

The Application of “Three Dimensional” Model in the Teaching Design of EFL Writing

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Abstract

As an indispensable and most difficult part of language acquisition, the importance of English writing has been intensified by the economic globalization and internet revolution due to the special role of English as a universal language (Warshauer, 2000). However, writing teaching and learning has been long perplexing language teachers and learners even in the first language. Therefore many studies have been conducted on the revelation of the nature of writing and how to achieve it in pursuit of solutions to this problem. Consequently, the paradigm of teaching design of EFL Writing has experienced corresponding shift with the development of science, technology and social culture. Based on the analyses of various paradigms, the paper proposes the framework of a “three dimensional” model as well as its application in the teaching of EFL Business English discourse composition so as to cultivate the learners’ all-round writing skills in the aspect of teaching design.

Keywords: “three dimensional” Model, teaching design of EFL writing

1. Introduction

Writing is widely acknowledged as an “intricate” and complex task as well as the “most difficult of the language abilities to acquire” (Allen & Corder, 1974, p. 177). As a means of communicating and a tool of learning a language” (Wolff, 2000), writing is a complex process even in the first language. Undoubtedly, it is more complicated to write in a foreign language. Therefore, almost all EFL learners often find writing a daunting task owing to its complexity compared to the other three language skills, and it is widely acknowledged that the effect of writing teaching has long been inefficient and time-consuming, of which China is one of the most severe disaster areas according to previous statistics of international language test analysis, such as IELTS, TOFEL.

But writing learning remains crucial for EFL learners for the following reasons: first, the ability to write well is a fundamental skill for academic or professional success but is a particularly difficult skill to master even in the first language (National Commission on Writing, 2004). Second, writing can be especially effective in developing learners’ academic language proficiency because they will be more eager to explore lexical or syntactic terms in their written work (Weissberg, 1999). The third reason being writing allows learners to master various subject matters because it heightens their awareness towards knowledge gaps and apply problem-specific knowledge into other areas (Reeves, 2002).

Consequently, lots of researchers are constantly on the move to discover new ways and methods to teach language writing more effectively. According to Scarella (1984), writing involves the writer’s employing high-order thinking skills as well as communicative skills which include conceptualization, inference, creativity, organization, and summarization of sophisticated ideas. Although the reason for low-efficiency in writing teaching is very complicated, previous studies have found that well-designed classroom-teaching plan is crucial in motivating and developing the writing skills of EFL learners and the implementation of scientific classroom-teaching design is a core element in enhancing the quality and efficiency of teaching practice (Melor Md Yunus et al, 2012).

This research was implemented as a means of helping these EFL learners develop their writing proficiency. The theoretical framework of “three dimensional”, which consists of product /discourse dimensional, process /competence dimensional and communicative strategy dimensional, is based on the application of “post-process”

theories. Although the teaching of EFL writing can be classified into three kinds: sentence writing, paragraph writing and discourse writing, the research focuses the application in discourse teaching owing to its utmost difficulty and importance.

2. Literature Review

Hyland has ever said “For over half a century, writing has been a central topic in applied linguistics and remains an area of lively intellectual research and debate (Hyland, 2005: 1)”. It is widely accepted that writing can be studied from a wide range of perspectives, depending on different theories of language learning and performance. Over the last few decades, there have been numerous L2 writing theoretical researches and studies developed to enhance learner’s writing proficiency. Three theoretical perspectives are distinguished (see Hyland, 2002): a text-oriented approach, a reader-oriented approach and a writer-oriented approach. Each stems from distinct theoretical frameworks and studies learning effects in different perspectives. Hence each reveals the characteristic of L2 writing from different aspect and proposes its own principles, models and paradigm in teaching practice. Correspondingly, the teaching model of L2 writing has experienced “product-oriented”, “author-oriented”, “reader-oriented” and “integrated-oriented” paradigm.

2.1 The Product-oriented Paradigm

Based on behaviorism and structuralism, this model is also known as “text-oriented” paradigm, used prior to the mid 1960s in teaching native English speakers to make written response to literary text. Derived from text-oriented theories, which hold the belief that the teaching of writing is achieved in terms of the development of sets of habits through process of stimulus and responses (Nunan, 2001), and hence regards writing as a stimulus-response process, this model focuses on the final product, the coherent, error-free text, and emphasizes imitation of different kinds of model essays. Its matching pedagogy is called “product approach or pedagogy”, which emphasizes students’ exposure to written sentences and paragraphs and its utmost concern is grammatical rules or rhetorical patterns. Nunan (1999) states the product approach focuses on writing tasks in which the learner copies and transforms from teacher supplied models. Adams (2006) thinks the product approach follows a linear pattern. That is what Bruton (2005) describes as single-draft think-plan linear procedures with once-off correction grounded on product models of writing. The priority of teaching is the “features of good texts” and “methods and skills of good writers”, which mainly covers the correct grammar, suitable cohesion and so on in the structure and organization of different kinds of paragraphs and texts, whose focus is essentially on the ability to produce correct texts or “product” (Richard, 2002).

The advantages of the product approach are that teachers help the learners analyze and practice many different text styles so that learners will not feel it difficult to start writing. Besides, after a lot of imitation of model texts, the learners may form better linguistic knowledge of texts such as the appropriate use of vocabulary, syntax, and cohesive devices. However, the limitations of the product approach is very obvious: it concentrates on ends rather than means, focusing on the form and structure of writing rather than how writers create writing that has form and structure, thus impeding the development of students’ efficient writing strategies (Richards, 2002). Therefore, this approach is considered as inefficient owing to the ignorance of the writers’ cognitive process.

According to Pincas (1982), the typical procedures of this model include four teaching stages: familiarization, controlled writing, guided writing and free writing. The familiarization stage aims to make learners be aware of a certain features of a particular text. In the controlled and guided writing sections, the learners’ writing is controlled by various means, such as providing questions to be answered, sentences to be completed. In free writing, learners may write with much freedom when they use the writing skills as part of a genuine activity such as a letter, a story or an essay (Han, 2001).

2.2 The Author-oriented Paradigm

Drawn on cognitive psychology, sociolinguistics, educational ethnography, whole-language education, and applied linguistics, this model is also known as “process-oriented” paradigm, emerged in the late 1970s. Based on the theory of communication, which regards writing as a complex, circular process of cognitive psychology, a creative process of thinking and social interaction instead of a writer’s personal activity, this model assumes that writing is not a linear, but a complex, recursive, and creative process and focuses on the cognitive process of writing. Its matching pedagogy is called “process approach or pedagogy”, which advocates “learning to write through writing”- that is the learners’ writing proficiency can be enhanced through a series of cognitive and interactive activities in the process of writing, and values the importance of the exertion of author’s subjective initiative and iterative revision. It pays attention to the ideological content of writing and the expression and excavation of contents. In classroom practice, it promotes student-centered teaching activity, and pays attention to continuous cooperation and communication between students and teachers. Tribble defines “process

approach" as "an approach to the teaching of writing which stresses the creativity of individual writer, and pays attention to the development of good writing practice rather than imitation of models" (1996: 11). The priority of teaching is not linguistic knowledge but process and method on "how to compose a text".

The advantages of this model are as follows: Firstly, it makes the teaching and learning of writing possible owing to all its teaching design is started from the aspect of concrete process and cognitive sociology. Learners may feel more at ease when they begin to write compositions (Tribble, 1996). Secondly, it assures the cultivation of students' writing competence because of its stress on the development of thought and strategy of writing. Thirdly, it promotes student-centered activity. In this learning environment, students are not passive receivers anymore; they will take more initiatives and responsibilities for controlling their writing behavior (Zamel, 1983). Fourthly, it increases the interaction between the students and the teacher and promotes cooperation among students throughout the writing process. However, this model also has the following limitations: first of all, it occupies too much time and the students who are accepting short-training have no enough time to carry out writing exercise aimed at all kinds of style and genre, and lack clear concept to routine writing model and writing purpose. Moreover, it regards all writing as being produced by the same set of process without discrimination. Furthermore, it emphasizes only writing skills and strategies and ignores the cultivation of linguistic knowledge.

Badger (2002) proposed four typical procedures of this model: prewriting, composing/drafting, revising and editing. The prewriting stage aims to make learners get as much topic knowledge as possible, during which there are some preparing activities, such as reading relevant materials, group discussion under teacher's guidance, brainstorming and so on. In the composing/drafting stage, students write the first draft based on the activities at the previous stage. Revising is the stage which students revise their first drafts according to the teacher's and peers' feedback. Finally the students finish editing their final drafts.

2.3 The Reader-oriented Paradigm

Mainly dedicated to functional linguistics (pragmatics), dialogue theory, context cognition theory and social cognitive rhetoric, poststructuralist and post modernist rhetoric, this is also known as genre-oriented model, emerged in the late 1980s and the 1990s, which holds the belief that writing is a process of interaction between the author and target audience and that there is a pattern of article writing to a specific genre, as long as mastering knowledge and structure of these genres, one can freely compose related genre. It emphasizes the importance of writing context and purpose. Its matching pedagogy are genre-based pedagogy and ESP (English for specific purpose), which focus on "write for whom" and "what is the purpose of the text". Its teaching priority is the development and application of genre consciousness and social writing habit such as the specific schematic structure of the discourse, rhetoric and language features as well as writing skills, aiming to enable the students not only to grasp the characteristics of the schematic structure, but also to understand the construction process of a certain discourse.

The procedures of this model includes: model analyses, imitating writing and independent construction of text. In the first stage, a model of a particular genre is introduced and analyzed, of which the schematic structure and social purpose of the discourse are the cores. Then learners carry out exercises, which manipulate relevant language forms. And finally, learners produce a short text (Dudley-Evans, 1997).

The advantage of this model is: it helps to reduce the fear and anxiety of the students of Second Language Writing, increase their self-confidence. But there are also some limitations such as "low efficiency, long period, and loose logical knowledge systemic".

3. Statement of the Problem

3.1 The Present Situation of the Teaching Design of EFL Writing

As an indispensable part of EFL, the teaching design of writing not only shares the common characteristic of EFL, but also has its unique features. But it is widely acknowledged that teaching design and effect of EFL writing is not optimistic in China (e.g. Li, 2000; Zhang et al, 1995): The phenomena such as general, abstruse and scattered teaching content, poor practice, one-sided teaching concept and priority, stereotyped process are very common in teaching practice. Well designed teaching is very rare phenomena. Most classroom teaching of EFL writing turns into instruction of writing theory or mechanics, some even convert into literature appreciation. Many teachers follow the basic routine from "model analyzing→task assigning→composing by students→checking and assessing".

3.2 Problems Existing in the Teaching Design of EFL Writing

Three serious problems reflect in the design and teaching of EFL writing: one is backward and loose concept in teaching design, ignoring the latest research achievement. E.g. most overall teaching design are

knowledge-oriented in the organization of teaching content, paying no attention to the packaging and design of the subject in terms of accumulation and integration, experience and appreciation, application and development, discovery and innovation; and most teaching mode follow the pattern- “knowledge→imparting” or “ability →training”, lack of the guidance of independent, cooperative, inquiry learning. Two is inadequate implementation of student-centered principle. The teaching design does not start from careful analysis of the learning needs, content and learner’s initiative state, but based on the analysis of present teaching materials and facilities, or even teachers’ teaching preferences and ability. Therefore, a series of instructional design such as teaching task, activities, procedure etc. deploys from the student-centered track. Three is loose teaching contents. The topic or teaching content lacks of internal logic or situation relationship among different units or themes, which is not conducive to carry out rich and colorful writing practice around specific theme or situation. Four is non-scientific teaching objective. Most of them are made of writing knowledge and skills, ignoring the emotional attitude, learning strategies and cultural awareness. To summarize, the utmost problem in the practice of the teaching design of EFL writing is the lack of scientific model to follow.

4. The Framework of “Three Dimensional” Model

4.1 Backgrounds

After careful analyses and numerous practice, many researchers (Richard Badger and Goodith White, 2000; Rong, 2010) found that the three models are complementary and can be integrated into a comprehensive explanation of the feature of writing(see table 1): the product-oriented focusing on the features of good discourse and skills, which aims to present the standard of good texts; while the author-oriented focusing on the process and methods of writing, which aims to present the procedure and method of writing; the reader-oriented focusing on the contextual knowledge and the construction of writing skills, which aims to present the communicative strategy of writing. Therefore, the isolated use of single mode cannot solve the existing problems in the writing teaching practice, we should construct “three dimensional” model including product (discourse), process (competence) and communicative strategy.

Table 1. Comparison of 3 Models

	Product-oriented	Author-oriented	Reader-oriented
Main idea toward the teaching of writing	Writing proficiency is achieved in terms of the development of sets of habits through process of stimulus and responses	Writing proficiency can be enhanced through a series of cognitive and interactive activities in the process of writing	Writing proficiency can be achieved in terms of mastering knowledge and structure of specific genres
Teaching focus	Product-centered, emphasizing the inner rule of micro discourse	Author-centered, emphasizing the characteristic of non-linear process and individual cognitive in the process of writing	Reader-centered, emphasizing the target readers’ acceptability and expectation of the discourse
Teaching priority	Basic writing knowledge and mechanics, focusing on the standardization of the form of language; chiefly discourse knowledge, consisting such core elements as “topic”, “content”, “structure” and “language”	Construction of individual knowledge and skills of writing; chiefly writing knowledge and strategy, consisting such core elements as “idea, conception, selection, organization, writing and modified” or “re-write (idea), drafting, revision and edition”	Construction of contextual knowledge and ability of writing; mainly discourse knowledge, including the following core factors:“topic, role, reader, purpose, style”
Teaching procedure	Familiarization→controlled writing → guided writing→ free writing	Prewriting →composing/drafting → revision→ editing	Model analyses →imitating writing →independent construction of text
Based Biology	Behavioral psychology	Information processing psychology	Social cognitive and Constructivist Psychology
Matching pedagogy	Product approach or pedagogy	Process approach or pedagogy	Genre-based approach and ESP
Knowledge type	Mainly declarative knowledge	Mainly procedural knowledge	Mainly strategic (meta-cognition) knowledge
Feedback	Narrow range of feedback, mainly relies on the teacher’s written feedback on the rhetoric forms and correctness in sentence level	Instant and wide range of feedback from the teacher, peers and individual, focusing on linguistic knowledge and writing mechanics	Instant and wide range of feedback from the teacher, peers and individual , focusing on discourse knowledge and writing mechanics

4.2 Teaching Content

From the previous analyses, we can deduct that an ideal “three dimensional” model should cover the following teaching content (see table 2).

Table 2. Teaching Content of “Three Dimensional” Model

Product /discourse (embodied in the product approach and the genre approach)	Mainly text knowledge including such core elements as “topic (theme), content (material), structure and language”
Process /competence (embodied in the process approach)	Mainly writing knowledge and strategy including such core elements as “idea, conception, selection, organization, writing and modified” or “rewrite (idea), drafting, revision and edition”
Communicative strategy (embodied in the genre approach)	Various social roles such as all kinds of employees, employers, civil servants and administrative post in all kinds of organization and institution
Role of author	Various social roles such as all kinds of employees, employers, civil servants and administrative post in all kinds of organization and institution
Reader	to persuade and argue, to explain, to convey experience and so on
Purpose	Narrative, informative, persuasive and special genre
Style	

4.3 Teaching Design

I propose an ideal process of “three dimensional” model should involve four stages (see figure 1): prewriting, while writing, revision as well as editing and sharing. In the prewriting stage, first of all, the teacher pre-determines the task environment (including communicative environment, interpersonal relationship) and communicative tasks. Consequently, the teacher and students discuss and analyze the communicative tasks, role of author, form of text, topic of the task and characteristics of model together to sum up the writing structure and language characteristic of a certain genre, helping students determine the situation of a certain topic, establish the writing purpose of such articles and consider the language region (field, mode and tenor) of the article (Richard Badger and Goodith White, 2000). In the while writing stage, under the teacher’s supervision, guidance and assistance, the students are required to carry out the desired task (concrete writing) combining all kinds of skills (planning, drafting, revising, etc) step by step: developing the writing plan→organizing related materials→imitating writing→composing the first draft. In revision stage, the author is required to further revise and resubmit their assignments after self-assessment or peers assessment in accordance with the feedback they receive in line with the task requirements. Finally, the author tries a trial communication with the final edited version, then the teacher and students together implement comprehensive assessments on its effect.

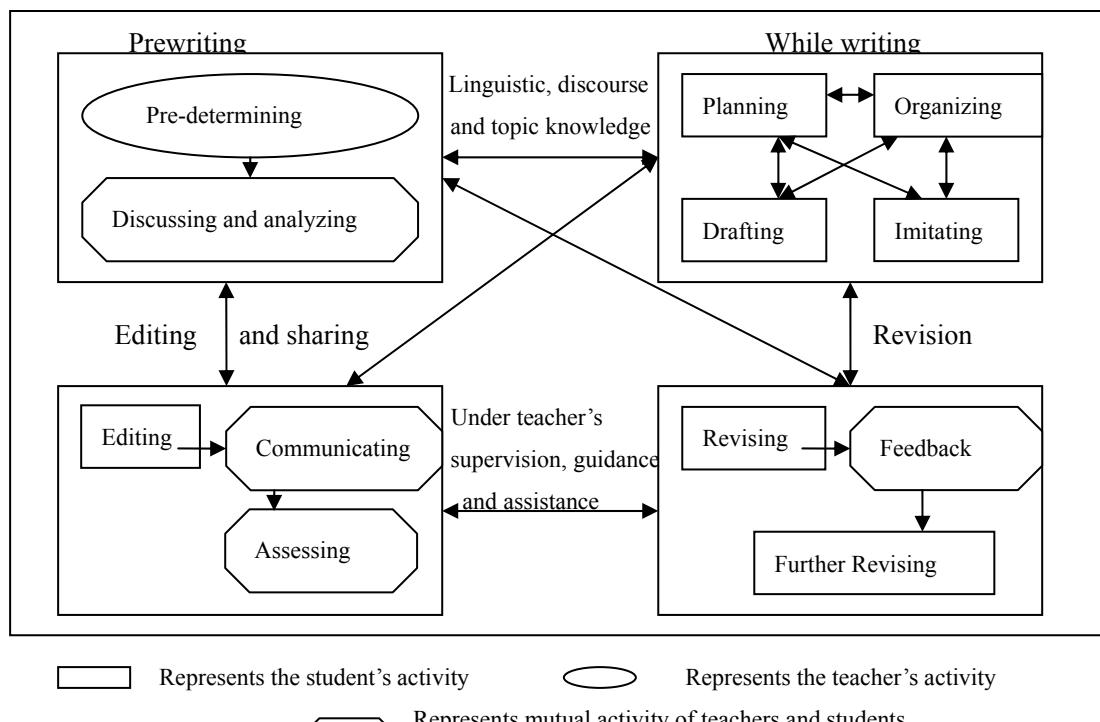


Figure 1. Teaching Procedures of Various Stages of “Three Dimensional” Model

5. The Application of “Three Dimensional” Model

5.1 Thoughts of Teaching Design

The teaching of discourse writing aims to cultivate students' discourse consciousness and construction competence. But the form, type and knowledge of discourse have a wide variety, it is impossible to cover every point in classroom teaching. Therefore, it is of vital importance to well design one's teaching objective, content, activity and so on in advance.

I claim that the overall design of EFL discourse writing must adhere to the principle of “cultivating writing proficiency step by step and in spiral progressive”, which involves the following four stages: reinforcing basic skills → training core skills→developing expanding skills→comprehensive practice of synthesis skills. In “reinforcing basic skills” stage, the teaching priority lies in the basic structure and construction of specific discourse. Then in “training core skills” stage, the teaching priority shifts to the characteristics and its application of discourse in various types, patterns and styles on the same theme or topic, focusing on the comparison or contrast among them. In “developing expanding skills” stage, the teaching centers on the comparison among multiple discourse patterns of the same theme or topic. In “comprehensive practice of synthesis skills” stage, the teaching should convert into the composition of predetermined situation, focusing on training the writing ability on specific situation.

As to the teaching design of specific discourse, my thoughts are as follows: to find an accurate cut-in point opening discourse teaching →to pursue a masterstroke clearing text ideas→to open a cross-sectional breaking language focuses→to focus discourse core enhancing text value. Generally speaking, they are so many points to be conveyed in a discourse that the teacher cannot cover in classroom teaching. Therefore, it is necessary to find an accurate cut-in point (such as the theme, feature, genre, tone or style etc of the discourse due to specific discourse) to lead the learners step into the comprehension and construction of discourse. Furthermore, it is well-known that they are numerous English discourses which differ in length and style. But in whatever form, specific discourse must around a topic or theme. So the next step is to pursue a masterstroke to aid the students clearing the structure of specific discourse. “To open a cross-sectional breaking language focuses” means the teacher should fully expose the implied language points by cutting a cross -section during model analysis or composition assessment on the basis of whole teaching and try to breakthrough them in the context to better understanding. In addition to language learning, discourse teaching must imply other target value, namely the text value, which serves as enlightenment or spirit to the promotion of learner's comprehensive development. Therefore, we should gradually guide students around textual core from the perspective of rhetoric to appreciate its inner beauty on organization, selection of words, structure and so on, understanding the author's intention, thoughts, purpose as well as writing style and techniques, mining the hidden deep meaning between the lines.

5.2 Design of Teaching Objective

The total objective of the teaching of EFL writing is to train the students' comprehensive writing ability of EFL discourse and communicative ability, enrich their relevant discourse knowledge (including such means as cohesion, coherence, sentence, sentence group and discourse, inter-sentential relationship, discourse structure) and styles of discourse (including narrative, informative, persuasive and special genre). Therefore the students can foster basic skills, be familiar with main types of EFL discourse and form good writing habits, strategies and mechanics.

5.3 Design of Teaching Activity

Previous research (Lantolf & Johnson, 2007; Cheon 2008; Mondada and Pekarek Doehler, 2004, p. 501; Jacknic, 2008; Kinginger, 2004; Thorne, 2006) proves that language acquisition only happens during the practice. So the core of the design of teaching activity in EFL writing is to create and implement communicative task based on real situation. Therefore, the teaching activity in various stages of “three dimensional” can be designed as the follows:

In prewriting stage, there are two main teaching activities - predetermining the environment as well as analyzing and discussing, the former mainly involves teacher's activity and the latter ought to be carried mutually (as outlined above). In while writing stage, students are required to implement mainly procedural activities such as planning, material organizing, imitating and independent writing. Meanwhile the teacher should supervise and provide necessary assist. In revision stage, such activity as self-revision, feedback (within group, class and social organization) and revision can be designed. In editing and sharing stage, the teaching activity can be edition, exchange and sharing as well as assessment (in terms of organization, coherent, phrasing, tone, etc. of the discourse) so as to train the students' effective communicative skills and strategies. And in teaching practice, one

more stage that is unnecessary carried out in classroom must be added: the expansion stage. Many outreach activities such as watching-speaking, reorganization of sentence / paragraph, completion writing, project writing, social investigation and practice as well as a variety of language competence competition, language corner /salon can be designed.

5.4 Design of Assessment

Design of assessment differs according to different discourses and writing environment. Teachers must formulate corresponding index system according to different style, situation, writing tasks, role of the author etc. to conduct a comprehensive evaluation on the quality, writing process and strategy of the discourse as well as to analyze the results, mend any adjustment to teaching practice timely. Generally speaking, assessment can be checked in terms of task, language, content, tone and organization (such as ideas, voice, word choice, sentence fluency and conventions of writing).

5.5 Sample Case

Teaching Subject: English Email Writing

1. Teaching Objective

The students are required to be able to: get familiar with the writing features and the format of emails; understand common English emails; summarize the format of business emails and be able to differentiate the features of various types as well as compose corresponding emails based on given situation independently.

2. Description of Teaching Task

2.1 Background

The “supplier” (A and B Company, manufacture of computer-related products) and “purchaser” (C and D Company, sales agent of computer-related products) tries to establish business relationship through emails, please compose the corresponding emails based on given situation.

2.2 Concrete Assignment

Whole task of “purchaser”: Accomplish the composition of emails of releasing the information of needed product and replies for C or D Company.

Task 1: Accomplish the composition of English email of self-introduction for either C or D Company.

Task 2: Accomplish the composition of reply to the counterpart’s answer email agreeing to establish a business relationship with your part.

Task 3: Accomplish the composition of English email of brief introduction of your needed product.

Whole task of “supplier”: Accomplishing the composition of circular emails between the two parts for A or B Company.

Task 1: Accomplish the composition of English email of self-introduction.

Task 2: Accomplish the composition of reply to the counterpart’s answer email agreeing to establish a business relationship with your part.

Task 3: Accomplish the composition of English email of brief introduction of your product.

3. Teaching Activity

3.1 Prewriting Stage

3.1.1 Predetermining the Environment and Communicative Task

Task 1: Read and summarize the format and feature of the following English emails.

Sample 1 (Note: Two other samples omitted)

<i>To: Flying@yahoo.com.cn</i>
<i>Subject: Agent; distributor; representative</i>
<i>Attachment: Qualification certificate</i>
<i>Dear Sirs,</i>
<i>We are contacting your company today inquiring if you will accept our company to stand as AGENT; DISTRIBUTOR; REPRESENTATIVE here in America for we are seeking for genuine Vehicle company to promote their products in the American market and also to lead the transporters to know that Asian Vehicles are very durable on the road as most of them are having different understanding an Asian Vehicles. I’m attaching a list of QUALIFICATION CERTIFICATE to this message.</i>

We will be happy if our request is granted.

God bless you.

Frank Johnson

Managing Director

Bolton Stores Ltd.

Add: 123 Lake Lane, Northbrook, Illinois 55566, U.S.A.

Tel: 2-225-665-6154 ext.207

Fax: 3-764-324-103

E-mail: 123@ Bolton Stores Ltd.org

Website: www. Bolton Stores Ltd.org

Sample 2

<i>To: 123@ Bolton Stores Ltd.org</i>

<i>Subject: Re: Agent; distributor; representative</i>
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<i>Attachment: Agent list</i>

Dear Mr. Johnson,

Thank you for your email which you ask about “agent, distributor and representative” in America. We have distributors in 140 cities in America and our main distributor in America is in Washington D. C., 400 Fortune Street, Washington D. C. 82044, U.S.A. Tel: 0-274-888-456-123. I am attaching a list of their addresses to this message. Please let me know if you are interested to be distributor in other cities.

With best wishes.

Henry saffron

Sales Executive

Flying Motor Ltd.

Add: 6 Shengli South Road, Yongchuan,Sichuan Province 632160 China

Tel: 086914 – 883888

Fax: 086B14 – 88388

E-mail: Flying@yahoo.com.cn

Website: www. Flying Motor Ltd.org

Task 2: Figure out the delivery route of emails based on the given background.

Background: C Company specializes in business of desk computers while D company specializes in notebook computers. A Company and B Company are both manufactures of computer-related product.

Table of brief introduction of computers of A and B

TYPE	COMPANY	SPECIFICATION	PRICE(RMB)	SCREEN SIZE (inch)	HARD DRIVE CAPACITY	CPU
DESK	A	AD101	5, 699	21.5	1T	Intel Core i5
	A	AD102	4, 099	23	500GB	Intel Core i5
	A	AD103	2, 380	19	320G	Intel Core i3
	B	BD101	9, 298	21.5	500G	Intel Core i7
	B	BD102	4, 199	20	1T	Intel Core i5
	B	BD103	4, 000	20	500G	Intel Core i5
NOTEBOOK	A	AN101	5, 435	14	750G	Intel Core i5
	A	AN102	4, 716	15	640G	Intel Core i5
	A	AN103	4, 476	14	500G	Intel Core i5
	B	BN101	4, 080	14	750G	Intel Core i5
	B	BN102	8, 749	13	500G	Intel Core i7
	B	BN103	8, 278	13	128G	Intel Core i5

Suggested table of emails delivery route

<i>Sender (from either of the four given companies):</i>	<i>Topic:</i>
<i>Recipient(target customer or employer):</i>	<i>Attitude:</i>
<i>Result(success/failure of business contact):</i>	

3.1.2 Discussing and Analyzing

Tasks: Analyze and discuss one's task, role, form and topic of the discourse and model after choosing various roles or writing tasks according to the given table, pay attention to the interrelationship and precautions; Analyze and summarize the format, feature, tone, selection of words and style of common business English

emails.

Table of writing element of English email composition

Role of author	Target reader	Form	Purpose	Subject
Salesman, message-sender	Salesman at the same level of other companies; strangers	Business letter-establishing relationship	To promote sales of product or service of his company, seeking for potential customer or employer	Try to establish business relationship with the recipient
Salesman, message-recipient	Salesman at the same level of other companies; strangers	Reply to business letter-establishing relationship	Agree with the author's proposal or reject politely and state the reason	Agree/Disagree to establish relationship

3.2 While Writing Stage

3.2.1 Planning

Tasks: Form four study groups to play the role of External Relationship Department of the four companies and come into contact with each other: work out the respective work plan; elect a head man to report the work plan to your supervisor and teammates: complete the given work plan.

Work plan of "composition and reply of English business emails"
Time:
Department:
Work plan(distribution of tasks):

3.2.2 Organizing

Task: Search relevant writing materials according to the group distribution.

3.2.3 Imitating Writing

Task: Compose or reply English emails in imitation of the model.

3.2.4 Drafting

Task: Compose or reply English emails according to one's own task.

3.3. Editing Stage

3.3.1 Self Editing

Task: Self edit one's draft according to the requirement of task.

3.3.2 Feedback

Task: Peers feedback within group.

3.3.3 Revising

Task: Revise one's product according to the received feedback.

3.4 Editing and Sharing Stage

3.4.1 Editing

Task: Edit one's product

3.4.2 Communicating and Sharing

Task: Cross- exchange one's product with partners within or outside your group.

3.4.3 Assessing

Task: Supposed you are the recipient, assess the communicative effect of your partner's product in terms of task, language, content, tone and organization based on the given situation and then fill in the attached table.

Table of existing problems

Domain	Problem	Solution
Task		
Language		
Content		
Tone		
Organization		

3.5 Expansion Activity

Optimize the product based on the assessment; summarize the experience of business English email composition; try to email or letter your foreign friend or some organization or institution in English-speaking countries.

4. Teaching Procedure

4.1 Prewriting Stage

Step 1. Introduction

A brief introduction of teaching objectives: The students are required to get familiar with the writing features and the format of emails, and be able to comprehend and summarize the format of business emails independently.

Step 2. Presentation

Presentation of the task of this stage

Task 1: Ask the students to skip the sample emails and then try to induct the format and features of an English email.

Task 2: Ask the students to figure out the track of the circulation of the emails based on the given situation.

Step 3. Discussion

Topic for Discussion:

Topic 1: What is the format of an English email? Or how many components does it have? What are they?

Topic 2: What are the features of an English email?

Step 4. Presentation

The students present the results of the discussion.

Step 5. Summary

Summarize the format and features of English email together, dealing with some language points as well in this step.

Format of an English email....

4.2 While Writing Stage

Step 1. Introduction

A brief introduction of teaching objectives of this stage: The students are required to get familiar with the writing skills of business English emails and be able to compose an email independently.

Step 2. Presentation

Presentation of the task of this stage

Task 1: Ask the students to compose an email based on the given situation.

Task 2: Ask the students to form different teams and carry out different tasks.

Step 3. Discussion

Topic for Discussion:

Topic 1: What is the goal of the target email?

Topic 2: Who is the reader? What are the features of them?

Topic 3: How to organize the structure? How to compose the headline, the body and the salutation?

Step 4. Practice

4.3 Revising Stage

Step 1. Introduction

A brief introduction of teaching objectives of this stage: The students are required to share his product with partners and be able to improve it according to the respective feedback.

Step 2. Presentation

Presentation of the task of this stage

Task 1: Ask the students to revise his product.

Task 2: Ask the students to share his product with partners.

Task 3: Ask the students to improve his product according to the respective feedback.

Step 3. Discussion

Topic for Discussion:

Topic 1: What is the goal of the target email?

Topic 2: Who is the reader? What are the features of them?

Topic 3: Does this email meet with the scheduled requirements? If not, how to improve it?

Step 4. Practice

4.4 Editing and Sharing Stage

Step 1. Introduction

A brief introduction of teaching objectives of this stage. The students are required to share his edited product with his classmates and be able to improve it according to the respective feedback.

Step 2. Presentation

Presentation of the task of this stage

Task 1: Ask the students to edit his product.

Task 2: Ask the students to share his product with his classmates.

Task 3: Ask the students to assess peers' product and to improve his product according to the respective feedback.

Step 3. Discussion

Topic for Discussion:

Topic 1: What is the goal of the target email?

Topic 2: Who is the reader? What are the features of them?

Topic 3: Does this email meet with the scheduled requirements? If not, how to improve it?

Step 4. Presentation

The students present the results of the discussion.

Step 5. Summary

Summarize the skills and tips of email writing together, dealing with some language points as well in this step.

5. Language Points (omitted)

5.6 Feedbacks from Practice

After practice of a series of similar cases as above-mentioned, the author collects a feedback data, which implies optimistic effects. There are some typical feedbacks towards it as stated below.

Most teachers claim that this model is comprehensive and effective in spite of it needs much more time and efforts for preparation. They recommend that many activities can be done after class in order to save classroom teaching time such as the presentation of teaching objectives and tasks, all activities in writing stage and revision, etc.

Most students regard it as an interesting and marvelous design and state it is helpful and practical to them although the teaching tasks are a little difficult to them. They find out it help broaden their knowledge of writing and society, their writing becomes more pertinent and considerate.

6. Conclusion

In EFL contexts, where exposure to English is extremely limited, the acquisition of writing proficiency is much more difficult. The prevailing circumstance and different opinions on the nature of writing make explore of new model in EFL writing inevitable. All the general overview of this research and implication for application of "three dimensional" model in the teaching design of EFL writing and suggestions for further research are presented in this part.

6.1 Summary of the Research

This research aims to present the application of “three dimensional” model in the teaching practice of EFL Writing in a Chinese context. After the reviewing of the study of relevant theories, the paper presents the construction and its application of the model in the teaching design of Business English Writing. The intention of the thesis is to provide an optional model and sample case to the teaching design of EFL Writing.

An experimental study of the application of “three dimensional” model was implemented with 50 participants for one semester in each academic year from 2009 in curriculum of Business English Writing for Grade two students majoring in Business English in our college. After qualitative and quantitative data analysis, we found the teaching effect of this research is encouraging. Both the learners and teachers hold highly positive attitudes to “three dimensional” model and there was also clear evidence showing the effectiveness of this model to the writing proficiency: it can be applied to writing instruction to help student writers develop their writing skills and communicative strategies in using language by experiencing a whole writing process as well as gain knowledge of the contexts in which writing happens. Nevertheless, the implementation of this model in teaching practice was not successfully confirmed for the following reasons: firstly, there are great differences between this model and the traditional way and sometimes both the teachers and students thought it was hard to adapt. Secondly, some students’ English level is not high enough to carry out all the activity in English, they need the aids of Chinese in presentation and discussion or assessment, etc. Thirdly, some paperwork of Business English is unnecessary to take the reader’s reaction into much account, they have its own fixed format and text, such as CONTRACT and REPORT.

6.2 Limitation of the Research

This research tries to explore “three dimensional” model in a Chinese context in the teaching of EFL writing. The findings of this research are tentative owing to low reliabilities for the following reasons: Firstly, the findings are presented on descriptive analysis other than qualitative and quantitative analysis. Secondly, the experiment was only limited to a small group of subjects and English for Special Purpose. Thirdly, the teaching effect can be affected by numerous factors. Fourthly, the priority of the research narrows in the teaching design other than teaching implementation, no sample from student’s writing presents to demonstrate actual effect.

6.3 Suggestions for Further Research

The limitations of this research leave room for further empirical research, and the findings also leave room for further investigation and in design and implementation of “three dimensional” model in teaching practice.

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