

# Current situation and improvement measures of junior middle school English writing teaching

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## Abstract

Junior middle school English writing teaching is an important part of training students' comprehensive English ability, but the current teaching situation is not ideal, there are many problems. These problems not only affect students' writing ability, but also have a negative impact on their overall English level improvement. Through the review of the existing literature, the in-depth analysis of the teaching situation and its causes, this paper comprehensively discusses the existing problems in junior middle school English writing teaching, and puts forward a variety of practical measures for improvement. Through the investigation and analysis of the current teaching situation, it is found that teachers generally have problems in writing teaching such as single teaching mode, low participation of students and insufficient writing guidance. In addition, insufficient teaching resources and unscientific evaluation methods further restrict the improvement of students' writing ability. In response to these problems, this paper proposes a series of improvement measures, such as optimizing the teaching mode, enriching the teaching content, strengthening teacher training, improving the evaluation system, etc., in order to comprehensively improve the quality of junior middle school English writing teaching, promote the development of students' writing ability, and lay a solid foundation for future English learning and comprehensive quality improvement.

## Keywords

Junior high school English, English teaching, current situation analysis, improvement measures.

## 1. Literature review

### 1.1. Overview of research on junior middle school English writing teaching

The research of junior middle school English writing teaching involves many aspects, including writing teaching model, writing strategy, and students' writing ability evaluation. Yang Yongxin (2023) pointed out that common types of writing errors include grammatical errors, improper vocabulary use, and incomplete sentence structure, and put forward corresponding countermeasures. By analyzing the root causes of these errors, Yang also suggested adding special grammar and vocabulary training in teaching to help students establish correct language habits. Other studies emphasize the application of new teaching methods such as cooperative learning and situational teaching in writing teaching, and believe that these methods can effectively improve students' writing interest and ability. For example, through group discussions and role play, students can practice writing in real communication situations and improve fluency and accuracy in the use of language. In addition, the use of information technology, such as multimedia teaching tools, is also considered to be an important means to improve the teaching effect of writing.

## 1.2. Application of reading and writing combined strategies in writing teaching

The strategy of combining reading and writing is a kind of method that has been studied deeply at present, which emphasizes the promotion of writing output through reading input. Many studies have shown that the combination of reading and writing strategies can not only improve students' reading comprehension ability, but also enhance their writing expression ability. For example, in the process of reading, students can learn the language characteristics and expressions of different styles, so as to imitate and apply them in writing. In addition, the combination of reading and writing can also be realized through specific teaching activities such as continuing to write after reading, reflecting on reading and writing. These activities can not only help students better understand and digest the reading content, but also develop their logical thinking and expression skills. To sum up, the combination strategy of reading and writing forms a virtuous circle through the comprehensive use of reading and writing skills, which is helpful to comprehensively improve students' comprehensive English ability.

## 2. Research background and reasons

### 2.1. Research Background

With the deepening of globalization, the importance of English as an international language has become increasingly prominent. In our education system, the cultivation of English writing ability is regarded as the key to improve students' comprehensive English quality. Through effective writing instruction, students are not only able to improve their verbal skills, but also develop critical thinking and problem-solving skills, which are necessary skills for future social life and career development.

However, English writing teaching in junior high school still faces many challenges. Traditionally, the teacher-led teaching model dominates the classroom, and students lack adequate opportunities to participate in the writing process, thus limiting their ability to master writing skills in practice. In addition, the distribution of teaching resources is uneven in different regions, especially in rural and less developed areas, and the lack of English teaching resources directly affects the quality of teaching and students' learning experience.

### 2.2. Causes of the Problem

2.2.1 Single teaching mode: The current English writing teaching is still dominated by the traditional teaching mode, which limits students' active participation and practice opportunities. Studies have shown that active student engagement and interaction can significantly improve their learning outcomes and writing abilities.

2.2.2 Insufficient Teaching resources: Schools in rural and less developed areas are faced with a serious shortage of educational resources, including teaching materials, technical equipment and teacher training. These problems limit students' access to high-quality English education resources and affect their learning outcomes and writing ability.

2.2.3 The evaluation method is not scientific: The current evaluation system mainly focuses on test scores, but ignores the comprehensive assessment of students' writing process and writing ability. More attention should be paid to the development of students in the writing process, for example through formative assessment and diverse assessment tools to gain a comprehensive understanding of students' writing skills.

2.2.4 Lack of motivation: Some students lack interest in English writing or feel frustrated, resulting in a lack of motivation in the process of improving their writing ability. Teachers can help students overcome these barriers by stimulating their interest in learning and enhancing their writing confidence, for example by providing personalized writing tasks and real-time feedback to enhance students' sense of engagement and accomplishment.

To sum up, comprehensive measures are needed to solve these problems in junior middle school English writing teaching, including reforming the teaching model, optimizing the allocation of teaching resources, improving the evaluation system and stimulating students' learning motivation, so as to comprehensively improve students' English writing ability and comprehensive quality.

### **3. Present situation and reason analysis of writing teaching**

#### **3.1. Current situation of writing teaching**

Through the investigation of junior middle school English teachers and students, it is found that the current writing teaching has the following major problems:

3.1.1 Low Class participation: The survey showed that most students showed a lack of initiative and low participation in the writing class. There is often a lack of sufficient interaction and discussion between students in the classroom, resulting in low interest in writing activities.

3.1.2 Monotonous writing content: Teachers usually assign writing tasks with simple content, lacking creativity and challenge. This monotonous task design is difficult to stimulate students' writing potential and creativity, which makes students tired of writing activities.

3.1.3 Insufficient writing guidance: Teachers often lack individual guidance and detailed feedback to students in the process of writing teaching. When students encounter problems in the writing process, the lack of timely and effective guidance and support limits the improvement of their writing ability.

#### **3.2. Cause Analysis**

3.2.1 Outdated teaching methods of teachers: Some teachers are accustomed to traditional teaching methods and lack the ability to innovate and update teaching content. They may rely too much on lecture-style teaching and neglect the individual learning needs of students and the development of writing skills.

3.2.2 Students' Weak foundation: Many students have a weak foundation in English vocabulary and grammar, which directly affects their writing ability. The lack of a good language foundation makes it difficult for students to express complex ideas and opinions, which limits the depth and fluency of their expression in writing.

3.2.3 Time and resource constraints: Teachers are faced with double constraints of time and resources in the teaching process. Teaching time is limited, and it is difficult to provide students with enough personalized instruction and in-depth writing training. At the same time, some schools lack sufficient teaching equipment and textbook resources, which also limits the diversity and quality of writing teaching.

To sum up, in order to solve the problems in junior middle school English writing teaching, it is necessary to update teaching methods, strengthen the cultivation of students' language foundation and optimize the allocation of teaching resources, so as to comprehensively improve students' writing ability and learning experience.

### **4. Improvement measures**

#### **4.1. Optimize the teaching mode**

In terms of improving the quality of junior middle school English writing teaching and students' participation, it is very important to optimize the teaching mode. The following measures can help teachers create a more interactive and interesting classroom environment:

4.1.1 Introduce diversified teaching methods: Adopt diversified teaching strategies such as cooperative learning, situational teaching and project learning, which can not only promote the

interaction and cooperation among students, but also enhance students' interest and involvement in writing tasks.

4.1.2 Increase practice opportunities: Provide more writing practice opportunities for students through extracurricular writing tasks, writing competitions and contributions to school journals. These practical activities can not only exercise students' writing skills, but also stimulate their creative potential and self-confidence.

## **4.2. Improve teachers' teaching ability**

Teachers are the key to classroom teaching, their professional quality and teaching ability directly affect the learning effect and achievement of students. The following measures help to improve the teaching level of teachers:

4.2.1 Strengthen teacher training: Regular professional training for writing teaching and updated teaching methods will be carried out to enable teachers to master the latest educational theories and practical skills and effectively apply them to classroom teaching.

4.2.2 Introduction of excellent teaching resources: Use online courses, teaching seminars and other channels to introduce and share excellent teaching resources and teaching experience. These resources can enrich teachers' teaching toolbox and improve their teaching quality and effectiveness.

## **4.3. Improve the evaluation method**

Establishing a scientific and reasonable evaluation system is the key to effectively improve students' writing ability. The following measures help to comprehensively assess student writing performance and progress:

4.3.1 Establish a diversified evaluation system: Comprehensively consider students' usual performance, class participation and writing process, and establish a scientific and reasonable evaluation system. This kind of evaluation can reflect students' writing ability and development potential more comprehensively.

4.3.2 Pay attention to personalized feedback: In writing evaluation, we should not only pay attention to students' grammar and vocabulary use, but also pay attention to personalized feedback on students' thought expression and logical structure in the writing process. This feedback helps students understand their own writing strengths and weaknesses, and provides specific suggestions for improvement.

## **4.4. Enhance students' learning motivation**

Stimulating students' learning interest and motivation is the key factor to improve their writing ability. The following measures can help teachers effectively enhance students' learning motivation:

4.4.1 Stimulate students' interest: Stimulate students' interest and enthusiasm in writing through fun writing, scenario simulation and practical case sharing. These activities enable students to find fun and a sense of accomplishment in writing, thereby increasing their motivation and engagement in learning.

4.4.2 Cultivate independent learning ability: Guide students to carry out independent learning, provide suitable learning tools and resources, and cultivate students' independent learning ability and habit. In this way, students are able to explore and apply their writing skills with more confidence, thereby continuously improving their writing and self-management skills.

Through the above comprehensive improvement measures, the writing ability and learning experience of junior high school English students can be effectively improved, so that they can make greater achievements and progress in academic and personal development.

## 5. Conclusion

English writing teaching in junior middle school faces many challenges under the background of the double-reduction policy, but it also contains great potential for improvement. By optimizing the teaching mode, improving the teaching ability of teachers, improving the evaluation method and enhancing the learning motivation of students, the quality of junior middle school English writing teaching can be effectively improved and the all-round development of students can be promoted. It is hoped that this study can provide useful reference for junior high school English teachers and promote the reform and development of junior high school English writing teaching.

Facing the challenges brought by the double-reduction policy, English writing teaching in junior middle school is facing both difficulties and potential for improvement. In order to improve the teaching quality and all-round development of students, educators can implement the following key measures: adopt the strategy of combining reading and writing, such as introducing videos and topic guidance to stimulate students' creativity; Systematic training and professional development for teachers to master effective teaching methods; Establish a scientific evaluation system, integrate daily performance and classroom participation, and provide personalized feedback; Design interesting writing tasks and scenario simulation to enhance students' learning motivation and engagement. These strategies not only address current challenges, but also promote educational innovation and student development.

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