

An Empirical Study on the Integration of Listening and Speaking Activities with Writing Instruction for Middle School English Language Learners

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Abstract : Writing is an important but challenging skill For English language learners. Due to the small amount of time allocated for writing classes at schools, students have relatively few opportunities to practice writing in the classroom. While the practice of integrating listening and speaking activates with writing instruction has been used for adult English language learners, its application for young English learners has seldom been examined due to the challenge of listening and speaking activities for young English language learners. The study attempted to integrating integrating listening and speaking activities with writing instruction for middle school English language learners so as to improving their writing achievements and writing abilities in terms of the word use, coherence, and complexity in their writings. Guided by Gagne's information processing learning theory and memetics, this study conducted a 8-week writing instruction with an experimental class (n=44) and a control class (n=48) . Students in the experimental class participated in a series of listening and retelling activities about a writing sample the teacher used for writing instruction during each period of writing class. Students in the control class were taught traditionally with teachers' direction instruction using the writing sample. Using the ANCOVA analysis of the scores of students' writing, word-use, Chinese-English translation and the text structure, this study showed that the experimental writing instruction can significantly improve students' writing performance. Compared with the students in the control class, the students in experimental class had significant better performance in word use and complexity in their essays. This study provides useful enlightenment for the teaching of English writing for middle school English language learners. Teachers can skillfully use information technology to integrate listening, speaking, and writing teaching, considering students' language input and output. Teachers need to select suitable and excellent composition templates for students to ensure their high-quality language input.

Keywords : wring instruction, retelling, English language learners, listening and speaking

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