

language competence as well as communicative competence.

## VI. Conclusion

We have shown that the traditional English teaching approach and the communicative approach have their respective advantages and disadvantages. It is expected that these two approaches can co-exist and influence each other in the present English teaching. But, methodology is never something fixed, a set of rigid principles and procedure that the teacher must conform to. Rather it is a dynamic, creative, and exploratory process. An appropriate and better teaching approach is found only when it is designed to optimize student's learning processes

and integrate the advantages of other approaches. The hybrid approach presented in this paper is expected to be more effective in the subsequent practices.

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## Appendix

No. 9 Letter from Class One

Dear Editor,

I am a college student majoring in English. I like your programs very much. Every day I listen to them.

Since I want to arrange my time better and I don't know your arrangement of your programs quite well, I'd like to ask for a timetable of all your programs. Would you like to give me your permission?

I'm looking for your timetable.

Sincerely,

Jack

No. 9 Letter from Class Two

Dear editor,

I want a timetable of VOA to listen to the English program. I'm a college student in China. I major in English. In order to improve my listening, I listen to the VOA program every day. But I don't know the exact time of the program. Sometimes I miss the program. So I hope you can send a timetable to me.

Yours sincerely,

Jane

## CULTURE AWARENESS IN AN EFL WRITING CLASS<sup>①</sup>

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### Abstract

*This paper reports a classroom experiment that aims at solving the cultural problem of EFL writing. The problem is defined as the Chinese way of thinking that is realized in the schematic structure of a piece of English writing. Based on Swales' move structure analysis, the experiment provides solutions to the problem. They are: 1) enhancing students' awareness of the cultural problem in their writing, and 2) arranging the moves in an English rather than Chinese way. The implication is that developing students' cultural awareness is equally important as developing their language skills.*

### I. The cultural problem of EFL writing

Chinese students are likely to write English as a foreign language (EFL) in a way that is different from that of native speakers. This happens even after they have an average command of the English language. Kirkpatrick (1993), for example, notices in his study that thirty-seven out of forty Chinese, when they write letters of request in English, follow an information sequence of "facework-reason of request-request." Their way of writing is linguistically structured as a pattern of BECAUSE-THEREFORE. This Chinese way of writing English request-letters, considered normal and polite by most Chinese native speakers, is different from that of the Anglo-Americans who, when making a request in a letter form, are likely to "ask first and explain later" (Scollon et al., 2000:8).

Kong (1998) also notices this kind of difference between Chinese and English business request letters. The English request-letters by Chinese writers, as is found in his research, show patterns similar to those found in the Chinese request-letters, such as the preferred pattern of justification followed by request, greater emphasis on interpersonal or rapport-building strategies, and an absence of face-threatening moves. He argues that the difference is due to the inherently different discursal patterns of the two languages and different expectations regarding making a request in the two cultures.

The above cited way of writing English in a Chinese way is

attributable to the Chinese way of thinking that is realized in the schematic structure of a piece of English writing. This kind of problem, which is more associated with cultural perspectives than with language itself, often hinders Chinese students from writing English as the English do. This cultural problem of EFL writing, however, has not been explored as much as the problem of language. Some teachers (e.g. Zhao Xiufeng, 1999) have put forward some suggestions on how to solve the problem, but no practical solutions have been offered. The following reported experiment, therefore, attempts to seek possible solutions to the cultural problem of EFL writing, and aims at providing students some help from the perspective of classroom teaching.

### II. Possible solution to the problem: An experiment

A classroom experiment is conducted to testify a possible solution to the cultural problem described above. It emphasizes developing Chinese students' cultural awareness by involving them in writing tasks that are designed in the way in which the moves (Swales' term) are properly arranged in the English way. The following is the description of the experiment.

#### Subjects

Two classes of English-majors in a Chinese university are involved in the experiment. Each class has 27 sophomores of the same grade. According to the program syllabus, the students have their writing class at the beginning of the first term of their second year tertiary study. This experiment is conducted respectively with each class on the first day they have their writing classes.

#### Tools

Swales' move structure framework (Swales, 1990) is taken as the analytical tool for the corpus of the sample letters collected. The samples from both classes have their "communicative purpose" in common, that is, to request a timetable of VOA broadcasts. This communicative purpose is realized in the schematic structure of the letters, and the sample letters are examined and analyzed here in terms of move structure. In analyzing an introduction of an academic writing,

① This article was first presented on the 3rd International Symposium on ELT in China, May 18-20, 2001, Beijing.

Swales applies move analysis to the analysis of the structure (Swales, 1990:143). He examines how the introduction moves on from the perspective of the structure framework. In the context of the corpus concerned with the request letters in this experiment, a four-move structure has been identified:

Move 1: Introduction (I)

Move 2: Attitude towards VOA and English (A)

Move 3: Problems (P)

Move 4: Request (R)

The different arrangement of the four moves constitutes the different move structures of the sample letters written by the subjects in the two classes.

Procedures

Class One

1. At the very beginning of their first writing class, the 27 students of Class One are required to write letters to the VOA editor asking for a program schedule. The teacher does not prepare them with any knowledge of writing such an English request letter before they actually set to write. The letters having been submitted, the move structure of each letter is examined in terms of four moves, namely, introduction, attitude of VOA, problem, and request. It is found that nearly 70% of the sample letters have the move of "request" at the end of the request-letter, following a move structure of "I-A-P-R" (see Table 1).

Class Two

2. Two tasks are designed to involve the 27 students of Class Two in classroom activities. The purpose is to help the Chinese students recognize the different orderings of the moves in Chinese and English request-letters.

Task 1

Prepare students with samples of typical Chinese and English request-letters. Discuss how they are structured.

The Chinese one is a letter written by a Chinese college student who asks money from his parents. In his letter, he inquires about every member of the family and talks about every detail of his school life before he asks his parents to send him some money.

The English one is a letter of request written by an English native speaker. It is so structured that the letter begins with expression of request followed by reasons and background for the request.

The two letters are analyzed in terms of move structure. Through this task, students of Class Two, unlike students of Class One, become aware of the different ways in which Chinese and English order the moves in their request-letters.

Task 2

Prepare students with the same samples of Chinese and English request-letters. Discuss which is more polite and which appeals to them, and why?

A. To illustrate to the students the different ways of expressing request between Chinese and English people. This illustration is made from a cultural perspective in terms of politeness. When asked which move structure is more polite, students response that it is more polite to put "request" after presenting all the reasons for the request. This kind of belief, unfortunately, results in the fact that the English request letters written by Chinese students follow a BECAUSE-THEREFORE pattern, which is a different move structure from that of the English native speakers.

B. To present to the students the contrastive structures of expressing request between Chinese and English people. This presentation is made from a discourse perspective in terms of move structure. An English letter is likely to follow a structure of R-I-A-P, while a Chinese letter is likely to follow a structure of I-A-P-R.

3. After the two tasks, the students of Class Two are asked to do the same writing task as the students of Class One. The submitted letters are also examined in terms of move structure. The result is shown in Table 2.

Table 1. Move structure of samples from Class One

Move structure	Number of students (total number: 27)
I-A-P-R	19
I-P-A-R	3
I-P-R-A	3
I-R-A-P	2

I: Introduction; F: Attitude towards English and VOA; P: Problem; R: Request

Table 2. Move structure of samples from Class Two

Move structure	Number of students (total number: 27)
R-I-A-P-Ra	22
I-R-A-(P)	2
I-A-P-R	3

I: Introduction; F: Attitude towards English and VOA; P: Problem; R: Request; Ra: Request again

Results

It is found that, in terms of move structure, students of Class Two demonstrate a more English-culture orientated way

of expressing request in a letter form. Of the 27 students in Class Two, 22 followed the "ask-first-and-explain-later" way of writing an English request-letter (move structure of R-I-A-P-Ra), though the Chinese students cannot immediately dismiss the Chinese way of writing (they still ask again at the end of the request letter).

In contrast, students of Class One, who have not been trained to familiarize themselves with the cultural difference in writing request letters, all begin with self-introduction. Only two students put REQUEST at the second move, writing roughly in an English way.

Results of this experiment reveal that the teaching methods conducted in Class Two do work to a great extent. By enhancing students' cultural awareness through the ordering of moves, English teachers may help their students write English in an English way.

## Discussion

### 1. Culture awareness is vital to the English form of writing.

Of the 27 subjects in Class One, who wrote the request letter without knowing the culture difference between the English and Chinese way of expressing request in a letter form, 19 subjects follow a move structure of I-A-P-R. They first introduce themselves to a stranger; then they say they like VOA. After that, they state their problem. Finally, they make the request. This move structure is realized as follows (also see Appendix in detail):

I am a Chinese college student. (Introduction) I like English and I like to listen to VOA. (Attitude towards VOA) But I don't have a timetable and I often miss my favorite programs. (Problem) So I ask for a timetable. (Request)

The result is quite different in Class Two, who have been aware of the cultural differences embodied in the request-letters. Of the same number of subjects, as many as 22 put the move of "request" at the beginning of the letter, roughly following the way the English do (in a move structure of R-I-A-P-Ra), which is realized as follows (also see Appendix in detail):

I want a timetable of VOA. (Request) I'm a college student in China. (Introduction) I listen to VOA every day. (Attitude towards VOA) But I don't know the exact time of the program. (Problem) So I hope you could send me a timetable. (Request again)

With the same number of subjects in each class, 22 from Class Two ask first and explain later, while in Class One there were only two students who wrote roughly in this way. We attribute this significant change to the classroom tasks that make students aware of the culture difference in writing a letter of request.

### 2. The English form of writing is shaped through the ordering of moves.

In his work to analyze the schematic structure of a particular genre, Swales adopts the conception of discourse community, which he sets different from a debated notion of speech community. The conventions of a certain discourse community, which tends to be a Special Interest Group (Swales, 1990:24), contributes to the schematic structure of a particular genre. Thus the different schematic structures of English and Chinese request-letters derive from the fact that the two groups of people are different. When making a request in a letter form, the English think that they should ask first and explain later. On the contrary, the Chinese tend to think that it is polite to state the reasons before actually making the request. In this sense, the problem of EFL writing is of a culture, or, in other words, of way of thinking. The problem of EFL writing as exemplified in this experiment is mainly one that involves different ways of thinking in English and Chinese, which inevitably leads to different move structures of the subjects' writing.

To solve the cultural problem of EFL writing, it is not helpful to give students overall or general suggestions. Instead, the teachers are encouraged to design specific tasks to develop students' English way of writing. As is the case in this experiment, we take practical measures to help students arrange the move structures of the request letter. For example, we design classroom tasks to help them put the move of "request" at the beginning of the request letter. Hence, by arranging the moves in the English way, the students may easily follow an English way of writing, and then develop an English way of thinking. The way of ordering moves thus serves as a function of shaping the English way of writing.

## III. Implications for ELT writing class

The implication this experiment provides for English teachers is that developing students cultural awareness in a writing class is equally important as developing students' language skills. As long as a teacher views writing as communication, s/he has to help her/his students reinforce their cultural awareness as well as their language competence.

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的各种问题及应对策略,针对学生在两年学完英语教程后无明显进步的状况,作者分析了造成英语水平在医科院校难以提高的几条重要原因——时间紧,学习科目多,任务重,提出了几种可行办法并应用于实践中,收到较好效果;体现在英语四、六级考试、研究生考试和各种英语比赛中,现在学生英语水平有较大提高。

## 论英语教学中的文化教育

河北师范大学外国语学院 任强 ..... 51

英语教学中的文化教育主要指是否有必要教,教什么,如何教。本文简单回顾了我国文化研究与语言学习的发展过程,论述了文化与教学的关系,就本人的理解对文化教学的目的,重要性,内容,方法等阐明了自己的观点。并结合自己的教学体会和亲身经历用实例对易出现的用语失误进行了分析,指出文化教学的最终目的是提高英语学习者的语言习得能力。

## 跨文化语境下的英语教学

得克萨斯大学阿灵顿分校语言学系 金文华 ..... 55

人们普遍认为当前的英语教学应以提高学生的跨文化交际能力为主要目的。但至今为止,人们对究竟什么是跨文化交际能力尚未达成共识。本文作者对此提出了自己的认识和理解,并指出培养中国学生的跨文化交际能力的关键在于提高他们的社会文化能力,并进一步阐述了三种可行的步骤:获得对目的语文化的内部视角;获得对母语文化的外部视角;寻求第三视角。

## 如何避免英语性别歧视语言

华中科技大学外语系 胡志清 ..... 59

对于中国广大的英语学习者来说,在口头交际和书面表达中使用性别歧视语言是一件非常严重而又经常被忽视的问题。英语中的性别歧视语言大致可分为两种情况:所指模糊和传统思维。本文着重介绍了中国英语学习者在口头和书面表达中一些常见的性别歧视语言,并提出了如何避免使用它们的建议。

## 边远地区英语教师素质研究

云南大理弥渡县一中 张国华 ..... 62

英语教师是边远地区学生英语学习的主要信息输入来源。英语教师专业素质是否合格对于英语教学关系重大,除了讨论英语教师的素质问题外,本文作者依据专家建议的20个问卷问题,对云南省大理州弥渡县的英语教师进行了普遍性的问卷调查,共收到分布在该县不同类型学校的65名英语教师的答卷,约占英语教师总数的64%。调查的最终数据揭露了该地区英语教师在专业素质上存在的一系列问题。如:现代多媒体手段辅助教学的范围狭小;语法翻译占主流;缺少必要的英语文化及语言学理论知识等。

## 创造积极有效的适合儿童的二语学习环境

吉林北华大学师范外语学院 周颜红 ..... 66

儿童第二语言学习者在一些方面与成人第二语言学习者不同。在对儿童学习者进行教学时,基于他们独特的心理和认知特点,教育者应提供最理想学习环境,进行最适合的语言输入和最合适的语言指导。本文阐述一些关于儿童第二语言习得的理论,分析儿童的心理和认知特点,并对语言教学实践和教学内容设计提出相关建议。

## 高中英语教学方法的研究

武汉市英格中学 孙颖 ..... 69

本文对目前英语教学中的两种典型的教学方法,即中国传统的英语教学法和近代的交际教学法,进行了分析和讨论。基于对学生学习的两种过程即 top-down 和 bottom-up 过程的认同,提出了把传统的英语教学法和近代的交际教学法结合起来的组合教学法,旨在提高学生的学习能力和交际能力。结合中学教学的实践,给出了运用这种教学法的一般步骤。

## 过程与结果——论中国英语专业学生写作教学的变革

苏州大学 陶滢 ..... 74

写作教学是目前大学英语教学中最为薄弱的环节。本文针对英语专业学生及其写作教学,提出应重视写作过程,引进以交际理论为基础的过程写作法。统观写作课堂,教师普遍采用以行为主义理论为基础的结果写作法,把重点放在写作成品上,却忽略学生对内容的发现和挖掘。如何改变此现状呢?针对结果写作法的弊端,教师应采用以交际理论为基础,以学生为中心,强调挖掘思想内容,注重发展学生思维能力和交际能力的过程写作法。

## 英语写作教学中的文化教育

天津商学院外语系 田海龙 ..... 78

中国学生在学习英语写作时不仅会遇到语言上的障碍,更会遇到文化方面的问题。本文依据 Swales 的“步结构分析”理论,对体现在文章结构上的汉语思维方式这一英语写作中的文化问题进行实验性研究,提出了解决问题的方法,即:1)英语写作教学中注重文化教育;2)用英语而不是汉语的方式编排英语文章的各步。该项研究的意义在于在英语写作教学中发展学生的文化意识与发展学生的语言技能同等重要。

## 大学生英语写作中的错误分析及其对第二语言习得和外语教学的启示

上海对外贸易学院商务外国语学院 严立东 ..... 81

越来越多的语言学家和教师认为,错误分析作为评价学习者语言学习的主要手段,具有重要的理论价值。本文根据错误分析理论,通过分析大学生最常见的写作错误,剖析了错误的根源及错误类型。本文认为研究者对各种错误的揭示和描述不仅促进了错误分析既作为理论又作为方法的双向研究,而且对二语语言习得和外语教学有重要的启示作用。

## 对学生口语课上所犯错误的分析及教师的应对策略

长安大学 李民权 ..... 95

在口语课上,教师常常会遇到学生表达时所犯的各种各样错误。由于对这些错误缺乏足够的分析和研究,有的教师将所有的错误一个一个全部纠正,有的教师则持不理睬态度。本文作者收集了他在多年口语教学中学生常犯的错误,经过仔细的分析,发现了导致这些错误的四种原因,并提出了在不同阶段对待学生这些错误应采取的不同办法。

## 输入假设在大学英语阅读教学中的应用

山东经济学院外文系 李娜 ..... 98

本文是将 Krashen 的输入假设与中国大学英语教学特点相结合的一次试验教学。教学中强调,尽可能增加可理解的阅读