

汇聚·碰撞·变革：教育创新提升中国力量

聚焦微技能培养的英语读写整合教学

Teaching EFL Micro-Writing Skills with Reading

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Nov. 21, 2019 @ 珠海



In this session

- 1 Writing: As a means or an end?**
- 2 The development of writing skills**
- 3 A balance between input and output:
Focusing on micro-writing skills**



1 Writing: As a means or an end?

Principles of effective material development: micro-skills in writing training

- Exposing learners to **authentic** use of language
- Helping learners to exercise attention to **features of authentic input**
- Providing the learners with **opportunities to use** L2 to achieve communicative purposes
- Providing learners with opportunities for **outcome feedback**
- Achieving impact to **arouse and sustain** the learners' attention and curiosity
- Stimulating intellectual, aesthetic, and emotional **involvement**

Tomlinson (2011:18)

Tomlinson, B. (2011). Introduction: Principles and procedures of materials development [A]. In B. Tomlinson (Ed.), *Materials development in language teaching (2nd ed.)* [C]. Cambridge: CUP.

Writing as a means or an end (Ur, 1996: 162)

- As a means: for engaging with aspects of language other than writing itself
- As an end: the writing itself—At the 'micro' level: written forms at the level of word or sentence; At the 'macro' level the emphasis is on the content and organization: tasks invite learners to express themselves using their own words, state a purpose for writing, and often specify an audience.
- As both means and end: combines purposeful and original writing with the learning or practice of some other skills or content. For example a written response to the reading of a controversial newspaper article (combines writing with reading); the writing of anecdotes to illustrate the meaning of idioms (combines writing with vocabulary practice).

Focusing on language

Starting with language with limited emphasis on content

Writing for a purpose by creating content using certain skills

Writing for content and/or form (Ur, 1996: 163)

- The purpose of writing, in principle, is the **expressions** of ideas, the conveying of a **message** to the reader; so the **ideas** themselves should arguably be seen as the most important aspect of writing.
- On the other hand, the writer needs also to pay attention to **aspects**: neat handwriting, correct spelling and punctuation, grammar and careful selection of vocabulary. **standards of language** are normally more careful constructions, more precise, more correctness of expression in general.
- Also, the slow process of writing in itself enables the writer to consider aspects during the process of production. The demand in the course of the real time flow of speech is different.
- One of our aims in teaching writing is to maintain a **'fair' balance** between content and form when defining all requirements in assessing. What this 'fair' balance is depends of course to some extent on your teaching situation and opinion.

Focus on the developmental nature of reading and writing skills; Micro-skills matter. Balance, balance, balance!

学伴用随 LTUT

Alignment,
especially in
terms of
language
development

前文促进“**学相伴**”，既为理解和学习前文词语提供了恰当的语境，也为**接下去的语言正确运用**做了铺垫，可谓“**用相随**”。（王初明，2017: 550）

就语言使用和学习而言，独自创作是自己知识的运用，属于自我协同；“续”是与他人协同，向他人学用语言，通过互动去实现。**协同是过程，拉平是结果，协同所产生的效应即拉平效应，也就是学习效应**。（王初明，2017: 550）

根据互动协同模式的观点，**情境模式的协同会引发语言层面的协同**。（王敏、王初明，2014: 503）

王敏、王初明. 2014. 读后续写的协同效应 [J]. 现代外语. 37/4: 501-512.

王初明. 2017. 从“以写促学”到“以续促学” [J]. 外语教学与研究. 49/4: 547-556.

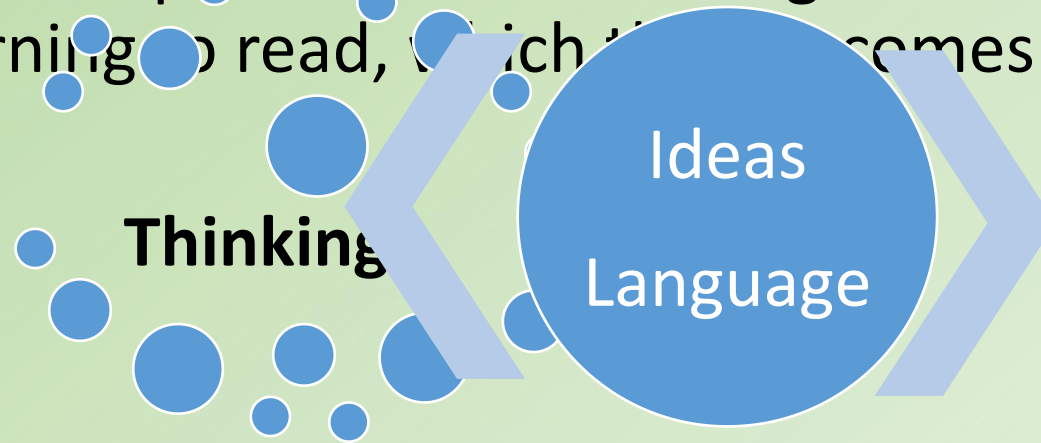


2 The development of writing skills



The development of writing skills, and thinking ...

- The writing ability is rooted in reading
- Thinking development is rooted in common sense
- But the development of both writing and thinking needs training while learning to read, which then becomes reading to learn.



The development of writing skills

Linguistically

- Lexical
- Syntactical
- Organizational



Thematically

- Purpose and orientation
- Content/Ideas
- Theme

Richer expressions

- Rhetorics
- Pragmatical issues
- Vigour and rigour
- ...





3 A balance between input and output:
Focusing on micro-writing skills

A balance between input and output

- Reading informs writing
- Reading triggers thinking

The coupling of comprehension with production in L2 learning

- ... is significant for L2 development in that the repetition of a linguistic form new to the learner is meaning-driven and occurs in the real-life communicative context, enhancing the likelihood of future use of the form (McDonough 2006; McDonough and Mackey 2006). (Wang & Wang, 2014: 4)
- Alignment mediates between comprehension and production and occurs at different levels of representation including situation models and various levels of linguistic representation (e.g. from phonology to syntax) as L2 learners strive for comprehension of input and use what has been comprehended for production. (Wang & Wang, 2014: 5)

So: Information/Ideas? Language? Thinking?

- Understanding a text is understanding the ideas in a particular language: It is a thinking process.
- Writing is expressing ideas in a particular language: It is also a thinking process.
- Language is always there. If you use it, it conveys ideas ... and ideas are actually what you think.

In terms of skills development: Preferably one thing at a time!

Challenges with writing instruction 'updated'

应用文写作/Practical writing

读后续写/Continuation writing

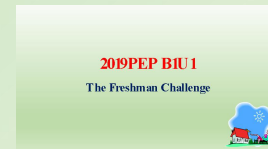
概要写作/Summary writing

聚焦写作微技能/Focusing on micro-writing skills

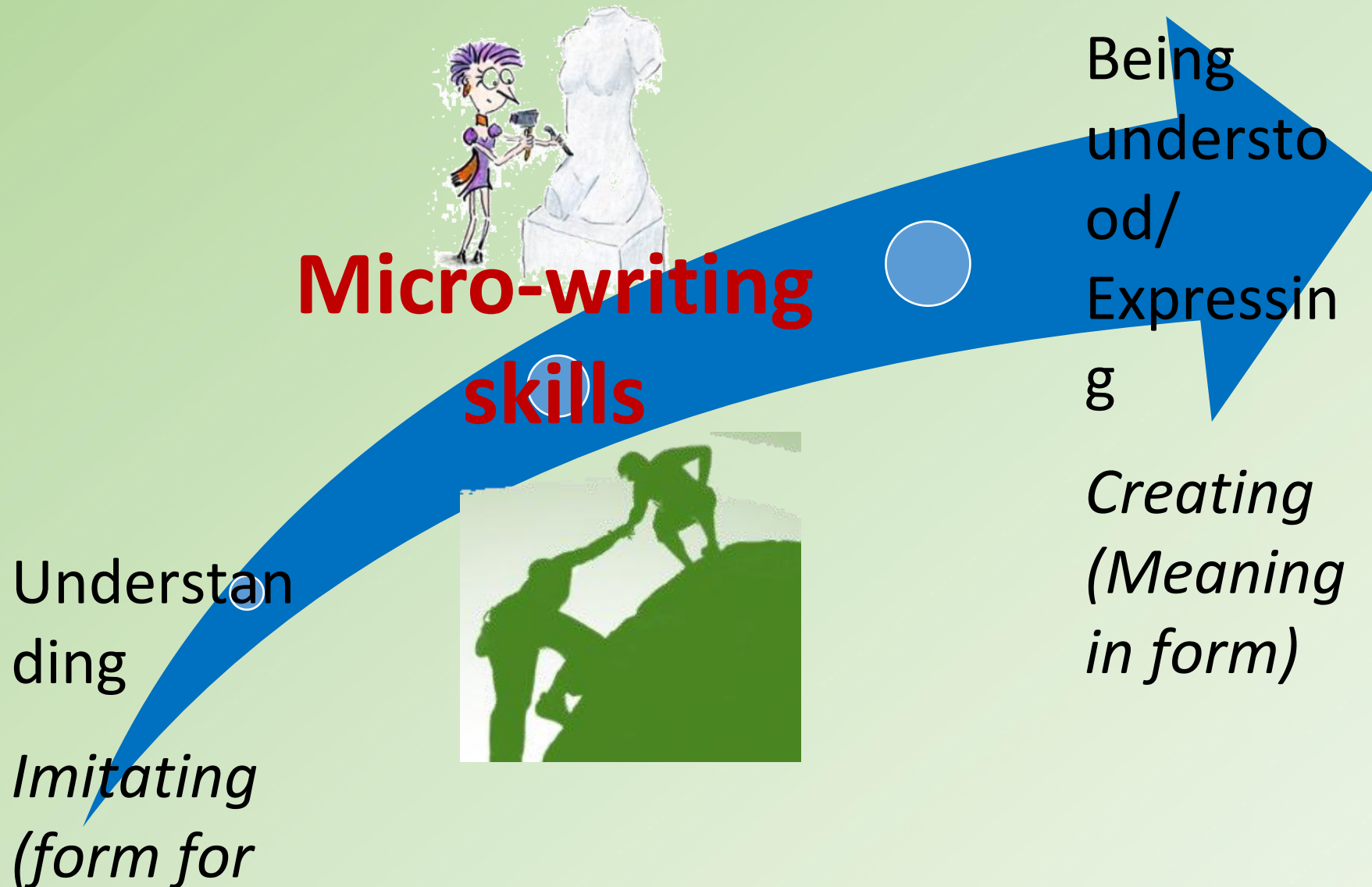
- The type of writing we get our students to do can depend upon **what and how** they read

Small things make a big difference.

- One thing at a time.
- Accumulation works.
- Step by step.
- Micro-writing for micro-skills' sake.
- The impact of reading instruction on writing.



Variables to do with writing with reading

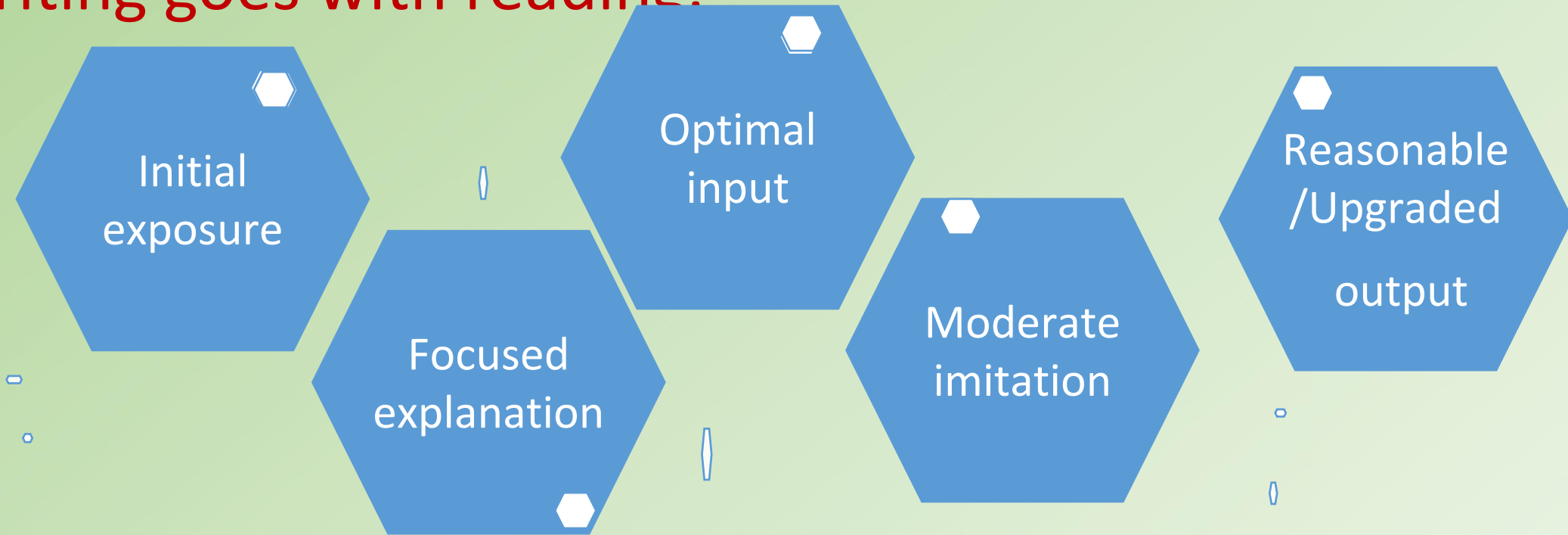


And after all ...

- Nothing comes overnight.
- One thing at a time ... especially with EFL writing, even if for the sake of the Exam!

So to highlight ...

Writing goes with reading.



Rewarding experience!



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