Integration of Reading and Writing in College English Teaching from the Perspective of D-C-C Model

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Keywords: D-C-C Model, SLA path, Reading-Speaking-Writing Integrated Mode, English Writing

Abstract. Aiming at the perspective of D-C-C model, this paper explores the construction of the Reading-Speaking-Writing Integration in college English writing teaching and reveals the path of second language acquisition, which is called Input-interaction-establishing connection-changing weight-rule emergence-acquisition. The research applies the Reading-Speaking-Writing Integrated Mode in college English writing class and divides it into three stages. The first step is reading which focuses on language input, including reading materials with “I-1” difficulty and the same topic as that of writing task. The second one refers to speaking stage mainly on interaction, including discussion, roles and tasks stimulate language connection, and weight change (correcting language rules) in meaning negotiation. The third stage is writing aimed to consolidate the learning effects of the first two stages, and promote the students’ language acquisition through different kinds of feedback. The research is capable to be used as a reference and a impetus of college English teaching.

Introduction

Writing is the process of displaying the comprehensive quality of language, which can best reflect emotions, attitudes and values; the writing result (composition) can best reflect students’ comprehensive ability of language use. At present, English teaching is facing a “literacy crisis”. “The literacy of English learners has declined, from "dumb" English to "literate" English. The root of this phenomenon is that in teaching practice, the relationship between listening and speaking ability and reading and writing ability cannot be correctly understood” [1]. From the perspective of learners, reading, speaking, and writing skills promote each other. For example, a research conducted in last decade has found that second-language learners with reading and writing training in the second language learning process perform better in completing the oral retelling task than those who have less training. The result found in another research ten years ago has revealed that speaking ability in EFL learning has a direct impact on English writing ability. These results of previous researches provide practical evidence and theoretical support for the integration of reading, speaking and writing teaching mode. Therefore, the tentative application of Reading-Speaking-Writing Integrated Mode is beneficial to develop students’ comprehensive ability of language use.

The D-C-C model integrates Connectionism, Construction Grammar and Dynamic System Theory. These three theories have had a great influence on language acquisition theory since 1980s. The D-C-C model is based on the consensus that language is a spontaneous and self-organizing dynamic system. This model reveals the path of second language acquisition, conforming to the SLA development and promoting improvement of learners’ use of language. Therefore, this research aims to integrate reading, speaking and writing according to the D-C-C model to construct a trinity writing mode, to provide a theoretical basis for the construction of a comprehensive system in college English writing teaching, and reference for the application of Reading-Speaking-Writing Integrated Mode.

This study aims to explore the construction of the Reading-Speaking-Writing Integrated Mode in college English writing teaching from the perspective of D-C-C model.
Literature Review

The researchers have carried out useful exploration of different integrated mode and achieved certain results; however, the research on Reading-Speaking-Writing Integrated Mode is relatively rare, and there is no theoretical explanation for the path of learner's language acquisition in the research. The research by Qiu Jianhua (2014) shows that reading and writing integrated mode based on network resources has a positive effect on improving learners' syntactic complexity [2]. S. K. W. Chu, J. Wu, C. W. S. Kwan and J. H. Y. Lai (2019) have examined how learners engaged in wiki-based collaborative writing when they were using their first language (L1) or second language (L2) to help educators to become aware of the different needs of L1 and L2 groups and to implement wiki collaborative writing more effectively to support students [3]. Some researchers have also studied the speaking, listening and writing integrated mode. Wang Ying (2012) has investigated the effects of connecting reading and writing in Chinese EFL teaching in the computer-mediated communication (CMC) learning environment and the results has shown that connecting reading and writing has positive effects on helping the students to memorize the new words, reusing new words in their writing tasks and improving the students' writing quality [4]. Chen Chenghui and Xiao Hui (2012) have conducted the speaking, listening and writing integrated mode from the perspective of memetics in his writing teaching [5], but there is no corresponding theoretical support for the path to illustrate how the mode works on SLA and it needs detailed explanation for the teaching procedures of this mode. In summary, the previous research has made less research on the integration of reading, speaking and writing teaching mode and the related research lacks the explanation for the path of learner's acquisition. Therefore, this study intends to use the perspective of D-C-C model, based on the learner's SLA path of “input-interaction-establish association-change weight-rule emergence-acquisition” to provide a detailed description of the theoretical explanation and specific operations for Reading-Speaking-Writing Integrated Mode.

D-C-C Model and SLA Path

D-C-C Model

Since the mid-1980s, the most influential language acquisition paradigms have been Connectionism, Construction Grammar, and Dynamic System Theory. Dynamic System Theory believes that foreign language learners are a dynamic and complex adaptive system, and various variables of foreign language learning, such as internal and external factors such as cognition and society, interact in learners and connect with each other. Construction Grammar also emphasizes the interaction between constructions, and construction and various contexts. Connectionism points out how the neural network completes the connection model of forms and meaning representation [6]. The interpretation of language acquisition in Dynamic System Theory and Construction Grammar needs the model of neural network operation of interaction in language learning supported by Connectionism. Therefore, combining the three theoretical paradigms with the D-C-C model (see Figure1) can provide a reasonable and unified explanation for the acquisition of more phenomena in second language, which helps to build a more complex, dynamic, nonlinear model to take into account the following: physical, psychological, cognitive, pragmatic and socio-cultural factors.

![Figure 1. D-C-C Model.](image-url)
SLA Path

The D-C-C model integrates the three paradigms have been Connectionism, Construction Grammar, and Dynamic System Theory, and this model summarizes the path of foreign language learners' second language acquisition, as shown in Fig. 2.

This path consists of six steps in the process of language acquisition, which can be divided into three stages. First, learners receive language input, i.e., constructions such as morphemes, words, phrases, sentences, discourses, etc. Second, interactions between construction and construction, construction and cognitive, social, and teaching environment, etc. work; in the use of dynamic interactive language, the weights of certain language forms and meaning connections change after receiving feedback in the interaction, and the language rules emerge. Finally, the acquisition is completed.

Reading-Speaking-Writing Integrated Mode

Based on the above three stages of the D-C-C model, Reading-Speaking-Writing Integrated Mode can be applied in the following three stages: 1. reading stage; 2. speaking stage; 3. writing stage.

Reading Stage: "i-1" Reading Material as Language Input

Reading is the first step of the second language acquisition path—input. The combination of input and output is a path worthy of further practice. While reading is the core aspect of input, writing is an important part of output, so the combination of reading and writing is one of the ways to combine input and output. Reading as input provides preparations for the speaking and writing stages in three aspects: (1) comprehensible input; (2) opportunities for oral activities; (3) improvement of writing ability, etc. Actually, the applicability of reading materials is an important guarantee, and it should be pointed out that the selection of reading materials needs to consider two dimensions: the topic and the difficulty of reading materials.

The topic of reading materials should be the same as that of writing tasks. At present, the college entrance examination essay proposition has the characteristics of openness, the expansion of the choice of writing content, subject, ideology, and genres. The three characteristics of the Beijing University Entrance Examination since 2004 are as follows: the objective of the test, the diversity of values and the authenticity of the context. Therefore, reading materials need to be based on the topic of writing tasks, reflecting a multi-value orientation, derived from real and credible contexts.

The reading materials with “i-1” difficulty should be selected because the reading materials with “i-1” difficulty allow learners to maintain the interest and desire to read, and it is easy for learners to acquire language knowledge and skills occasionally. To select reading materials "i-1" difficulty, a teacher must evaluate the learner's actual language ability, and the factor directly related to reading ability is the learner's vocabulary. The vocabulary requirements of each stage of the syllabus are: junior middle school 1000 vocabulary, senior middle school 2000 vocabulary, college students low, medium and high requirements in order of 3000, 4000, 5000 vocabulary; however, the vocabulary of learners at each stage is still lower than the above requirements. Yan Kai and Gao Yuhui (2012) have conducted a sample test on the vocabulary of the Grade three students in junior and senior middle school and sophomores in university and found that except for the Grade three students in senior middle school who can reach the level of 2000 words, the Grade three students in junior middle school and sophomores in university cannot meet the requirements [7]. Therefore, teachers should consider the students’ actual vocabulary and choose reading materials with “i-1” difficulty to make
reading comprehensible input, provide plenty of opportunities for oral activities, and promote writing skills.

**Speaking Stage: Dynamic Interaction in Different Ways**

The interaction here consists of two levels: (1) the interaction between construction and construction, that is, the interaction between morphemes, words, phrases, sentences, texts, reading activities in the language input stage; (2) the interaction between construction and cognitive, social and teaching environment, etc. In order to make full use of the interaction at the two levels, the teacher’s guidance is essential in the speaking stage because a teacher is more likely to become a “motivating” teacher [8]. The students’ motivation can be maintained through their engagement of intention, attention, and memory in the activity itself. The teacher can organize oral activities in consideration of the following three factors: (1) discussion stage; (2) role; (3) task [9].

The organizational strategy based on the discussion stage is applicable to the pre-writing stage. It is conducive to students forming different opinions and collecting various arguments for argumentation. At the same time, the students' language rules are consolidated and developed. The teacher divides the discussion into four stages of thinking-discussion-summary-feedback. Firstly, the teacher leaves the students time to think, requiring the students to write their own thoughts while thinking about the topic or issue. This ensures each student to have their own ideas. Secondly, the students are divided into several groups based on the principle of within-group homogeneity and between-group heterogeneity, and then the teacher asks questions. The groups conduct the discussion, and the teacher encourages the students to exchange ideas during the discussion. Thirdly, each group selects a representative to summarize the results of the discussion. Finally, the teacher and other groups evaluate the results of the discussion. The advantage of this kind of organization is that discussion consolidates the constructions of the reading materials and promotes meaning negotiation between the students. In discussion, the members of each group communicate and exchange their thoughts and ideas with their own language. In this process, the rules of the language will emerge in the negotiation interaction, help the students to recognize and correct their own language according to these rules, so that the language ability is developed.

The organizational strategy based on role is suitable for explaining the process, analyzing causes and effects and organization of information in expository writing, which is helpful for students to have a comprehensive and through analysis of an issue or a phenomenon. The specific method is as follows: the teacher assigns the roles of the group members, and each role has different assignment such as retelling, analyzing, taking notes, and presentation. The role of retelling summarizes the reading material with his the selection and arrangement of information. The student playing the analyzing role lists the main points and supporting details. The students playing the role of taking notes will make deletion and adjust the order according to the importance. The student doing presentation will correct the grammatical errors while he is reporting in class. In this process, each student has his/her own role and assignment based on the same topic. Such activities can arouse the students’ writing interest and provide chances for the students to make a clear expression of their ideas as well as richen the content of their writing. The speaking activities such as presentation can make students arrange the writing materials logically and express themselves with correct use of grammar.

The task-oriented organizational strategy helps students to improve their understanding and grasp of the content and organization structure of writing, the use of vocabulary and the use of discourse and consolidate the linguistic rules of discourse, sentences and vocabulary in interaction [10]. The specific method is as follows: for example, in the narrative writing, the teacher decomposes the writing task into a list of questions, and each member of the group undertakes the collection of answers to different questions 3 [11] as shown in figure 3. Moreover, the students who experience the speaking activities in the post-writing period will make a great progress in their total score of their writing, specifically, in content, organization and discourse. The task-oriented organizational strategy makes teaching effective in class, and it divides writing assignment into several steps. And in practice, according to the question list, the steps of writing process are broken down into the
different questions and answers, which both save time and maintain the enthusiasm of students so that writing assignment is achieved in a relaxed and pleasant environment.

| 1) Where did this story take place?[setting]  
| 2) Who were the people in the story?[characters]  
| 3) What happened first? And then? And then?[sequence of events]  
| 4) Why did______ do ________?[reasons, causes]  
| 5) What did _____ think about _______? [opinion]  
| 6) What happened at the end?[climax]  
| 7) What is the moral of this story?[evaluation]  

Figure 3. Questions for Narrative Writing.

Writing Stage: Acquisition Enhancement of with Feedback

Writing tasks in the process aim to consolidate the rules that emerge in speaking stage. Before writing in the oral activity, the students have carried out pre-writing activities and got prepared for writing in the interactive activities; moreover, the students’ writing anxiety is reduced. After writing, the evaluation and feedback of the composition play a positive role in the promotion of writing ability. Yuan Zhifen and Xie Wei survey found that the most desirable feedback method for students is error correction feedback and teacher's written feedback [12]. Therefore, the teacher can use both the online evaluation system of www.pigai.org and the teacher's feedback both in oral and written forms. The evaluation system of www.pigai.org satisfies the needs of students' individualized evaluation and feedback, especially detailed explanation and correction on vocabulary and grammar [13], which strengthen the students' language and grammatical rules. However, interpersonal interaction has the advantage that human-computer interaction can't match. Even if the online evaluation system is used to modify the language error, it is necessary to participate in the activities with teachers and other members [14].

Moreover, in earlier education systems, the responsibilities of educators were limited only for teaching the lessons in classrooms to expand the knowledge of students. But today, the teachers’ contribution should be improved in all over manners such as to achieve optimum development of their abilities and harmonious personality development [15]; peer feedback can be adopted with teacher feedback in writing instruction to improve students’ writing ability. Peer feedback is effective to complement the teacher feedback. To ensure the validity of the peer feedback, the teacher duplicated every student’s first and second drafts. That is, two students assessed one student’s drafts and gave him/her their feedback at the same time. The participants are required to revise peers’ writings twice, with one focus on each time. Each revision is under the teacher’s guidance. Therefore, the peer feedback and teacher feedback can be used as well as online feedback of correction system to improve the comprehensive development of the students writing ability and collaboration with team members.

Conclusion

Reading-Speaking-Writing Integrated Mode conforms to the real path of second language acquisition of "input- interaction-establishing association-changing weight-rule emergence-acquisition" revealed by D-C-C model.

Reading-Speaking-Writing Integrated Mode consists of three stages: reading, speaking, and writing stages. The reading stage of Reading-Speaking-Writing Integrated Mode should be based on the same topic of writing tasks, selecting the reading material of “i-1” difficulty as the effective input of language. The oral activity in speaking stage can be carried out using the three strategies based on the discussion stage, role and task to promote students' connection of language input at various levels in interaction and adjust language rules in meaning negotiation. In this stage, through the interaction between students and language input and the meaning negotiation between students and students, the association between what the students’ expressive desire and language form is established. In the
process of interaction and meaning negotiation, the students may find the right usage and expressions of the language. In the process, the students gradually grasp the usage of language, and the anxiety caused by using the second language descend so that the students can spare more effort in dealing with the content and organization of the writing task. In writing stage, online writing and traditional writing, online evaluation system and teacher's written feedback can both be used to consolidate students’ language acquisition.

Further empirical research can focus on the influence of Reading-Speaking-Writing Integrated Mode on students' cognitive factors and affective factors, and the effectiveness of Reading-Speaking-Writing Integrated Mode on English learning.

Acknowledgment

Supported by "the Teaching Research Project Foundation of South-Central University for Nationalities(Grant Number16033)", "the Fundamental Research Funds for the Central Universities, South-Central University for Nationalities(Grant Number CSP 17028)", and "the Humanities and Social Science Foundation of Hubei Provincial Department of Education (Grant Number QSY17007)".

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