An Action Research on the Chunk Teaching in a Middle School English Writing Class

Li Kexia (ID)
Yangtze University, Jingzhou, 434023, China.

ABSTRACT

The present study aimed at investigating the effects of learning lexical chunks on the writing performance of EFL Chinese learners of Grade three students in Middle school and at the same time taking into consideration the examining participants' use of lexical chunks and their knowledge of them. After two rounds of action research, through questionnaire, test, interview and classroom observation data analysis, the author found that: 1. The average writing score of students increased by 1.67 points, with an obvious improvement effect. Second, students' writing confidence, chunk writing awareness and writing methods have also been greatly improved. 3. The number of language chunks written by students increased on the second test but decreased on the third test. According to the author's interview on students' familiarity with writing topics, students think that familiar writing topics make them more able to express their ideas.

Keywords: chunk teaching; action research; English writing

English writing plays an important role in English learning. According to the compulsory education curriculum standards issued by the Ministry of Education in 2022, students should collect and prepare materials, independently draft, revise and complete the text based on the writing requirements; Centering on relevant topics, describe and introduce people and things around you in written discourse in the language you have learned, and express your feelings, attitudes and opinions. And the use of common conjunctions to represent the order and logical relationship, connecting information, so that the meaning is coherent; Be able to make appropriate self-correction, use proper words, communicate and communicate properly and effectively. However,   From the students' composition, the current situation is not optimistic, many students simply can not meet the requirements, and more teachers began to pay attention to the teaching of writing. At present, junior high school students writing ability is relatively deficient, which needs to be improved. Through students' mock test results, it is found that the average score of students is only about 7 points, but the passing line of the composition is 9 points. It can be seen that the average writing level of students is difficult to reach the passing line. The following problems generally exist in students' writing: First, influenced by the transfer of mother tongue, students completely use Chinese thinking to write essays; Secondly, there are a lot of grammatical mistakes in students' compositions, such as the misuse of verbs and nouns, the wrong collocation of prepositions, and the confusion of sentence structure. Third, students use simple words and repeat more words; Fourth, the composition structure is chaotic without a chapter, there is no certain logic. In order to improve the situation of writing, the author tries to solve the problems of students' current composition through various literature searches. Through reviewing a large number of literature, it is found that block learning is of great help to the improvement of students' writing ability. The author hopes to study and improve teaching methods by using the theory of chunks, so as to improve students' writing levels.

I. Definition of Related Concept

Peters defined chunks as a "formulaic framework"(Peter, 1983); (PawleyA & Syder F) are more inclined to define chunks as "sentence stems", emphasizing that chunks are the source of relexification and advocating that chunks should be taken as the foundation of language learning(Pawley A & Syder F, 1983). Nattinger and Decarrico further explored the theory of chunks and pointed out that lexical

chunks are ideal units in language teaching (Nattinger and Decarrico, 1992). It is pointed out that this linguistic phenomenon is integral and provides a theoretical basis for the practice of chunks. Wray defined "chunks" as a series of prefabricated continuous or discontinuous sequences composed of more than one word or other language units (Wray, 2002). In addition, Wood D. collected many linguists' views on chunks in Perspectives on Formulaic Language-Acquisition and Communication and focused on exploring the influence of chunk acquisition on language output. His expression pays more attention to the features of block formulaic and idiomatic functions (Wood D.2010). Lewis, an "innovator" in foreign language teaching, published The Lexical Approach, which confirmed the value of lexical theory in language learning and provided a theoretical basis for lexical teaching. And a chunk is defined as a lexical chunk (Lewis, 1993). From the above scholars' definition of chunks, although there is no fixed definition, they all define chunks as a whole language unit and affirm the important role of chunks in language acquisition.

The definition of chunks refers to the terms proposed by foreign researchers, translates them from English to corresponding Chinese expressions, and puts forward its own interpretation. Domestic scholars have made different definitions of it according to different research purposes. Luo Fengwen pointed out that chunks are multi-word combinations, which are stable in structure and semantics because they are frequently used and prefabricated(Luo, 2002).   Diao Linlin defined speech chunk as a linguistic phenomenon, which can be continuous or not continuous. It is composed of multiple words co-occurring at high frequency, with a relatively complete structure and a certain degree of ideographic function (Diao, 2004). From the perspective of foreign language teaching, Zhou Zhengzhong simplified chunks as "the linguistic units or structures of natural discourse that have the advantages of relative stability in structure, integrity in form and reducibility in semantics and integration of grammar, semantics and context" (Zhou, 2014). Wei Naixing argues that "chunks" are linguistic structures with features such as morphology, syntax and textual function (Wei, 2004).

According to the connotation given by the above scholars, the chunk is a relatively abstract linguistic concept with complex connotations. At the macro level, it provides learners with cognitive direction and becomes an important breakthrough in language learning, especially in the cultivation of students' comprehensive language application ability. At the medium level, it is an important way of language learning and provides a starting point for the development of the language teaching model. At the micro level, it provides important guidance for the design of language teaching, so as to improve teaching efficiency and effect. In terms of status, chunks are at the center of language learning and embody the idea of language teaching. Functionally, chunks are helpful to the design of courses in line with learners' cognition and to the cultivation of learners' comprehensive language application ability. In nature, the language chunk has relative stability, integrity and contract quality. In scope, chunks apply to a wide range of language learning.

Different scholars classify chunks differently. At present, Nattinger & Decarrico and Lewis are the categories accepted by most researchers.

Nattinger and Decarrico From formal structure. Chunks are divided into four categories: 1) aggregate words, whose functions are like single words, including normative and non-normative categories, such as "you know", and" so far so good"; 2) Idiomatic expressions refer to those phrases that are fixed in form and cannot be split when used. Most of them are normative proverbs, maxims, epigrams and social formulate, such as "Nice to meet you" and "long time no see"; 3) Phrasal restrictives are phrases of medium length, in which -- part of them can be replaced by words or phrases of the same type, such as "the-er, the-er", "see you_(then, tomorrow, soon)"; 4) Sentence constructors

are phrases that provide a framework for a sentence, with strong variabilities, such as: "not only... but also...; It' is time to... ". But I think the scope of this classification is vaguer (Nattinger and Decarrico, 1992).

Lewis divided chunks more clearly in terms of structure and function. Lewis also divides chunks into four categories:1) Compound words and aggregate words, which refer to fixed phrases usually composed of 2-3 words, unchangeable and indivisible, similar to micro idioms, such as: by the way, up to now, etc. 2) High-frequency collocations refer to word combinations with a high co-occurrence rate in natural language, mainly "verb + noun, adjective + noun", such as catch a cold, have fun, enjoy yourself; 3) idiomatic words, refer to the form of fixed or semi-fixed but has fixed the pragmatic function of the word string, such as have something/nothing/little/much to do with... it's time to...; 4) Sentence frame and quotation refer to connective words used in the discourse, such as firstly, secondly, on the one hand, on the other hand, and so on. (Lewis, 1997). This study classified chunks into three categories based on previous studies and the English level of Grade Three students, that is word level, sentence level and textual level.

II. Research and Design

1. Research Questions

From the discussion in Chapter Two about chunk teaching, it is obvious to know that these theories can provide the needed guidance in English writing teaching and learning. Facing the present situation in the investigated class that the average English writing score is lower than the passing score. To improve this situation, in this study we can find it possible to realize the chunk teaching in improving the current situation of English writing, thus the author designs action research about chunk teaching in English writing class for Grade 3 students in Middle school and proposes two questions of this study:

1. How do organize chunk teaching in English writing class for Grade 3 students in Middle school?

2. Is chunk teaching effective for Grade Three students' English writing in Middle School?

2. Research Objects

The subjects in the research are students in Class 13 of Grade Three at Jingzhou Experimental Middle School. There are 52 students in the class, among whom 23 are girls and 29 are boys. From all kinds of factors influencing learning, these girls and boys are almost no different. The highest score in the first monthly examination is 116, and the lowest score is 13(full score is 120). There are more middle students.

III. Research Methods

1. Teaching Materials

As the research time is in the second semester of Grade three, the English class mainly focuses on the evaluation of test papers, and the author's writing teaching materials are the writing parts of the test papers after each high school mock exam.

2. Questionnaire

In the study, we have done 2 Questionnaires: The questionnaire (see Appendix I) was to understand the current situation of students' writing learning before the design of the action research here. And at the end of the second round of action research, this questionnaire survey was given to students again. The questionnaire design is based on the design concept of second-language writing metacognitive questionnaire proposed by Wu Hongyun and Liu Runqing (Wu Hongyun and Liu Runqing, 2004). Through a questionnaire survey of students, including writing metacognition, metacognitive assessment and metacognitive experience, students' attitudes towards writing and their writing learning habits laid a foundation for the following research. Items 1 and 2 are related to the student's self-perception of English writing level and items 3 to 5 are about students' writing effort strategies. Items 6 and 7 are discussing their difficulties with English writing. Items 8 to 12 are related to English writing experiences.

3. Interviews

In this study, we have done three interviews (see Appendix II). The first interview with 4 questions is to make a clear situation of students' English writing learning and understanding of chunks. The second interview with 5 questions to know the students' attitude toward chunk teaching, thus the author can design the next writing class based on it. The third interview with one question about the topic familiarity of the three tests.

4. Tests

As a matter of fact, in the action research, we have 3 tests (see Appendix III). The three tests are the writing part of the school English Intermediate Examination mock paper.

5. Classroom Observations

There are three-time classroom observations (see Appendix IV) done in the whole research teaching activities to identify the problems in order to prove the change in the student's interest in and attitude to chunk teaching in English writing class and testify whether the new mode in writing class can maintain students interest in and attitude to English class so that they have confidence in English writing learning.

IV. Results and Analysis

1. Test

Writing scores of the mock English test in May 2022 is selected as the pre-test data of action research. In June 2022, the mock English test was used as the post-test data of action research.

Table1 The T-test of Students' Writing Scores Before and After the Action Research

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	7.35	52	4.12	0.57
	Post-test	9.02	52	4.42	0.61

Paired Samples Correlations

		N	Correlation	p
Pair 1	Pre-test & Post-test	52	0.98	0.000

Paired Samples Test

	Paired Differences					t	df	p
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Post-test	-1.67	0.98	0.14	-1.95	-1.40	-12.253	51	0.000

The author summarizes the changes in students' writing scores and existing problems in writing before and after the test and draws the relevant analysis conclusion. In terms of students' English writing scores, it can be seen from Table 5.1 that the average score of students' writing in the first monthly exam is 7.35. The average score of students' writing in the final exam is 9.02, which is 1.67 points higher than that in the pre-test. The author conducts an independent sample t-test on the writing scores before and after the action research(as shown in table 5.2), in which t=-12.253, sig(paired test)P=0.000 < 0.0001, showing that there is an outstanding difference in the writing scores between the two test. With action research, students' writing scores have been improved.

Table 2 The Average Score, Median Score, Minimum and Maximum Score of the Tests

Report

	Pre-test	Post-test
Mean	7.35	9.02
N	52	52
Std. Deviation	4.12	4.42
Median	9	10
Minimum	0	0
Maximum	15	15

Table.3 Interval Distribution of Students' Scores

	Excellent(13-15)	Good(10-12)	Not bad(4-9)	Try harder(0-3)
Pre-test	4	18	18	12
Post-test	13	15	17	7

In terms of the specific distribution of scores, it can be seen from the table above that there are 12 compositions of students whose pre-test writing is 0-3, accounting for 0.07%. 18 compositions are in 4-9 score segments. 18 compositions are in 10-12 score segments. 4 compositions are in 13-15 score segments.

In the post-test scores of the final examination, there are 7 students whose scores are 0-3. There are 17 students in the 4-9 score segments, accounting for 33%. There are 15 students in the 10-12 score segments. There are 13 students in the 13-15 score segments. (The total score of students' examination composition is 15).

As can be seen from the figure below, most of the writing in the pre-test and post-test are concentrated in 4-9 score segments, accounting for 35% and 33% respectively. The number of 13-15 score segments in post-test writing shows an upward trend, and the proportion increased from 8% to 25%. The number of low-segment writing reduce significantly, and the proportion of writing in 0-3 points decreased from 23% to 13%.
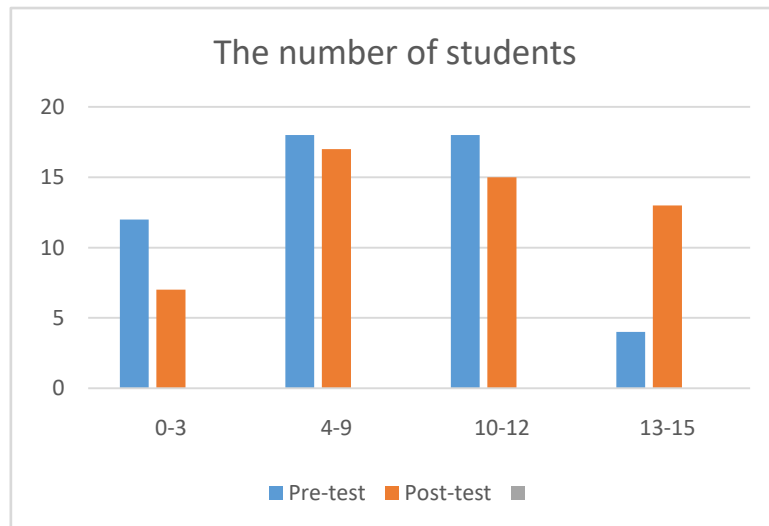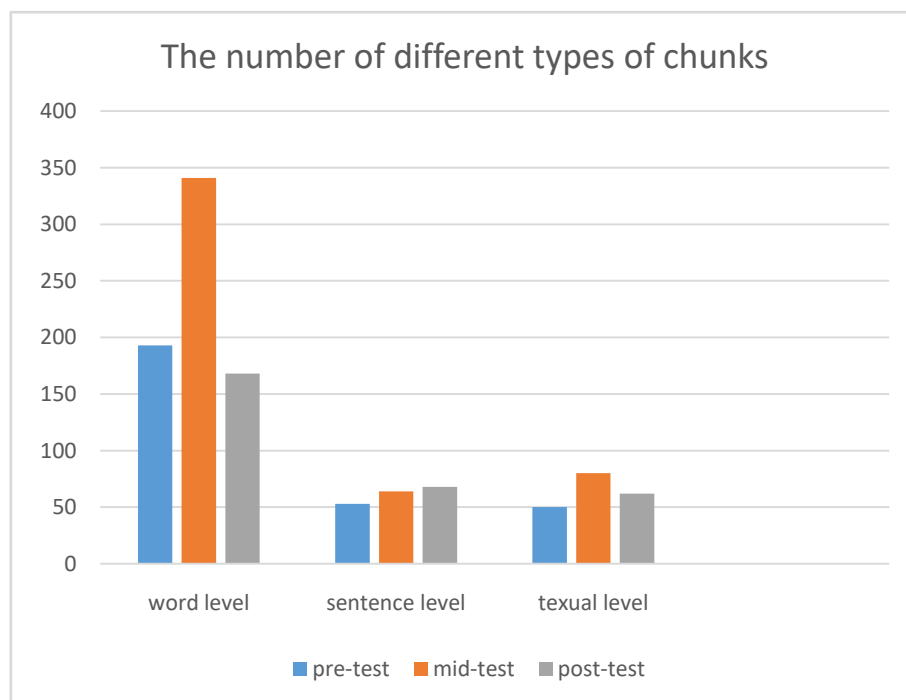

Figure 1 Overall Score Change Trend Chart

Figure 2 The Number of Chunks in students' three tests

From the number of chunks in the composition, the total number of chunks goes from 296 to 485 to 298.

The number of word-level chunks goes from 193 to 341 to 168. The number of sentence-level chunks goes from 53 to 64 to 68. The number of textual level chunks goes from 50 to 80 to 62. It can be seen that the number of students' chunks decreased by 173 in the post-test, although it increased by 148 in the mid-test. The author considers that the different writing topics influence the results, so the author interviewed several students about writing topic familiarity.
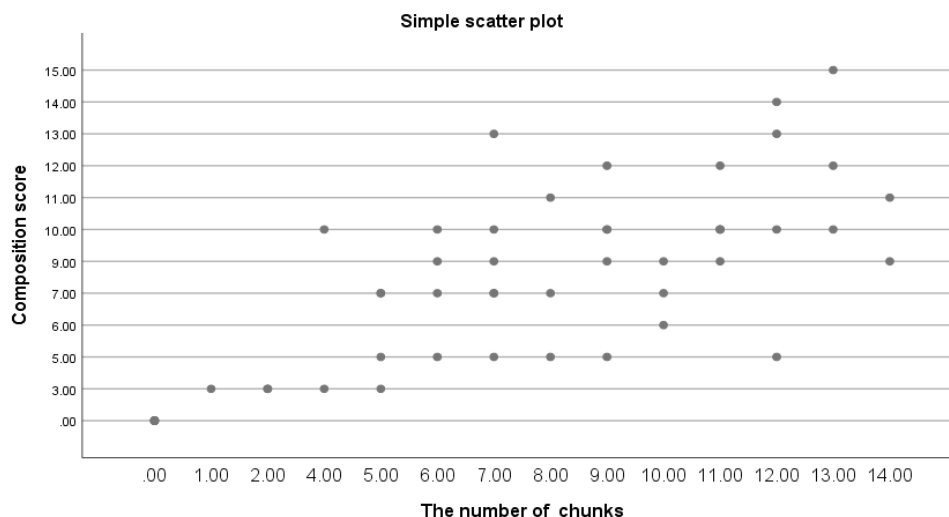
Figure 3 The scatter plot and preliminarily judge the linear trend

It can be seen from the scatter plot that there is a linear trend between the number of language chunks and the score, and further correlation analysis is conducted. The correlation analysis between the number of language chunks and students' scores is as follows:

Table 4 The correlation analysis between the number of language chunks and students' scores

		The composition scores
The number of chunks	Coefficient of association	0.827**
	P	0.0000

*p<0.05 **p<0.01

It can be seen from the above table that the correlation coefficient between the writing score of students and the number of chunks is 0.827, which indicates that there is a significant positive correlation between the scores of students and the number of chunks. To sum up, the more chunks in Grade 9 English composition, the higher the composition score.

2. Questionnaire

After the two rounds of action research, the questionnaire is carried out from four dimensions: self-perception of English writing level, students' writing effort strategies, difficulties with English writing, and English writing experiences. A total of 52 questionnaires are distributed and 52 are

collected. The questionnaire results before and after two rounds of action research are compared to analyze the changes in students after two rounds of teaching action.

A. Students' self-perception of English writing level

As can be seen from the results of the first two questions, students' self-perception of English writing has changed significantly after two rounds of teaching actions.

Table 5 Students' self-perception of English writing level

			Strongly Agree	Agree	Unclear	Disagree	Strongly Disagree
1	I think my English writing is very good	Pre	10%	19%	23%	15%	33%
		Post	25%	29%	20%	13%	13%
2	I think the practice of English writing is very important	Pre	31%	25%	30%	2%	12%
		Post	44%	28%	20%	2%	6%

First of all, 48% of the students in the class consider their English writing poor, but it fell to 26% after action research. At the same time, 54% of students think they are good at English writing, and the number of students who choose "agree" and "strongly agree" has increased by 10% and 15%.

Secondly, in question 2, 14% of the students think the practice of English writing is not important, but after the action research, the students who think the practice of English writing is an important rise from 46% to 72%.

According to the results of questions 1 and 2, the application of chunk teaching increased students' confidence in English writing. After the two rounds of action, the students accept the new learning methods and form a new understanding of English writing.

B. students' writing effort strategies

Table 6 Students' writing effort strategies

			Strongly Agree	Agree	Unclear	Disagree	Strongly Disagree
3	When learning texts or reading after class, I will accumulate language chunks (fixed collocations, phrases and sentence patterns) independently.	Pre	17%	21%	32%	17%	13%
		Post	32%	26%	24%	10%	8%
4	After finishing the writing, I will carefully check and revise it.	Pre	23%	12%	36%	17%	12%
		Post	28%	19%	34%	11%	8%
5	When I encounter difficulties in writing, I will seek help from my classmates and teachers.	Pre	21%	23%	33%	12%	10%
		Post	36%	32%	20%	5%	7%

It can be seen from table 5.5 that after two rounds of action research, students' writing effort strategies changed a lot.

Before action research, 30% of the students do not accumulate chunks. After the action research, just 18% of the students do not accumulate chunks. At the same time, 38% of the students accumulate chunks before the study, which increased to 58% after the study. And before the action research, 35% of the students check and revise their writing. After the action research, the number of students who check and revise their writing rise from 35% to 47%. In question 5, the number of students who seek help from classmates and teachers rises from 44% to 68%.

To sum up, chunk teaching in English writing class makes students pay more attention to accumulating chunks and stimulates them to check and revise their writing and ask others for help. These effects will actively promote the improvement of students' English writing ability in the future.

C. Students' Writing Difficulties

Table 7 Students' writing difficulties

			Strongly Agree	Agree	Unclear	Disagree	Strongly Disagree
6	My biggest difficulty in English writing is grammatical mistakes	Pre	29%	15%	26%	17%	13%
		Post	12%	16%	23%	19%	30%
7	My biggest difficulty in English writing is that I don't know how to express myself in English	Pre	27%	13%	28%	19%	13%
		Post	17%	10%	25%	20%	28%

It can be seen from table 5.6 that after two rounds of action research, students' writing difficulties have changed significantly. It is summarized as follows:

The first is the difficulty of grammatical mistakes. The percentage of students who think grammatical mistakes are their biggest difficulty decreases from 44% to 28%. And the percentage of students who consider their biggest difficulty to be that they don't know how to express themselves in English decreased from 40% to 27%. Thus, the author believes that students' difficulties are reduced by action research in English writing.

D. Students' English writing experiences

Table 8 Students' English writing experiences

			Strongly Agree	Agree	Unclear	Disagree	Strongly Disagree
8	I believe that if I write more, I will make progress	Pre	27%	19%	21%	20%	13%
		Post	38%	33%	16%	7%	6%
9	I like the way the teacher teaches	Pre	33%	23%	30%	4%	10%

	English writing	Post	40%	33%	22%	3%	2%
10	I like writing very much. Writing makes me happy	Pre	19%	10%	33%	23%	15%
		Post	38%	13%	13%	20%	16%
11	I am very interested in English writing	Pre	21%	10%	33%	15%	21%
		Post	30%	28%	13%	14%	15%
12	I'm sure my writing will improve	Pre	40%	17%	29%	2%	12%
		Post	45%	32%	10%	4%	14%

From the above data, it can be seen that chunk teaching in English writing classes enhances students' sense of writing experience.

First of all, 71% of the students believe that if they write more, they will make progress. Compared to the pre-questionnaire, the percentage increased by 25%. And in question 12, 77% of the students are sure their writing will improve, it increases by 20% after the action research. According to the results of questions 8 and 12, the confidence of students in English writing has significantly increased.

Secondly, in question 9, 73% of the students like the way the teacher teaches English writing, but after the action research, the number of students who do not like the way the teacher teaches writing decreased from 14% to 5%. That means students like the way of chunk teaching in English writing class.

Thirdly, 51% of the students like writing and writing makes them happy. It increased by 22% after the action research. And 58% of the students are interested in English writing, compared to the pre-questionnaire, it increased by 27%. In a word, through action research, students are more interested in English writing.

3. Interview

After the questionnaire survey, in order to further understand the teaching effect and the writing topic familiarity after the two rounds of teaching actions, the author conducts an interview survey on three students in the class. The interview results and analysis are summarized as follows:

Students output more chunks of familiar writing topics. On the question, " please behave politely in public, 'double minus', 'Chinese paper cutting', which topic do you think you are most familiar with?" The students' answers are summarized as follows: double minus, It's closer to our lives and we're going through it. It makes us more stressed. " It can be seen that students have more to say about this topic, so they can get more chunks.

Second, for the question, "What has chunk teaching helped you?" S1 says chunk writing reduces his grammatical mistakes and the article is more clear in logic for using the textual level chunks. S2 add, "Chunks rich my sentence structure to improve my writing score and make me feel more confident in English writing." S3 replies "chunks can reduce my Chinglish to make my composition more fluent.

In general, from the results of questionnaires, interviews and tests after two rounds of action research, students' writing confidence, writing habits, strategies and writing performance have been improved compared with those before action research. Therefore, the author can draw a conclusion that teaching mode based on chunks is effective for the improvement of students' English writing ability.

V. Conclusion of the study

Based on chunk theory, through questionnaires, interviews, tests before the action research, and classroom observation, this study finds that students lack effective ways to write. Then it is established to apply chunk teaching in English writing class in 3 Grade in Middle School. By making plans, implementing, observing and reflecting on the two rounds of teaching activities, the author continues to improve the teaching effect. Finally, the conclusions are drawn by the author by analyzing the data from the pre-questionnaire and post-questionnaire, pre-test and post-test, pre-interview and post-interview and the classroom observations. The following two questions that were raised before the action research will be answered.

The first question: "How to organize chunk teaching in English writing class for Grade 3 students in Middle school?" Firstly, the teachers are supposed to introduce the writing grading criteria and make them know that high-score compositions need rich sentence structure and shining words. Secondly, praise the students who use chunks and introduce English chunks about their classification and function. Thirdly, in order to decrease their chunk errors, the teachers should collect their errors and emphasis them. Finally, ask students to practice writing more using English chunks.

The second question: "Is chunk teaching effective for Grade Three students' English writing in Middle School?" In terms of improving language output ability, from the comparison of results before and after the two rounds of action research, Students' writing ability, writing confidence and writing strategies are improved. Thus, chunk teaching is effective for Grade three students' English writing in Middle school.

The writing teaching based on chunk theory plays a good role in enhancing Grade 3 students' English writing ability in Middle School. At the same time, it also provides enlightenment for front-line teachers to continuously improve Grade 3 students' English writing in Middle School practice.

A. This mode of chunk teaching can improve the number of input chunks, and help reduce the negative transfer of students' mother tongue in the composition. One of the functions of chunks is to make the second language learner's English more authentic. Chinese students, lack of language environment, lack exercise opportunities and will be influenced by their mother tongue. By typing in more native chunks, students can make fewer grammatical mistakes and write more fluently and in English sentences of thought. Aborigines speak with little regard for the rules of grammar, they speak directly from themselves the chunks that meet the needs of context are extracted from the accumulated corpus. So, the more chunks students accumulate during the day, the more fluent and authentic the language becomes. In the process of teaching, teachers should also pay more attention to the accumulation and consolidation of language chunks and applications, and try to take a variety of ways to promote students' initiative and enthusiasm.

B. The output of a chunk needs constant reinforcement. Teachers should encourage students to exercise their vocabulary skills. Thus, it lays a solid foundation for students to write high-level compositions.

C. Teachers should guide students to focus on chunks of different topics and avoid writing topics that have nothing to say. It can be entered from the beginning of junior high school to avoid students only knowing the familiar topic chunks.

References

Lewis, M. (1993). *The lexical approach*. Language teaching publications.

Lewis, M., Gough, C., Martínez, R., Powell, M., Marks, J., Woolard, G. C., & Ribisch, K. H. (1997). *Implementing the lexical approach: Putting theory into practice*. Teacher Training Publications.

Nattinger, J., & DeCarrico, J. (1992). *Lexical Phrases and Language Teaching*. Oxford University Press.

Pawley, A., & Syder, F. H. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J. C. Richard & R. W. Schrmidt (Eds.), *Language and communication (pp. 203-239)*. Longman.

Wray, A. (2002). *Formulaic Language and the Lexicon*. Cambridge: CUP.

Diao L. L. (2004). A Survey of Chinese English Majors' Chunk Competence. Journal *of PLA University of Foreign Languages*, (04), 35-38. https://doi.org/10.3969/j.issn.1002-722X.2004.04.009.

Luo, F. W., Liang, X. L., & Lu, X. Y. (2002). Language Output Improved Through Teaching By "Chunks". *Shandong Foreign Language Teaching*, (06), 31-34.https://doi.org/10.3969/j.issn.1002-2643.2002.06.

Wei, N. X. (2004). A Preliminary Study of the Characteristics of Chinese Learners' Spoken English. *Modern Foreign Languages (Quarterly), 27*(02), 140-149.https://doi.org/10.3969/j.issn.1003-6105.2004.02.004.

Zhou, Z. Z. (2014). *A New approach to block teaching: Theory, demonstration and Teaching Extension*. Suzhou University Press.

Appendix I Questionnaire

题号	题目	非常符合	比较符合	一般	不太符合	非常不符合
		5	4	3	2	1
1	我认为我的英语写作成绩非常好					
2	我非常重视英语写作的练习					
3	在学习课文或课外阅读时,我会自主积累语块(固定搭配,短语和句型)					
4	在完成写作后, 我会认真检查, 并修改					
5	我在写作中遇到困难会寻求同学和老师的帮助					
6	我英语写作最大的困难是有语法错误					
7	我英语写作最大的困难是不知如何用英语表达					
8	我相信只要多写, 就会进步					
9	我喜欢老师上英语写作课的方式					
10	我很喜欢写作, 写作让我很开心					
11	我对写作很有兴趣					
12	我相信我的写作会有进步					

Appendix II Students' Interview

Interview 1

1、平时老师是怎么教你们写作的呢？

2、老师会让你们背短语，句型吗？

3、你们会在英语写作中用短语，句型吗？

4、你们知道英语语块是什么吗？

Interview 2

1、咱们练习写作有一段时间了， 知道咱们现在使用的写作法吗？

2、现在会有意识的用语块写作了吗？

3、你们认为这种写作教学法对你们有帮助吗？ 具体在什么方面呢？

4、现在在英语写作方面还有什么困难吗？

Interview3

1、 三次测试英语写作话题"please behave politely in public"，"双减"，"Chinese paper cutting"，

哪个话题你们认为最熟悉？

2、 语块教学给了你们什**么**帮助在写作方面？

Appendix III Tests

Pre-test

目前，市民文明素质发展引起了广泛**关**注，现在请以"Please behave politely in public"为题，根据以下提示和要求写一篇英语短文， 发表你的意见及建议。

内容提示：

1. 不乱丢垃圾

2. 不和别人打架

3. 与人友好相处

4. 不在背后说别人坏话

5. 不践踏草坪

6. 不闯红灯

要求：

1. 需包含全部提示内容， 可适当添加细节， 以使行文连贯：

80-100 词。

Mid-test

实行"双减"政策后， 同学们周末都不能上补习班了。 对于如何过周末， 家长们和孩子们有着各自的想法。 请你根据下面的提示写一篇短文， 并将其发表到你校的英文论坛上。

提示：

1. 家长：做很多作业， 做家务...

2. 孩子：休息， 运动，活动...

3. 你的观点： 参加社会活动...

要求：80 词左右， 可以适当发挥。 文章的**开**头已经给出， 不计入总词数。

Parents and kids have different opinions about how to spend weekends.

Post-test

剪纸是中国传统文化之一。假设你是王东， 你的外国网友 Eric 在网上看到几幅中国剪纸。Eric 对此很感兴趣， 给你发邮件询问有关中国剪纸的信息， 请你根据下表所给提示给他回复邮件。

提示：

Chinese Paper Cuttings	
History	over 1500 years
Features（特征）	Popular all over China；in different patterns and shapes...
Places to put	walls, windows, doors...

要求：

1. 短文须包括所有要点， 可适当发挥；

2. 语句通顺， 语义连贯；

3. 不少于 80 词（邮件格式已给出， 不计入总词数）。

Dear Eric,

　　You want to know about Chinese paper cuttings. Here I'm glad to tell you something about them.

Appendix IV Classroom Observation

课堂上学生的参与率

课堂上学生的提问和回答情况

教师教授写作的情况

Appendix V The scoring standards of writing

作文档次	分数		评分标准
第一档	13-15 分		每句话的逻辑和句式，设计感强，英文思维贯穿全文，字如印刷，令人赏心悦目
第二档	10-12 分		9 分档基础上，语法错误几乎没有。句式丰富，有亮点词或词组，全文通畅，语言地道。
第三档	7-9 分	9 分	文章中 3 个提示词运用到位，文章信息表述全，有少量语法错误，书写规范，有连接词，审题符合要求
		7-8 分	审题有偏差，句式过于单一
	4-6 分	5-6 分	基本写出大部分信息，有正确的句子，语法错误有点多
		4 分	运用了 3 个提示词，写出了符合文章，语法正确的句子 1-3 个
第四档	0-3 分		①写对三个提示词 ②3 个单词大小写错误，拼写错误，或在乱写句子中难于寻找，不给分