

767
2

MODELLING WRITING THROUGH READING

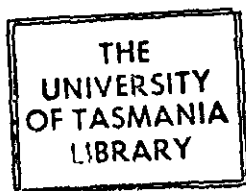
AN INVESTIGATION INTO TEACHER RATIONALE
FOR THE READING AND WRITING PROGRAMMES
IN SECONDARY SCHOOLS

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF EDUCATIONAL STUDIES IN THE CENTRE FOR
EDUCATION OF THE UNIVERSITY OF TASMANIA

BY
Reeve
PAULINE REEVE
A
HOBART

1986

Thesis
Educ
M.Ed. Stud.
REEVE
1987



CONTENTS

LIST OF ILLUSTRATIONS	iii
LIST OF TABLES	iv
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
INTRODUCTION	1
Chapter	
I TOWARDS A COHERENT VIEW OF TEACHING WRITING (A FOUNDATION FOR EVALUATING TEACHING PRACTICE)	5
The Value of Writing for Forming Meaning	5
The Language Focus in Teaching Writing	6
Learning and Teaching Writing through Imitation and Modelling	11
A Profile of a Successful Writer	15
The Responsibilities of the Teacher in Fostering Writing Development	16
The Teacher and Conscious Knowledge	19
Summary	21
II THE PURPOSE AND CONTEXTS OF THE STUDY	22
The Purpose, Scope and Development of the Project	22
The Research Context of the Project	23
The School Context of the Surveys	29
Summary	37
III THE FORM OF THE STUDY	38
The Surveys	38
Surveying and Examining Writing Tasks	40
Surveying and Examining the Basis for Selecting Writing Tasks.	51
Surveying and Examining Novels	52
Surveying and Examining the Bases for Selecting Literature, Relating Reading and Writing and Organizing Literature	56
Summary	57

IV	KINDS OF WRITING IN SOUTHERN TASMANIAN SECONDARY SCHOOLS	59
	Part 1 - Consideration of the Bases for Selecting Writing	60
	Part 2 - Consideration of Writing Tasks Offered to Students during 1984	73
V	MODELLING FORMS OF WRITING THROUGH THE READING PROGRAMME	104
	Part 1 - Consideration of the Bases for Selecting and Organizing Literature and for Relating the Reading and Writing Programme	106
	Part 2 - The Literature Held and Used in Schools during 1984 Considered as a Model	122
VI	AVENUES FOR DEVELOPMENT	150
	Avenues for Further Investigation	150
	Avenues for Developing Teaching Practice	154
	APPENDIXES	166
	SELECTED BIBLIOGRAPHY	176

LIST OF ILLUSTRATIONS

Figure

1.	Relationship of Writing Forms, Purpose and Thinking Processes	9
2.	A Sequence of Writing Forms Presented by James Moffett	42
3.	Kay Vandergrift's Matrix of Genres and Compositional Elements	46
4.	Kay Vandergrift's Writing Kinds Included and Excluded in Student Experience of Composition During 1984	76
5.	James Moffett's Forms of Writing, Omitted from the Writing Programme of the Schools Surveyed during 1984	78
6.	The Purposes and Thinking Processes of the Major Kinds of Writing Students Composed in Southern Tasmanian Secondary Schools	92
7.	The Purposes and Thinking Processes of Four Fiction Narrative Genres Selected as Models to Foster Writing Development	120
8.	Titles of Fiction Narrative Novels Held in a Majority (5-9) of Schools and/or Selected for Use in Three or More Schools during 1984, Classified according to Genre	123
9.	Major Writing Kinds Grouped to Indicate the Forms that were Presented Only for Composition or for Comprehension, and those that were Offered for Both	136

LIST OF TABLES

1.	Number of Participants in Each Survey	34
2.	Gender and Teaching Experience in Years, of Participants in the Survey into Kinds of Writing	35
3.	Three Surveys Conducted in Selected Southern Tasmanian Schools - their Duration and Date of Administration	39
4.	Writing Task Selection Criteria and the Number of Teachers Nominating Each Criterion. Table Shows Only the Criteria Nominated by Three or More Teachers out of a Total of Fifty Four Teacher-Interviewees	62
5.	Percentage of Writing Tasks not Clearly Classifiable by Kay Vandergrift's Matrix	77
6.	Forms of Writing Used in Southern Tasmanian Secondary Schools during 1984 that were not Fully Classifiable within James Moffett's Sequence of Writing Kinds	79
7.	Writing Forms Appearing in a Majority (5-9) of Southern Tasmanian Secondary Schools, 1984, and/or which were Referred to in 1 Percent or More of Writing Task Statements	81
8.	Percentage of Writing Tasks from Nine Southern Tasmanian Secondary Schools, 1984, Distributed across Kay Vandergrift and James Moffett's Framework of Writing Kinds	88
9.	Forms of Writing Used across a Majority of Southern Tasmanian Secondary Schools, 1984, Sorted according to James Moffett's Classification of Writing Kinds and then according to James Britton's Classification of Writing Functions	97
10.	Table Showing Core Writing Forms that Reoccurred across Grade Seven to Nine in Southern Tasmanian Secondary Schools and the Percentage of Writing Tasks within Each Grade Referring to These	99

11.	Forms of Writing in Southern Tasmanian Secondary Schools, 1984, that were Significant Exclusively to Each Grade and the Percentage of Task Statements Referring to These	101
12.	Percentage of Teachers Nominating the Main Criteria for Selecting Fiction Narrative Novels in 1984	108
13.	Percentage of Teachers Nominating Bases for Relating Reading and Writing	115
14.	Titles of Novels Held in Common by a Majority (5-9) of Schools and that Received Comparatively High Selection during Term One and Two, 1984 . .	140

ACKNOWLEDGEMENTS

This study is a result of the contribution made by sixty teachers of English in nine public secondary schools in Hobart, Tasmania. Without their co-operation in participating in several interviews and allowing the perusal of their literature resources, both this study and the understanding and insight gained into English teaching, would not have been possible.

Finally, I want to thank Hugo McCann, for his invaluable assistance in guiding my thinking and inspiring confidence to believe in the value of this project in moments of self-doubt.

ABSTRACT

The primary concern of this project was the extent to which teachers of grade seven, eight and nine English in Southern Tasmanian secondary schools, during 1984, consciously sought to develop their students' ability to write and think, through having them write across a range of forms with their concomitant purposes and thinking process, and through using models of these writing kinds from literature.

The study considers not only the intention of teachers in this, but also the potential of the writing tasks offered to students for developing their repertoire of writing kinds and of the potential of the literature resources for modelling such a repertoire.

Further approaches and foci for investigation emanate from this exploratory study and recommendations are made which, it is hoped, will redirect teachers to attend increasingly both to the range of writing forms they offer students for composition, and to the appropriateness of the literature they select for modelling the writing kinds that they wish students to compose.