

语块教学理论与输出理论对中学写作教学的研究

Abstract:

Listening, speaking, reading and writing are the four essential skills for students to learn English. While writing is the most important, it is an important symbol of students' comprehensive language ability. It has higher requirements for students' vocabulary, grammar, logic and other aspects. Therefore, it is even more difficult for students with weak foundation. Most scholars have carried out research on English writing teaching. Among them, the linguists represented by Lewis and Swain put forward the idea of applying the lexical chunks theory and the output theory to language teaching, which makes English writing teaching have a certain theoretical basis. The lexical chunks are relatively fixed expressions formed in the context of people's daily communication, which can be directly extracted from memory and greatly improve the fluency of language.

Based on lexical chunks theory and output theory, this paper combines the lexical chunks with English writing teaching, hoping to solve some problems in writing and improve students' English writing ability.

Key words: English writing teaching; the lexical chunks; the lexical chunks theory; the output theory

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1. Introduction

This part introduces the research background and purpose briefly. The background of the research displays the importance of the English writing. The purpose of the research introduces the necessity to combine the lexical chunks with English writing.

1.1 Background of Research

As the most widely used language in the world, English is very important for international communication, scientific, technological and cultural exchanges. The new curriculum standard requires students to have strong reading ability and certain listening, speaking, reading and writing ability so that they can communicate with others in English. Among the four skills of English, writing is indispensable. However, as a necessary skill, it is a weak link in English teaching and always neglected by teachers and students. Writing is a comprehensive reflection of learners' ability to language use.

Pay too much attention to listening and speaking leads to neglect of the cultivation of students' writing ability. Writing reflect the abilities of grammar and discourse organization of English learners. Therefore, writing emphasizes more on the ability to use language flexibly than on the basic knowledge.

1.2 Purpose of Research

In order to improve the effect of writing teaching in middle schools and students' mastery of writing ability, teachers should shift from teacher-centered to student-centered writing teaching and try to find a way to improve students' English writing skills and language use ability.

Altenberg found that 80% of natural utterances are made up of plate structures, that is, most of the utterances produced by language users are completed by the lexical chunks stored in memory (2001, Altenberg). At present, the lexical chunks theory and the output theory have been greatly developed in the western linguistic field and widely used in the field of second language teaching. In China, more and more linguists begin to study these two theories and try to combine them with foreign language teaching. Writing is also a kind of language

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