

Research on the Causes and Countermeasures of Writing Difficulties in Junior High School English Teaching

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Abstract: English writing is an important part of English learning, and the ability to write in English is a comprehensive ability that reflects students' practical use of the language. However, most of the students have a lot of problems in writing due to various reasons. For example, students often do not know how to write in the written expression section of the paper. Many students are equally at a loss as to where to begin even when they confronted with the corresponding prompts given in the written expression test. How to improve and enhance students' English writing ability has increasingly become a challenge for English teachers to solve. Therefore, this paper combines practical experience and school field investigation to discuss the causes of junior high school students' difficulties in English writing and then finally gives relatively reasonable suggestions and countermeasures.

Keywords: English writing; Junior high school; Writing difficulties

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1. Introduction

Writing is the weakest and most difficult part of junior high school students' English learning. In the face of teachers' lack of attention to writing teaching and the problem of students' unsolid writing skills, teachers should know the teaching requirements more carefully to make English writing learning closer to students' real life. This paper analyzes the causes of students' writing difficulties and gives some suggestions based on the information gathered by the author in the school investigation. It is hoped that it can be used as a guideline for the teaching of writing.

2. Causes of Junior High School Students' english Writing Difficulties

2.1 Analysis from the Teachers' Perspective

2.1.1 Neglect of Writing Skills Cultivation in English Teaching

In practical English teaching, teachers often neglect to cultivate students' writing ability. In English learning, listening, speaking, reading, and writing four parts are usually gradual. However, in practical teaching, teachers often focus on training students to listen, speak and read. It have been found that teachers usually organize their teaching activities around the three parts through school field investigation in the school. By guiding students through English listening training and opening English corners in the classroom to create an environment for students to practice English conversation. These can help students improve their oral and reading skills. In writing teaching, teachers analyze examples for students based only on test questions. For each analysis of writing, the teacher simply writes some sentences so-called "all-purpose sentences" on the blackboard, asks students to write them down, and stresses that students must use them in their English writing. Students memorize these "all-purpose sentences" but don't know how to apply them. For the long time, it will lead to a lack of writing ability, so that students have difficulty in writing and do not know how to write.

2.1.2 Traditional Writing Pedagogy

Nowadays, teachers still use the most primitive and traditional methods to cultivate students' writing ability in the classroom. Most of the time, the teaching of writing involves not only making students use the "all-purpose sentences" mentioned above, but

also making them read aloud and memorize the best articles. When students don't feel the joy of writing in this process, it affects their motivation to learn to write. Students can only stay on the imitation of excellent articles in the long time and rely too much on them. They don't put their own ideas into English writing, and thus lose the ability to be creative in their writing. Gradually, writing gradually becomes a task for students that lacks impulse and has no need but must be accomplished. The main reason should be attributed to the fact that most of the traditional English writing teaching models treat the symptoms rather than the root of the problem.

2.2 Analyse from the Students' Perspective

2.2.1 Impact of Mother Tongue

Nowadays, students are beginning to be exposed to English in the primary school. Although some students are exposed to English earlier and have been learning English for a longer period of time, they are influenced by their first language. And the structure of English as the second language is completely different from Chinese. So many students will be disturbed by their mother tongue and thus they express themselves in writing by using Chinese-English. In daily life, students' expressions are influenced by their mother tongue all the time, and Chinese has formed an inherent way of thinking in their minds. When they don't know how to express their language in English correctly, they will naturally follow the Chinese style of translating word by word. From the point of view of English syntax, sentences are expressed in an incoherent manner, so grammatical errors are constantly present in the text.

2.2.2 Students' Poor Vocabularies

Students are often confused by a lack of vocabulary and basic writing skills in their writing. Many students have a wealth of ideas or thoughts about a writing topic but they are unable to express their thoughts fully in English when faced with writing. In fact, many students' vocabulary does not support them in expressing their ideas in English. This results in a significant number of students becoming intimidated and developing a low confidence mindset. They often simply express what they think with the finite vocabulary. So students write essays that don't match the difficulty of the junior high school level they are in.

2.2.3 The Vagueness to Logic for Students

Many students start writing in a hurry without conceptualizing the structure of the essay. They don't pay special attention to what to write and what should be sketched out. Instead, they write and conceptualize at the same time. Articles written in this way often have an unnatural articulation between sentences. It is difficult to achieve high marks for essays with poor logic and poor hierarchy. Lack of basic knowledge of the language and disturbances of thinking can affect the quality of English writing, while thinking and language organization skills can contribute to difficulties in English writing. Some students also often feel that there is nothing to write about the topic of writing. Students who feel they don't know how to write show a lack of language skills and organizational skills. In addition to logic, many students lack a thorough and systematic study of writing skills. The students neglected to connect the sentences in their writing. So the written discourse was disjointed and the theme of the essay was ambiguous. Therefore, it is very important to make it clear that students write essays that are logical in their thesis and arguments with a rich foundation of ideas.

3. Relative Countermeasures for Writing Difficulties to Junior High School Students

3.1 By Increasing Writing Courses to Students

Most of the large number of courses offered in today's schools are listening and reading, with very few writing classes. So promoting the development of students' writing skills must begin with the emphasis on developing students' writing skills. Schools may consider setting up a school-level English newspaper or publication dedicated to students' English diaries and essays. At the same time, an on-campus English news radio can be set up to broadcast English news written by students. School can also make use of Chinese and Western festivals to carry out English essay contests and letter contests. In this way, not only can students learn English by using it, but also can make students get cultural cultivation and emotional education. At the same time, we should pay attention to the students' progress and don't hesitate to praise them. Language accumulation is a laborious and persevering process in which students often tend to give up. At this time, the teacher should be able to encourage and appreciate students from even small changes in their progress, so as to continuously strengthen and consolidate their desire and motivation to write.

3.2 By Stimulating Students' Interest in Writing

As teachers develop their writing, they need to provide students with more positive encouragement. And teachers need to look at students with a developmental perspective. In English classroom teaching, teachers can make full use of textbooks to exercise students' English writing skills. Teachers can rationally arrange the teaching according to the actual situation and cognitive level

of students. The teacher also can utilize materials to stimulate students' writing minds. The traditional composition training doesn't pay attention to the creation of the situation, and thus the writing training is too dull and uninteresting to attract students. As a result, students are naturally uninterested in writing. Their writing often requires teachers to provide certain contexts, and external conditions such as teachers' guidance and help to motivate them to write better compositions in order to enhance students' interest in writing

3.3 By Sorting Out English Syntax and Structure

Articles consist of sentences, and sentences are composed of words and sentences. That's why it is important for students to continue to expand their writing vocabulary. However, students' difficulties with writing are not only due to a lack of vocabulary, but also to the fact that some students aren't yet clear about syntax and grammar in English. Teachers can guide students during free time to reinforce the practice of writing words, phrases, and phrases, so that they can master more words and learn to express more complete phrases in the course. Teachers should guide students to understand and grasp the writing characteristics of various genres on the basis of distinguishing the differences between Chinese and English writing conventions.

3.4 By Achieving “reading to write, talking to write” in the teaching of English

These four aspects of listening, speaking, reading, and writing are all important parts of English, and writing cannot be considered in isolation from one another. During the writing process, teachers need to select writing content that is appropriate for students based on their age and the level of writing they should be doing. Teachers should begin with an oral portion to work on their speaking skills and then convert to writing in order to form a natural transition. In order to stimulate students' desire and enthusiasm for writing, teachers can make some novel attempts according to different teaching contents. Through the way of “reading to write, speaking to write”, students can improve their writing skills while improving their listening and reading skills.

4. Conclusion

Writing is one of the most important parts of junior high school English teaching, which not only can test students' accumulation of English knowledge, but also is a reflection of students' comprehensive application of English. Therefore, improving students' English writing ability is the responsibility of teachers, and it is also the trend of junior high school English teaching.

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