Use of Recitation Input to Improve Students’ English Writing in Junior High School

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Abstract
As we all know, English writing is generally regarded as an important link to reflect the comprehensive application ability of English. However, in recent years, there have been some problems in the teaching of English writing in middle schools, which has seriously hindered the improvement of English writing level. In the final analysis, it is caused by the insufficient language input of middle school students in the non-English language environment. Recitation input is beneficial to increasing students’ access to English, helping students to accumulate more English language knowledge, and plays an important role in English writing teaching. It can reduce the influence of the native language in English learning, and then improve the learning effect. This paper briefly outlines the theoretical basis of recitation input and its role in English writing, and discusses the effective strategies in its specific application to improve the effectiveness of English writing teaching.

Keywords
Recitation Input; English Writing; Writing Output.

1. Introduction
English writing is one of the important contents of junior high school English teaching, and also an important part of the high school entrance examination. How to improve the students’ writing ability is a problem that the junior high school teachers must face. While middle school students are still in the primary stage of English learning. The lack of language input leads to the common problems such as poor vocabulary, grammar errors, and negative transfer in the English writing output. The Chinese traditional English teaching emphasizes reading and reciting texts, and emphasizes memory. The traditional learning method used to plays a vital role in improving the language input of middle school students. This paper first expounds the relevant theory of recitation input, and the research and discussion on recitation at home and abroad. Secondly, the role of recitation input in middle school English writing teaching is analyzed. Finally, I put forward some suggestions for the middle school English writing teaching.

2. Literature Review
2.1. Theory Analysis
Recitative language input is based on the Krashen(1982)Second language(L2) acquisition theory and Biaiystok(1978)second language learning theory, and is gradually formed in the mutual integration and development of the two. Both consider the close correlation between language input and language learning. According to the most famous second language acquisition theory-Input hypothesis(Krashen,1982), the optimal language input should be comprehensible, interesting and/or relevant, not grammatically sequenced, and in sufficient quantity. By the means of recitation, students can not only touch more target language, deepen the understanding and accumulate language knowledge, but also express their thought in real
English, get rid of the interference and negative transfer of Chinese, and eventually improve their writing (Deng Liming, 2001).

The theoretical model of second language learning by the Canadian linguist Bialystok (1978) puts more emphasis on the impact of explicit and implicit language on second language input and learning. Explicit language refers to the vocabulary, sentence patterns, pronunciation, etc. in the second language learning, while the implicit language is generated from the human subconscious and can not be expressed smoothly, but can be effectively used (Deng Liming, 2001), which is the "language sense". It aims to show that the more the implicit language accumulates, the more people use the second language.

2.2. Researches on Recitation Input Both at Home and Abroad

Recitation input has a very important position among the Chinese traditional teaching methods. Many scholars have done related researches on recitation and English language learning. Deng Liming (2001) proposed that reciting input can overcome the negative transfer of native language in English writing. She believed that recitation input can reduce students’ emotional anxiety, strengthen their language input, and strengthen the monitoring of the negative transfer in English writing. Besides, recitation input can also enhance the sense of language and promote language acquisition. Ding Yanren and Qi Yan (2001) conducted experiments with 84 students majoring in English at Nanjing University, and the results showed that reciting students learned more knowledge of phrases, thus making them more freely and smoothly in writing. Dong Wei and Fu Lixu (2003) used the test method to study the non-English students in Huazhong University of Science and Technology in evidence, and the results showed that recitation helps learners to memorize vocabulary and learn phrases, and can improve students’ writing skills. Feng Xia (2015) took some investigations and experiments to prove that recitation can improve the language understanding ability, language expression ability and imitation and creativity of English writing.

Recitation language input has been controversial by experts and scholars abroad. Some scholars believe that recitation will inhibit the creativity of learners and is not conducive to language learning. But some scholars believe that recitation is a valid way. So there has been very little research on this aspect.

3. The Significance of Recitation Input on English Writing

3.1. Recitation Input Can Deepen Students’ Understanding of Vocabulary, Phase, and Grammar

Recitation input is an effective way to improve students’ writing level indirectly and at the same time also more easily recognized by students, students can accumulate large amounts of comprehensible reciting material first, then to write it to a certain extent. Besides, it can reduce or even eliminate the anxiety and fear of English writing, and improve the efficiency and accuracy of writing input. Reciting input is output in order to more effective writing, students can be more close contact with the target language by rote, deepen their understanding on the basis of the accumulation and consolidate the language, improve memory effect, and to master more knowledge of vocabulary, sentence structure, grammar, and at the same time of strengthening language input, to promote English writing language output accuracy, the standardization and efficiency. Recitation language input can strengthen students’ understanding of vocabulary, sentence patterns and grammar, and gradually transform the explicit knowledge into tacit knowledge, thus improving the efficiency of language use.
3.2. Recitation Can Lower the Negative Transfer in English Writing Output and Help to Form Students’ Language Sense of Writing

Language sense is a kind of sensitivity of the user to the language itself. Users with a good sense of language can use the language smoothly without thinking. The English environment plays an important role in the formation of language sense. Chinese students’ English writing practice is carried out in a non-English environment, which is inevitably influenced by their mother tongue and has a certain hindrance effect. When do writing output, students often have correct grammar but incorrect expression habits, which is mainly caused by insufficient English input. As recitation input strengthens the accumulation and consolidation of students’ language knowledge, it can transform the original explicit language knowledge into implicit language knowledge (Cao, 1999), thus forming students’ language sense, which is bound to promote their language acquisition. (Deng Liming, 2001). Through recitation English input practice, students can constantly deepen their English knowledge and English usage habits and master English usage skills in the process of recitation, so as to improve their sensitivity to the language and generate the corresponding language sense.

3.3. Recitation Input Can Reduce Students’ Writing Anxiety

In the middle school stage, most students are afraid of English writing and have no great interest in writing because of their weak language foundation. Recitation input can reduce students’ emotional anxiety in writing and improve their self-confidence and interest in writing. The Affective Filter Hypothesis embodies Krashen’s view that a number of ‘affective variables’ play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Although comprehensible language input plays a key role in second language acquisition, learners’ motivation, attitude, interest, anxiety and other emotional factors also affect language acquisition. Positive emotional factors such as strong learning motivation, confidence and correct learning attitude can play a positive role in language acquisition, while negative emotional factors such as tension, anxiety and disgust can hinder language acquisition. If there are too many negative emotions, the language input will not be absorbed and accepted by the learner. Therefore, the premise of improving students’ writing ability is that students can identify with the recitation input in ideology. Recitation has always been the most familiar learning style for Chinese middle school students. Through recitation and gradual accumulation, students can recite English articles fluently with continuous efforts, which will not make students feel frustrated about English writing, but will make students get a sense of achievement, so as to reduce the emotional anxiety of English writing.

4. Effective Use of Recitation Input on English Writing

4.1. Select the Appropriate Material

The selection of recitation materials should follow the principle of combining knowledge with students’ interest, and according to the needs of teaching practice. Some real-time reporting materials can be appropriately added, which can effectively improve students’ analytical ability, and thus improve the quality of students’ English output. And in the selection process, teachers can according to the students’ own level, adopt gradient material selection method, provide students with different degrees of difficulty, length of recitation materials, in order to stimulate students’ interest in learning. For example, teachers can provide recite materials according to the degree of students, teachers can choose short and exquisite essays for students at the lower middle level, mainly text books or related materials. For middle level students, we should add the English classic essays or celebrity speeches in the recitation, and ask the students to pay attention to the pronunciation and intonation practice, so as to improve the students’ idiomatic
English expression ability. And after reciting, students can draw up corresponding writing training or carry out English debate competition activities with corresponding themes according to the reciting content, so as to deepen students' impression, form their own views, and carry out correct English output activities.

4.2. Help Students to the Master Effective Recitation Methods

Proper recitation method is the key to improve recitation efficiency. Middle school students can not well master effective learning methods, teachers need careful guidance. When guiding students to recite language input training, teachers should avoid rote memorization and provide students with good recitation methods so as to improve students' recitation efficiency and language output ability. First of all, we must ensure the correct pronunciation. On the basis of accurate pronunciation, the premise of reciting the text is to read the text correctly. Students can improve their recitation by listening to the tape or listening to the teacher's demonstration reading. The second is when reciting an article, reciting paragraph by paragraph first, and then complete the whole article. That's the hierarchical memory in English text reciting. to master the hierarchical memory, students should recite the text layer by layer according to its central content. Finally, recite the full text, find unfamiliar places, strengthen recitation. And then it goes back and forth to consolidate the memory and according to psychology, memory comes in stages. When students recite, ask them to read back and recite often. Through reading back to consolidate and memorize, it can play a good memory effect.

4.3. Check Up and Supervise to Consolidate the Learning Effect

Reciting is only a method, and its output is the ultimate goal. A large number of recitations must be combined with the learning environment and consolidated through different types of practice in order to transform explicit knowledge into implicit knowledge (Jin Wenli, 2002). Teachers are responsible for checking examination results regularly. This is the simplest, most direct and most effective way to ask students to recite directly. Several students were asked to recite a passage. The teacher will give the appropriate evaluation and choose the best one. In this way, students have the pressure and motivation to make their revision go smoothly. Another way is to take out some key words from the recitation material and ask the students to fill in the blanks within a certain time. In the exam, students are asked to select a filler exercise from the text, which involves filling in a word, phrase or sentence. In this way, we can not only check students' mastery of the full text, but also check the accuracy of the recitation lessons. And finally, imitation writing is also a good choice. Through recitation, students have some deep understanding of the text, pay attention to the grammar knowledge, and even remember the words, sentence patterns and fixed phrases. Now we can ask them to write similar paragraphs or paragraphs, which can further improve the effect of reciting, just as the Chinese say "there are other mountains whose stones are conducive to the use of jade".

4.4. Use Recitation in Writing Practice

By reciting, students accumulate a large number of sentences with beautiful structure and good words in English textbooks, which provide rich and reliable materials for students' writing. We should guide students to consolidate and apply it in writing through proper training.

4.4.1. Test the Key Words and Phrases

Test the key words and phrases of the text can lay a good foundation for writing. Students' words and phrases should be tested to stimulate students to take the initiative to learn, recite actively, and accumulate attentively, so as to lay a good foundation for writing and form a virtuous cycle.
4.4.2. Imitate Beautiful Sentence Patterns
Check the basic sentence patterns of the text and imitate the key sentence patterns to promote the writing output. After the students recite the beautiful sentences of the text, the teacher can test the students' language output through the examination of basic sentence patterns and sentence imitation writing training. In this way, students are more impressed, the ability to use sentences is also enhanced, and can subconsciously transfer to the composition.

4.4.3. Practice Writing with Recitation Materials According to the Topic
Present the topic of composition and use the recitation input to practice writing is a very effective way to practice writing output. As the Chinese saying goes, "if you have read three hundred Tang poems, you can sing them even if you can't write them!" Research on junior high school English versions for each module has a topic related to this module topic composition, after a long time to recite, the students' vocabulary, accumulated a lot of good phrases and sentences, in writing, they will be able to properly use memorized in the textbook of authentic English words for training and improving writing ability.

5. Conclusion
In a word, recitation input plays an important role in promoting English writing learning, and is an important way to cultivate language awareness and acquire a second language. However, if students are allowed to recite mechanically, they will lose interest in learning English, which is not good for their study and writing. Therefore, it requires teachers to choose appropriate materials, use various effective methods to mobilize students' interest and enthusiasm in writing, enhance students' confidence in writing, and promote students' remarkable progress in English writing. Recitation is not the only way to improve students' writing ability in writing teaching. I think it is only suitable for middle school students who are in the primary stage of English learning. In the long run, reciting will inhibit the active thinking and creativity of English learners. Therefore, whether recitation input can be used as an important means to improve students' English writing and further stimulate students' enthusiasm and initiative in writing to improve their writing ability by cultivating students' cross-cultural thinking needs further research.

References