

分类编号: _____
密 级: _____

单位代码: 10065
学 号: 093101067

天津师范大学

研究生学位论文

论文题目: An Empirical Study of Implementing the Lexical-Chunk
Approach to Improve EFL Learners' Writing
Performance in Senior High Schools
实施词块教学方法提高高中生英语写作成绩的实证研究

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提交论文日期: 2012 年 5 月

An Empirical Study of Implementing the Lexical-Chunk Approach to
Improve EFL Learners' Writing Performance in Senior High Schools

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A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Education
in
English Education

Tianjin Normal University
May 2012

Abstract

According to New English Curriculum Standard, English writing is one of the communicative skills, which focuses on improving the students' ability to think and express their ideas in English and laying a good foundation for their further development. Up to now, there have been many English teachers and researchers applying various approaches to improving students' writing level. However, the situation of writing is far from satisfaction. When writing, quite a few students have a blank mind, or they translate the sentences word by word, which appears chaos phenomenon with words, sentences and grammar mixed. As for the reasons, the stereotyped teaching methods may be the key problem. Moreover, writing teaching is not placed on a vital position. Faced with this situation, the author attempts to use the Lexical-Chunk Approach in the senior high school, hoping to help the students.

The Lexical-Chunk Approach, based on Michael Lewis' theory which stated that "language consists of grammatical lexis not lexicalized grammar", is a new emerging teaching theory. Chunks can be stored and retrieved as a whole from memory when needed, which is regarded as an ideal unit for writing teaching.

In order to verify the positive effects of chunks on English writing, the author carried out an experiment in two classes in Tianjin Qingguang Middle School, to answer the two following questions: 1). Whether or not "the Lexical-Chunk Approach" can enhance senior high school students' interest, and change their attitudes to writing? 2). Whether or not the students who have a better command of lexical chunks tend to show a higher proficiency level in writing than those who have a poor command? It lasted for about a year. Before the experiment, the author named the two classes experimental class and control class. In the experiment, chunks were introduced in the experimental class, during which the author arranged a variety of

activities, aiming to help the students apply the chunks accurately. At the same time, the control class was generally taught in the regular method. In order to ensure the reliability and validity of the experiment, the author designed two questionnaires as well as two tests before and after the experiment. For the whole process the author divided it into three stages: the first stage is “Pre-writing (Inputting Chunks Through Reading)”, mainly for chunks accumulation and memory; the second is “Writing (Outputting Chunks By Writing)”, in which the author instructs the students how to apply the chunks to writing; the third is “Post-Writing (Expanding Chunks)”. The author asks the students to review and expand the chunks by the way of reciting possible versions and beautiful sentences.

The thesis falls into five chapters. Chapter One serves as an introduction to the study, which describes the background, purpose, and significance of the study. Chapter Two is the summary of references and the classification of lexical chunks given by different linguists. It also introduces the advantages of application of lexical chunks in writing from several aspects that are important to the study. What's more, it introduces some linguistic theories related to this study. Chapter Three conducts experiment design, including research goals and hypotheses, subjects, instruments and procedures of the experiment, especially, the experimental procedures of application of lexical chunks in writing. The author takes New Standard English Book 3 Module 4 Reading *Sandstorms in Asia* for example to expound the process of the experiment. Chapter Four focuses on data analysis and experiment results which indicate the applicable feasibility and operability of the lexical chunks in teaching writing. Chapter Five is a conclusion which tests the hypotheses and put forward some implications. It is shown from the study that the Lexical-Chunk Approach can enhance senior high school students' interest, and change their attitudes to writing

and the students who have a better command of lexical chunks tend to show a higher proficiency level in writing than those have a poor command. Due to the limitations of the study, there still exist many practical problems, which deserve teachers' and researchers' attention and endeavor for further research so that more effective methods will be brought in for teaching of English writing in the future.

Key words: The Lexical-Chunk Approach, lexical chunks, English writing

摘 要

根据新课程标准的要求,英语写作是一种沟通技巧,主要是提高学生用英语进行思维和表达的能力,而且也为英语学习的进一步发展奠定了良好的基础。到目前为止,已经有许多英语教师和研究者尝试应用各种方法来提高学生的写作水平。然而,情况不容乐观。在写作时,相当一部分学生或是脑子一片空白,或是逐字翻译句子,或是出现了句子和语法混用现象。究其原因,笔者认为千篇一律的教学方法可能是关键问题。此外,写作教学没有被重视起来。面对这种情况,笔者尝试使用词块法教学法,希望能帮助高中的学生提高他们的写作成绩。

词块法是以 Michael Lewis 提出的:“语言是由语法化的词汇而不是词汇化的语法构成的”,为理论依据的一种新的教学理论。词块可以作为一个整体存储,在需要的时候从内存中检索,对于写作教学来说,它被认为是一种理想的单位。

为了验证词块对英语写作的积极影响,笔者在自己执教的天津市青光中学进行了一项实验,试图回答下列问题:1)、“词块教学方法”是否能提高学生的写作兴趣,并改变他们的写作态度?2)、经过“词块教学方法”指导的学生在写作水平上是否能高于未经指导的学生?此实验实施了大约一学年。实验前,笔者把自己任教的两个班分为实验班和控制班。在实验中,实验班的学生进行词块教学法。笔者设计了各种各样的词块练习活动,旨在帮助学生准确地应用词块。与此同时,在控制班依旧实施常规的教学方法。为确保本实验的信度和效度,笔者在实验前和实验后设计了两次问卷和两次测试。整个实验过程分为三个阶段:第一阶段是“写前(通过阅读输入词块)”。主要是帮助学生积累和记忆词块;二是“写作中(输出词块)”。在这一阶段教师指导学生如何将已储存的词块应用到写作中;第三是“写后(拓展词块)”。笔者通过让学生背诵

范文和优美的句子来复习和拓展词块。

本文分为五章。第一章为绪论，介绍研究的背景，目的，意义。第二章是文献综述和由不同的语言学家对词块的分类以及介绍了词块教学法在写作教学中的优势等等。另外，它还介绍了一些语言学理论与研究。第三章介绍了实验设计，其中包括研究的目标和假设、研究对象以及研究方法和过程。作者以新标准英语必修3模块4《亚洲的沙尘暴》一课为例，阐述了实验过程。第四章侧重于数据分析和实验结果,以此证明词块教学法的可行性和可操作性。第五章为结论。研究结果表明：“词块教学方法”能够提高学生的写作兴趣，并改变他们的写作态度。并且经过“词块教学方法”指导的学生在写作水平上明显高于未经指导的学生。由于研究的局限性，还存在许多现实问题，这有待于教师和研究人员的进一步研究和努力，以便为未来的英语写作教学提供更有效的方法。

关键词： 词块教学方法 词块 写作

Acknowledgements

First of all, I would like to express my sincere gratitude to my respectable supervisor, Associate Professor Liu Anda , who has given her support and encouragement to me. I have benefited a lot from her work and spirit. Without her, it is impossible for me to make the production of this thesis.

I would also acknowledge all the teachers and professors in English language Department, Tianjin Normal University, for their excellent teaching and offering me this opportunity to further my studies.

In addition, I would like to thank my school leaders, my fellow teachers and my students who gave me a lot of support.

Finally, I would like to give my thanks to my parents and husband who have always been encouraging me during my studies.

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Chapter 1 Introduction

1.1 Background of the Present Study

As is known to us, there are four skills in English, of which writing is one of the essential parts of language skills and it is closely connected with the other three skills, which is a productive skill. As Nunan (2001) pointed out, "In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in a language." So it is hard to develop it. In fact, writing discourse is both process and product (Nattinger&DeCarrico 2000). Through organizing the sentences into a text, the writer can exchange his ideas and thoughts with the reader by writing. But at present, a serious problem with Chinese students' English writing lies in the language expression, which often sounds awkward or unclear. In the daily teaching practice, however, the author finds many problems existing in students' writing, such as their defective abilities to analyze questions, distraction of theme, deficiency of vocabulary, insufficiency of language materials, nonsense of sentence, impropriety of expression, monotonousness of structures, inconsistency, and unconsciousness of discourse. Why is it that so many teachers have begun to strengthen the training and cultivating of students' writing, but their writing abilities still do not reach satisfactory level? Although they recite a great many English words and have a good knowledge of grammar, they might still not be able to write a qualified composition? The reasons may be as follows: first, teachers have neglected the techniques of words teaching, and cultivation of strategies and abilities of acquiring words, which has become the stumbling stone of English learning especially in the period of senior high school. Second, students are used to finding single English equivalents for Chinese meanings and then putting them into an English sentence, that is, on a word-by-word basis. With the survey conducted in the

class which author was in charge of, the author discovered that 15% of students only wrote down simple sentences without various vocabularies, 35% mechanically connected words together to form sentences which were invalid, 30% found it too difficult to write, and 20% gave up writing. Thus, writing has become the enormous obstacle of learning English, and the bottleneck of English teaching.

Issued in 2003, General High School English Curriculum Standards (draft) demands that students at Senior High schools are required to master 3,500 words, 400-500 useful expressions and fixed collocations to reach the set standard and they express facts, ideas, emotion and imagination with English, properly and correctly, communicate information and form the standardized writing habits. (Ministry of Education, 2003) Compared with the former curriculum standard, the new one further enhances the requirements to students' writing, enlarges materials and types of writing, cultivates students' better writing habits and emphasizes the accuracy, coherence and correctness. Thus, under this background, the National College Entrance Examination (NCEE) (See Appendix VI) does lay the emphasis on examining writing, and the percentage of it become larger in the NCEE. For example, as the College Entrance Examination of Tian Jin(See AppendixVII) required, some reforms concerning writing have been made in the following aspects. First, the wordage of writing is increased from previous 80 words to 100 or so now; second, its score is 25 points out of 150; third, to judge the qualities of students' writing, the criteria is more specified and refined ranging from the keys of contents, quantities and accuracy of words application and grammatical structures to consistency of context and propriety of language. More specifically, a good writing of the NCEE should be rich content, comprehensive points, coherent narration, natural transition and language diversity.

Why do teachers make little achievements by spending large amount of energy explaining vocabularies and grammars, and analyzing article structures? Meanwhile, why students can not compose a native, coherent but an erroneous composition by memorizing a great number of vocabularies, phrases and grammar? Therefore, the seeking of an effective language teaching approach to improving the accuracy and fluency level of their writing has arisen to a high position. On the basis of the compilatory features and arrangement of textbooks of new high school English curriculum standards, which are operated by the different modules whose functions are the introduction of lexical chunk teaching, especially in the course of reading, language knowledge and language communication, the purpose of the thesis is to instruct students to accumulate, consolidate the application of lexical chunks. Meanwhile, teachers should also infiltrate that into practical writing by uniting the characters of lexical characteristics. Thus, the aim of discussing the effects of lexical chunks in the senior high school English teaching is to help students improve their writing level.

1.2 Purpose and Significance of Present Study

We need some authoritative researches of the English writing approach in senior high schools so as to solve the above problems effectively. There is no doubt that English native speakers use a lot of multi-word chunks in their spoken and written texts. The important role played by these chunks in the facilitation of communicative competence is equally indisputable. Thus, in this thesis the author attempts to investigate the effects of lexical approach on senior high school students' English writing development by training accumulating and producing lexical chunks, trying to find out an efficient way to improve students' proficiency level of English writing and proposing some pedagogical disciplinary implications. The main purposes are to

verify the “Lexical-Chunk Approach” can enhance senior high school students’ interest, and change their attitudes to writing. Meanwhile, the students who have a better command of lexical chunks tend to show a higher proficiency level in writing than those have a poor command.

The method of lexical teaching provides new ideology and perspective for English writing teaching. As a brand-new theory, the lexical chunks has just started for several years, and mostly it has been confined in the area of theoretical exploration and college English teaching and learning research. However, senior high school students who have grasped some English knowledge and are anxious to improve their writing skills are not the focus of the research. So the research is of significance, which is to explore the feasibility of the Lexical-Chunk Approach in teaching writing in senior high school. With the author’s practice and experience, she believes that it is positive to employ the method of lexical teaching at the level of senior high school students.

1.3 Organization of the Thesis

There are five chapters in the thesis.

Chapter One serves as an introduction to the study, which describes the background, purpose, and significance of the study.

Chapter Two is the summary of references and the classification of lexical chunks given by different linguisticians. Such as Michel Lewis who divided the lexical chunks into five types: (1) single words (2) polywords; (3) collocation; (4) institutionalized expressions/utterance; (5) sentence frames and heads in his work named *The Lexical-Chunk Approach* (1997). It also introduces some linguistic theories related to this study and introduces the advantages of application of the lexical chunks in writing from several aspects.

Chapter Three is the main chapter that conducts experiment design, including research goals and hypotheses, subjects, instruments and procedures of the experiment, especially, the experimental procedures of application of lexical chunks in writing which are divided into three parts: Pre-writing (Pre-reading—Establishing Concept; Reading—Recognizing Chunks; Post-reading—Consolidating Chunks through Class Activities; Further reading—Adding Chunks); Writing (Preparation—Extracting Chunks; Draft—Applying Chunks; Self-correction—Modifying Chunks; Rewrite—Re-writing Chunks; Teacher’s Remark—Exploring Chunks); and Post-writing (Reciting Possible Versions—Expanding Chunks) The author takes New Standard English Book 3 Module 4 Reading *Sandstorms in Asia* for example to expound the process of the experiment.

Chapter Four focuses on data analysis and experiment results which indicate research conclusion and revelation that proves the applicable feasibility and operability of the lexical chunks in teaching writing based on the experimental results of writing teaching.

Chapter Five is the conclusion of the thesis.

Chapter 2 Literature Review

2.1 Theories Related to Lexical Chunks

2.1.1 Definition of Lexical Chunks

The founder of Lexical Approach, Lewis thought language does not consist of traditional grammar and vocabulary, but the prefabricated chunks, which are distributed in a generative continuum. They are the original data that people understand the language model. Language acquisition is an important part in understanding and outputs of these unanalyzed chunks. While different researchers give different names of the chunks from their own views. Such as semi fixed patterns (Krashen & Scarcella, 1978); lexicalized sentence stems (Pawley, & Syder, 1983); formulaic frames with analyzed slots (Peters, 1983); lexical phrases (Nattinger & DeCarrio, 1992); lexical chunks (Lewis, 1993); formulaic sequences (Wray, 1999) and so on. Because of the different names, some researchers give us different definitions. Nattinger & DeCarrio (1992) pointed out that lexical chunks are multi-word lexical phenomena that exist somewhere between the traditional poles of lexicon and syntax, conventionalized function composites that occur more frequently and have more idiomatically determined meaning than language that is put together each time. Wray (1999) regarded a lexical chunk as a series of prefabricated continuous or discontinuous words or other meaningful units, which are stored in memory as a whole and can be used directly without syntactic analysis. Moon (2002) employed a common term--multi-word item. It is composed of two or more words in the semantic and syntactic, meaningful and integral language fragment. He believed that the word is not the product of combination of grammar rules, but the formation of lexicalization result. His explanation further weakened the role of grammar rules and stressed the language fragment in language acquisition. Pawley & Syder (1983) used

lexicalized sentence stems to explain the definition of chunks. They believed that there are thousands of lexicalized sentence stems stored in the native speakers' mental lexicon, which make native speakers fluently, authentically express their opinions. They define it "as long as sentence, or longer unit, whose grammatical forms and lexical content completely or mostly are fixed."

2.1.2 Classifications of Lexical Chunks

Many linguists and applied linguists have attempted to do research about it and gave their own categories. The representatives are as follows:

Time	researchers	categories
1975	Becker	polywords; phrasal constraints; functional linguistic meta-messages; sentence builders; situational utterances; verbatim texts
1983	Pawley and Syder	polywords, institutionalized expressions, phrasal constraints and sentence builders
1992	Nattinger&DeCarrico	polywords; institutionalized expressions; phrasal constraints; sentence builders
1997	Lewis	single words and polywords; collocations; institutionalized utterances; sentence frames and heads
1998	Howarth	functional expressions; composite units; lexical collocations; grammatical collocations
2002	Moon	anomalous collocations; formulae; metaphors

Among these important linguists, the categories made by Lewis (1997) who divided the lexicon into five categories will be referred to in this thesis:

(1) Single words which appear in a dictionary, such as *bag* , *tree*. They have always been recognized as independent units. An utterance may change its meaning by the change of a single word (*Could you give me a bag, please?*). Single words may also appear in speech or writing as fully independent items (*Look!*). This kind of lexical item has long been recognized in language teaching.

(2) Polywords which are short and continuous phrases functioning very much like individual lexical items, can be both canonical (formal) and non-canonical

(informal), without variability, such as: *commit a crime, as well as*.

(3) Collocations, or word partnerships (Lewis, 1997) is “the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency”. What's more, collocation is autocratic, not determined by logic or frequency, which is used only by linguistic pattern. Typically, certain collocations are fully fixed, but others are semi-fixed that is they can be completed in a relatively small number of ways. Such as *have lunch; pay attention to*.

(4) Institutionalized expressions/utterances which are expressions of sentence length, usually functioning as separate utterances and are mostly canonical and invariable. Some examples are as follows: *Hold on, please; Would you like...?*

(5) Sentence frames and heads which offer the whole sentences the framework and heads. They contain apertures for parameters or arguments to express an entire idea. These sentences can be both canonical and non-canonical. They permit considerable variety of phrasal (noun phrases, verb phrases,) and clausal (sentence) elements. They are both continuous and discontinuous and even text frames. For example, *The reason why... is /was that....*

A clear form based on Lewis (1997) is as follows:

Categories	Grammatical level	Canonical/ Non-canonical	Variable/ fixed	Continuous/ discontinuous	Example
Single words	word level	both	fixed	both	bag; stop
Polywords	word level	both	fixed	continuous	sooner or later
Collocations	word level	both	both	mostly continuous	keep fit
Institutionalized expressions/ utterance	sentence level	canonical	fixed	continuous	The reason why...

Sentence frames and heads	sentence level	both	highly variable	both	CO: We sugget that...
					DO: Recently, the problem of... has aroused people's concern.
					TF:Firstly ,..., Secondly, ...,Finally ...

CO=continuous one DO=discontinuous one TF=text frame

No matter what the famous linguisticians stated in their views, in fact these lexical chunks are traditionally called noun phrases, verb phrases, preposition phrases, adjective phrases, adverb phrases and sentence pattern (Chomsky, N. 1965). From the point of view of language teaching, these categories and definitions, without any doubt, have advantages in fostering and developing learners' easy identification and proficiency with lexis, or words and word combinations. In order to make discussion clearer and understood easily in my English class, lexical chunks will be used in this thesis.

2.2 The Advantages of Application of the Lexical Chunks in Writing

For the above mentioned Chinese senior high school students' common problems in writing, this paper attempts to apply the lexical approach to effectively solve them. This is because the concept of lexical chunks has been a breakthrough in

the traditional sense of the word, vocabulary , sentence, sentence group and even extended to the discourse (Liu Jiaying, 2006). Lexical chunks in English writing has a broad range of application prospects, and its advantages are as follows:

1). It is hard for students to make a clear structure. While lexical chunks can help students build the framework quickly. Writing in the discourse, the lexical chunks play a topic maker and summary function.

The lexical chunks are included in some fixed sentences and discourse framework of language, with which learners can quickly and reasonably organize the article. They play a very important role in English writing. Such as: *People's views on ... vary from person to person. Some hold that However, others believe that...*

As for the senior high school students, it is the most difficult to write a graph, so we can use the following writing mode: writer, through imitation and using the template pattern, can greatly accelerate the speed of discourse organization, and make the graph clear, distinct, and correct. For example:

As is shown/indicated/illustrated by the figure/percentage in the table (graph / picture /pie/chart), __ (title) __ has been on rise/ decrease (goes up / increases / drops /decreases), significantly/dramatically/steadily rising/decreasing from __ in __ to __ in __. From the sharp/marked decline/ rise in the chart, it goes without saying that __.

There are at least two good reasons accounting for __. On the one hand, __. On the other hand, __ is due to the fact that __. In addition, __ is responsible for __. Maybe there are some other reasons to show __. But it is generally believed that the above mentioned reasons are commonly convincing.

As far as I am concerned, I hold the point of view that __. I am sure my opinion is both sound and well-grounded.

2) It is helpful for learners to use effective cohesion, enhance the coherence and logic.

A good article, not only should have rich content, correct idiomatic expressions, also need to have some means of cohesion to the content of organic connection, which make it coherent and logical. English is rich with connection and transition effects of lexical chunks. Such as:

For example: *for example, such as, for instance;*

Cause and effect: *so that, in order to, for this reason;*

Summary: *in a word, in short, on the whole;*

Explanation: *that is to say, in other words;*

Transition: *in fact / as a matter of fact, on the contrary;*

Comparison: *on the one hand, on the other hand;*

Progressive: *what 's more, worse still.*

Through using these chunks, the writer can strengthen the relationship between the sentence and the sentence, paragraph and paragraph relations, make the meaning coherent cohesive, also make the strict logic embodied.

3) It helps learners to use grammar and vocabulary and improve writing language accuracy.

For example, the students have encountered the following sentence for many times: *There is an old saying goes* or *As an old saying says*, and correct usage would be: *There is an old saying that goes / As an old saying goes,* Apparently the students lack “*go* and *saying*”in attributive clauses. If he/she can memorize the lexical chunks, the writer can naturally solve the problem.

4) It helps to overcome the negative transfer of the native language in writing and enhance the idiomaticity of writing.

In the second language learners writing, language errors are mainly composed of native language thinking in foreign language dominance effect caused by mother tongue. There is considerable interference. But chunks can effectively solve these problems. This is because native speakers have the habit of storing chunks in their minds, which are abstracted instantly when they need. Thus, lexical chunks learning is helpful for learners to express themselves better in English. When writing, writers can greatly overcome the intermediary language and the mother tongue thinking caused by the negative impact of authentic articles.

2.3 Related Studies at Home and Abroad

2.3.1 Related Studies at Home

Lexical chunks and the lexical approach entered the view of Chinese researchers in the 1990s. This brought a refreshing air into the English teaching field. Their works cover all the aspects including oral English instruction, vocabulary, translation between the two languages, writing and so on. The studies aim at learners from children below schooling age to advanced learners. But on the whole, research into lexical chunks is still experiencing a preliminary stage and quite a lot remain to be done.

During the last few decades, researchers in China began to pay more and more attention to the importance of formulaic aspect of language. Teachers and scholars have realized the significant role formulaic language plays in language teaching and learning, e.g. Yang (1999) has once explored the characteristics of English lexical chunks and its inspiration to English teaching. He pointed out that research on lexical chunks, or presupposed chunks, are helpful to make students avoid misuse of improper language, because they are pragmatic and used in the specific context. Besides, employment of them as minimal language unit in language teaching can

prevent students from wrongly using words. Furthermore, if students paid more attention to the syntax function rather than exclusively to words, their fluency of expression would be greatly improved. Apart from, Yao (2004) also researches the application of presupposed chunks into the oral language teaching of middle school. What is more, Ding Yanren and Qi Zhong investigate the improvement of fluent communication and authentic words use. However, most studies on formulaic language focus on theoretical issues, including its identification, categorization, functions and implications for L2 and FL teaching and learning.

As far as recent empirical studies are concerned, most of them focus on the relationship between the use of formulaic language and language proficiency. For example, *Functions and Implications of Formulaic Language in Second Language Acquisition and Research* Liu (2001) focused on the three different functions of formulaic language and language acquisition. Yan (2003) proposed that chunks should be systematically incorporated in the curriculum of second language teaching in order to help learners. Deng (2004) pointed out the potential advantages of the prefabricated chunks in the respects of vocabulary memory, oral communication and written discourse. Some explained the relationship between students' application of formulaic language and language skills, such as Ding & Qi (2005). They carried out empirical research on the influence of formulaic language on students' oral ability while Guo (2008) on writing capability. Hu (2009) centered on the practices of Lexical Approach to the development of Chinese college students' writing proficiency. Xie (2010) made an empirical study to explore the effectiveness of Lexical Approach on students' writing competence. Most of the empirical studies are in the form of survey and their results are mostly positive. Qi (2005) showed the lexical chunks in English Writing Teaching in University's position, which are summarized

in the following three aspects: the first is to increase the writing fluency; the second is to improve the authentic and vivid expressions of language; the third is conducive to cultivating the ability of discourse organization. Zhou & Liao (2008) also showed the good effect of Lexical-Chunk Approach in business English letter writing.

2.3.2 Related Studies Abroad

In other countries a lot of linguists have had lexical studies about the chunk effect in their language learning fields. One of them is Becker (1975) who gave the best summary of the importance of lexical chunks: "We speak mostly by stitching together swatches of text that we have heard before; productive processes have the secondary role of adapting the old phrases to the new situations." In other words, when having conversation with others spontaneously in real situations, we often rely on the assembled chunks of language which have been stored in our mind. Firstly, it is because there are many appropriate chunks already having existed. Secondly, we do not have enough time to think what we want to express next, to combine every utterance from scratch, word by word, and to consciously put each word into an appropriate grammatical paradigm while dealing with what is being said to us. The second one is Pawley and Syder (1983) who once pointed out that lexical chunks play a vital part in both speech and writing in their seminal paper, contributing to the ease, fluency and appropriacy with which someone speaks or writes. As is proposed by Widdowson (1989), approaches relying on considering achievement of grammatical rules too much lead to dissociating the meanings with which we want to express. However, approaches relying too heavily on an ability to use language appropriately can lead to a lack of necessary grammatical knowledge and the ability to compose or decompose sentences with reference to it. His conclusion, then, is that, "the structural approach accounts for one aspect of competence by concentrating on

analysis but does so at the expense of access, whereas the communicative approach concentrates on access to the relative neglect of analysis (1989) ”.

“It is our ability to use lexical phrases that helps us to speak with fluency. This prefabricated speech has both the advantages of more efficient retrieval and of permitting speakers (and learners) to direct their attention to the larger structure of the discourse, rather than keeping it narrowly focused on individual words as they are produced”, (Nattinger and DeCarrico, 1992). Lewis (1993) believed that one of the most important part of language acquisition is to understand and generate lexical chunks without general analysis, and they help learners apprehend original language material instead of grammar. In his work *The Lexical Approach* (1994) he laid the theoretical foundation for the method of lexical teaching. It has also attracted more attention of linguisticians. The lexical approach focuses on relatively fixed expressions that occur frequently in spoken language. Glaser (1998) applied the phrase logical units to refer to those popularly used phrases which have the ability of generation. Phrases possess stability in the perspective of semantics and syntax, and indicate certain meanings of context.

Moon (2002) employed a more extensive term multi-word item to explain “the phrases which are composed of two or more words having semantic and syntax function, express some meanings and are not arbitrarily disconnected.” He also pointed out that it is the result of words consolidation in language application rather than the outcome of grammatical analysis. Alison Wray (2002) considered that lexical chunks are a chain of words array, continuous or discontinuous. They can be wholly stored or drawn when needed; instead, they are not necessary to be analyzed on the basis of grammar.

From the studies mentioned in section 2.3 we know the importance of lexical

chunks for second language learners. According to the results of language acquisition research, native language speakers in their mental lexicon possess a great number of lexical chunks whose existence is essential to fluent expression. Each learner has to experience a course of presupposed chunks when they acquire languages. To ensure the purity and fluency of expression, a native speaker usually masters well hundreds and thousands of presupposed chunks. What Ellis (2002) concluded is that language learning is a process of gradually accumulating examples, and the realization of fluent expression is a great number of language examples that speakers have experienced and stored in their brains. In other word, fluency depends on the quantities of lexical chunks and the rapidity of brain drawing them instead of the generated grammatical rules and the results of quick application or organized rules. (Robinson & Ha,1993; Nattinger&DeCaricco,1992) English has also distinctive chunks characteristics. In recently 20 years, some linguistics discovered that 90% of the natural language comes true by the semi-fixed chunks with the aid of analyzing real English materials by computer. Lewis suggested that English is assembly of many chunks that distribute among the continuum of creation which describes words' abilities to coin new words.

Peters, the famous English linguists, figured out that at the first stage, lexical phrases are acquired as unanalyzed lexical chunks and are also realized by its correspondent functions in the text. During the process of language acquisition, learners make use of large amounts of unanalyzed lexical chunks under the predictable social context, which indicates that they are important parts of language acquisition. Therefore, chunks become the original data which comprehend language patterns, morphology and traditional grammar characteristics.

With the analysis of theories concerning the chunk effect, it is necessary to have

a new view on English teaching, that is, the language in daily use consists of various lexical chunks like prefabricated components which people put together to form sentences and coherent text, and without which people can not input or output information. As a result, the emphasis of English teaching should be on how to enable students to master a great many of lexical chunks, and to construct sentences and the text which are intact instead of individual words. The acquisition of the chunk enriches students' vocabulary, and activates students' ability of expression which is the problem to be desperately solved in English teaching. Writing experiences three steps: construction, transmission and conduction. During the process, it's likely that writers may forget what was in mind and lose the information in instant memory due to the longer period of time consumed in thinking. It's preferable to see the transmission of the language following the construction in brain. Transmission must depend on the words and lexical chunks. Without chunks in store, you may turn to individual words and slow down the transmission speed. In addition, lexical chunks may be able to improve the exactness and liveliness of the expressions. It would be far better to replace the tasteless chunk "rain heavily" with the vivid chunk "rain cats and dogs". While building them up, lexical chunks can be used to connect, cohere and compose sentences, paragraphs and passages.

Chapter 3 Experiment Design

3.1 Research Goals and Hypotheses

The experiment lasted two semesters, or an academic year. (September, 2010—July, 2011). The main goal of the present study is to explore the effects of the training of accumulating lexical chunks on senior high school students' English writing quality. More specifically, it is to investigate whether the students employ lexical chunks in appropriate contexts for a greater degree of accuracy and fluency in writing production. The author hypothesizes that **first, the Lexical-Chunk Approach can enhance senior high school students' interest, and change their attitudes to English writing task. Second, the students who have a better command of lexical chunks tend to show a higher English proficiency level in writing than those who have a poor command.** Therefore, the author proposes teaching and learning lexical chunks as an indispensable approach to teaching English writing.

3.2 Subjects

This study involves 63 students from two natural classes of Grade 2009, Senior Department of Qingguang Middle School. The subjects of the two classes are selected for the reason that they all have the similar education background, aged 15 — 17. Before senior high school, they have had at least three-year-long experience in English learning in formal classroom setting and their English level is intermediate in the sense that they are neither beginners nor advanced learners.

They are selected for another reason that they are instructed with the same curriculum under the guidance of the same teacher, Miss Wangguigui. Therefore, they could serve as good informants. That is, to some extent, a similar academic experience in English study can ensure the data collected from the experiment would

be relatively reliable and valid.

Students in Class 1 are treated as the experimental class and those in Class 2 as the control class. They have been arranged into each class at random at the very beginning of the term, so they are assumed to be at similar English level. The two classes are exposed to the same teaching materials with the same quantities of academic hours, but treated with different approaches.

3.3 Instruments

The thesis contains questionnaires, pre-test, post-test and the instruments of the data collection are Microsoft Excel and the Software of SPSS (the Statistical Package for the Social Science).

At the beginning, the author arranges both the experimental class and the control class to take questionnaire1 and the pre-test to obtain the first experimental data with the purpose of getting a general idea of the state of the students and the basic parameters for the comparison with the post-test.

With two teachers supervising, all the testees sit for the examinations with space wide enough to avoid copying each other. The test papers are collected, marked and recorded into the computer by the professional teachers without the testees' names shown.

3.4 Procedures of the Experiment

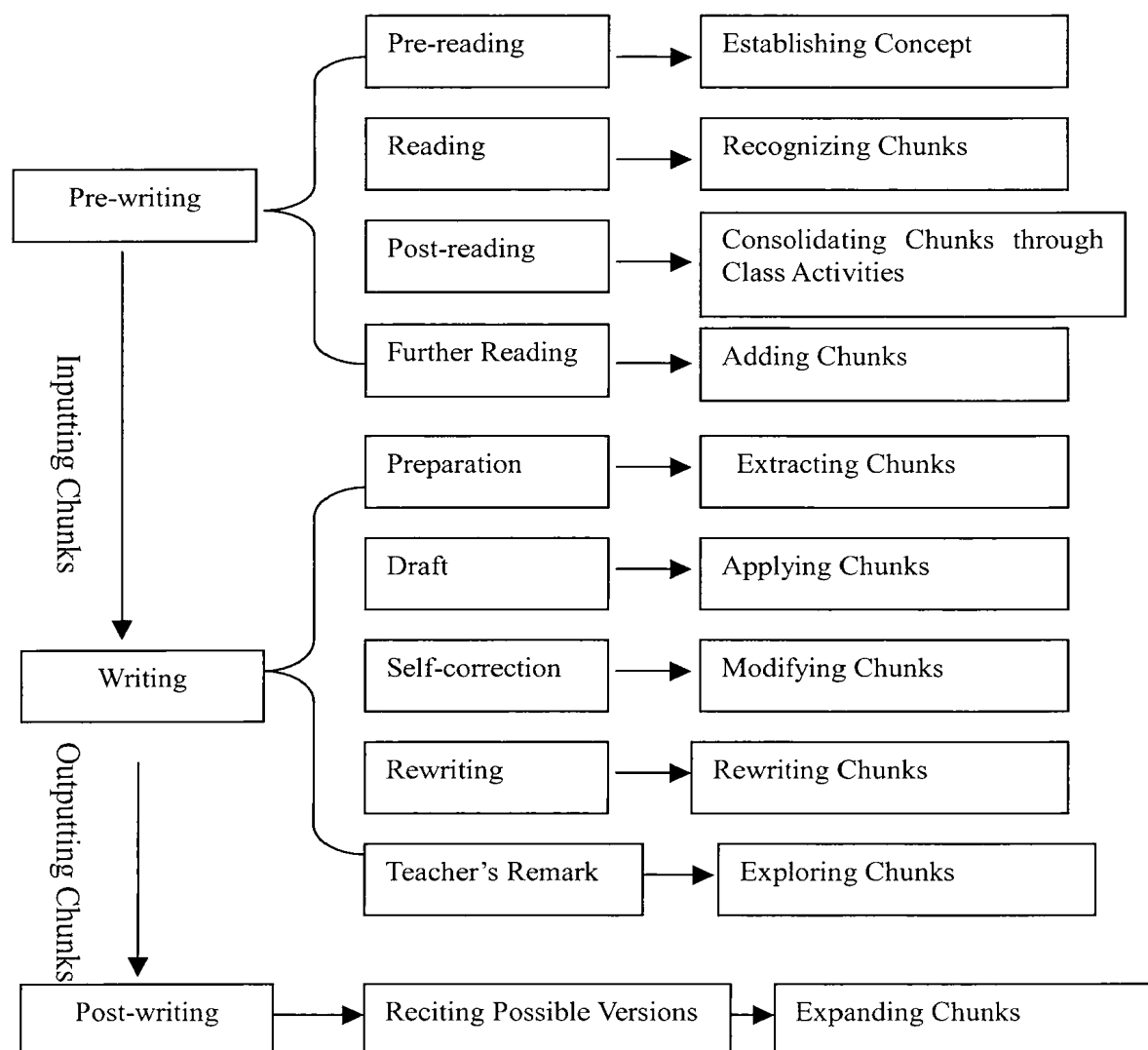
3.4.1 Questionnaire1 and Pre-test

First of all, a pre-test was done by 63 students in two classes who had just finished a Questionnaire 1 (See Appendix I) at the beginning of this term so that the author can collect data related with their writing attitudes and level at the beginning of the experiment. Then the author asked them to write an argumentative essay whose title is “Whom do you turn to when in trouble”? (See Appendix III) within 30

minutes in class, and then collected their writing at once. Three professional teachers were invited to conduct the pre-test so as to know their writing level. According to the results of the pre-test, one of classes would be chosen to be the experimental class, and at the proper time, the method of lexical chunks was to introduce and strengthen during the writing teaching. The other class was the control class which was taught as usual as before. After the experiment, students were given the post-test, and the results of it were compared and analyzed.

3.4.2 The Experimental Procedures of Application of Lexical Chunks in Writing

The author divided the experiment into three stages: the first stage is “Pre-writing (Inputting Chunks Through Reading)”; the second is “Writing (Outputting Chunks By Writing)”; the third is “Post-Writing (Expanding Chunks)”. The table which is designed by the author is shown as follows:



The author takes New Standard English Book 3 Module 4 Reading *Sandstorms in Asia* for example: (See Appendix IV)

3.4.2.1 Pre-writing (Inputting Chunks Through Reading)

Step One: Establishing Concept of Lexical Chunks

Since students were not familiar with the concept of lexical chunks, it was necessary to introduce the concept of it to students. So the starting point should be to tell students what lexical chunks are in order to raise their awareness of lexical chunks. Firstly, the author introduced the notion, classifications and importance of lexical chunks to students as well as different kinds of examples in a simple way. Definitions and abstract theories were not the focus. Secondly, the author explored

the comparison of cross-communication, and encouraged students to tell the differences and similarities of the lexical chunks between English and Chinese. For example, “幸运儿、新手” in Chinese are equivalent to “lucky dog、green hand” in English; the expression of “倾盆大雨” in Chinese can be conveyed as “It rains cats and dogs.” rather than “It rains like pouring from the basin.” in English. Only by these interesting examples made students’ interest increased. The author laid much emphasis on teaching students what kind of strings of words should be treated as chunks and need devoting more energy. Such as, the collocation, regular usage, sentence pattern and useful idioms and mottos relevant to key words, and let them learn directly. Finally, because of different types of compositions, the author summed up different ways of organizing compositions and divers functions of lexical chunks, and presented them to students, such as “Recently the phenomenon has become a heated topic. Nowadays there is a growing concern over...”opening a new composition; transitional lexical chunks as “on the other hand; on the contrary”; “In conclusion, we, therefore, can make clear from the above discussion (that)” indicating the summary function. The connection of these chunks made the composition a whole entity with clear statement, well arrangement, precise structure, and helped students to write quickly and better.

Step Two: Recognizing Chunks

In this step the author asked the students to underline the lexical chunks in the texts and improve their ability to identify and learn them. At the beginning, the author played an important role in picking out the lexical chunks. Then the author divided the students into five groups to encourage them to underline all the correct forms of lexical chunks according to their understanding. After that, the students could share the chunks they found with other group members. Through sharing with

other group members, they could learn others' thoughts and enhance their own understanding, which helped them gain the ability to recognize lexical chunk. During the process of recognizing, the students were advised to highlight the lexical chunks in the text with pen of bright color, which made them conspicuous in the books. In this way, they could focus their attention on these chunks whenever they opened their textbooks. Finally, some students were allowed to write down ten to fifteen lexical chunks on one side of blackboard to, consciously and unconsciously, make all the students memorize what they found, and encourage them to study by themselves to enrich the storage of the lexical chunks. This was helpful for these chunks to be remembered.

These were the lexical chunks they found in the text:

Categories	Group1	Group2	Group3	Group4	Group5
Polywords	cut down; strong winds; as a result of; had better;	had better; part of; go out; arrive in; cut down; appear to	as a result of; wake up; cut down; dig up; plant trees;	arrive in; cut down; had better; wake up; sweep away	as a result of; dig up; cut down; thick dust; plan to;
Collocations	a major disaster; in the desert; advise...to do; enough to do; start to do	A mass campaign; be caught in; wear a mask; enough to do; start to do;	advise...to do; climate changes; prevent doing; enough to do; start to do; in recent years	climate changes; prevent doing; be caught in; enough to do; in the desert area	enough to do; prevent doing; a major disaster; wear a mask; start to do; the next five years
Institutionalized expressions	This is a process that happens when land becomes desert.	This is a process that happens when land becomes desert.	This is a process that happens when land becomes desert.	This is a process that happens when land becomes desert.	This is a process that happens when land becomes desert.
Sentence	There was...;	...make it	There was...;	It was the...	There was...;

frames & heads	I thought...; ...so...that...; It is difficult to...	difficult to...; It was the... I've ever been in...; It is difficult to....	I thought...; ...so...that...; ...make it difficult to...;	I've ever been in...;...make it difficult to...;	I thought...; ...so...that...;It is difficult to...; If you...,you'd better...
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Step Three: Consolidating Chunks through Class Activities

Language learners have a process of understanding and outputting when language is input. Therefore, the author took up a flexible teaching method, designed related activities, and shortened learners' time which is spent from understanding to outputting, and even enlarged their knowledge of lexical chunks. As a result, in addition to intensifying students' sense of the lexical chunks, the author gave them chances of outputting lexical chunks, and made activities relevant to it, such as making sentences with lexical chunks, lexical chunks translation, lexical correction, lexical filling blanks, brainstorm, text of rearrangement, and writing practices with frame and useful lexical chunks. With various forms of activities, the lexical chunks were further enhanced and became the natural language of students by combining the study of presupposed chunks and language skills, which caused the rapid output, precision, fluency, and improvement of students' abilities to output language. (See the Appendix X) So in this step, the main task was to help students consolidate chunks through class activities. When the students found a lexical chunk or a word in the chunk, whose meaning was not clear, they were encouraged to deduce its meaning based on the surrounding linguistic context, discuss with their group members and then try to paraphrase the chunks in English. The author gave corrections if there were mistakes. For some lexical chunks that students would have difficulty in understanding and guessing, they were advised to look them up in the dictionary and

notice phrases and example sentences given in the dictionary. Moreover, the author picked out some important and frequently-used chunks for detailed illustration. During this process, not only did the author explain the structural forms and variations of lexical chunks but also the practical functions and particular situations in which they were appropriately used. Some activities were designed to help students consolidate and memorize the lexical chunks better. Such as:

Activity 1. Complete the chart and then the sentences with words from the chart.

Noun	Verb
damage	
	forecast
	pollute
process	
	protect
survivor	
recycling	
fright	

1. Cars ____ the atmosphere.
2. I belong to an organization which ____ the environment.
3. We need to ____ more of our garbage.
4. The sandstorm _____ my car and I had to call the garage.
5. Bad weather had been _____ for the day of the race.
6. Only 12 of the 140 passengers _____.
7. Don't stand so near the edge, you're _____ me!
8. Teaching him to read was a slow _____.

This activity trained students to master the spelling of different parts of speech,

usage and grammatical structure of the word. While it also cultivated the student's ability to find and learn important words in the text.

Activity 2. Read the dialogue between Anna and Jill about the sandstorm.

Choose the right word for each blank.

Anna: Blue sky again.

Yeah. It was horrible yesterday. I was even wondering if I could

Jill: ____ (alive, live, survive) the sandstorm.

(Absolutely, Completely, Correctly) _____. I was also trapped in, wearing no _____ (mass, mask, musk). Though it had been _____

Anna: (foreseen, forecast, foredoomed), I never expected it to be so strong.

Me neither. The sandstorm's getting more and more intense each year and

Jill: really calls for a mass _____ (complain, company, campaign) to stop it.

This activity was designed to check how students master the synonyms or Form-Similar Words and their application to ensure they can be used accurately in context.

Activity 3. Match the words that go together.

A	B
1. forecast	a. atmosphere
2. melt	b. disaster
3. pollute	c. environment
4. protect	d. garbage
5. recycle	e. the Poles
6. survive	f. weather

The purpose of this activity was to check the students' mastery of semantic collocation so that the students can express their ideas idiomatically and fluently when writing a composition.

Activity 4. Fill in the blanks with the right form of lexical chunks given in the

table.

cut down, be caught in, one after another, dig up, wake up, go out

1. We _____ a rainstorm on the way here.
2. It's time you _____, or you will be late for school.
3. The teacher asked the students to answer his questions _____.
4. Mary suddenly found her children were _____ the flowers in the garden.
5. Many big tree along the road have been _____ for building houses.
6. I didn't find her. When I telephoned, her mother told me that she had _____.

It contained the most important language phenomenon in the text which can be very effective in promoting student's memory of chunks. This kind of exercise covers a broad area, but took less time, aiming at practicing the usage of high frequency chunks.

Activity 5. The polyword----cut down. The teacher presented several example sentences for the students to understand its meaning:

If you *cut down* all the trees you will ruin the land.

(to cut through the tree trunk of a tree so that it falls on the ground)

At first he wanted 15 *yuan* for the vase but I *cut him down* to 10 *yuan*.

(to cut the price off)

The robber *cut down* the police and ran away in a taxi.

(to kill or injure someone)

Now the income of the family was *cut down* more than one-third.

(to reduce the amount of something)

The students were encouraged to infer and paraphrase its meaning in every sentence. In this way, for one thing, it gave a complete picture of how to use this chunk in real practice. Contextualized learning is preferable, because learning

vocabulary is not a simple memorization of lexical chunks. They must be integrated into the learner's linguistic resources so that they are spontaneously available for use. Another activity for students to say more polyword about *cut* and other collocation is related to *be caught in*.

Example A.

Polyword		Chinese meaning
cut	away	
	in	
	out	
	off	
	across	
	up	
	through	

Example B.

Collocation			Chinese meaning
be		in	消失在.....; 陷入（沉思等）; 被.....所吸引
			被.....所吸引; 专注于.....; 聚精会神（干某事）
			陷入.....; 被困在.....
			被困在.....
			专注于.....; 被卷入.....

The method of combination of associative relationship helped students expand the range of chunks with the same meaning so as to deepen the students' impressions of word usage. Being familiar with these chunks, students extracted and used them quickly when writing.

Activity 6. Finish the sentences according to the Chinese meaning.

Example A.

1. There are _____ (如此多的人以至于) I can't enter the room.

2. The flood waters _____ (冲走) part of a road.
3. His back injury may _____ (阻止他上场) in tomorrow's game.
4. His explanation _____ (使我们容易) to understand the text.
5. In my opinion, another way _____ (交新朋友) is to go to a club.
6. It is said that the new chairman will take office _____ (两周后)

Example B.

1. 各国领导人在大会上提出了很多解决全球变暖问题的办法。

The leaders of every country at the conference came up with _____
the problem of global warming.

2. 什么也不能做。当我们被困在废墟中时，我们感到那么地害怕。

_____. We felt so frightened when we were trapped in the ruins.

3. 这场大雨使我们更难按时完成这项工程了。

The heavy rain _____ for us _____ the project on time.

4. 在那位歌唱家的音乐会举行的前几天票就卖光了。

The tickets had been sold out _____ the singer's concert took place.

5. 学校离家只有一英里远，因此我通常步行去上学。

The school is _____ from my home, so I usually go to school on foot.

The basis of writing is sentence. After practicing the chunks, students were allowed to writing some simple sentences. But it was difficult for them to write a complete sentence. So they can finish some translation exercises first, which can lay a solid foundation for sentences translation later.

Activity 7. Rewrite each sentence with another chunks, keeping the same meaning.

1. I cycled to work on a dark night and it was frightening.

It was frightening_____ me to _____ to work on a dark night.

2. The rooms are all large. They each can hold three big beds.

The rooms are all _____ hold three big beds each.

3. As a result of the terrible storm, many people lost their homes.

_____ the terrible storm, many people lost their homes.

4. To tell which job is better is difficult.

_____ to tell which job is better.

5. How can you go on working with all that noise going on?

How can you _____ with all that noise going on?

This activity seemed to drill a single chunk, but in fact, it required students to master the sentence-related chunks and had a better control of the sentence pattern and meaning. Students learned how to use a variety of sentence patterns to express the same meaning to enrich their contents of articles.

Activity 8. Translate the following sentences into English. Pay attention to the language expressions in the brackets.

1. 风如此之大以至于我很难呼吸。（so...that...）
2. 昨天路上的冰使得开车非常困难。（...make it difficult to do...）
3. 真可惜这么多的树被砍倒。（cut down）
4. 据报道，一些人突然遇到了飓风，其中几个人受伤了。（be caught in）
5. 由于私家车的增加，空气污染越来越厉害了。（as a result of）

Chunks are the basic elements of integrating a discourse. Thus, the students must master these fixed or semi-fixed chunks. In other words, learning to understand and generate discourse is not on isolated chunks, but to learn how to organically combine the prefabricated chunks to suit for some social situations. After having accumulated and practiced many chunks, this activity was offered to the students to

check if they can write down the correct sentences related to the topic of the writing..

Activity 9. Shorten the passage with filling the blanks.

Sandstorms	
What are they?	They are 1___ that carry sand.
How powerful are they?	They are strong enough to move2_____.
Where do they often occur?	In 3____, Central Africa and Australia.
Sandstorms in China	
The cause	Sandstorms begin in4___ and appear to have increased 5___ as a result of“desertification”.6___ a process7___ happens when land becomes desert8___ 9___ and because people cut down trees and 10___ grass.
Sandstorms in Beijing	Citizens11 ___ to an orange sky and strong winds that 12___ the city in a thick, brown-yellow dust. The storms sometimes 13___ all day and 14_____.
The measures	A 15_____ has been started in China. The government has already planted over 30 billion trees and 16___ continue planting for17_____.

Students were familiar with the topic again through this activity and understood the other phrases associated with this topic in order to prepare for completing the next writing task.

Step Four: Further Reading (Adding Chunks)

In this step, students learned something more related to the main topic of this lesson. They were involved in different culture they never knew before. At the same time, they came across and accumulated many a useful expression which would help them in their further writing.

The Storm

... Gradually, the sky darkened and John could feel a very light breeze gently ripple through his hair. It was hot and heavy with dust. Looking up, he saw that thick, dark clouds had started to fill the sky in the northwest. John stared at them, surprised

by their sudden appearance. Only a few moments earlier the air had been so still. Maybe it was going to rain after all. He closed his eyes and wished very hard for rain.

But this was not rain coming; it was black dust, blown by a hot roaring wind. He suddenly remembered the pictures on television of the terrible storms over in Queensland; violent storms of dust without any rain blew away crops and soil and buried houses and cattle.

John dropped the bucket of pigs' food and screamed, "Debbie! Run! Get indoors!" He picked up baby Tom and ran to the house. But Debbie didn't move. She just stood still, fascinated, staring at the blackness moving towards them like a train on its tracks.

He shouted again to Debbie but the air was filled with a roaring sound which was too loud to shout over. He had to run back out to get his sister. The wind was so violent now that it tore the roof off the pig house and blew it away into the distance. John's eyes filled with dust and hurt as he struggled towards Debbie. The wind knocked her over and she was now screaming with terror. He caught her by the arm and pulled her towards him. He fought against the wind back towards the house, holding Debbie's hand. The wind tore his hair, and nearly pulled his sister from his arms. Finally, with a cry of relief, he reached the house.

The air in the kitchen was full of dust, making the children cough and their throats hurt. They simply couldn't keep breathing in all that dirt. John picked up the baby and pushed Debbie towards the bedroom where the air was clearer. He slammed the door shut and drew the curtains. "Don't move," he shouted and ran into the bathroom. He filled a bowl with water and came back with three wet towels. Then he tied the towels around each of their faces, protecting them from the fine dust

which filled the air.

Later, when the wind dropped, John drew back the curtains and looked outside. Thick piles of dust lay across the farm yard. The pig house had completely disappeared. John choked back his tears as he thought of the animals trapped inside. The next morning when his parents came home, the children ran out to greet them. "There was an awful storm," John said.

Mum put her arms around John. "Thank goodness you're safe," she whispered. "When the storm hit town, we couldn't drive home. The road was blocked."

Her eyes filled with tears as she held John tightly to her. "We didn't know what we would find..."

Dad held Tom. "Oh, John," he said, his voice full of emotion. "I'm so proud of you."

John felt the weight of Dad's hand on his shoulder and he stood tall.

3.4.2.2 Writing (Outputting Chunks By Writing)

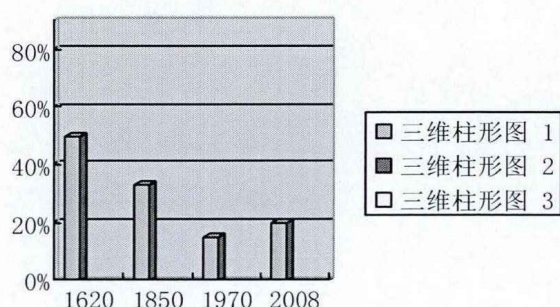
After learning this lesson, the author will arrange a writing task which is related to this module.

Students should be often reminded of the lexical chunks they learned before and encouraged to use the lexical chunks they have learned both inside and outside the class as many as possible in their output practice in order to keep the chunks active. So after having accumulated some lexical chunks ,the students were given a task of writing which helped the students to output the chunks. In this stage, the author arranged five steps: preparation; draft; self-correction; rewriting and teachers' remark. The author selected the materials carefully which were related to this module .

Sample:

根据下面的图表可知近 400 年来，中国森林面积覆盖率锐减。树木被砍伐，导致许多良田变成沙漠，每年春季沙尘暴肆虐。中国政府已经认识到问题的严重性，号召全国人民植树造林，在西北、华北、东北建起了绿色长城。截至到 2008 年，全国森林覆盖率已经达到了 20%。

根据图表和文字提示用英语写一篇文章。



Step One: Preparation (Extracting Chunks)

According to the task that was given by the author, students were divided into five groups to think about chunks as many as possible. Then they would share their opinions with other group members. In this step, students would extract chunks from their memory. Chunks they wrote down as follows:

Single words: *enviornment; rules; regulation; sign; allow; permit; forbid; spit*

Polywords: *pay no attention to; keep...away; give off poisonous gas; keep the nature balanced; cut down; call on; as a result; National Tree-planting Day ;Great Green Wall*

Collocations: *prevent people from...; in order to improve the quality of our life; with the development of science and technology; recycle the rubbish; do harm to the environment; arouse wide public concern*

Institutionalized expressions: *Only in this way can we...; It is because...that....; If we can do as mentioned above, there can be no doubt (that)*

Sentence frames & heads: *Firstly,.... Secondly,.... Finally,....; what's worse; The reason why...is that...; People should be educated to improve the awareness of...*

Opening sentences: *As is shown/indicated/illustrated by the figure/percentage in the graph; The problem of ... has aroused people's concern.; It is commonly believed that ... / It is a common belief that ...; ...has been on rise/ decrease(goes up/increases/drops/decreases),significantly/dramatically/steadily rising/decreasing from __ in __ to __ in __.*

Ending sentences: *Taking all these factors into consideration, we naturally come to the conclusion that...; Taking into account all these factors, we may reasonably come to the conclusion that ...; All in all, we cannot live without ... But at the same time we must try to find out new ways to cope with the problems that would arise.; From what has been discussed above, we can draw the conclusion that ...; It is high time that strict measures were taken to stop...*

Step Two: Drafting (Applying Chunks)

In this step, students were allowed to make a draft with the chunks that they discussed and wrote down within 20minutes.

Step Three: Self-correction (Modifying Chunks)

Having finished it, students exchanged their essays with their group members to correct the chunks each other first. Then the author modified them again to find out the typical errors and instructed them how to use the chunks correctly.

Step Four: Rewriting (Rewriting Chunks)

According to the instruction the author gave, the students were encouraged to rewrite their essays. Once again, they should send their essays to the teacher to modify. At this time, the author would consciously note down the chunks they used.

Step Five: Teacher's Remark (Exploring Chunks)

After returning their compositions, the students should get feedback as soon as possible. So the author showed their beautiful sentences or phrases with PowerPoint on the screen to appreciate them together. The students would be proud of what they wrote. In this step, not only could students see some more chunks that they did not think over but also they will build their confidence by the comments given by the author, which encouraged them to write more in the future.

Here are two of the students' good works:

Environmental problems are becoming more and more serious all over the world. Forest coverage rate has dropped in particular. A lot of trees were cut down, leading to many fertile land into desert and happening sandstorm every spring. Massive destruction of environment has brought about negative effects and even posed a great threat to man's existence.

We must face the situation that exists and take actions to solve our environmental problems. Fortunately, more and more people have realized these problems. Measures have been taken to solve these problems by the government. We need spare no effort, too. For one thing, we should protect and plant trees. In addition, we should reduce to use disposable wooden chopsticks.

The nation forest coverage rate has reached 20% up to 2008. I hope the problem will be solved in the near future and our home will become better and better.

Date:

Page:

As is shown in the chart, the forest coverage has dropped in our country, decreasing from 50% in 1620 to 18% in 1970. Because people cut down a lot of trees, which leads to the farm land becoming a desert. In addition, sandstorm happens frequently. These problems should attract the government's attention.

Now, our's government has realized the importance of these problem. Therefore, the government has taken some effective measures to solve the problems. The government appeals the local people to plant more trees. At the same time, making full use of trees that have been cut down develops our economy. Nowadays, we have built Great Green Wall in our country. The forest coverage obviously has risen in 2008.

As far as I'm concerned, we should spare no efforts to improve the air quality. Only in this way can we lead a healthy life. It is up to everyone to make our home become better and better. Let us try our best together!

3.4.2.3 Post-writing (Expanding Chunks)

During the remark, students would cooperate with the author to write down the useful expressions or nice sentences on their notebooks to renew their lexical chunks they accumulated before. After class, the students were allowed to send the lexical

chunks to their mailbox to store steadily. Everyday the students are required to recite some of the chunks and every week the author will arrange a good composition for the students to recite. By this way, the students can accumulate as more chunks as possible for their further use. The possible version is as follows:

The diagram shows that in 1620, about half of China was covered by forests, while the rate reduced to one third in 1850. Many trees were cut down, so a lot of good land became deserts. In 1970 forests almost disappeared in China. Sandstorms happen every year, which do great harm to human beings.

Having realized the serious situation, the Chinese government has called on the whole nation to plant trees. March 12th has been fixed as National Tree-Planting Day. China has built the Great Green Wall across the northern part of the country, which helps keep the sand away. By 2008, about 20% of China has been covered by forests. Things will continue to improve.

3.4.3 Questionnaire 2 and Post-test

A post-test is set to investigate whether there is some significant difference in the subjects' writing performance between the two classes, and whether there exists some significant difference within each of the two classes a year later. Its importance lies in that it not merely examines the results of the thirty-six-week training, but also testifies the researcher's hypotheses. So after the experiment, the author conducted a second experiment on July 1 before the Final Examination. In the examination, they were required to finish another essay titled "Make the Best of Internet" (See Appendix III) within 20 minutes without referring to books or dictionaries, as in the pre-test. All the students took part in both of the tests. The results of the two tests can be used to check whether students of EC performed better than those of CC by means of statistic analysis.

The author gathered the pre-test and post-test compositions of the experiment from both EC and CC. The scoring was done by the Scoring Standard in Senior High Schools. The compositions of the two classes were given to the scorer at random and the information of students was covered. Thus, the scorer didn't know which class a student belonged to when scoring. In this way, the compositions could be more justly marked. After getting the scores of the 63 compositions, all the lexical chunks in each composition were picked out and the number of each category was counted. Then a comparative analysis between the two results was done.

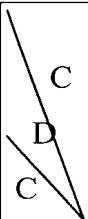
The second questionnaire was completed after the examination respectively in the experimental class. The items in the questionnaire were divided into two parts: one concerned the subjects' learning attitudes, strategies on lexical chunks and the other was about their confidence in English writing teaching.(See Appendix II)

Chapter 4 Data Analysis and Experiment Results

4.1 Analysis of Questionnaire 1

Before the experiment, the author sent each of 63 students who were taught by the author only a copy of questionnaire(31 students in experimental class; 32 students in control class). The questionnaire employed in this study included 25 items. They were 15 multiple-choice questions and 10 “Yes or No” questions. The questions about the learners’ attitudes to English writing , as well as writing habits were designed on the basis of the students writing level in the author’s school. The students were given a Chinese version of the questionnaire, and they were required to complete independently without any discussion within 20 minutes. After a careful collection of the answers and statistics, the data obtained from the questionnaire can be briefly described in the following table.

Table 4.1.1 Students' Attitudes towards English Writing and Writing Habits

Question		A	B	C	D
1.你认为英语写作() A.非常重要 B.不很重要 C.不重要 D.不必要	EC	22	6	2	1
	CC	21	8	3	0
2.你是否喜欢英语写作() A.很喜欢 B.喜欢 C.一般 D.不喜欢	EC	4	3	17	7
	CC	3	6	17	6
3. 除了老师布置的作业外,你()自行练习写作。 A. 非常愿意 B. 愿意 C. 不太愿意 D. 根本不愿意	EC	1	4	22	4
	CC	2	9	14	7
4. 你认为英语写作困难吗 A. 不难 B.有点难 C.比较难 D.很难	EC	1	3	9	18
	CC	2	2	9	19
5. 你认为背单词对写作 () A. 非常有帮助 B. 有一些帮助 C. 有一点帮助 D. 根本没有帮助	EC	24	7	0	0
	CC	20	7	5	0
6. 你目前的写作水平 ()	EC	1	0	19	11

A. 很高 B. 较高 C. 一般 D. 不高	CC	0	0	8	24
7. 你在写作时最大的困难是()	EC	5	11	10	5
A.不会组织语言 B.汉语式的翻译较多	CC	10	7	6	9
C.句子单调, 缺乏多样性 D.不会选择恰当的短语或句式					
8. 在写作过程中, 你()用英语表达自己的思想。	EC	1	6	10	14
A. 完全可以 B. 可以 C. 尽量可以 D. 不可以	CC	2	6	10	14
9. 看到作文题后, 你()呈现与话题有关的许多词组或句型。	EC	1	4	18	8
A. 完全能够 B. 能够 C. 能部分 D. 不能	CC	1	5	14	12
10. 你()把自己平时写的英语作文里的词组摘抄记录。	EC	1	18	10	2
A. 经常会 B.偶尔会 C. 从来不会 D.没想过	CC	4	11	6	11
11. 阅读时, 遇到好的词组或句子你()摘录下来。	EC	1	13	14	3
A. 主动 B. 偶尔会 C. 按老师要求 D. 不会	CC	18	8	4	2
12. 你认为英语中的注重习惯表达, 短语、固定搭配及句型对写作成绩的提高()。	EC	19	11	1	0
A. 一定会 B. 可能会 C.不会 D.不确定	CC	3	10	14	5
13.你认为学过的词组、短语背诵起来()。	EC	4	9	17	1
A. 相当容易 B. 比较容易 C. 不太容易 D. 相当难	CC	0	18	11	3
14.写作时, 你比较重视()的准确性。	EC	4	15	7	5
A. 语法 B. 词汇 C. 句式 D. 句子间的衔接	CC	3	22	4	3
15. 你()通过指导你会提高英语写作水平	EC	3	18	8	2
A. 非常有信心 B. 有信心 C. 说不准 D. 没信心	CC	6	12	10	4

C= choice D=data C=class

EC=experimental class(N=31) CC=control class(N=32)

From the results in Table 4-1-1, we can see from question1-3, although more than 70% of the students in EC and 65% in CC think that English writing is very important, only about 16% of the students in EC like writing,which is 12%(28%-16%) lower than those in CC . In Question 4,5,6, and 7 we know the reason why nearly 90% of students both in EC and CC agree that writing is very difficult is that though 100% of the students in EC while 84% in CC believe that reciting words has a great help in writing, they still encountered a lot of considerable problems in organizing languages. What's worse, when the students are unable to

convey their original ideas in writing, they are most likely to think about them in Chinese first then translate them into English, or they just write meaningless English words to add up the words. As a result, they are not able to choose the right phrases and sentence patterns which lead to the monotonicity of sentence and a lack of diversity. In Question 8 and 9 about their writing level, we can conclude that when it comes to writing examination, less than 24% of them in EC can express their own opinions in English during writing an article as well as 16% of them can think of some useful expressions when they saw the topic of the writing, in CC the rate is respectively 25% and 18%. Fortunately, it is shown in Question 10 and 11 about their learning habits, nearly half of the students in EC have a good habit of recording some phrases, sentence patterns and so on, during their English learning and relatively the data is much higher in CC. Moreover, to our delight, we can see a bright future in Question 14 and 15. In other words, all the students place the vocabulary on the highest position, most of whom in both classes have more confidence in improving their writing levels with the help of the teacher.

Table 4.1.2 Yes or No Questions about the Knowledge of Lexical Chunks

Question	Y/N D C	Yes	No
1. 我知道“词块”这一概念。()	EC	0	31
	CC	0	32
2. 我认为“词块”可能和词汇有关系。()	EC	20	11
	CC	22	10
3. 背单词或词组很费时、费力但对写作很有帮助。()	EC	27	4
	CC	25	7
4. 我喜欢背诵积累下来的词组、短语或句型。()	EC	16	15
	CC	20	12
5. 在语法、听说或阅读课上，我会注意词组、短语或句型的记录。()	EC	17	14
	CC	19	13
6. 写作时，我受汉语思维模式影响很大，作文都是汉语式的翻译。()	EC	26	5
	CC	22	10
7. 写作时，所学过的短语、词组、句型全都想不起来。()	EC	23	8
	CC	21	11
8. 写作时，混用词组、短语或句型的时候很多。()	EC	23	8
	CC	23	9
9. 我认为充分地操练词组、短语或句型对牢记它们很有帮助。()	EC	28	3
	CC	27	5
10. 我认为老师在词组、短语、句型等方面多加指导或应用练习，会对写作水平的提高有很大的帮助。()	EC	31	0
	CC	26	6

Y/N= yes/no D=data C=class

EC=experimental class(N=31) CC=control class(N=32)

The results of the questionnaire reveal that 100% of the students in both classes don't know the concept of the chunk. But more than 65% of them in EC judge that chunks are related to vocabulary, which is similar to those in CC. What's more, more

than 87% of them agree that noticing and memorizing vocabulary and phrases is tiring but useful while in CC over 78% of the students have the same idea. Besides, about 50% of the students prefer to notice and memorize expressions and sentence pattern in EC. In EC there are 10.9%(62.5%-51.6%) more students develop a good habit of memorying expressions. As far as their writing situation from Question 6,7 and 8, during their writing, there exist many a problem. In EC, firstly, over 82% of the students admit that when writing, they always express their ideas close to Chinese meaning. Secondly, up to 73% of them agree that the useful expressions may be flung to the four winds as they are ready to write or mix them together when the phrashes and sentence pattern appeare in the paper. But the situation may be better in CC.

In regards to the English writing teaching in Question 9 and 10, no matter which class the students are in, over 80% of them state that it would be more helpful for them to write a better composition after plenty of practice of expressions they have met. In addition, though approximate 18.8% of the students in CC are afraid that they can't make their compositions smooth with the training employed, 100% of the students in EC believe that under the help of the teacher's instruction of writing strategy and feasible training can build up their confidence in English writing. That is to say, it will raise their English writing proficiency and fluency level.

4.2 Pre-Test and Post-Test of Examination Results and Discussion

4.2.1 The Comparison of Examination

First, Comparison between classes. Table 4.2.1.1 indicates the performances of these two classes during pre-and post-writing tests, which embody the experimental class' average marks of pre-test –respectively 7.9355 and control class' is 8.5938 It is evident that the control class' scores are higher than the experimental class. So the

students in control class are slightly better than the experimental class. However, the experimental class' average marks of post-test are 10.5806 which are higher than that of the control class. The independent sample “*T*” of Table 4.2.1.2 further shows that there are not obvious differences in writing records ($P = 0.282 > 0.05$) before the experiment, after which the situation is reversed ($P = 0.007 < 0.05$). Both of charts evidently show that the writing skills of experimental class are greatly improved by the lexical chunks teaching experiment.(See Appendix VIII)

Table4.2.1.1 Descriptive Statistics of Pre-and Post-test of the Two Classes

Class	Time of test	N	Min	Max	M	SD
EC	Pre-test	31	3	12	7.9355	2.44861
	Post-test	31	7	14	10.5806	1.80322
CC	Pre-test	32	2	13	8.5938	2.36724
	Post-test	32	5	14	9.2187	2.04363

Table 4.2.1.2 Independent Samples Test of Pre-and Post-test of the Two Classes

Time of test	Class	N	M	SD	Std Error Difference	T	Sig
Pre-test	EC	31	7.9355	2.44861	.43978	-1.085	.282>0.05
	CC	32	8.5938	2.36724	.41847		
Post-test	EC	31	10.5806	1.80322	.32387	2.801	.007<0.05
	CC	32	9.2187	2.04363	.36127		

Second, within class comparisons. Table 4.2.1.2 shows that the experimental class' post-test scores improved higher by 2.6451points than pretest (10.5806-7.9355), whereas the control class' post-test average score increased only 0.6249 points (9.2187- 8.5938). In conclusion, after having received these productive training of lexical chunks, the students in experimental class have improved more than the control class in writing.

4.2.2 The Comparison of the Quantity of Chunks Application

First of all, comparison between the two classes. Table 4.2.2.1 describes the quantity of chunks application of the two classes during pre-and post-tests. As is shown in pre-test, the average number of chunks which are used in experimental class writing is 7.8065, and the counterpart of the control class is 8.3125. After the post-test, these data is respectively increased to 13.7742 and 11.7813. The independent sample “*T*” in Table 4.2.2.2 further demonstrates that there are distinctive differences in the quantities of lexical chunks used before the pre-test ($P = .484 > 0.05$). On the contrary to that, the quantity of using chunks in the two classes appears significant differences ($P = 0.001 < 0.05$), which is significantly boosted after the writing experiment. (See Appendix IX)

Table 4.2.2.1 Descriptive Statistics of the Quantity of Chunks Application of Pre-and Post-test of the Two Classes

Class	Time of test	N	Min	Max	M	SD
EC	Pre-test	31	3	13	7.8065	2.90309
	Post-test	31	10	18	13.7742	2.20166
CC	Pre-test	32	3	15	8.3125	2.79905
	Post-test	32	7	17	11.7813	2.22500

Table 4.2.2.2 Independent Samples Test of the Quantity of Chunks Application of Pre-and Post-test of the Two Classes

Time of test	Class	N	M	SD	Std Error Difference	T	Sig
Pre-test	EC	31	7.8065	2.90309	.52141	-.704	.484>0.05
	CC	32	8.3125	2.79905	.49481		
Post-test	EC	31	13.7742	2.20166	.39543	3.573	.001<0.05
	CC	32	11.7813	2.22500	.39333		

4.2.3 The Correlation of the Quantity of Lexical Chunks and Writing Scores

In order to research the correlation of enhancing writing scores and the quantity of lexical chunks usage, the author made inspection of this correlation for the experimental class after the post-test. The result of Table 4.2.3.1 states clearly that the correlation between the quantity of chunks and writing score is 0.734. (Pearson correlation coefficient were used to measure the two sets of data on a line above, it is used to measure the distance between the variable linear relationship. The greater the absolute value of correlation coefficient is, the stronger the relevance is. The correlation coefficient is close to 1 or -1, the degree of correlation is stronger, while the correlation coefficient is close to 0, the degree of correlation is weaker. 0.6-0.8 is strong relevant) and the experimental class' writing scores are increased proportionately with the quantity of lexical chunks use ($P = 0.000 < 0.01$) which further verifies the stimulating role in increasing of the quantity of lexical chunks use.

Table 4.2.3.1 Correlation Analysis

		Score	The quantity of chunks
Score	Pearson Correlation	1	.734**
	Sig. (2tailed)		.000
	<i>N</i>	31	31
The quantity of chunks	Pearson Correlation	.734**	1
	Sig. (2tailed)	.000	
	<i>N</i>	31	31

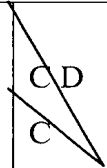
All in all, with the experiment of lexical chunks teaching after a year, compared with the control class and itself, the students' writing performance in the experimental class has improved and the quantity of lexical chunks they used has been increased, however, the control class students do not achieve obvious enhancement, which makes it clear that lexical chunks teaching directly improve students' writing performances and the rate of lexical application. The reasons lie in,

first, that lexical chunks teaching pays attention to cultivating the sense of lexical chunks, which is helpful to absorb and understand language input and promote language acquisition. The observation of the differences between native speakers and learners themselves may possibly minimize the gap, and not vice versa. Based on some researches, how to train students' abilities to identify lexical chunks contributes to their improvement of their second language acquisition. Second, lexical chunks stress that storage of lexical chunks is entirely preserved in the brain. Learners can draw and make use of them by their use, and it is not necessary to assemble them according to the grammatical rules, by which brain's pressure to encode language can be relieved, and save the time and energy to process information. According to Lewis, "Fluency is realized by a large number of fixed or semi-fixed presupposed lexical chunks which are the foundation of language innovation." Meanwhile, as integration of grammar, semantics and language context, the comprehensive application of them can lessen the errors of language collocation, and improve the language accuracy. Third, lexical chunks lay emphasis on students' abilities to study by themselves, so it is helpful for them to form better learning habits and study strategies, and intensify study interest and their sense of success. In conclusion, the advantages of lexical chunks become the efficient way to improve students writing skills. However, the author found that some students used may a chunk in their examination papers, but the scores were not high. It is mainly because the lexical chunks they used were not accurate. So in the future teaching, we should continue to strengthen the input and output practice of the lexical chunks, with particular attention to the use of lexical chunks accuracy, rationality so that the lexical chunks can be applied better and improve their composition performance.

4.3 Analysis of Questionnaire 2

In order to test the feasibility and effectiveness of the test, after the experiment, the author did another survey in the experimental class. The questionnaire consists of 15 multiple-choice questions. They are rated as follows: A=completely agree, B=agree, C=not sure, D=disagree, E=completely disagree. Besides, there are 5 open-ended questions only for the students in the experimental class.

Table 4.3.1 Questionnaire of the Confidence and Competence

Question		A	B	C	D	E
1. 我不抵触写作了。	EC	6	18	6	1	0
	CC	3	4	14	3	8
2. 了解词块的知识 and 用法对英语写作有很大帮助。	EC	19	11	1	0	0
	CC	15	8	6	0	3
3. 词块知识比语法知识更重要。	EC	8	13	10	0	0
	CC	12	7	9	2	2
4. 课堂词块教学是写作教学的基础。	EC	18	12	1	0	0
	CC	10	10	12	0	0
5. 词块操练形式多种多样极大的帮助了对它们的记忆。	EC	14	12	5	0	0
	CC	10	14	7	0	1
6. 学习和应用词块培养了我的英语思维能力。	EC	16	12	3	0	0
	CC	11	9	7	2	3
7. 词块的学习增强了我写作的自信心。	EC	6	10	9	2	5
	CC	3	4	14	3	8
8. 预习时, 我习惯有意无意地记录见过的所有词块。	EC	8	17	6	0	0
	CC	6	6	10	4	6
9. 我主动积累各种题材的写作模板、框架和范文。	EC	5	21	4	1	0
	CC	3	5	11	5	8
10. 我会把学过的词块进行归类复习。	EC	4	19	7	1	0
	CC	5	6	12	2	7
11. 写作练习中, 我会尝试用新学的词块。	EC	11	15	5	0	0
	CC	8	5	14	0	5

12.写作时我较以前能够合理的使用与话题有关的短语、词组或句型了。	EC	9	20	1	0	1
	CC	5	4	13	4	6
13.拿到作文题后，我能够产生与之相符的框架。	EC	9	10	11	1	0
	CC	3	2	15	3	9
14.在作文讲评课中，我能够指出同伴作文中的词块使用错误，并予以纠正。	EC	6	15	10	0	0
	CC	6	4	7	8	7
15.老师的词块教学法的强化训练对作文成绩的提高起到了关键的作用。	EC	20	9	1	1	0
	CC	11	5	9	2	6

C= choice D=data C=class

EC=experimental class(N=31) CC=control class(N=32)

From the data above, we can see that the students' attitudes to English writing changed apparently in experimental class before and after the experiment. Compared to the previous experiment, more than 77% of the students (Question 1) reduce anxiety of writing. The lexical approach largely solved the problem of students' writing on content and the disorder of structure aspects. So they have no longer a blank mind, or a head full of Chinese, as well as not knowing how to start, which lead to their fear of difficulties in writing. The data from 2-7 showed that the successful application of lexical chunks improved students' interest in practice writing performance, and enhanced their writing confidence, increased English learning achievement. So they have strong independent learning motivation to cultivate their ability of autonomous learning. Although in the Question 13 shows that the rate of students who are not sure to have an appropriate frame when writing is nearly 1/3 in the experiment, it has increased by 11%(35%-24%) after the experiment and the population of students occasionally practicing writing has a very significant increase which indicates that most of the students move toward the positive direction of efforts.

The data in Question 8,9,10 clearly show that, after teaching the lexical-chunk

approach, most of the students developed a habit of chunks input strategy, over 81% of whom actively reserve all the chunks they met. We are gratified to see in Question 9 that about 84% of the students are active to accumulate chunks through a variety of strategies and consolidate their usage.

Before and after the experiment the data in Question10 are displayed the effective strategy under the guidance of the teacher, more than 74% of the students have begun to record and classify the chunks in the notebook consciously, and they can be easily, fast and efficiently memory the chunks. It is obvious that from Question 4 we know that lexical knowledge really helped nearly100%of the students to memory the chunks deeply and truly internalizes for their own knowledge system through constant repetition cycle. The long-term memory ensures their usage of chunks at any time, which is shown in Question 11.

The experimental data clearly reflected before and after the experiment, because of the application of chunks input strategy and volume expansion, students' ability in writing also had a remarkable change. The data in Question12-15 change most apparently, which shows that the lexical-chunk approach can promote students in establishing a link between input and output. In other words, applying chunks improved the output efficiency and effectiveness.

In order to prevent limitations of the questionnaire design, the authors also arranged 5 open-ended questions so that she can make clear what difficulty and problem the students still have. What's more, the teacher should have a right direction to promote her teaching method in order to achieve a practical and effective teaching level that is more consistent with the students' situation. The answers to the Question16-20 indicate that the students will immediately get rid of mother tongue thinking influence still has certain difficulty, some students, especially, the students

with poor sense of language still have Chinese thinking or communication, who have a bad habit of writing an outline So the teacher needs to patiently detect and correct their problems. Quite a few of students prefer to a wide variety of training exercises, with which they believe that they must have certain progress, stating chunks can effectively stimulate them to improve their interest of writing quality and enhance their motivation. According to the language input and output theory, language output is actually a kind of input ,that is to say, the process of input and output can both stimulate students' thinking, deepen students' understanding of the lexical chunks and improve their ability to use the lexical chunks. The experimental data show that some students started to develop the habit of using the lexical chunks after the experiment and also had certain strategies and methods. However, there still exist some problems, that is, some students have no awareness of the importance of the lexical chunks. Therefore, in the usual teaching activity, the teacher must pay attention to training the students' positive emotional attitudes and awareness of learning strategy, gradually guide them to be on benign loop path to learning.

However, compared to the EC, the data from CC are considerably different, especially, on writing attitude or habits. After a year of regular teaching, there are still more than 1/3 students hating English writing. As far as learning habits, they have no big changes. What's worse, they are not aware of recognizing and accumulating phrases they met every time, which can be concluded from the data 31%, 41% and 28% in Q8,9,10. Therefore, they also have a lot of difficulty in writing, such as more than 30% of the students can not generate a frame structure related to the topic. When writing, they still can't use phrases correctly that the topic needs. From the table, it is clear that most of the students gave us an unsure answer in most of the questions. Hence we'd better come to the conclusion that the

importance of an effective teaching and learning method can not be overemphasized.

As for the open question about their opinions on lexical chunks and how to improve the teaching method, 80% of the students in EC think it is the lexical-chunk approach that help them get a good mark in writing. If permitted to continue this experiment, it will surely result in a high-performance in composition. Furthermore, they hope more concern should be paid to the diversity of the exercises.

Overall, before and after the experiment the data in questionnaires indicated clearly the following points: Firstly, the lexical-chunk approach can effectively stimulate students' learning interest in writing, enhance their writing motivation and improve the English learning achievement. Secondly, the lexical approach establishes ties between input and output, improving the students to output effect promptly. Thirdly, during the experimental period, the teacher guided the students to use the lexical chunk strategy, which effectively cultivate students' autonomous learning ability.

Chapter 5 Conclusion

5.1 Findings

The present study aims to investigate the effectiveness of the training of accumulating and productive training lexical chunks on promoting the level of senior high school students' writing. In this study, two natural classes from Grade 2009, Qingguang Middle School have been observed in terms of the relationship between the lexical chunks and the level of their compositions. And the author's own hypotheses have been testified. First, the Lexical-Chunk Approach has enhanced senior high school students' interest and changed their attitudes to writing. Second, the students who have a better command of lexical chunks tend to show a higher proficiency level in writing than those who have a poor command. The lexical approach in English Writing Teaching in senior high school is divided into three stages. First is pre-writing that is the input of chunks by reading a text. The second one is writing process which is the using of the output chunks stage. Post-writing is the last stage that is reciting the model essay to expanding chunks. In every stage of the teaching, the author tried to use the appropriate method of teaching, and actively guided the students through the training, the absorption and accumulation and other class activities. At the same time, through the three stages of writing, the author encouraged students to discuss each batch of lexical chunks, by student-student and teacher-student interaction, mutual learning chunks, further validation to make the students use chunks skillfully. Through the three stages of teaching, writing constructed a bridge between "input" and "output" with chunks, so that students could accurately and authentically express their thoughts and organize the structures coherently and smoothly which effectively improved students' writing ability. At the same time, in the experiment, the author consciously guided the students to learn

related lexical learning strategies, foster their autonomous learning ability, and to lay a solid foundation for sustainable development.

Through the experimental study, we can draw the following conclusion:

Firstly, the Lexical-Chunk Approach can effectively improve senior high school students' writing level. It is shown that lexical chunks have exactly positive influence on students' writing development, such as writing fluency and accuracy. The experimental class students' writing performance, i.e. writing ability was significantly higher than that of the control class and the volume growth rate of students' chunks in experimental class was significantly higher than control class students.

Secondly, from the questionnaire data analysis, we found that lexical chunk approach can improve students' learning interest in writing and autonomous learning ability. In the experimental stage the practice lexical learning strategies influenced the students' writing attitude, strengthened their learning motivation and self-confidence, which made them develop their ability to pursue English learning achievement with great enthusiasm.

5.2 Implications

First, the empirical experiment lasting one year showed that the Lexical-Chunk Approach has positive effect on improving students' writing to certain degree, particularly cultivating their ability of learning. What's more, there are a large variety of different chunks with different usages in English language. The language teaching presents a considerable challenge not only for language learners but also for language teachers. As teaching time in the classroom is limited and the students' level is not the same, it is impossible to make every student in the classroom be familiar with all the lexical chunks in language. Not to say, it is only through

classroom teaching that students can master the usage of each chunk. Lewis (1993) put forward a observation-hypothesis-verification learning mode in his work “The Lexical Chunks ”. The main point is that students should identify chunks during the learning process on their own, observe the usage of chunks and summarize the grammar rules by repeating the application of chunks so that they can achieve the purpose of the final internalization into their own knowledge.

Specifically, it contains four aspects. One is to develop students’ ability of independent discovery, recognition and understanding the meaning and usage of chunks. Students’ awareness of chunks has been aroused when they have mastered and stored large number of chunks. Moreover, through the way of recognition chunks which are highlighted with the special designation symbols in language materials the students can be enhanced the sensitivity and initiative. At the same time, because the chunks have a feature of context dependence, students can form a capability of guessing the meaning of words through the context to judge the structure and usage of the chunks. Of course, students should make full use of the dictionary so as to validate and further understand the meanings and usages of the chunks. The second one is to build a chunk library by themselves. Students should expand the language input channels. In other words, they can search new chunks or incidentally acquire lexical knowledge to increase language input to rich chunk stock during their extracurricular reading. In addition, students can use their notebooks or picking codex to classify the chunks. It is not only according to the topic or genre classification, but also in accordance with the chunks’ structure and function classification. The consolidating lexical knowledge consciously with various of memory and the application strategies is the third aspect, such as translating sentences, retelling the text, writing abstract actively, immediate application and

internalizing chunks and so on. Only in these ways can chunks be retained in their long-term memory. When they store enough lexical chunks in memory, they needn't construct creatively from rules but simply use directly because these lexical chunks can be retrieved immediately. The pressure of writing will be reduced. The forth aspects focuses on teachers. Teachers should provide more appropriate, suitable writing materials for students to choose.

Secondly, increasing and enriching lexical productive training activities are of great help for students to overcome the negative transfer in English writing. Students' writing ability is closely linked to application of lexical chunks. They are used to translating word by word in traditional writing. They usually memorize vocabulary by an individual word or a few phrases, and they have to spend time making sentences when needing to express certain meanings. As a result, they are certain to produce Chinglish, which directly affects the accuracy and fluency of their compositions. So from the composition analysis and the results of the survey done on senior high school students, the author notices that it is very effective for most of the students to get a good instruction of writing, who are hoping to increase the variety of productive training activities on lexical chunks in order to improve the ability of applying chunks when performing a composition.

For ordinary students, lexical productive training activities mainly originate from the two channels: one is from the exercises in the learning materials, the other is classroom teaching and homework. Some researchers (Tan Aihua, 2006) after analysing the design of vocabulary exercises in the textbook of high school students', pointed out that the attention of vocabulary was mainly on the meaning of the words and the forms, ignoring the chunks' training and examination, especially collocational competence has not been involved. The author carefully studied the

high school English textbooks issued by Foreign Language Teaching and Research Press and found that the editor has begun to attach importance to vocabulary teaching, which is connected with several other skills, such as: Vocabulary and speaking; Vocabulary and reading; Vocabulary and listening. Vocabulary exercises are varied, their topics are concentrated on answering questions (5-8 issues, including knowledge of the language and the 1-2 open-ended questions); information missing(including filling in blanks and completing form) and word recognition by pictures. But as far as the exercises of the lexical chunks are concerned, they are relatively fewer. Thus, the chunks' factors should be fully considered to help design a diversity of exercises. Of course, teachers should also have a certain quantity of knowledge of lexical chunks' theory. On the principle of practice, attention should be paid not only to the chunks placed in a word or sentence level exercises, but to the level of discourse practice, such as making up stories with chunks etc. It is certain for us to take a long way to go.

5.3 Limitations of the Present Study and Suggestions for Teaching

5.3.1 Limitations of the Present Study

The present study has laid a foundation for further studies on lexical chunks. However, there still exist some limitations in this experiment.

Firstly, it is the experimental time problem. The main experiment lasts a year, which is not long enough. If conditions permit, the students are given a longer time to have training strategy by stages, experimental results will be better. What's more, probably some potential problems have not been found out in such a short period.

Secondly, there is a sample problem. The author works in an ordinary senior high school in the city of Tianjin. The data collected from only 63 subjects who are taught by the author in the experiment which cannot represent all the students in the

school, especially for the qualitative analysis of writing samples. So the results may be less persuasive. In addition, different students have different initiative. Imagine if expanding the number of the experimental participants and samples increased, the author doubts whether the same effect can appear, which needs a further test.

Thirdly, besides the two problems referred to above, questionnaire design is another problem. The questions used in this experiment are worked out only by the author. Whether they are scientific or not has not been proved. On the other hand, whether they meet the statistical requirements and can migrate to other studies also need to further explore and study. So the author expects other researchers can make available statistics scale.

Forthly, the students' non - intellectual factors are not ignored. The correct method of writing can help students to improve their writing ability. However, having mastered certain chunks is not the only factor that leads to the improvement of students' writing level. In other words, students' emotion, age, gender, interest differences also need considering, which will impact on writing. Therefore, how to encourage, stimulate students' interest in learning as well as to develop good study habits is also a problem to solve.

5.3.2 Suggestions for Teaching

All in all, writing is a kind of creative work. The cultivation and improvement of writing ability depend on the solid language foundation, scientific methods and much writing practice. Lexical-Chunk Approach is consistent with the cognitive law of the overall comprehensive teaching. Lexical chunks provide the raw material themselves for language acquisition. From the studies done by some authoritative researchers we conclude that the use of lexical chunks can reduce the difficulty of organising materials. Not only can time be saved, but also the accuracy and

appropriateness of written discourse can be improved efficiently. Of course, to improve the students' English writing level, a good writing teaching method is not enough. As is known, there are many different kinds of English teaching methods, each has its advantages and disadvantages. We should learn to use them according to our own conditions and form an overall view of teaching and learning. It is the combination of the students' learning ability and the teacher's excellent instruction that plays the key role in English writing. As a senior high school English teacher, in the teaching process we should pay enough attention to mobilizing the enthusiasm of students, and increase the guidance and training of students' creative writing.

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Appendix I Questionnaire 1

亲爱的同学:

你好!我们都知道英语学习的重要性,那么,你是如何看待英语中的写作呢?目前,我们正在进行一项关于高中英语写作教学的实证研究,旨在了解高中一年级学生英语学习的情况,以便从中找出帮助提高学生英语能力的方法。你们的观点和看法将给我们的研究带来很大的帮助,希望得到你的参与和支持。请你根据自己的真实情况如实作答以下问题。谢谢你的合作!

一、单选题

1. 你认为英语写作()

A 非常重要 B.不很重要 C.不重要 D.不必要

2.你是否喜欢英语写作()?

A.很喜欢 B.喜欢 C.一般 D.不喜欢

3. 除了老师布置的作业外,你()自行练习写作。

A. 非常愿意 B. 愿意 C. 不太愿意 D. 根本不愿意

4. 你认为英语写作困难吗

A. 不难 B.有点难 C.比较难 D.很难

5. 你认为背单词对写作()

A. 非常有帮助 B. 有一些帮助 C. 有一点帮助 D. 根本没有帮助

6. 你目前的写作水平()

A. 很高 B. 较高 C. 一般 D. 不高

7. 你在写作时最大的困难是什么?

A.不会组织语言 B.汉语式的翻译较多

C.句子单调,缺乏多样性 D.不会选择恰当的短语或句式

8. 在写作过程中,你()用英语表达自己的思想。

A. 完全可以 B. 可以 C. 尽量可以 D. 不可以

9. 看到作文题后,你()呈现与话题有关的许多词组或句型。

A. 完全能够 B. 能够 C. 能部分 D. 不能

10. 你()把自己平时写的英语作文里的词组摘抄记录。

A. 经常会 B.偶尔会 C. 从来不会 D.没想过

11. 阅读时,遇到好的词组或句子你()摘录下来。

A. 主动 B. 偶尔会 C. 按老师要求 D. 不会

12. 你认为英语中的注重习惯表达,短语、固定搭配及句型对写作成绩的提高()。

A. 一定会 B. 可能会 C. 不会 D. 不确定

13. 你认为学过的词组、短语背诵起来()。

A. 相当容易 B. 比较容易 C. 不太容易 D. 相当难

14. 写作时, 你比较重视()的准确性。

A. 语法 B. 词汇 C. 句式 D. 句子间的衔接

15. 你()通过指导你会提高英语写作水平

A. 非常有信心 B. 有信心 C. 说不准 D. 没信心

二、是非题

1. 我知道“词块”这一概念。()

2. 我认为“词块”可能和词汇有关系。()

3. 背单词或词组很费时、费力但对写作很有帮助。()

4. 我喜欢背诵积累下来的词组、短语或句型。()

5. 在语法、听说或阅读课上, 我会注意词组、短语或句型的记录。()

6. 写作时, 我受汉语思维模式影响很大, 作文都是汉语式的翻译。()

7. 写作时, 所学过的短语、词组、句型全都想不起来。()

8. 写作时, 混用词组、短语或句型的时候很多。()

9. 我认为充分地操练词组、短语或句型对牢记它们很有帮助。()

10. 我认为老师在词组、短语、句型等方面多加指导或应用练习, 会对写作水平的提高有很大的帮助。()

Appendix II Questionnaire 2

亲爱的同学们：

这是一份英语学习情况调查问卷，旨在了解你们在英语写作学习上的一些基本情况，从中总结经验，为提高教学提供科学依据。调查数据仅仅用于科学研究，不做它用。请根据自己的实际情况选择答案。谢谢合作！

每个问题后面均有 12345 五个选项，其中 1= 完全同意；2= 基本同意；3= 不确定；4= 基本不同意；5= 完全不同意。谢谢大家的配合。

	Questions	人 数	1	2	3	4	5
1	我不抵触写作了。						
2	了解词块的知识 and 用法对英语写作有很大帮助。						
3	词块知识比语法知识更重要。						
4	课堂词块教学是写作教学的基础。						
5	词块操练形式多种多样极大的帮助了对它们的记忆。						
6	学习和应用词块培养了我的英语思维能力。						
7	词块的学习增强了我写作的自信心。						
8	预习时，我习惯有意无意地记录见过的所有词块。						
9	我主动积累各种题材的写作模板、框架和范文。						
10	我会把学过的词块进行归类复习。						
11	写作练习中，我会尝试用新学的词块。						
12	写作时我较以前能够合理的使用与话题有关的短语、词组或句型了。						
13	拿到作文题后，我能够产生与之相符的框架。						
14	在作文讲评课中，我能够指出同伴作文中的词块使用错误，并给予纠正。						

15	老师的词块教学法的强化训练对作文成绩的提高起到了关键的作用。						
	Answer the following questions according to your conditions.	Possible Answers					
16	在运用词块进行写作的过程中，你遇到的最大困难是什么？						
17	你认为词块法在哪方面对你的帮助最大？						
18	你认为老师所设计的词块训练方法合理吗？为什么？						
19	你认为老师的教学还存在哪些问题？需要在哪方面加强训练？						
20	若长期实施词块教学法，你预计你的作文成绩会达到什么水平？						

Appendix III Writing Tests

1. Pre-test

假如你叫 Jack，参加学校开展的“有困难向谁求助”(Whom do you turn to when in trouble?)的调查活动，调查结果如下表。请用英语给校报编辑写一封信反映相关内容。

求助对象	比例	理 由
同学、朋友	58%	年龄相仿，容易理解与交流
老师、家长	30%	有爱心、有经验，可以信任
无	12%	不愿与人交流，难以与人沟通

注意：1.内容要点全面，并表达出你的观点。为了使文章连贯，可适当增加内容。

2.词数：100 词左右。

3.文章的开头和署名已给出。

Dear editor,

I'm a student in Senior Three. We have made a survey—"Who do you turn to when in trouble?" Here are the results.

2. Post-test

校刊编辑邀请你写一篇英语短文，谈谈合理利用互联网的问题。内容见下表：

应该做的事	不应该做的事
阅读新闻；搜索学习资料； 使用 email；下载软件、音乐或电影 等	沉湎于网络游戏；透漏个人信息； 随意结交网友；访问黄色网页等

要求：1. 根据要点进行说明，不要逐句翻译。2. 字数：100 字左右。

3. 开头已经给出（不记入字数）。

参考词汇：下载：download 软件：software 娱乐：entertainment 黄色网页：
pornographic web pages 网络游戏：online games

Make the Best of Internet

We all know that different people go on the Internet for different purposes.

Appendix IV Reading Text in New Standard English Book 3 Module

4 Reading Sandstorms in Asia

Sandstorms in Asia

Sandstorms have been a major disaster for many Asian countries for centuries. Scientists have tried many ways to solve this problem and in China, a mass campaign has been started to help solve it.

Sandstorms are strong, dry winds that carry sand. They are often so thick that you cannot see the sun, and the wind is sometimes strong enough to move sand dunes. The four main places in the world where there are sandstorms are Central Asia, North America, Central Africa and Australia. Ren Jianbo, from Inner Mongolia described a terrible sandstorm he experienced as a child in the desert. "To have been caught in a sandstorm was a terrible experience," he said. "There was nothing to be done. It was the most frightening and the most dangerous situation I've ever been in. You just had to hope you'd survive. I thought I was going to disappear under the sand."

Northwest China is part of the sandstorm centre in Central Asia. Sandstorms begin in desert areas. Sandstorms in China appear to have increased in recent years as a result of "desertification". This is a process that happens when land becomes desert because of climate changes and because people cut down trees and dig up grass.

Sandstorms sometimes affect Beijing. Citizens wake up to an orange sky and strong winds that cover the city in a thick, brown-yellow dust. The storms sometimes continue all day and traffic moves very slowly because the thick dust makes it difficult to see.

The Chinese Central Weather Station can forecast a sandstorm some weeks before it arrives in Beijing, but the strength of the storm sometimes surprises people. When a sandstorm arrives in the city, weather experts advise people not to go out. Huang Xiaomei, who lives in Beijing says, "To be cycling in a sandstorm is frightening. The winds are very strong. It's difficult to breathe and the dust makes me ill. So if you want to go out, you'd better wear a mask."

The desert is only 250 kilometres away to the west of Beijing. To prevent it coming nearer, the government is planting trees. Already the government has planted more than 30 billion trees and plans to continue planting for the next five years.

Appendix V Grade Criterion

英语书面表达评分标准

第五档：（13-15 分）能写明全部或绝大部分内容要点；语言基本无误；行文连贯，表达清楚。

第四档：（10-12 分）能写明全部或绝大部分内容要点；语言有少量错误；行文基本连贯，表达基本清楚。

第三档：（7-9 分）能写明大部分内容要点；语言有较多错误；尚能达意。

第二档：（4-6 分）只能写出少部分内容要点；语言错误很多；只有个别句子可读。

第一档：（0-3 分）只能写出与所要求的内容有关的一些单词。

Appendix VI Writing Criterion in College Entrance Examination (Tianjin, 2010)

第五档(很好)：(21-25 分)

1. 完全完成了试题规定的任务。
2. 覆盖所有内容要点。
3. 应用了较多的语法结构和词汇。
4. 语法结构或词汇方面有些许错误，但为尽力使用较复杂结构或较高级词汇所致；具备较强的语言运用能力。
5. 有效地使用了语句间的连接成分，使全文结构紧凑。
6. 完全达到了预期的写作目的。

第四档(好)：(16-20 分)

1. 完全完成了试题规定的任务。
2. 虽漏掉 1、2 个次重点，但覆盖所有主要内容。
3. 应用的语法结构和词汇能满足任务的要求。
4. 语法结构或词汇方面应用基本准确，些许错误主要是因尝试较复杂语法结构或词汇所致。
5. 应用简单的语句间的连接成分，使全文结构紧凑。
6. 达到了预期的写作目的。

第三档(适当)：(11-15 分)

1. 基本完成了试题规定的任务。
2. 虽漏掉一些内容，但覆盖所有主要内容。
3. 应用的语法结构和词汇能满足任务的要求。
4. 有一些语法结构或词汇方面的错误，但不影响理解。
5. 应用简单的语句间的连接成分，使全文内容连贯。
6. 整体而言，基本达到了预期的写作目的。

第二档(较差)：(6-10 分)

1. 未恰当完成试题规定的任务。
2. 漏掉或未描述清楚一些主要内容，写了一些无关内容。
3. 语法结构单调、词汇项目有限。
4. 有一些语法结构或词汇方面的错误，影响了对写作内容的理解。
5. 较少使用语句间的连接成分，内容缺少连贯性。
6. 信息未能清楚地传达给读者。

第一档(差)：(1-5 分)

1. 未完成试题规定的任务。
2. 明显遗漏主要内容，写了一些无关内容，原因可能是未理解试题要求。
3. 语法结构单调、词汇项目有限。
4. 较多语法结构或词汇方面的错误，影响对写作内容的理解。
5. 缺乏语句间的连接成分，内容不连贯。
6. 信息未能传达给读者。

不得分：(0 分)

未能传达给读者任何信息：内容太少，无法评判；写的内容均与所要求内容无关或所写内容无法看清。

Appendix VII Criterion for the Writing Quality

Content	<p>5 = excellent Main ideas stated clearly and accurately; change of opinion very clear</p> <p>4 = good Main ideas stated fairly and accurately; change of opinion relatively clear</p> <p>3 = average Main ideas somewhat unclear and inaccurate; change of opinion somewhat weak</p> <p>2 = poor Main ideas not clear or accurate; change of opinion weak</p> <p>1 = very poor Main ideas not clear all clear or accurate; change of opinion very weak</p>
Organization	<p>5 = excellent Well organized and perfectly coherent</p> <p>4 = good Fairly well organized and generally coherent</p> <p>3 = average Loosely organized; logical but incomplete sequencing</p> <p>2 = poor Ideas disconnected; lacks logical sequencing</p> <p>1 = very poor No organization; incoherent</p>
Vocabulary	<p>5 = excellent Very effective choice of words and use of idioms and word forms</p> <p>4 = good Effective choice of words and use of idioms and word forms</p> <p>3 = average Adequate choice of words but some misuse of words, idioms and word forms</p> <p>2 = poor Limited range; confused use of words, idioms and word forms</p> <p>1 = very poor Very limited range; very poor knowledge of words, idioms and word forms</p>
Grammar	<p>5 = excellent No errors; full control of complex structure</p> <p>4 = good Almost no errors; good control of structure</p> <p>3 = average Some errors; fair control of structure</p> <p>2 = poor Many errors; poor control of structure</p> <p>1 = very poor Dominated by errors; no control of structure</p>
Mechanisms	<p>5 = excellent Mastery of spelling and punctuation</p>

	4 = good	Few errors in spelling and punctuation
	3 = average	Fair number of spelling and punctuation errors
	2 = poor	Frequent errors in spelling and punctuation
	1 = very poor	No control over spelling and punctuation

Adapted from Cohen, A. 1994. Assessing Language Ability in the Classroom. Boston, Mass Heinle and Heinle

Appendix VIII Results of Pre and Post-experiment Writing Tests

Experimental Class (Class1)			Control Class (Class 2)		
Number	Pre-test	Post-test	Number	Pre-test	Post-test
101	8	9	201	9	10
102	10	12	202	10	10
103	9	12	203	5	6
104	11	13	204	6	10
105	6	10	205	4	5
106	9	12	206	8	8
107	10	12	207	9	9
108	12	14	208	13	12
109	7	12	209	8	9
110	10	13	210	11	11
111	7	10	211	10	10
112	10	13	212	10	10
113	9	11	213	9	11
114	7	10	214	7	7
115	11	13	215	2	5
116	8	10	216	8	7
117	6	10	217	9	10
118	9	11	218	12	12
119	7	10	219	7	9
120	3	8	220	9	10
121	3	8	221	8	8
122	3	7	222	7	9
123	8	10	223	6	6
124	7	9	224	8	10
125	10	12	225	9	10
126	10	14	226	9	8
127	8	9	227	11	12
128	10	9	228	10	10
129	3	9	229	9	9
130	8	9	230	10	10
131	7	10	231	9	9
			232	13	14

Appendix IX Results of the Quantity of Chunks Application of in Pre and Post-experiment Writing Tests

Experimental Class (Class 1)			Control Class (Class 2)		
Number	Pre-test	Post-test	Number	Pre-test	Post-test
101	5	10	201	11	15
102	11	15	202	11	16
103	13	16	203	8	12
104	10	16	204	9	12
105	12	16	205	5	10
106	11	16	206	6	11
107	10	15	207	7	11
108	13	18	208	8	12
109	9	15	209	8	10
110	4	11	210	6	11
111	6	13	211	14	16
112	5	15	212	8	10
113	7	15	213	8	10
114	6	12	214	7	10
115	9	13	215	5	7
116	8	14	216	6	11
117	9	15	217	10	12
118	9	14	218	7	10
119	8	14	219	3	7
120	4	12	220	7	10
121	3	10	221	8	10
122	3	10	222	6	11
123	7	12	223	12	13
124	7	13	224	8	12
125	9	16	225	9	12
126	12	18	226	15	15
127	5	12	227	10	14
128	5	12	228	6	11
129	6	12	229	11	12
130	6	12	230	6	10
131	10	15	231	7	10
			232	14	14

Appendix X Examples of Productive Training of Lexical Chunks

Example 1. Rewrite each sentence with the chunks in brackets, keeping the same meaning .

1). The family were so pleased when they discovered the lost jewels. (come to light)→

2). Some students think that they should save some of their pocket money for books. (set aside)(2004 TianJin) →

3). I'm very glad to learn that you are coming in September. (more than) (NMET 2003)→

Example 2. Please translate the following phrases into their English or Chinese equivalents.

热烈的讨论/ 争论 _____; 引起了广泛的公众关注 _____; 方便快捷 _____; a reliable source of information _____; relieve stress/ burden _____; make a journey

Example 3. Fill in the blanks with lexical chunks.

A. Finish the sentences according to the Chinese meaning.

1.除此之外，他一无所有。

_____, he has nothing.

2.就我所知，他是一位伟大的科学家。

_____ I know, he is a ___ scientist.

3.和他的房子相比，我的更小了。

_____ his house, mine is much smaller.

4.She _____ (拿起) her handbag and went out.

5. _____ (平均), men still earn more than women.

6.At the dinner we usually _____ (以.....开始) soup and _____ (以.....结束) fruit.

7.I have looked through all the documents _____ (涉及) the matter.

B. Fill in the blanks with the right form of lexical chunks given in the table.

turn over, fall down, in all, put out, take place, from side to side, catch fire, lose one's life

1. Fire engines have been sent for to _____ the fire.

2. There was a big earthquake in the country. Luckily, only a few people _____.

3. The accident _____ only a block from his home.
4. The car struck the wall and _____.
5. She was standing too close to the fireplace and her dress _____.
6. The boat swayed(摇摆)_____ as waves hit it.
7. A large tree _____ during a windstorm and damaged our car.
8. We received £ 1,550 in cash and promises of another £ 650, making £ 2,200_____.

Example 4. Read the following phrases and decided if the words make sense together. If they do, write “yes” on the line. If they don’t, write a new word to replace the underlined word.

do phone messages_____

Participate meetings_____

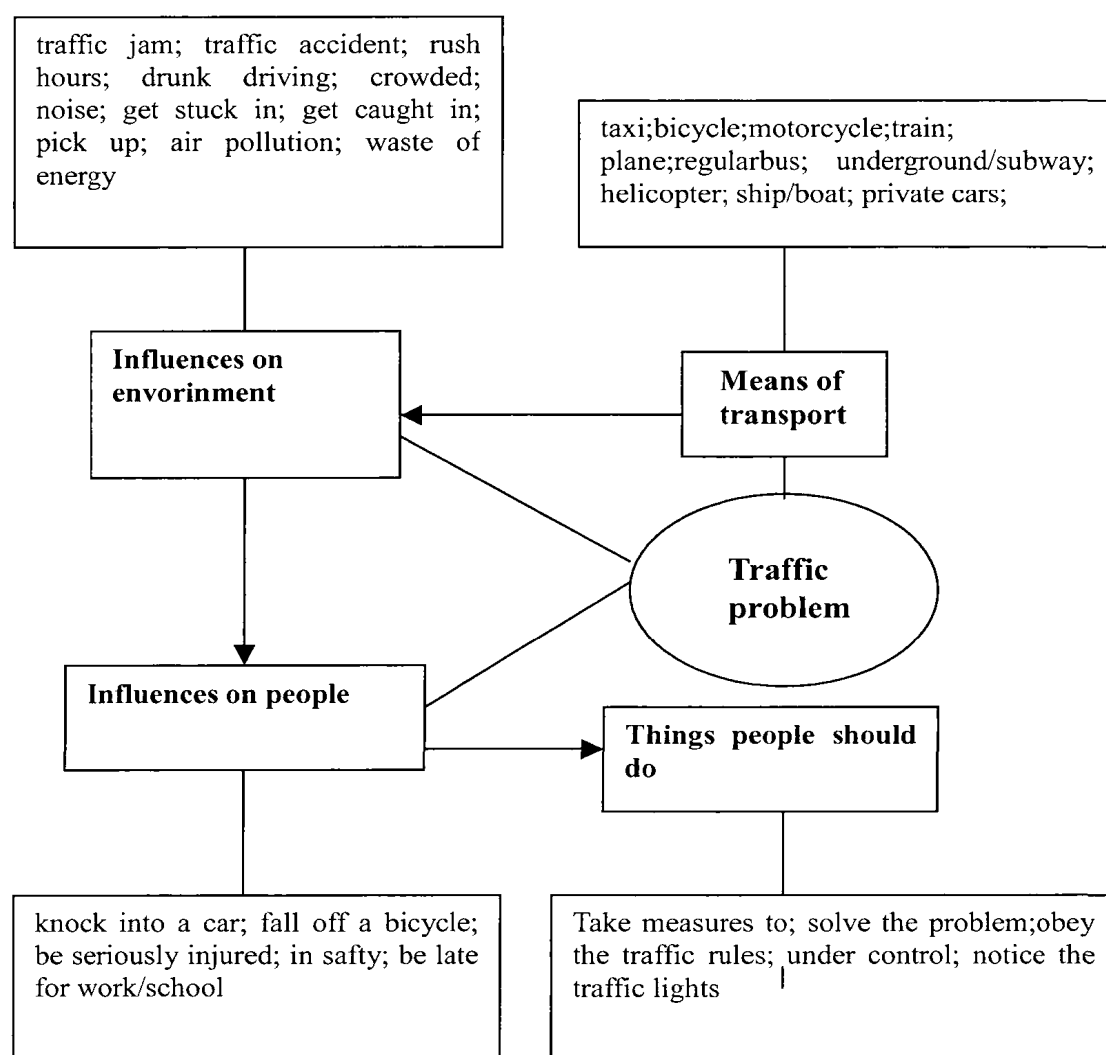
Carry out long-time plan_____

A deathly mistake_____

Watch the National Day_____

Example 5. Brainstorm

In the textbook, the topic-centered modules contain a large number of the lexical chunks with the features of key words. Acknowledging them is helpful for students to express their ideas perfectly, intensify fluency and accuracy. Thus, such kinds of exercise of brainstorm enable students to collectively memorize lexical chunks related with theme. For example, if a question asks students to make sentence by using the center word “Traffic Problem”, students should imagine lots of words or lexical chunks involved into describing a city as many as possible.



Possible sentence patterns or phrases: *As is known to all, ... has become more and more serious.; make sure that...; it is suggested doing/ that...(should) do...; It has brought much inconvenience to...; The reason why... is that...; as a result; firstly, ...secondly, ...; what's worse; on the other hand;*

Example 6. Rearrangement of Text

Take the above-mentioned passages as an example, and students should present relating link words and rearrange whole text when they finish imagined sentence-making. Such as *what's worse; as a result; on the other hand; on the contrary; besides...and so on.*

Example 7. Supplement of Frame and Useful Lexical Chunks

Teachers should sort out various styles of compositions, form their masterplates, and allow students to repeatedly exercise different writings of same topic. For example, the following is a masterplate portraying certain phenomenon:

Example 8.

1. I came _____ him first in Beijing.
2. Come _____, try it again.
3. I'll help you too if any beast comes _____ you.
4. Now, to come _____ to what I was saying a moment ago.
5. It is impossible for a dead animal to come _____.
6. The airplane came _____ in that field.
7. Lei Feng came _____ a poor peasant's family.
8. How long is it since the electronic computer came _____ use?
9. The trees turn green and flowers come _____.
10. This magazine comes _____ once a month.
11. Someday you'll come _____ know the mistakes you have made.
12. A child came _____ to me and showed me the way.
13. Searching through the drawer, I came _____ the letter I'd been looking for.

Appendix XI Ten of the Writing Tasks during the Process of the Experiment

1. 假如你是李华,最近收到美国朋友 Tom 的来信。Tom 三年前参观过你的学校,听说学校现在发生了很大 变化,希望了解有关情况。请你根据下面的表格内容,给他回一封电子邮件,介绍你校的变化。

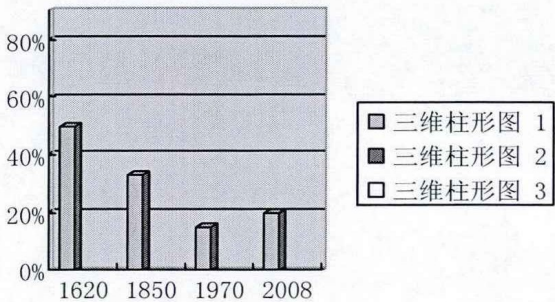
姓名	李华	email	Lihua2000@yahoo.com.cn
变化	三年前: 只有一栋教学楼和一个操场	现在: 1. 新建了教学楼、图书馆,增加了体育设施。 2. 学生人数增加到 2800 3. 绿化了校园。	
Tom 的 email	Tom1995@hotmail.com		

注意: 1. 词数: 100 词左右
2. 可适当增加细节, 以使行文连贯;
3. 邮件的格式已给出, 但不计入总词数。

Subject	Great changes in my school
From	Lihua2000@yahoo.com.cn
To	Tom1995@hotmail.com
Tom, I was pleased to hear from you and I am writing to tell you something about my school. LiHua	

2. 根据下面的图表可知近 400 年来, 中国森林面积覆盖率锐减。树木被砍伐, 导致许多良田变成沙漠, 每年春季沙尘暴肆虐。中国政府已经认识到问题的严重性, 号召全国人民植树造林, 在西北、华北、东北建起了绿色长城。截至到 2008 年, 全国森林覆盖率已经达到了 20%。

根据图表和文字提示用英语写一篇文章。



3. 根据内容提示, 请以 **A terrifying experience** 为题写一篇 120 词左右的短文。
内容: 我正在屋里看书, 突然巨大的声音响起, 地面、房子、树木都在震动; 我和哥哥拼命的跑向大街上; 人们都非常惊慌, 拼命的奔跑。一分钟后, 地震停止了, 房屋倒塌、树木都倒在地上, 许多人都受伤了, 还有许多人失去了生命。

注意: 1. 可适当增加细节, 以使行文连贯。
2. 参考词汇: 惊恐的 in a panic

4. 假如你是 David, 你的朋友 John 发来 e-mail, 想让你帮他搜寻有关 Australia 和 Canada 的信息。请根据下表内容用英语给他回信。

国家	Australia	Canada
地理位置	西临印度洋, 东临太平洋	北美洲
面积	幅员辽阔, 大约有 770 万平方公里	幅员辽阔, 大约有 997 万平方公里
人口	人口稀少, 大约有 2170 万人	人口稀少, 大约有 3361 万人
资源	矿产资源丰富	矿产资源丰富
官方语言	英语	英语和法语
行政区域划分	六个州两个领地	十个省三个地区

注意: 1. 词数: 100 左右; 2. 格式已给出, 但不计入总次数 3. 参考词汇: 矿产资源 mineral resources; 领地/地区 territory

5. 以“The city of Chengde”为题, 根据以下提示写一篇短文。

1. 地理位置: 河北省东北部, 距离北京大约 230 公里;
2. 面积: 39519 平方公里;
3. 基本情况: 是我国历史文化名城之一, 风景秀丽, 气候宜人。避暑山庄及其周围寺庙是驰名中外的旅游胜地, 在 1994 年被联合国外文组织列为世界文化遗产。另外, 城市交通非常便利;
4. 我们要保护好这些文化遗产, 确保它们不遭到破坏。

注意: 1. 词数: 100 左右 2. 参考词汇: 避暑山庄及其周边寺庙 the Mountain Resort and its Outlying Temples; 世界文化遗产 World Heritage Site 联合国教科文组织 UNESCO

6. 假如你叫李华, 你家附近有一所小学, 每天上学放学, 很多家长驾车来接孩子, 这些车辆常常不遵守交通规则, 学校门口路段经常造成交通堵塞, 给人们的出行带来了很大的不便。请你根据这一情况, 写一篇短文, 向某英文报社反映这一情况, 并给出合理化的解决办法和建议, 词数 100 左右。

注意: 文章的格式已给出, 但不计入总次数。

Dear Editor,

There is a primary school near my home. _____

Yours,
LiHua

7. 假如你是李华, 自从你的家乡陕西洋县开发了朱鹮梨园景区后, 吸引了大量的外国游客, 为了创建一个文明景区, 请你根据以下提示用英语写一篇短文, 介绍一下游览该景区的注意事项。

1. 凭票进入, 自觉维护秩序;
2. 保护景区公共卫生;
3. 爱护花草树木;
4. 注意自身安全;
5. 老人和小孩要有人陪同;
6. 不要乱扔烟头以免引起火灾

注意: 1. 可适当增加细节, 以使行文连贯。2. 词数: 100 左右。3. 参考词汇: 乱涂乱画 graffiti; 吐 spit

8. 假如你是李华, 打算给正在北京讲学的画家史密斯先生 x 写一份邀请信, 邀

请他来参加你校五月四日举办的画展，并给全校师生做一次讲座。

1. 画展时间：五月四日 8: 00-17: 00;

2. 讲座时间：五月四日 19: 00-20: 30

3. 地点：学校大礼堂

4. 讲座内容：简要介绍世界著名画家及其作品，并谈谈自己的艺术人生。

注意：1. 可适当增加细节，以使行文连贯。2. 词数：100 左右。

9. 假如你是李华，在今天的报纸上看到如下广告：

A GENERAL MANAGER'S SECRETARY needed for an international company. Must graduate from a key university. Fluent English, excellent computer and organizational skills. *Preference*(优先) will be given to the experienced. Please contact Yunlong Company.
Email: yulong7788@126.com

请根据这则广告写一封 100 词左右的工作申请信。

注意：短文的开头和结尾已给出，但不计入总次数。

Dear Sir or Madam,

I am writing in response to your advertisement for a position as a general manager's secretary in today's newspaper.

...

I look forward to hearing from you.

Yours sincerely,

Li Hua

10. 请根据下列表格中的提示，就“中学生看电视的利与弊”用英文写一篇短文，并谈谈你的看法。

Advantages	Disadvantages	Your opinion
1. 帮助了解国内外大事; 2. 拓宽视野, 增长知识; 3. 丰富生活, 放松身心	1. 浪费时间, 影响学习 2. 减少锻炼, 影响健康	

注意：1. 可适当增加细节，以使行文连贯。2. 词数：100 左右。

攻读学位期间发表的学术论文

2010 年论文《浅谈立足模块话题促进高中英语写作教学》在 2010 年“教育创新”论文评选中获市级二等奖。