

Second Language Literacy Practices of Chinese Students in Sydney

Yayu Cai

*Xiamen University Tan Kah Kee College, Zhangzhou, Fujian, 363105, China
yayu_cai@163.com*

Abstract: *As an international language, English has become the dominant language around the world. However, as the world landscape is changing, many non-native English speaking countries are discussing the status and proportion of English courses in their primary and secondary schools, especially in Asian countries. The opposition seems to have won out. But just because English is the world language, in order to better communicate with other countries and people in the world, every classroom should not ignore the importance of English language, especially the cultivation of students' English reading and writing ability. This article is based on an interview with a Chinese student who speaks English as a foreign language to look at how L2 literacy is taught in the learner's ESL classroom, and draw some comparisons with the learner's previous EFL experience and finally suggest some teaching implications for the learner's classroom.*

Keywords: *L2 literacy, Literacy practices, English reading, Communication*

1. Introduction

With the development of global economy and communication, as an international language, English has become the dominant language around the world. The majority of the world's English users are now to be found in countries where it is a foreign language. In international contexts, the ability of writing in English is no longer the exclusive competence aspired by literate native English speakers, which is also regarded as a literacy feature for non-native English speakers for who English is either a second or a foreign language. Swales and Feak (1994) defined that native English writing are those which follow the preferred writing conventions by Anglo-American Englishes[1]. Whether native speaker English should still be the standard for English writing around the world or not has arisen a great amount of interest among researchers and language teachers. The writer interviewed a college student (the learner) about their experiences as an English as a foreign language (EFL) and English as a second language (ESL) learner[2]. The interview focused specifically on the learner's literacy practices inside and outside of the classroom[3]. The writer will analyse this empirical data and link it to the literature on both first language (L1) and second language (L2) literacy. The aims of this study are to: gain an understanding of the learner's L2 literacy practices and relevant issues; look at how L2 literacy is taught in the learner's ESL classroom, and draw some comparisons with the learner's previous EFL experience; suggest some teaching implications for the learner's classroom.

2. Literature Review

The global spread of English is likely to have a huge impact on the teaching of English. Many studies have worked on it. Kubota (2001) mentioned that the growing linguistic and cultural diversity suggests the teaching of world Englishes to students. With a good understanding of world Englishes, including the domestic varieties, students could promote multiculturalism and enrich their knowledge of history and geography. In addition, Bruthiaux (2010) claimed that most of English users in the world are as EFL learners. In order to teach world Englishes, two alternatives are discussed, one is to promote English as a lingua franca (ELF), the other is to promote an English based largely on local norms. Thus, the teaching aim in English language teaching should no longer be the native-like competence in language use.

Kern (2000, p. 5), in his *Literacy and language teaching*, defines "literacy and being literate" as "general learnedness and familiarity with literature". Literacy is bound up with learners' lives and would affect their L1 and L2 identities (Burns, 2003). Barton and Hamilton (2000, p. 22) think that literacy practices are what people do by utilizing written language, and "values", "attitudes", "feelings", and

“social relationships” are also involved in practices. Thus, the activities of reading and writing are often conceptualized in literacy practices (Barton, Ivanic, Appleby, Hodge, & Tusting, 2007). Grabe and Stoller (2002) deeply research the nature of reading abilities, suggesting that a single-sentence definition of reading as the ability to draw meaning and interpreting is inadequate. An exploratory map of reading including the purposes, the fluent reading comprehension, and reading models and so on is needed to discuss when defining what reading is. Hudelson (1988, p. 210) cites Hairston’s (1982) prevailing description of writing as one that writing is a “linear process” in which writers know what they want to say before writing.

The term literacy has frequently been contested from three main perspectives: linguistic, cognitive and sociocultural. The most narrowly focussed definitions of literacy are purely linguistic, where it can be defined as “the ability to code and decode writing” (Murray, 2005, p2). Building on this base, the cognitive perspective emphasises the importance of thinking processes such as interpretation, supposition and critical thinking in order for people to be able to read and write with some functional purpose (Kern, 2000). Additionally, sociocultural perspectives emphasise that literacy is a social construct and therefore people require an understanding of social contexts and value systems in order to use text functionally (Miller, 2002; Wertsch, 1985).

Although cognitive and sociocultural perspectives of literacy have often been pitted against each other, a modern approach to language teaching should incorporate all three perspectives on literacy to help create effective language users. Writing on L2 literacy, both Bernhardt (1991) and Kern (2000) support this view.

Additionally, there is a technological aspect to literacy. Information communication technology (ICT), especially the computer, has and continues to change reading and writing conventions, as well as the skills required to be functionally literate (Luke and Freebody, 1999).

Literacy practices is a concept incorporated into a sociocultural model of language and numeracy called ‘social practice theory’. Social practice theory differs from other sociocultural models because it focusses on ‘practice’ as the unit of analysis, rather than the mind, discourse, or interaction (Reckwitz, 2002). The theory is interested in an individual’s past identities, current identity, present circumstance and imagined future self, in relation to the complexities of learning. It looks at how people approach learning and what their uses are for learning, rather than focussing on learners’ skills and skill deficits (Barton, Ivanic, Appleby, Hodge and Tusting, 2007).

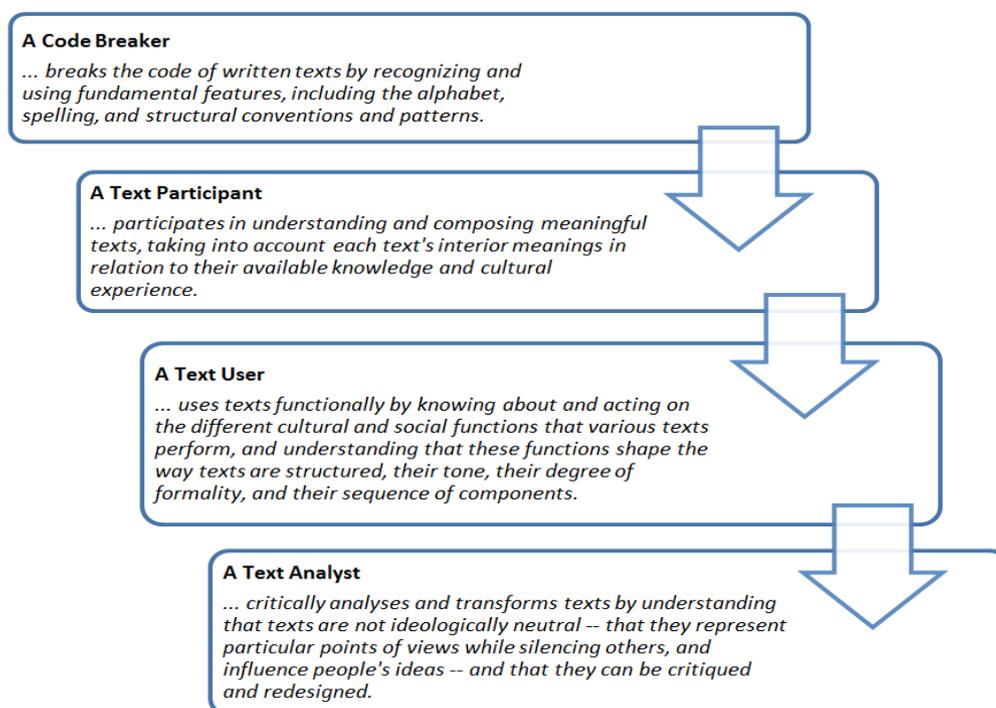


Figure 1: The four resources model, adapted from Luke et al. 1999; Stevenson 2012a

As part of this theory, literacy practices are “the general cultural ways of utilising written language which people draw upon in their lives” (Barton and Hamilton, 2000, p22). This includes: how people use

their literacy in all domains; what they know about literacy; what they know about their own literacy; and their experiences of and attitudes towards reading and writing (Barton et al., 2007; Stevenson, 2012a).

A model of literacy practices that is both descriptive and normative is the 'four resources model', originally proposed by Freebody and Luke (1990). This divides literacy practices into four brackets based on the level of engagement with the text. Normatively, people should be able to engage on each of the four levels as required (Luke et al., 1999).

Although this model was proposed from a sociocultural perspective, the four types of practice are compatible with more holistic perspectives on literacy that take into account the learners linguistic, cognitive, experiential, individual, socio-cultural *and* contextual issues.

Throughout the literature, many researchers have also expressed their interest in exploring the implication of world Englishes. In order to subvert the dominance of globally native speaker varieties of English, all kinds of English varieties should be encompassed in teaching practices. Matsuda and Matsuda (2010, pp. 371-373) proposed four principles to guide teachers to help students to know the relationship between standardization and diversification, which are as follows: "a. teach the dominant language forms and functions; b. teach the nondominant language forms and functions; c. teach the boundary between what works and what does not; d. teach the principles and strategies of discourse negotiation; e. teach the risks involved in using deviational features". Moreover, Kachru (2009, p. 126) in his research proposed that all English educators in all Circles should "begin contributing to the diverse and rich pluricentric tradition of research on academic writing in world Englishes". From a different point to see, Park and Wee (2011) suggested viewing ELF not as a variety, but as an activity type, in which the goal of interaction involves the need to communicate in a situation where the participants do not share the same L1.

Besides the teaching of both dominant and nondominant language forms and functions, diverse cultural input should also be given in terms of texts in teaching process (Stevenson, 2012). Unlike children's acquisition of language, L2 learners' competence in writing is acquired with instruction and practices. As Kachru (2009) mentioned, each literate culture has its own conventions of writing. English writing turns to be a cultural-oriented process. When a L2 learner writes in English, the voice in his/her writing is always concerned with his/her own culture, the target culture (English culture) and his/her personal identity[4-5]. Sometimes culture differences might cause difficulty in presenting writer's critical voice clearly. Matsuda (2001) found that the difficulties that Japanese students face in constructing voice in English writing are due to the difference of voice culture in Japanese and English as well as the unfamiliarity with the strategies available in English.

In response to error feedback in English writing, it is a common phenomenon that they would expect all kinds of explicit error correctness from the teacher, which is universal in all Asian contexts. It is understandable to believe that students who receive error feedback from teachers would improve in accuracy better. However, Robb et al. (1986) proclaimed that in learning to write, teachers' correctness is not important, while the amount of students' writing could be a good predictor of writing proficiency. In addition, Ferris and Roberts (2001) suggested that less explicit feedback would help students to self-edit. Without taking native speaker writing as the standards to evaluate students' writing, giving explicit error feedback which is normally given based on the instruction of standard grammar should be decreased in the process of writing teaching[6]. By considering all of these, with the development of World Englishes and English as an international language or ELF, language teachers play a more important role in developing students' global literacy than they used to be who should be more knowledgeable, more practical, and more creative[7].

3. Interview Method

The interview consisted of a set of pre-prepared questions supplemented by spontaneous follow-up questions, which covered: L2 reading and writing practices both inside and outside of the classroom; L1 reading and writing practices; and comparisons between the learner's classroom experiences in China and in Australia[8-9]. The interview was recorded on an iPhone and took approximately one hour. Appendix A is an abridged transcript of the interview[10].

The learner is a 25 year old Chinese woman who has been in Australia for four months and is studying at a small Sydney city language college[11]. She is presently in an upper-intermediate general English class (IELTS level 5.5-6.0) with six other students[12]. The class duration is for two hours each evening from Monday to Friday, and she is also working full time in a sushi restaurant[13]. The learner has IELTS

scores of speaking 6, listening 7, reading 6 and writing 5. She came to Australia alone and plans to stay here for at least one year [see appendix A: lines 2, 15-23, 36-37].

[2] *Writer (W): So you've been here for four months and your plan is one year, right?*

[15-23] *L: Ah, I'm studying at XXXXXXX, actually it's quite small. Just six or seven students ... and it's general English evening class.*

W: OK. Do you know what level class it is?

L: Ah, yeah, it's upper intermediate class.

W: I used to teach that level. So it's for IELTS 5.5 – 6.0. Is that right?

L: Yeah.

W: Do you have any IELTS scores?

L: I need a better writing. It's erm, listening is around 7, and reading also 6, but my speaking is 6 and my writing is 5 (laughs). Because of that I need to study more.

[36-37] *W: And what do you do in the daytime?*

L: I work in a sushi shop, with all Chinese (laughs).

The learner has an undergraduate degree in public administration from China, and three years' experience working as a bank teller, also in China. This is the first time the learner has ever come to an English speaking or ESL country [A: 4-11, 25].

[4-11] *W: And can you tell me about your education in China, before you came here?*

L: Education, erm. I graduated from one of the university in China, and I majored in ... what is that ... Public Administrations. And then, long time ago, like three years ago. And then I come here to study some English.

W: And what did you do between graduating and coming here?

L: Ah, after finish University I worked in a bank, at the counter.

W: Was that good fun?

L: It was so-so (laughs).

[25] *L: This is my first time to leave China.*

The learner began to study English in middle school at the age of twelve, for three hours per-week in school and five extra hours per-week at a private academy. In high school she studied English for five hours per-week, and at University the learner majored in English for the first two years of her degree. English has always been her favourite subject to study [A: 29-34].

W: And how many hours a week did you do then?

L: Maybe three hours a week and then after school I go to cram school or hagwon [English Academy] maybe for one hour each day ... but at high school I don't do that anymore. But more lessons and mostly reading. Maybe five hours a week.

W: What about University, or after high school?

L: I majored in English for two years. Actually it's my favourite subject.

The learner can write some basic Chinese characters but has no other foreign language abilities. Her family in China cannot speak any English, although she did have some native English friends as an adult in China [A: 48-54].

W: And do any of your family or friends in China speak English?

L: Actually, sometimes my Dad pretends he can speak English but he can't (laughs). Only I had some English native speaker friends whilst I was working at the bank that I could practice my English speaking with.

W: And do you speak any languages other than Chinese and English? Chinese. But not too many.

The learner sees herself either going on to study at university in Australia or going back to China to work as an English teacher [A: 39-42].

W: And do you have a plan for after this year in Australia?

L: Before my plan is just to learn some English and have like a working vacation, but now maybe I will stay to go to University in Australia. Or if not maybe be an English teacher in China.

4. Findings

4.1. Outside of the classroom

Outside of the classroom the learner reads and writes in English only when required (for example, shopping or reading restaurant menus), and for Facebook and text messaging. The learner does not enjoy engaging with longer English texts such as novels or magazine articles because she feels that her lack of vocabulary, especially idioms, makes this process laborious. She has tried to read English novels several times. She also feels that she would not enjoy L2 recreational writing of more than a couple of sentences, and has rarely tried. This is in contrast to the learner's L1 where she enjoys reading novels and keeping a diary [A: 56-62, 79-93, 97-103, 121-126].

[56-62] *W: So how many hours a week do you spend reading in English outside of class?*

L: Reading English? Erm, now ... 2 hours, actually not sure (laughs) maybe 10 minutes per week. Normally I prefer to read in Chinese rather than English. Actually, I don't like to read in English any long thing.

W: But in those 10 minutes, what do you read?

L: (laughs) ... normally related to class ... I tried [to read English novels] but in Chinese it's far much fun than English.

[79-93] *W: So do you think you use the same strategies in both languages, or different? Do you think they're useful?*

L: Yeah of course useful, but in Chinese I can do them and in English I just know it but it's not useful to me ... it's hard because of some difficult vocabularies and some idioms. First time, I try to read some English novel for pleasure but it's hard to guess because some of the vocabularies are not that usual vocabularies ... and idioms are the problem for me.

...

W: So you don't read in English for pleasure, right?

L: Not that happy for me (laughs).

W: So let's talk about writing now ...

L: Ah, but I'm doing Facebook, so it's fun to read what my native friends write ... I think I can acquire some language like LOL (laughs) ... cause it's far much easier to guess than novels.

W: Do you read a lot of other English websites?

L: No, not that much.

[97-103] *W: OK, let's talk about writing. So how many hours a week do you spend writing outside of the classroom?*

L: None (laughs), except for Facebook and text message my friends ... actually Facebook is my biggest one (laughs) ... maybe it's a little bit different from other persons Facebook ... kind of English and Konglish and Chinese (laughs). Sometimes it's hard to explain it in English, or maybe my friend doesn't understand that. Actually it was the same in China, I have a Facebook and talk in both ways.

[121-126] *W: What about in your first language, in Chinese? You said that you read, What type of things do you like to read?*

L: Erm, novel. Sometimes English novel, but translation.

W: And what do you write in Chinese?

L: I write some diaries. And before I come here I have Facebook in Chinese too. Only the language is different but what I do on there is the same.

There is evidence that attitudes to reading transfer from L1 to L2 (Yamashita, 2004, 2007), however

in this case the learner's lack of motivation in L2 reading and writing is likely due to the effort she has to expend code breaking (re: vocabulary) and as a text participant (re: idioms). This inhibits her attention to higher level aspects of reading and writing such as conceptualizing, which are important for enjoyment. This is supported by Stevenson's (2005) Inhibition Hypothesis as well Carrell's (1988) idea of being "word-bound".

The learner does enjoy some L2 literacy practices outside of the classroom however: communicating with friends on Facebook and via text message. She enjoys these practices because of their social component. When writing via these ICTs the learner does not use any revision or drafting but does use a bilingual dictionary to check vocabulary and find examples of word usage. She also switches between English and Chinese depending on who her target audience is and how she can best express herself. The learner was using both of these ICT mediums in China as well [A: 89-110].

L: Ah, but I'm doing Facebook, so it's fun to read what my native friends write ... I think I can acquire some language like LOL (laughs) ... cause it's far much easier to guess than novels.

W: Do you read a lot of other English websites?

L: No, not that much.

W: And the English you read on Facebook, is that all written by native or non-native speakers?

L: Erm, in English maybe 50/50 or 60/40 by non-native speakers.

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W: OK, let's talk about writing. So how many hours a week do you spend writing outside of the classroom?

L: None (laughs), except for Facebook and text message my friends ... actually Facebook is my biggest one (laughs) ... maybe it's a little bit different from other persons Facebook ... kind of English and Chinglish and Chinese (laughs). Sometimes it's hard to explain it in English, or maybe my friend doesn't understand that. Actually it was the same in China, I have a Facebook and talk in both ways.

...

W: So if you're writing on facebook, do you ever make a draft or plan what you're going to say in Chinese first?

L: No, of course not. But normally I'm doing with my phone so while I write I need to check some vocabularies and search some examples ... how to use specific word ... in the dictionary ... actually you know Facebook page is the same in English and Chinese, so even I don't understand I know the buttons.

Here the learner can be seen to be a text user, as well as a code breaker and text participant. She can access cultural and social aspects when engaged in these literacy practices, and easily understands their form and can appreciate their function as well. This is in contrast to novel reading and diary writing where the text user resource is not available or harder for the learner to access (Luke et al., 1999).

In the context of these ICT based literacy practices the learner has transferred skills, understanding of form and a positive attitude from her L1. This transfer of skills, beliefs and practices from the L1 is widely accepted and can be both a positive and a negative issue in L2 literacy (Bell, 1995). The learner is likely to have experienced this transfer in one set of literacy practices (Facebook and text messaging) but not another (diary writing and novel reading) for three reasons:

Facebook and text messaging have lower linguistic barriers (less code breaking) and so it is easier for the learner to have a higher level of text engagement.

Facebook and text messaging allow users to negotiate their discourse community, its cultural norms, and even its linguistic norms much more freely than in other types of literacy practice. This makes them more accessible and is why social networking is a major factor in changing the conventions of the English language (Pennycook, 1994).

The technological aspect of these literacy practices is the same in Chinese and in English.

4.2. Inside the classroom

The learner's Australian classroom usually combines the four skills into every lesson. The teacher will introduce a topic along with some useful vocabulary, and the students will then read a selection of

near-authentic materials on that topic. After reading, the group will present what they have read to each other and discuss the topic. This discussion is the main focus of the lesson and the teacher offers feedback on points that are overlooked or misunderstood. Following the discussion the group will usually write a short argumentative essay about the topic. The writing task is sometimes scaffolded by the teacher and the group beforehand. After writing the teacher gives selective grammar and content feedback [A: 164-181].

W: In Australia do you have specific reading lessons and specific writing lessons?

L: Just critical thinking lessons.

W: What about activities, do you know 'this is a writing activity' and 'this is a reading activity' when you do it?

L: In China each thing like listening, speaking, reading writing, it's all separately, but here after a whole session it's mixed together. First a read, then discuss each other what we read, then we organise our thought as a group, then we write something.

...

L: Usually each pair read a different news article ... maybe first the teacher tells us some important vocabularies ... then we discuss as a group to make everyone know about every article ... then we make some plan together to make an essay and we write the essay ... after that the teacher can give some feedback ... or during discussion too.

W: But you don't use any textbooks?

L: Sometimes there is, how do you say, photocopy, but no. We have always a freestyle lesson because in the evening the students are all too tired. And like to just talk (laughs).

...

L: Usually the teacher will collect our essay and just give some small feedback about critical thinking part ... [and also] talk about one grammar point to the class.

In regard to reading, the learner is explicitly aware of skimming and scanning strategies, and inferring vocabulary and sentence meanings from their context. The learner feels that although she has only learnt about these strategies in an L2 context, she is better at using them in her L1. This supports Grabe and Stoller (2002) who assert that language learners may have greater meta-linguistic and meta-cognitive awareness in their L2 despite having greater procedural ability in their L1 [A: 71-84].

W: Do you know about any reading strategies?

L: Scanning, skimming, that one? Of course I've learned in the class, actually before this one and in China.

W: And what do you think about those?

L: I've practiced quite a lot but it's not that useful to me. It's more stressful.

W: And what about when you read in Chinese? Do you think you use these strategies?

L: Actually, in Chinese I don't use the dictionary at all ... skimming, scanning maybe of course like when I buy a book I can know the contents before I read it.

W: So do you think you use the same strategies in both languages, or different? Do you think they're useful?

L: Yeah of course useful, but in Chinese I can do them and in English I just know it but it's not useful to me ... it's hard because of some difficult vocabularies and some idioms. First time, I try to read some English novel for pleasure but it's hard to guess because some of the vocabularies are not that usual vocabularies ... and idioms are the problem for me.

Reading instruction in the learner's current classroom is reactive and content based, in response to the classes spoken output. The learner thinks this has encouraged her to be a more critical reader, which Confucian Heritage Culture students are not always taught to be (Bell, 1995). This type of feedback addresses a culturally relative aspect of L2 literacy; the question of how a reader is expected to engage with the text. In comparison, in China the learner's reading lessons focussed on English to Chinese translation exercises with a purely linguistic, code breaking purpose [A: 128-142].

W: So I want to ask about inside the classroom now. What is the difference between a Chinese classroom and an Australian classroom?

L: Erm, there isn't any writing class in China ... sometimes we need to write one sentence, but normally it's just only like reading and problem solving or translation. But in Australia after read we need to organize our thoughts but in Chinese they don't need our critical thinking.

W: Do you think one type of lesson is more useful than the other?

L: I feel like I'm getting find out how to do critical thinking when reading ... actually my own way of reading and writing in Australia. In here I feel like after I read I could have some good opinion.

W: So you're required to be more analytical here? And do you think that that's better or worse, or just the next stage?

L: I think it's far better ... actually reading should be to use later on, not only to solve the problem so it's important to organize my thought too. In China we never practice the way how we think after we read.

In regard to writing, when doing an essay writing task the learner first creates a plan. This is something she began in Australia, and often her class create a plan together as a group before writing. In her Chinese L2 classes there was very little focus on writing, and in Chinese L1 classes also, the learner has never planned out essays before. She does not feel that she is always successful at following her plan effectively and receives a lot of teacher feedback about making her writing structure more logical. This could support Kaplan's (1966 cited in Stevenson, 2012b) controversial argument that L2 writers do not write with a linear (Anglo-German) writing structure as expected in the West, but it could also be because the learner needs to spend too much energy on language coding. As she does not use a computer in class the learner does not usually revise her writing (although she says she would use this strategy in the appropriate setting). This is also a likely factor in poor writing structure [A: 130-133, 151-156].

[130-133] *L: Erm, there isn't any writing class in China ... sometimes we need to write one sentence, but normally it's just only like reading and problem solving or translation. But in Australia after read we need to organize our thoughts but in Chinese they don't need our critical thinking.*

[151-156] *L: [on writing] Actually these days I make a plan first ... sometimes we make together in the class ... even in Chinese writing I didn't do this before ... but while I write it's changed so I don't think plan is always useful (laughs).*

W: And do you revise your writing? Like write it once, then again?

L: No because there is no computer here ... on school we just write using paper ... but if I am at University of course, the same as in China.

Writing feedback from the teacher comes in the form of content feedback written on the text and selective grammar feedback, usually addressed to the whole class the following day. This is in contrast to the learner's experience in China where all grammar feedback was written and comprehensive [A: 130-133, 180-188]. Although there is some evidence that neither method is effective (Truscott, 1996), the learner prefers the selective feedback method. This could be because in a small classroom the teacher can better understand where the students are in their process of grammar acquisition and so can target feedback appropriately (Larsen-Freeman, 1991). The learner also appreciates that the Australian teacher is more likely to give examples of procedural knowledge rather than declarative grammar rules [A: 187-188]. This can prevent pseudo-learning and aid acquisition (Ellis, 1993; Krashen, 1997, both cited in Truscott, 1996).

[180-188] *L: Usually the teacher will collect our essay and just give some small feedback about critical thinking part ... [and also] talk about one grammar point to the class.*

W: Grammar, what about ... how was that in China?

L: In China we just learnt rule about grammar ... you know what, I can explain the rule in Chinese but while I speak I think it's hard to apply for myself. But it's not only my problem, most of Chinese are the same. But in Australia they don't teach any grammar that much.

L: Actually after check our assignments the teacher just makes some nuance but he doesn't explain how to use just, not the rule. It more makes sense to me.

5. Recommendations and Conclusion

This study has some recommendations for the learner's classroom instruction:

5.1. Incorporate computer technology into the classroom

The use of ICT motivates and empowers the learner and allows her to engage in L2 literacy practices that she enjoys. Participating in the digital world is a major part of the modern age and can help the learner develop her L2 identity[14]. ICT activities should be carefully scaffolded to ensure their linguistic and cognitive value, however from a sociocultural point of view, this domain cannot be ignored[15].

Computers are also an essential part of modern writing, changing the processes of planning and revising, two areas where the learner has issues. Computers allow constant easy revision, which in turn can reduce the need for up-front planning. To teach essay writing without recourse to computers is no longer an authentic activity[16].

5.2. Reading activities should be more structured and varied

Although the class offers effective writing instruction and feedback -- addressing processes, content, and grammar in an effective manner -- the teacher's reading input is limited to feedback on the students' thoughts about the text[17]. This may address some sociocultural aspects of reading, however the learner was shown to be having problems with lower level cognitive and linguistic processes, and automating reading strategies[18]. The teacher can address these issues with activities that parallel the purposes and processes of a skilled reader with a similar text[19]. This means using a variety of texts, pre and post questions, time limits, etc. to recreate real life L1 reading experiences.

For reading teachers, sometimes it is really hard for them to check learners' reading activities, especially for reading homework finished outside the classroom[20]. By asking learners to keep a reading journal where they can write down the reading notes, teachers can examine the completion of reading homework[21]. And learners would be supervised to finish their reading activities and their lexical resources would be enlarged by a large amount of reading[22]. Another way to improve learners' vocabulary is using different methods of teaching vocabulary to attract learners' attention in memorizing new words, for example, teach vocabulary by connecting new words to images.

In the period of learning in language centers, it is significant that learners can learn how to better adapt to universities' study. Therefore, teachers should also aim at learners' academic literacy in language teaching. More reading and writing assignments can be related to learners' own experiences, cultures, and language. With higher interest and motivation in learning, Literacy in English could be developed more easily. Besides, when learners' are encouraged to link L2 with L1, they could apply L1 learning skills and strategies, background knowledge, and language experience into L2 more often. It would help learners to cross the threshold level of L2 proficiency.

As the learner's spelling is poor, it could be predicted that a lot of spelling mistakes or errors appeared in her writings. Analyzing and categorizing spelling errors in writings could be of help to correct spelling mistakes and reduce them. In terms of language use, both L1 and L2 could be used in language learning, if both of the languages are available in the classroom.

With the growing understanding of the complexity of English, for the teaching of L2 literacy, global literacy should be grasped by students in EFL context to be an effective literate in international context.

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