

图书基本信息

书名：<<英语写作任务类型与大学生批判性思维能力培养>>

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## 内容概要

This study follows the essential steps of action research on the basis of College English writing teaching. The researcher discovered some problems in her own teaching practice , made some reforms , put reformed learning tasks as well as teaching approaches into practice and reflected upon the implementation and effectiveness. Text analysis , questionnaires and interviews are employed for repeated “ action-reflection-action ” and constant improvement. In the course of three-round action research , various writing tasks and teaching approaches and corresponding assessment methods are designed to aim at the cultivation of language proficiency and critical thinking skills , such as inference , reasoning , classification , analysis and self-validation.

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## 章节摘录

This research shows that through peers' feedback in the writing teaching , we have positive achievement and good result of the whole matter , though participants are not always skilled in peer evaluation. Sometimes participants' feedback may be vague and unhelpful. Usually peer feedback focused on grammatical mistakes rather than improving the writing structure and writing content. There were even mistakes in peers' error correction from time to time. As some students said they felt that they may not have sufficient skills and knowledge to provide revision advice on the content of their classmates' writings. Instead , they tend to focus on surface-related mistakes. From this perspective , peer feedback is less successful than the researcher expected. However , participants had the sense of audience through peers' feedback. That's why the students enjoy their essays being read by their classmates. When interviewed by the researcher , some students admitted that they were eager to know their impression in their peers' eyes. And they also want to know the performances of their peers. Students desired to be cared and noticed and they mind much about peers' feedback. Thus , students are likely to be inspired and stimulated by peers' feedback. The goal of composition is to help the writer develop his or her own voice or expressivity. In the course of peer evaluation , students are trying to understand and be understood by one another. As a means of interaction among students , peer feedback can increase a sense of audience , similar to an exchange between two minds or a close encounter between two writers. It is believed that increased audience awareness may in turn help the students better visualize their audience and help the students think more about their writing. This will encourage a writer to explore alternatives that he or she may not have considered. For example , they would decide if it was a good example or an essay with cohesive lines to understand thanks to the sense of targeted readers and ownership of writings. Making the language learners hold the thought of judgment and creativity is the obvious effect of peer feedback. On the other hand , as for peer feedback givers , this activity allowed them to critique others' writing. When they are eager to read peers' writing , make corrections and revision suggestions , they have to put their thoughts into this process , which needs deeper reflection. This is conducive to the improvement of critical thinking. Liu Xiaoling and Yang Gaoyun ( 2008 ) illustrated that both feedback takers and givers can benefit from thoughtful commentary. It enables the reader to see the difference between good performance and poor performance from audience's perspective. They will write clearly and precisely for their audience as well. In this process , readers simultaneously become thinkers. In brief , teachers may organize students into groups and work cooperatively so that students have enough opportunities to comment on the peers' writings. Students can use this mode of communication to practice critical analysis except correcting some grammar mistakes. But teachers should bear in mind that peer feedback can be successful only if learners are given explicit as well as specific guidelines for how to evaluate writing from the content and structure aspects. The assessing criteria must be aimed at whether the content is substantial , the thinking is active ; the logic is clear and the communication is appropriate. With respect to the innovated writing mode , the ultimate goal is to promote students' creative thinking by means of replacing the traditional teachers' comments with peer feedback. ....

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