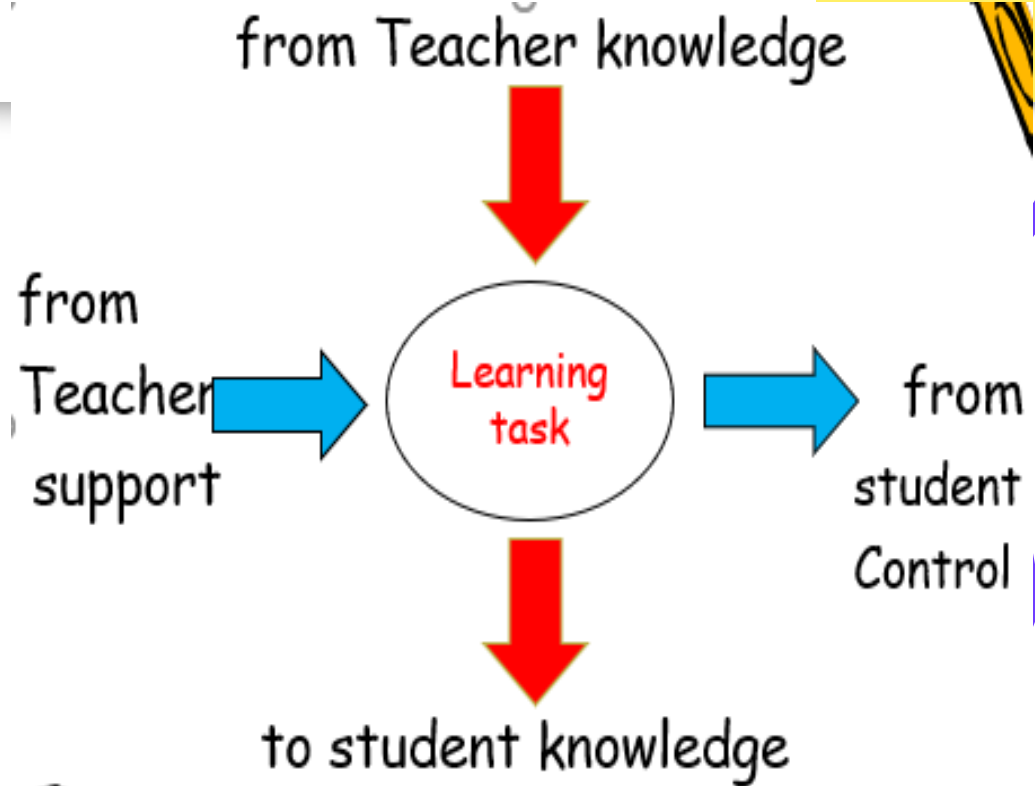
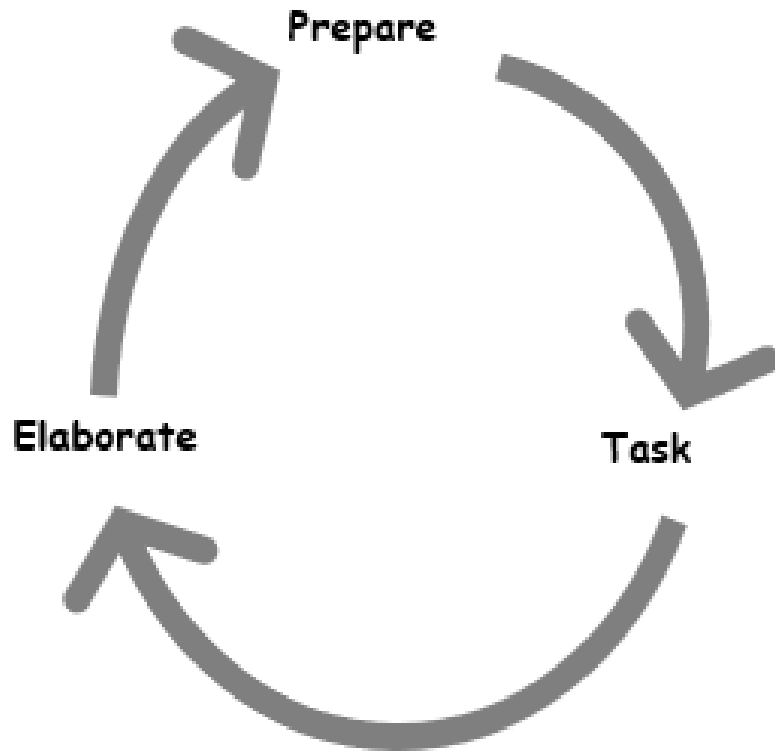
Teaching learning Cycle



Genre-based pedagogy



what is R2L Approach?



Model text

What is a Market?




A market is a group of buyers and sellers of a particular good or service. The buyers are a group determine the demand for the product, and the sellers are a group determine the supply of the product.

Markets take many forms. Sometimes markets are highly organized, such as the markets for many agricultural commodities. In these markets, buyers and sellers meet at a specific time and place, where an auctioneer helps set prices and arrange sales.

More often, markets are less organized. For example, consider the market for ice cream in a particular town. Buyers of ice cream do not meet together at any one time. The sellers of ice cream are in different locations and offer somewhat different products. There is no auctioneer calling out the price of ice cream. Each seller posts a price for an ice-cream cone. Each buyer decides how much ice cream to buy at each store. Nonetheless, these consumers and producers of ice cream are closely connected. The ice-cream buyers are choosing from the various ice-cream sellers to satisfy their hunger. The ice-cream sellers are all trying to appeal to the same ice-cream buyers to make their businesses successful. Even though it is not organized, the group of ice-cream buyers and ice-cream sellers forms a market.



step 1. paragraph by paragraph reading

- preview the knowledge structure of the entire text (formal schema)
 - read along paragraphs
 - Highlight key information, terms and concepts
- 



step 2. guided detailed reading: understand text in depth and detail

- Select key paragraphs and sentences
- Guide students to highlight all information in each sentence
- Discuss the information deeply



Step 3. Joint construction: practice writing academic language by guidance



- Make notes of information highlighted in detailed reading
- Students are guided to write new sentences using the notes
- paraphrasing



Market

Learn English in a Market

Specific time and place;
auctioneer
These markets--buyers--sellers
at--specific time--place.
Auctioneer--helps--set prices--
manage sales.



highly organized market
Sometimes--markets--highly
organized--EX: market--
agricultural--commodities



Market
group--buyers---sellers--
particular good---service.

A colorful illustration showing a market scene with a farmer, a tractor, a barn, a shop, and people shopping. It includes labels for 'FRESH PRODUCE', 'MARKET', and 'BUYERS'.

Form
Markets--take--forms



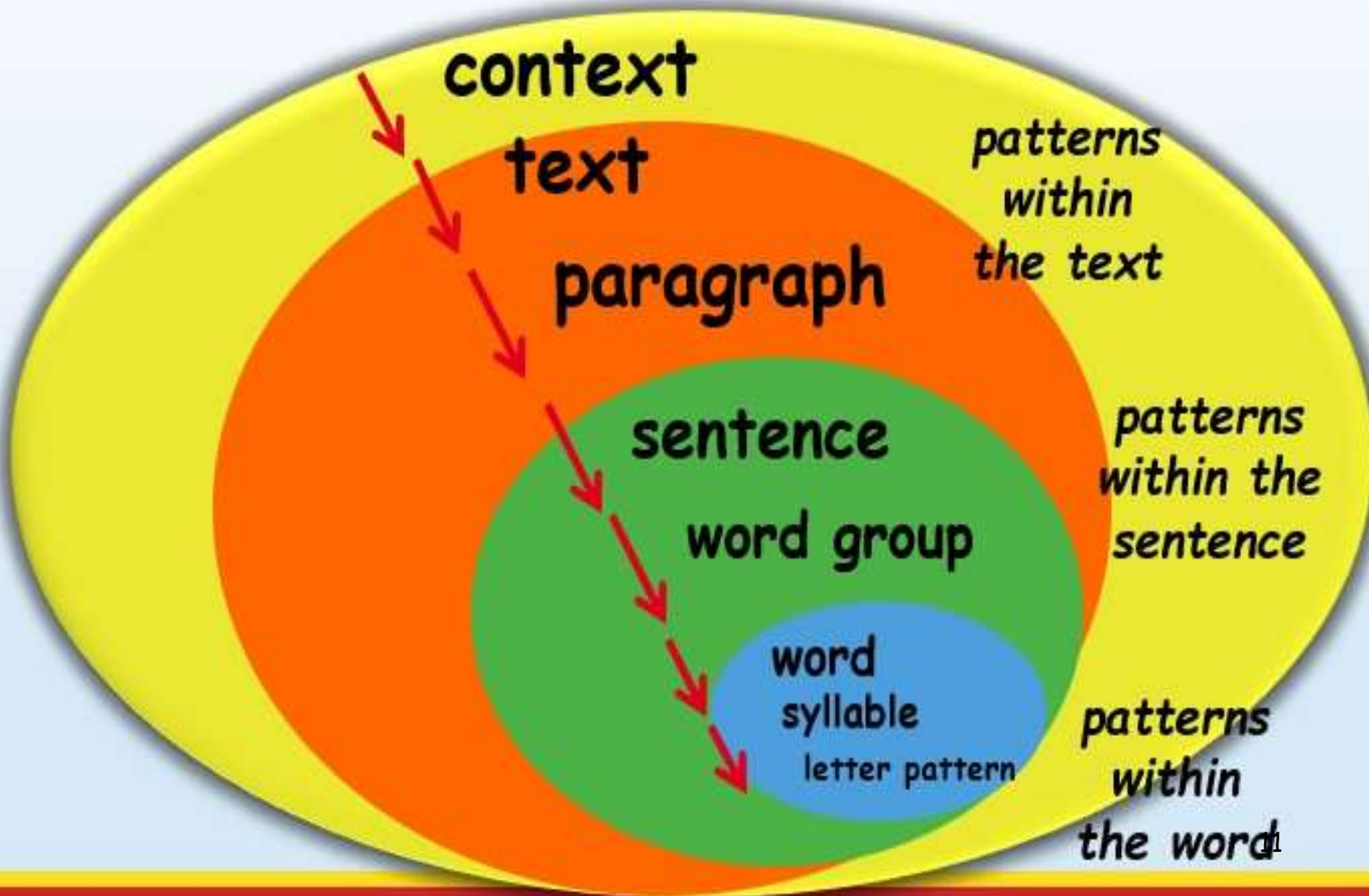
Sellers
group--determine--supply--
product.



buyers
group--determine--demand
product.



Functional model of language in context



context

text

patterns within the text

paragraph

patterns within the sentence

sentence

word group

patterns within the word

word

syllable

letter pattern

Step 3 (cont.)

- Organise the notes made during reading preview and detailed reading steps into necessary headings and will be the structure of a new text about to write
- May use graphic organizers, etc. to visualize its formal schema to help students' awareness of the text structure
- Students are guided to write a new text from the notes



Teaching Genre and Structure of the Text

Descriptive Report

Classification

Description 1

Description 2

Description n

Knowledge structure of 'market' text



classification

Characteristics

mechanism

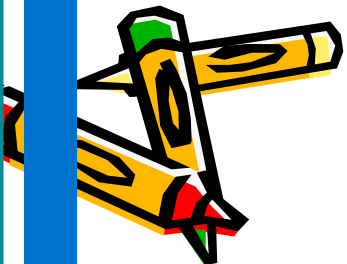
rganized markets

are highly organized, such as the markets for mar



4. Independent construction

- Each student repeat the same activities in step no.3 independently
- The task may be related similar, another aspect of the topic or another topic.
- Each student collect various information from different sources about the similar subject of study
- Write a new text from the multiple sources



Further reading

- Hirvela, A. (2004). Connecting reading and writing in second language writing instruction. Ann Arbor, MI: University of Michigan Press.
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THANK YOU