AN EXAMINATION OF THE USE OF ESA TEACHING MODEL AS A BASIS FOR THE DESIGN OF WRITING ACTIVITIES FOR COLLEGE STUDENTS AND ITS IMPLICATIONS FOR SYLLABUS DESIGN

Context of the study and the rationale

1. College English writing teaching has not received the attention it deserves.
2. There are many related studies on English writing, but they tend to study methods and strategies of English writing instead of teaching for English writing.
3. Traditional teaching design for writing focuses only on the outcome of the writing and ignores the development of students' writing skills and writing habits

Main conceptual themes

- ESA method
- Motivation
- Input hypothesis

Evidence to collect

1) Questionnaires
2) Audio recordings of interviews
3) Observation notes
4) Output of students

The aim and research questions:

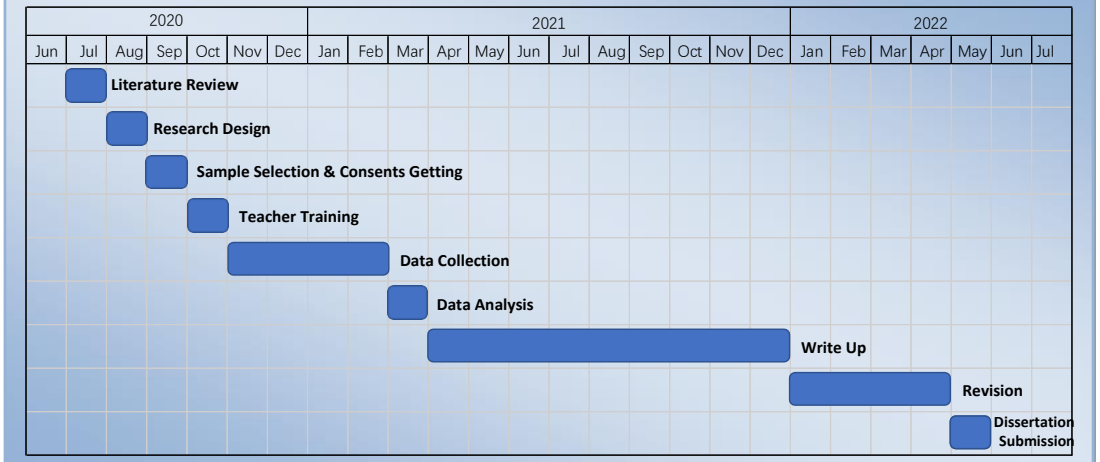
To examine whether ESA teaching model is an efficient way for teachers to improve college students' writing abilities.

RQ1: Can writing activities designed on ESA teaching improve college students' writing motivation?

RQ2: Is ESA teaching design efficient for college students in writing activities?

RQ3: What are the implications of the examination for college writing syllabus design, and how can we improve our syllabus designing?

Timetable for the proposed project



Setting of data collecting

Theoretical context

Practical context

Methods for collecting evidence

data-collection plan

triangulation matrix

Methods for analyzing data

Narrative analysis

trend analysis

factor analysis

SPSS

The ethical issues

Under the BERA ethical guidelines for educational research, fourth edition (2018)

- Informing
- Getting consent
- Giving right to withdraw
- Getting an endorsement
- Keeping data safe
- Safeguarding

References:

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Harmer, J. 2003. The Practice of English Language Teaching. Beijing: World Affairs Press Lim.

Cook,V.2001. Second Language Learning and Language Teaching. Oxford: Oxford University Press.

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