

# 英语高效阅读 与写作研究

Reading & Writing Effectively

周雪 著

RW

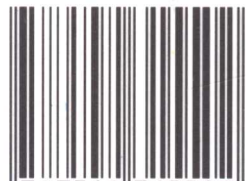


甘肃教育出版社

责任编辑 邓玲玲

封面设计 宋武征

ISBN 7-5423-1550-1



9 787542 315502 >

ISBN 7-5423-1550-1

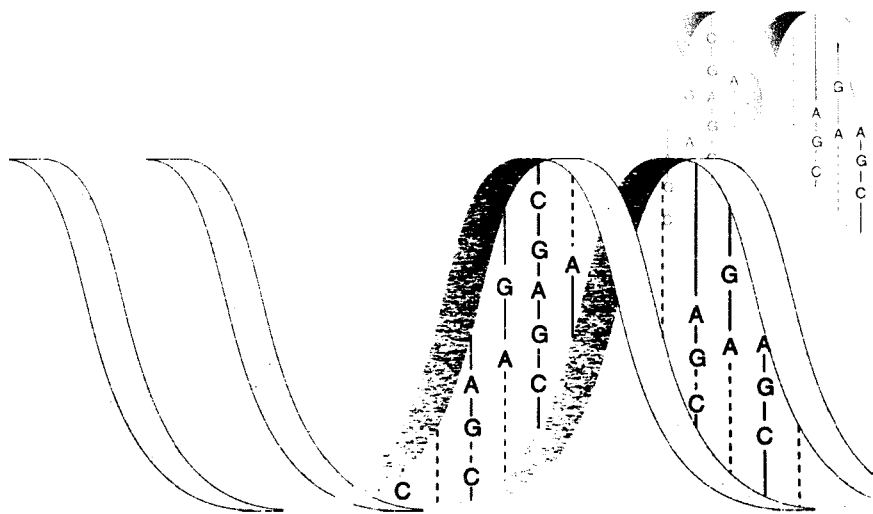
定价：12.00元

# READING & WRITING EFFECTIVELY

## 英语高效阅读与写作研究

周雪 著

甘肃教育出版社



## 图书在版编目(CIP)数据

英语高效阅读与写作研究/周雪著. —兰州: 甘肃教育出版社, 2006. 3

ISBN 7-5423-1550-1

I. 英... II. 周... III. ①英语-阅读教学-教学研究②英语-写作-教学研究 IV. H31

中国版本图书馆CIP数据核字(2006)第027673号

责任编辑: 邓玲玲

封面设计: 宋武征

## 英语高效阅读与写作研究

甘肃教育出版社出版发行

(730000 兰州市南滨河东路520号)

www.gseph.com 0931-8773231

各地新华书店经销 兰州人民印刷厂印刷

开本 850×1168 毫米 1/32 印张 7.75 插页 1 字数 200 千

2006年1月第1版 2006年1月第1次印刷

ISBN 7-5423-1550-1 定价: 12.00 元

(图书若有破损、缺页可随时与本社联系)

## 前 言

在全球化程度日益加深的今天,跨国和跨地域交流已成为一种势不可挡的趋势,因此,对外语学习的重视也提到了前所未有的高度。尽管在现代科技通讯技术如此发达的今天,人们信息沟通的方式多种多样,但是读和写仍然是最为基础和有效的交流方式。

读写技能是英语学习听、说、读、写、译等各项技能中的基础。作为信息输入的阅读技能和信息输出的写作技能,长期以来,国内传统的英语阅读和写作教学存在以下主要问题。在阅读方面,一是以教师为中心的语法翻译法占主导地位;二是学生缺乏科学的阅读方法。由于课堂时间有限,课程内容多,班级大,语法翻译法无疑是一种较省事的教法,但缺点是学生阅读速度慢、死扣语言点,多使用单一的“自下而上”式阅读模式,阅读水平仅停留在文字层面,缺乏语篇层次上的意义理解和阅读理解必备的分析、推断等思维能力以及有关的社会文化知识。可见,以教师为中心的传统语法翻译法过分强调语言知识,不利于培养学生阅读的理解能力和应用能力,更不能培养学生的自主学习能力。正是由于传统阅读教法忽视对学生阅读技能的训练,所以许多学生即便是学习英语的历史长达十多年,也没有掌握较为有效的阅读策略。

写作方面的问题具体表现在语言和内容两个方面。语言问题尤为突出,比如:词汇量有限,拼写错误多,词语用法不恰当;句法上时态不一致,句序混乱,短句过频,长句错误多,使用复合句能力差以及缺乏连接手段的训练。在内容方面往往表现为论据不充分,思想内容贫乏。观点句过于笼统,事实句表达显得空洞不足,



或者阐述不清。文章组织方面杂乱无序，逻辑混乱。这些问题同时也从另一个角度暴露出传统英语写作教学法的不足。

从以上现状分析得出，传统英语读写教法需加以补充和完善。随着教育理念的不断更新和完善，教育界越来越重视人性化的教育哲学，即学生是教学的主体，教师的角色从传统的传道、授业、解惑的主导地位转为学生学习活动的指导者、组织者。本书在此教育理念的指导下，以弥补现今读写教学不足为目的，结合国内外一语和二语读写教学的理论和经验提出了一套高效读写教学的思路和具体方法。它是以学生为中心，教师为指导，以策略、内容和任务教学综合法为具体操作模式进行的立体教学。

本书可以作为外语教学工作读写教学的参考资料，也可以作为外语本科生、研究生和广大外语学习爱好者的学习资料。

另外，本书在撰写过程中得到许多老师和朋友的大力帮助和支持，限于篇幅不能一一注明。特别感谢我的导师——西北师范大学外国语学院陈冠英教授、新加坡南洋理工大学国立教育学院的 Antonia Chandrasegaran 教授、Peter Teo 博士、张军博士和国立教育图书馆工作人员，向他们致以衷心的感谢。

周 雷

2005.10

# Contents

|   |            |
|---|------------|
| <b><u>Chapter 1 Understanding of Reading</u></b>                              | <b>1</b>   |
| I . The Meaning of Reading  | 2          |
| II . The Components of Reading  | 3          |
| III . Reading Psychological Models  | 8          |
| IV . Models of Reading  | 14         |
| <b><u>Chapter 2 Factors Influencing Reading</u></b>                           | <b>16</b>  |
| I . Reading Process   | 17         |
| II . Basic Factors that Influence Reading                                     | 19         |
| <b><u>Chapter3 Effective Teaching Reading Methods</u></b>                     | <b>37</b>  |
| I . Profiles of Struggling Readers and Strong Readers                         | 38         |
| II . Teacher's Role in Teaching Reading                                       | 42         |
| III . The Integrated Model in Teaching Reading                                | 45         |
| IV . A Case to Illustrate the Integrated Reading Model                        | 47         |
| <b><u>Chapter 4 Instructions of Important Reading Strategies</u></b>          | <b>62</b>  |
| I . Summarization of Reading Strategies                                       | 63         |
| II . Instructions of Important Reading Strategies                             | 66         |
| <b><u>Chapter 5 Cognitive and Metacognitive Reading Strategy Training</u></b> | <b>79</b>  |
| I . Introduction of Cognitive and Metacognitive Strategy Training             | 80         |
| II . The Current Research   | 87         |
| III . Data Analysis and Discussion  | 97         |
| IV . Conclusions and Implication  | 105        |
| <b><u>Chapter 6 Understanding of Good Writing</u></b>                         | <b>115</b> |
| I . Elements of Good Writing  | 116        |
| II . Distinguishing Good and Poor Writing                                     | 118        |
| III . Distinguishing Chinese and English Native Writing                       | 129        |



|  |     |
|--|-----|
| <b>Chapter 7 <u>Writing Theory and Psychology</u></b>            | 137 |
| I . The Psychological Transitions in Writing                     | 138 |
| II . Psychological Processing Theories in Writing                | 140 |
| III . Reflection on Nature of Writing                            | 145 |
| <b>Chapter 8 <u>Effective Teaching Methods in Writing</u></b>    | 150 |
| I . Comparison of Different Teaching Methods in Writing          | 151 |
| II . Instructions of Genre-base Approach                         | 157 |
| III . Exploring Different Genres                                 | 162 |
| <b>Chapter 9 <u>Making out Successful Writing</u></b>            | 174 |
| I . Pre-writing Strategies                                       | 175 |
| II . While-writing Strategies                                    | 180 |
| III . Post-writing Strategies                                    | 197 |
| <b>Chapter 10 <u>Combination of Reading and Writing</u></b>      | 205 |
| I . Introduction of Integrated Reading and Writing               | 206 |
| II . Review of Reading and Writing Research in History           | 208 |
| III . Relationships between Reading and Writing                  | 211 |
| IV . Theories Scaffolding Integrated Reading and Writing         | 214 |
| V . Implication of Integrated Reading and Writing in Instruction | 224 |
| <b>Bibliography</b>  | 229 |



# CHAPTER 1

## Understanding of Reading

### 内容精华

有人认为阅读是读者与印刷品之间进行信息交流的手段,更多的学者认为阅读是读者与作者以文本为中介进行信息、思想交换的过程;它也是读者利用自己就已知话题的背景和作者所表达的意图进行概念重构的加工过程。阅读的构成元素主要有:读者因素、文本因素及读者与文本之间的互动因素。阅读是一种认知活动,因此,阅读心理模式分为 Gough 的信息加工模式、LaBerge 和 Samuels 的信息自动处理模式、Rumelhart 的相互作用模式、Goodman 的心理语言交融型模式、Mathewson 的情绪型模式、建立在图式理论上的 Van Dijk 和 Kintsch 的语篇和推理型模式等。心理语言学和社会语言学分别从不同的角度解读了阅读的本质:它是通过视觉感知语言信号后,经大脑处理、加工与理解信息意义的认知过程,既包括浅层意义的具体认知加工活动,如:知觉、记忆、提取、理解等范畴;又包括深层意义的、起统一协调、宏观调控、拾遗补缺等整合功能的元认知活动,如:对于阅读活动的规划、监控、自我控制、自我评价、自我调整等范畴。它不仅需要自动识字技能、词汇语言结构知识、语篇结构知识、社会与文化背景知识,还需要分析综合与评价策略以及监控阅读的元认知知识和技能等要素。另外,现今公认的阅读模式有自上而下式、自下而上式和交互式三种。

## I . The Meaning of Reading



Reading is bringing meaning to and getting meaning from printed and written materials. Various researchers have attempted to define reading in different perspectives. Nunan (1997) adds "Reading is an interactive process between what a reader already knows about a given topic/subject and what the writer writes". While Goodman (1985) has described reading as a "psycholinguistic guessing game" in which "the reader reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display". Goodman views reading as the act of construction of meaning, as being an ongoing, cyclical process of sampling from the input text, predicting, testing and confirmation or revising those predictions, and sampling further. One succeeds in reading if he has an ability to extract and comprehend the writer's message. This is in connection with how reading involves the identification and recognition of printed or written symbols which serves as stimuli for the recall of meaning built through past experiences, and further the construction of new meaning through the reader's manipulation of relevant concepts already in his possession. Furthermore, reading is a process, which is started with a linguistic surface and thought in reading where the writers encode thought as language and the readers decode language to thought (Carrell, 1988). Someone says reading is the dialogue between the reader and the author. Good readers bring their knowledge and experience to an author's words to help them understand and recall the text. Good readers, like




good conversationalist, are able to use the information to arrive at a deeper understanding of something. They don't merely recall what they read, they comprehend it. They create the new understanding, solve the problem and make connection and inference. So, comprehension results from an interaction among the reader, the strategies the reader employs, the material being read, and the context in which reading takes place.

## II . The Components of Reading

Most of the researchers echo that reading involves the following basic elements: *the reader, the text, and the interaction between reader and text* (Rumelhart, 1984).

### 1 Reader Variables

 There is family influence, community, schools, culture, individual characteristics and readers' reading skills that contribute the reader factor.

Family fosters a variety of experiences that affect reading. Family members, especially parents of other adult relatives in the house, model reading behaviors, habits, and attitudes.

The communities also provide readers with a set of varied life experiences that shape their individual bases of knowledge. To varying degrees, readers incorporate the knowledge and values of the community into their own perspective. The more varied the community experiences and the more readers participate in community events, the richer the background knowledge readers will have to draw on when reading.

Besides the two factors above, readers bring their education-



al experience to reading. Schools may bring people into contact with communities other than their own, or they can be homogeneous institutions that reflect shared values. The reading ways learned on classes may influence a person's whole life.

Apart from the elements above, the cultural influence is another key factor. Although many people associate the meaning of culture with behavior, the cognitive model of thinking is definitely marked by culture. Culture is like a filter, blocking or letting through a set of learned patterns and attitudes that form its core values. In a culture where reading is highly valued, the society as a whole will take great pains to promote reading among its members.

If the above factors are called the extroverted factors to affect readers, the following factors are the introverted elements to directly influence a reader's reading — individual characteristics and reading skills.

Several individual factors also contribute to language learning: self-esteem, inhibition, risk taking, anxiety, and motivation. Home, community, school, culture, and individual characteristics all shape the life experiences that readers bring to reading. The background information that readers bring to a text, including the knowledge of habits and beliefs from their own life experiences, is schema. The more schema a reader has, the much easier he may be able to understand a text. Schemata also embrace formal schemata and content schemata. Formal schemata refer to the knowledge of language, while content schemata indicate the knowledge of topic, the world and culture. Some studies conclude that second language knowledge is more impor-

tant than first language reading abilities, and that a linguistic threshold exists which must be overcome before first language reading ability can transfer to the second language reading context. In addition, the linguistic threshold is not absolute but must vary by task: the more demanding the task, the higher the linguistic threshold. What makes a task demanding will relate to issues like text topic, text language, background knowledge and task type.

Motivation is one of the most important factors to influence students' reading and learning to read. Motivation can be defined as the cluster of personal goal, value, belief, which is not quite different with interest, attitude and belief. A student may be interested in one topic of reading but not choose to read. As a reading instructor, strategy instruction, in which students are taught to how to apply specific strategy, is very crucial to arouse their motivation. It is proved that intrinsic motivation can be increased by strategy instruction as well.

## 2 Text Variables



Another important element of reading is text, which is usually composed of organization, syntax, grammar and vocabulary. According to Halliday (1989), text means the social exchange of meaning and it is both a product and a process; text shows the relationship of social environment and functional organization of language.

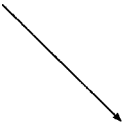
The first important factor of text is it is really made of meanings, which have to be expressed, coded in words and structures in order to be communicated. The text is also regard-

ded as product and process, for, in the sense of product, it is an output, something that can be recorded and studied, having a certain construction that can be represented in systematic terms. In the sense of process, it means it is a continuous process of semantic choice, a movement through the network of meaning potential, with each set of choices constituting the environment for a further set. Text is a form of exchange; and the fundamental form of a text is that of dialogue, of interaction between speakers. Not that dialogue is more important than other kinds of text; but in the last resort, every kind of text in every language is meaningful because it can be related to interaction among speakers, and ultimately to ordinary everyday spontaneous conversation. Thus, text is sort of social-semiotic in that the context of situation, the context in which the text unfolds, is encapsulated in the text, not in a kind of piecemeal fashion, nor at the other extreme in any mechanical way, but through a systematic relationship between the social environment on the one hand, and the functional organization of language on the other.

There are three features of the context of situation; the field, tenor and the mode. The field of discourse refers to what is happening; the tenor of discourse refers to who are taking part; the mode of discourse means what part language is playing. In addition, 3 metafunctions of text are included in the context, they are experiential meaning, interpersonal meaning and textual meaning. The relationship between the features of context of situation and metafunctions of text are showed in the Figure 1. 1. The field is expressed through the experiential function in the semantics. The tenor is expressed through the interpersonal func-

tion in the semantics. The mode is expressed through the textual function in the semantics.

Figure 1.1 Relation of the Text to the Context of Situation

| Situation,<br>Feature of the context             | (realize by )   | Text,<br>Functional component of semantic system             |
|--|---|--|
| Field of discourse<br>(what is going on)         |  | Experiential meanings<br>(transitivity, naming, etc.)        |
| Tenor of discourse<br>(who are taking part)      |   | Interpersonal meanings<br>(mood, modality, person, etc.)     |
| Mode of discourse<br>(role assigned to language) |   | Textual meanings<br>(theme, information, cohesive relations) |

Sources from Halliday, M. A. K. & Hasan, R. (1989).

### 3 Interaction between Reader and Text

The last but not the least factor of reading process is the interactive exchange between reader and text, which proves the reading activity is an unobservable but informative exchange transaction. From the discussion above, the two ends of the reading process — reader and text, full of complex and various components determine the uncontrollable nature of their interaction. Generally speaking, reading is what happens when people look at a text and assign meaning to the written symbols in that text. But the interaction between the text and the reader that constitutes actual reading. We take it for granted that the meaning readers get from the text may not be exactly the same as the meaning the writer injects into the text.

The reader's purpose, manner, attitude, interest as well as

his reading strategies would involve the interaction. At the same time, the interaction of through schemata would always greatly influence this process.

In brief, reading is a very complex, cognitive, social activity and the study of it must be inter-disciplinary. If the ability involves so many aspects of language, cognition, life and learning, then no one academic discipline can completely explain what is crucial in reading. Cognitive and educational psychology are clearly centrally involved; sociology and sociolinguistics, information theory, the study of communication systems and doubtless other disciplines all bear upon an adequate study of reading.

### III. Reading Psychological Models

#### 1 The Information Processing Model

Gough's model took an information-processing lens and tried to describe the flow of information during the reading process. According to Gough's model, the reading process is linear, with letters being recognized first feature-by-feature by a visual system and then transferred to a sound (phonemic) system for recognition and held until the next letter is processed in the same way. When words are recognized (processed) they are held in working memory until they are processed for underlying meaning and finally understood as sentences and ultimately texts. In summary, Gough's description of the reading process is letter-by-letter and word-by-word in an additive fashion.

#### 2 LaBerge and Samuels' Model

LaBerge and Samuels' model brought us the concept of 'automaticity' in word recognition. The most impor-





tant difference between the model of Gough's and LaBerge & Samuels' model is that the latter emphasizes the automaticity and attention. According to LaBerge and Samuel, the reading processing is possible when the reader does attend all his cognitive attention in that human's attention is limited. But in the LaBerge and Samuel's model, which is considered as higher level compared to Gough's in reading, each step in the word recognition can be skipped. It means that in the process of word recognition: 1. letter 2. spelling (visual word) 3. phonetic word 4. word meaning 5. word chunk meaning. Under the situation of no attention, the step 1 can enter the step 3 by skipping the step 2; the step 2 can enter 4 without 3; the step 3 goes into 5 without 4. If the Gough's model in reading is linear, the LaBerge and Samuel's model would be parallel. LaBerge and Samuel focus the attention and automaticity. Owing to the reader's limited attention, the more attention paid on the word recognition, the less would be on the semantic. The faster one becomes an automatic decoder—recognizes words without having to break them down and “figure them out”—the sooner one can attend to comprehending text (Purcell-Gates, 1997).

### 3 Rumelhart's Interactive Model of Reading

The main idea in Rumelhart's Interactive Model of Reading (1984) is that “top-down” information process in reading is not only possible but critical for the whole reading process when it is interactively working with the “bottom-up”, the low level reading model. He assumes that there is an information processing center in reader's mind, which includes six knowledge units: characteristic unit, letter unit, letter group unit,

