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An attempt to empower nursing students**Prachamon Aksornjarung and Rungkaew Phumpho**
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Thai EFL (English as a Foreign Language) learners have notoriously known as being inferior to their ASEAN counterparts considering the English language proficiency. Based on the researcher's observation, nursing students at a private university in a province in the central Thailand could simply be included in the marginal proficiency group. Adhered to the reading-writing connection framework, the study aimed to find out whether supplementing the writing course with reading activities would improve the learners' writing ability and lexical repertoire. Sixty 3rd year nursing students were purposely selected from the population of 138 nursing enrolling in the English Writing course taught by the researchers. They were assigned to the experiment and control groups, 30 each. The experiment subjects were assigned to read seven reading passages with following-up activities. A pre-and post-test was administered to both groups. It was found that statistically, at $\alpha = 0.05$, the experiment group performed significantly better in lexicon and sentence complexity, 0.003*, and 0.191, respectively. In summary, the present study to certain extent added evidence to the reading and writing relationship theory.

Biography

Prachamon Aksornjarung has worked as an Assistant Professor of English at Prince of Songkla University.

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