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ภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนต้น

Development of Situational Instructional Model to Improve English
Writing Ability of Junior High School Students

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อประเมินปัจจัยที่ส่งผลกระทบต่อความสามารถในการเขียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนต้น ข้อมูลการวิจัยเก็บจากประชากรจำนวน 125 คน และกลุ่มตัวอย่างผู้สอน 3 คน จาก 3 โรงเรียนใน Huludao City ได้แก่ Binhai Junior High School, Huangjia Junior High School, และ Lianwan Junior High School เครื่องมือในการวิจัยครั้งนี้ใช้แบบสอบถามสำหรับนักเรียนและแบบสัมภาษณ์สำหรับผู้สอน สำหรับการวิเคราะห์ข้อมูลเชิงปริมาณใช้ค่าร้อยละ ค่าเฉลี่ย และ ส่วนเบี่ยงเบนมาตรฐาน ส่วนข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา ผลการวิจัยพบว่า ปัจจัยภายในและภายนอกที่ส่งผลกระทบต่อความสามารถในการเขียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนต้น อยู่ในระดับสูง สำหรับการสัมภาษณ์ผู้สอน ผู้วิจัยพบว่าปัจจัยภายในที่ผู้สอน ระบุได้แก่ ปัจจัยด้านกายภาพ และปัจจัยด้านจิตภาพ ส่วนปัจจัยภายนอกที่ผู้สอนระบุ ได้แก่ สิ่งแวดล้อม หนังสือประกอบการเรียนการสอน วิธีการสอน การประเมินการเรียนรู้ และด้านที่ต้องการปรับปรุง

คำสำคัญ: การสอนตามสถานการณ์ ความสามารถในการเขียนภาษาอังกฤษ นักเรียนมัธยมศึกษาตอนต้น

Abstract

The purpose of this research aimed to examine the factors affecting Improving English writing ability of Junior High School Students. The data collected from the group of 125 students and 3 lecturers of Huludao City from Binhai Junior High School, Huangjia Junior High School, and Lianwan Junior High School. The research instruments were the questionnaire for students and interview protocol. The data were statistically analyzed by finding frequency, mean and Standard Deviation (SD.) in quantitative data and used

content analysis in qualitative data. The result revealed that the internal and external factors affecting English writing ability of Junior High School Students. from group of students of Binhai Junior High School, Huangjia Junior High School, and Lianwan Junior High School are found to be at a high level. For the finding from interview lecturers, they identified the internal factors are physical factors and mental factors that can help improve Junior High School Students' English writing ability. For the external factors, the most affecting factors are: 1) Environment 2) Textbooks 3) Teaching methods 4) Evaluation 5) Areas for Improvement

Keywords: Situational Instructional Model, English Writing Ability, Junior High School Students.

Background

English Course is often regarded as a required subject for Grade 9 at Binhai Junior High School. And this course integrates 4 skills: listening, speaking, reading and writing. Especially the school expects English writing ability very much to provide for further study. The importance of English writing skills is the strategic level that require learners' ability to examine and shape clear thematic concepts, plan material layout, and use writing skills. Among them, planning and design, as an important writing task, is regarded as the most basic writing skills, whose purpose is to guide learners to analyze and determine the goals to achieve to learn and practice purposefully. Secondly, from the perspective of language expression, the writing skills reflect the superb level of the learners' ability to organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. Thirdly, from the perspective of communication, writing ability reflects the ability of learners to analyze and solve problems with the knowledge they have learned. Overall, excellent English writing skills can help individuals to articulate their opinions and ideas more effectively, share their personal knowledge and experiences, and gain a deeper understanding of others' perceptions and cultural backgrounds.

At the grammatical level, English writing ability refers to the student's ability to use appropriate and accurate target language to express the core content of the text, including the correct use of punctuation marks, letter case, word collocation, and sentence structure. In addition, English writing ability also contains certain social and

cultural knowledge and some other factors, such as the influence of mother tongue on students' English learning and so on. Although writing ability is an innate and abstract cognitive feature, its external presentation—the process and results of writing—is observable and measurable. (Zhang , 2023)

Binhai Junior High School (2022) pointed out the achievements of students about English writing ability is not good last year. The detailed descriptors for their English writing ability are presented in the following: 1) Lack of substance in the writing. 2) Lack the sensitivity and awareness of the rules of English discourse construction. 3) Lack of necessary overall conception links. 4) Lack of necessary integrity.

The researcher studied the books and articles about the method to improve English writing ability and had found that situational instructional model include: 1) Authenticity and reasonable sensibility. By creating a real situation, the situational teaching method enables learners to access the real and meaningful language materials and improve the sensibility of learning. This can enhance learners' interest and investment in language and promote their enthusiasm for learning. Ganping (2020) proposed the grammar of situational education in contextual education grammar education, vocabulary education, and semantic model education. There are important concepts, such as simulation training in a virtual environment, word training in specific situations, and pattern meanings. Practice can improve students' subjective initiative. 2) The stimulation of English learning interest. Context teaching method focuses on cultivating learners' language application ability and helping them learn to use language in real situations. By simulating the real scene, learners can exercise various language skills such as listening, speaking, reading and writing, and can flexibly apply the language knowledge learned to the actual situation. Wu (2018) found that contextual teaching method can provide learners with learning experience related to real life, making learning more specific, interesting and meaningful. This can stimulate learners' learning motivation and increase their initiative and enthusiasm for learning. Mao (2020) found that this method greatly improves students' imagination, increases students' interest in grammar learning, and also has positive significance for the learning of words. 3) Cultivation of cooperation and communication skills. The situational approach encourages learners to cooperate and communicate in the context to achieve language

learning goals through interaction with others. This can promote the development of learners' sense of teamwork, communication skills and social skills.

As the rationale shown above, the author realizes the importance of studying “Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students”. Through migration and innovation activities, they can try to solve new problems in real life situations, to achieve the purpose of combining learning and application, promote the improvement of English writing ability.

Objectives of the Study

This objective of this study was to examine the factors affecting English writing ability of junior high school students.

Definition of Terms

The factors affecting English writing ability refer to the internal and external information collected from questionnaires for students, interviews for the lecturers designed by the researcher. The internal factor is the information about the students, which mainly refers to the degree that the students understand and study. External factors include information about teachers and the environment, focusing on the practical level of teacher application of situational pedagogy. In addition, these factors will also be obtained through interviews with the lecturers.

The development of situational instructional model refers to a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects standards: 1) Utility, 2) Feasibility, 3) Propriety and 4) Accuracy (Stufflebeam and Social Impact, 2012)

Situational instructional model is a kind of teaching method based on the real language environment of the real life situation of learners for research in 4 steps: 1) Create the situation, 2) Establish the core theme, 3) Use problem situations, 4) Develop the language ability. (Li, 1978; Li, 2022; Zhang, 2023; and Cui, 2023).

English writing ability refers that the students have ability to 1) Strategy skills, which refers to the students can examine and shape clear thematic concepts, plan

material layout, and use writing skills. 2) Discourse skills, which refers to the students can organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent.3) Grammar skills, which refers to the students can analyze and solve problems with the knowledge they have learned. (Zhang, 2023) By pre-testing and post-testing from the researcher.

Literature Review

English Course in Binhai Junior High School

Principle

1. English Courses should reflect the thought of student-oriented, consider the development needs of all students, and become a process for students to construct knowledge, develop skills, expand their vision, active thinking and show their personality under the guidance of teachers.

2. English Course undertake the task of cultivating students' basic English literacy, namely the students master the basic knowledge of English language, the development of basic English listening, speaking, reading and writing skills, form the ability to communicate with others in English.

3. Teachers help students study grammar on the premise of interest in English, improve students' enthusiasm for learning, and enable students to develop good learning habits, so that teachers' teaching methods can be further improved, and the efficiency of classroom teaching can be enhanced.

4. Teachers create appropriate texts according to the specific situation of teaching materials and the real needs of students, and then integrate grammar into them, so that students can obtain fresh corpus and make grammar classrooms flexible. Creating a variety of texts can meet the multifaceted needs of students and connect with their multifaceted cognition.

5. Teachers should strengthen the reform of writing, get out of the traditional teaching mode of "grammar demonstration", "grammar exercise" and "grammar achievement", pay attention to students' autonomy, and lead students to fully understand and understand writing knowledge from the aspects of language form, meaning and function.

The mastery of English writing knowledge in junior high school mainly includes basic sentence patterns, verb tense, subject-verb consistency, clauses, etc., which are crucial to the improvement of students' English level. At the same time, the purpose of writing teaching is not only to impart knowledge, but also to enable students to use English accurately, naturally and fluently, which requires us to combine grammar knowledge with practical application, so that students can feel and use grammar knowledge in the contexts.

Objectives

This course aims to cultivate students' motivation and creativity, improve their English writing ability. The key is to analyze English writing from the aspects of pre-class warm-up and introduction, in-class exploration and generation, and after-school activities and displays. At the meantime, teachers put forward some thoughts and suggestions on the goals and tasks of junior high school English Course positioning activities and implementation.

Curriculum Structure

According to the requirements of the teaching plan formulated by Binhai Junior High School. There are 2 Units, 16 hours in English Course. The details are shown as follow.

Table 1 Unit, chapter and contents used in the present study

Unit	Chapter	Contents	Times (16hrs.)
Unit 1	Chapter 1	Give a personal reaction.	8 hours in all
	Chapter 2	Full Moon, Full Feelings.	
	Chapter 3	Which festival do you like best?	
	Chapter 4	A Christmas Carol	
Unit 2	Chapter 1	Ask for information politely	8 hours in all
	Chapter 2	Fun Times Park-Always a Fun Time!	
	Chapter 3	Write four questions that a tourist might ask	
	Chapter 4	Could You Please Tell Me Where the School is?	

Situational Instructional Model

Definition

1) Definition of situational teaching. Since Dewey proposed the definition of "situational" in the 19th century, he has deeply realized that situational instructional model plays a vital role in teaching. In China, there are two main views on the connotation of situational teaching. Li (2006) advocates creating specific scenes to attract and awaken students 'learning consciousness, so as to stimulate students' emotional and cognitive participation in learning activities. However, Lv (2008) regards situational teaching as a form of teaching organization, and she believes that it provides students with a real virtual learning environment, enabling them to communicate and communicate in the language, to achieve the goal of language learning.

2) Definition of situational instructional model. At present, the research on situational pedagogy mainly focuses on the field of psychology. Brown, Collin and Duguid (1989) first proposed the basic concept of situational instructional model in their paper. Subsequently, many scholars have studied deeply the situational instructional model and achieved many results. In classroom teaching, situational instructional model takes situational, practice and interactive communication as the means to construct meaningful knowledge creatively, so as to stimulate students 'emotions and improve students' performance. The key to situational instructional model is to cause students' emotional fluctuations and stimulate their thoughts and emotions " (Mi, 1990). As a new teaching method has been widely used in various disciplines. Li Jilin believes that "situational instructional model is a teaching mode in which teachers make full use of rich images in classroom teaching, create typical life scenes, and help students combine with students' emotional activities on the basis of cognitive activities" (Li, 1999). He proposed the situational teaching theory and applied it to his own educational practice. He thinks situational teaching method is the teacher creatively introduced to the learning content of the specific scene or atmosphere, to stimulate students' emotional experience, and improve the students' learning efficiency" (Zeng, 2005). Lin (2022) pointed out that the core concept of situational teaching method is to create diversified dialogue, communication and learning scenarios for students. Based on fully satisfying students' learning experience, we can actively guide and organize students' independent

learning and group cooperation, so as to obtain excellent language knowledge and application ability, which is an innovative teaching method. Feng (2023) pointed out that situational instructional model is a teaching method based on actual situation. By creating real situation and scene, students can acquire knowledge and apply it in real context. Situational teaching can help students understand abstract and complex mathematical knowledge, stimulate their learning interest and enthusiasm, so as to improve the quality of teaching. Situational instructional model focuses on cultivating students' practical ability and experience accumulation.

Review of situational instructional model

Situational instructional model originated from the progressive education in the United States. At the end of the 19th century and the beginning of the 20th century, the famous American educator John Dewey advocated taking children as the core, considering systematic knowledge and activities, and taking the actual experience situation as the beginning of thinking, which was the prototype of the situational instructional model (Wang and Zhao, 1981). The British applied linguist Hornby (1954) developed and expanded the situational instructional model. He believed that new knowledge must be combined with the situation, and thus the situational teaching method was formally produced. On this basis, foreign scholars further enriched and developed the situational instructional model, and psychologist pioneered the "suggestion teaching method", which brought the development of situational instructional model to a new level. This method can use the teaching situation to stimulate students' interest, and students can get a subtle development in the situational communication activities. According to Scobie (1983), situational teaching focuses on the interaction between teachers and students, and through the situation constructed by teachers, students can obtain richer language knowledge. In 1990, the cognitive and technology team, led by Professor John Bsford, developed the teaching, which anchors learning in a specific context and thus immerse learners in a real learning environment. Clancey (1995) emphasizes the importance of context in language learning in the Contextual Learning Course. Alexander (1997) , in the "New Concept English", adopt the context teaching structure outline, and use the context to combine the vocabulary and grammar, so that the vocabulary and grammar are reflected through the situation, so that students can accept it easier and more quickly. Later, Nunan (2004)

proposed the task-based language teaching method, which made the situational instructional model and second language teaching more connected. Next, foreign scholars have made a lot of exploration on the application of situational instructional model in English teaching. Jayne Moon (2005) pointed out that the language environment creation is very important. He believes that a good language environment includes an active teacher-student relationship and a good learning environment, an effective organization and management mechanism and rich teaching resources, active and effective communication between teachers and students. Weinstein (2008) pointed out that grammar is not a criterion for judging right or wrong. As an important part of a language, grammar is a tool of thinking. Grammar can help us to behave and do things better, and the effective use of grammar can change our lives to a certain extent. Angus, Stephen and Gwo (2012) proposed that the key concept to achieve scale learning goals is the context concept. Katwibun (2014) proposed to use interactive whiteboard and other multimedia educational technologies to create learning situations, help students understand and remember English vocabulary. Smith And Loewen (2018) believe that the situational instructional model has made a great contribution to the evolution of language teaching methods, pointing out that the context is an effective and natural way to introduce grammatical forms. Wen (2019) proposed a teaching method named "situational teaching method", which through teachers use blackboard and other teaching equipment, so as to stimulate students' brain thinking, make students participate in the teaching method.

To sum up, western educators have made a lot of research on situational instructional model and achieved fruitful results, but there are some problems, such as lack of detailed research on a certain section of situational instructional model. Therefore, we should further deepen the research of situational instructional model in the specific teaching practice.

Zhang (1948) explained for the first time the significance of context in English teaching and put forward the theory of foreign language context teaching. Gu (1990) elaborated the concept of situational teaching in the "Education Dictionary". He said: "Situational teaching is about using real life situations to stimulate students' active learning, so as to improve learning efficiency. Zhang (1997) pointed out that English learning needs to be carried out in a real context, so that students can use the scenery

to express their feelings and cultivate their interest in learning. Zeng (2005) in the theory of English teaching environment elaborated his view of scene teaching, he said: "situational teaching is according to the needs of teaching and learning, create to the teaching content, stimulate students emotional resonance, improve the students' understanding of the teaching material, promote the all-round development of students' psychological function, so as to activate the students' learning. Situational instructional model emphasizes to start from the reality of learners, let students experience success and failure in specific situations, cultivate students' self-confidence, and make them learn to use English for communication. Zhu (2005) elaborated the theoretical construction of situational teaching from the theoretical and practical aspects, and believed that situational instructional model is an effective way to make Chinese teaching more scientific. In the 1970s, situational instructional model was introduced in China. Context Teaching Experiment and Research by Li (1978), a special Chinese teacher in Jiangsu Province, is the first work of situational teaching in China (Gao, 2009). Yu (2012) proposed that teachers should adhere to the principle of intuition, the principle of autonomy and novelty when conducting situational teaching. Li (2014) pointed out that the essence of the situation is the artificially optimized environment, the situation is the living space rich in educational connotation and the psychological field of multi-dimensional interaction. She has laid a solid foundation for the development of situational teaching in China. Chen (2014) pointed out that in traditional English teaching, teachers often use some theories and grammar and words to restrain students' ideological activities, so that students can't well experience the fun of English learning. The setting of situational instructional model can help students understand knowledge and skills, so that students can master knowledge more vividly. Liu (2020) pointed out that in order to improve the quality of English teaching more effectively, the situational teaching method should be introduced in the English teaching in junior high schools. This is conducive to active English class and effectively improve students' learning efficiency. Tang (2021) believes that scenario-based learning is an extension of situational instructional model, which uses mobile communication equipment to carry out learning in Internet scenarios. Cui (2023) proposed that situational instructional model is a creative practical teaching method, which is widely used in the English large unit classroom. It can stimulate students 'enthusiasm for learning, cultivate students'

thinking quality, and play a positive role in promoting the scientific and reasonable English classroom teaching.

To sum up, there have been a lot of achievements in the field of situational instructional model in China, but the research on situational teaching method in English teaching mainly focuses on vocabulary teaching and grammar exam-oriented teaching, while the research on situational instructional model in the comprehensive teaching of English listening, speaking, reading and writing still needs to be further strengthened.

English Writing Ability

The English Curriculum Standard for Compulsory Education (2022) requires junior high school students to understand the basic information narrative and try to use pronunciation and coherence to improve the accuracy of understanding and expression logic of basic information. English teachers have put forward higher expectations on how to cultivate students' writing ability. Qin & Wen (2007) selected the vocabulary use, syntactic complexity, expression mode and thinking development as the indicators to measure the growth of students' writing ability. Liu and Qin (2010) believe that the accuracy of writing can be measured by time-limited articles and accuracy tests. Therefore, in the study of second language acquisition, indicators of accuracy, fluency and complexity are widely used to assess language students' oral or written language output ability (Housen & Kuiken, 2009). It is natural for two-language learners to master these skills through lots of practice. However, in junior high school, for English students, the complexity of the output content is not too much requirement.

First, English writing skills at a strategic level require learners' ability to examine and shape clear thematic concepts, plan material layout, and use writing skills. Among them, planning and design, as an important writing task, is regarded as the most basic writing skills, whose purpose is to guide learners to analyze and determine the goals to achieve to learn and practice purposefully. Secondly, from the perspective of language expression, the writing skills reflect the superb level of the learners' ability to organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. Thirdly, from the perspective of communication, writing ability reflects the ability of learners to analyze and solve problems with the knowledge they have learned. At the grammatical level, English writing ability refers to the student's

ability to use appropriate and accurate target language to express the core content of the text, including the correct use of punctuation marks, letter case, word collocation, and sentence structure. In addition, English writing ability also contains certain social and cultural knowledge and some other factors, such as the influence of mother tongue on students' English learning and so on. Although writing ability is an innate and abstract cognitive feature, its external presentation—the process and results of writing—is observable and measurable. (Zhang, 2023)

Writing ability not only reflects a person's ability to use language, but also reflects the development of thinking. Therefore, cultivating students' good English writing ability plays a very important role in English teaching. It is a selective ability to extract, process, and integrate the knowledge they accumulate to achieve a higher level of cognition. The definition of English writing ability varies from scholar to scholar. Writing ability is also the comprehensive expression of students' using language skills and way of thinking when completing a composition or article. In practice, writing ability refers to the language knowledge of vocabulary, grammar, as well as the discourse knowledge of logic, genre and structure, as well as the skills of organizing the language. The form of language expression formed after the analysis, processing and processing of written discourse. As a practical skill, writing ability is often applied in specific language expression, that is, in the process of writing, the unique use of this language is expressed in the author's writing process, based on a specific context, to achieve the purpose of communication or output.

Research Framework

This study about “Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students”, the researcher studied the concepts and principles of situational instructional model, analyzed the method of teaching the situational instructional model and introduced the research framework 5 steps: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials, 5) Evaluation in figure 1.1

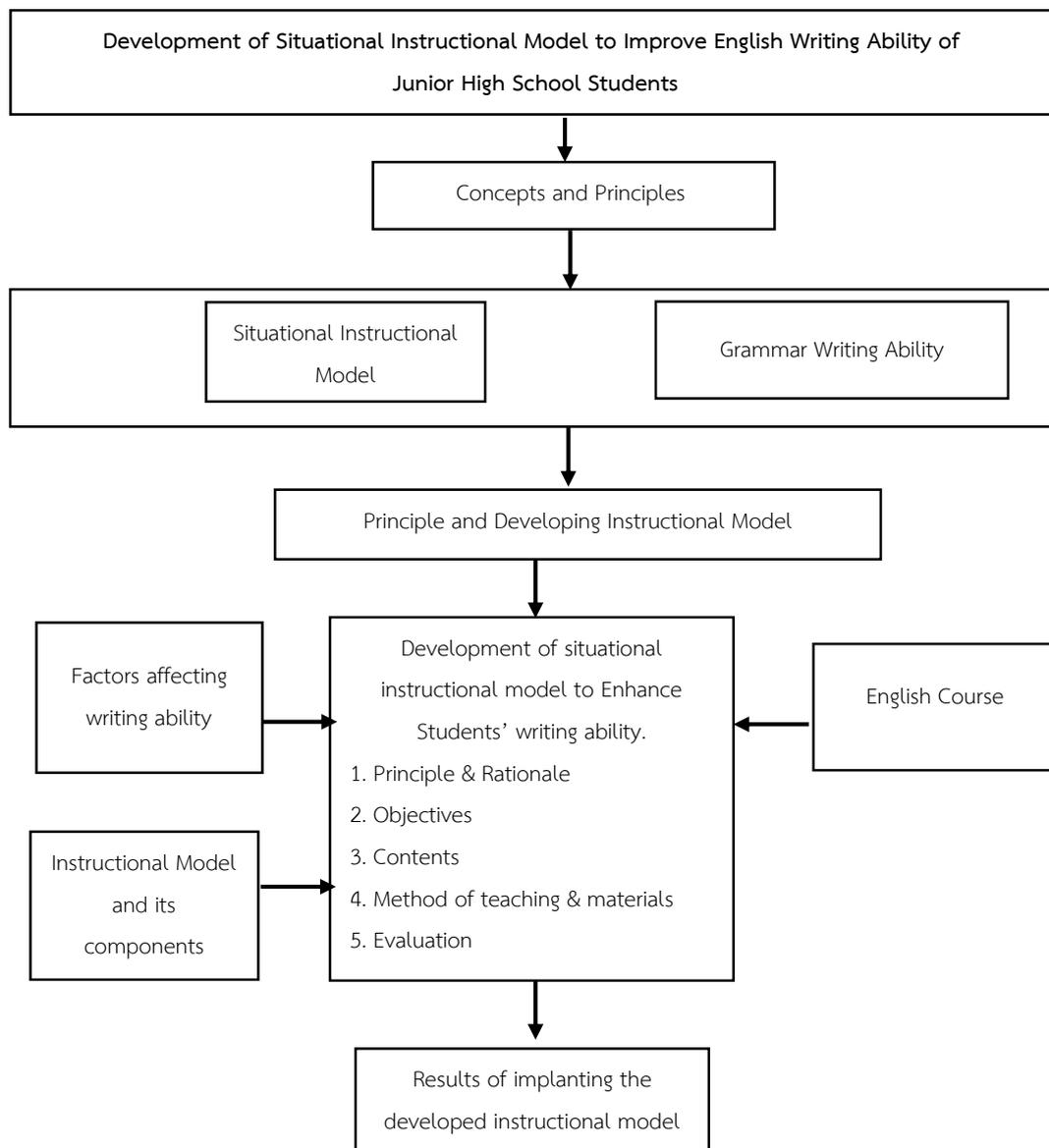


Figure 1 Research framework

Research Methodology

Phase 1 was conducted to answer research objective 1: To examine the factors affecting English writing ability of junior high school students.

Group 1 The former students (Grade 9) of English curriculum in semester I of academic year 2022 from 3 junior high schools in Huludao City. 1) 42 from Binhai Junior High School 2) 43 from Huangjia Junior High School 3) 40 from Lianwan Junior High School

Research instrument the questionnaire for students

Designing instrument 1

1. Study situational instructional model course and factors affecting English writing ability.

2. Design a questionnaire on factors to improve English writing ability for the students. Present the draft of questionnaire to the advisors for checking correctness and completion.

3. Assess the validity of questionnaire on factors to improve English writing ability in Grade 9 students at Binhai Junior High School, Huangjia Junior High School, and Lianwan Junior High School by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures.

4. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

Score rating criteria

5 means strongly agree

4 means agree

3 means neutral

2 means disagree

1 means strongly disagree

5. **Quality Validation** Using IOC by 5 experts to test the quality of questionnaire.

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

The factors affecting English writing ability obtained from the students are interpreted using MEAN interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest

3.51-4.50 means high

2.51-3.50 means moderate

1.51-2.50 means few

1.00-1.50 means the fewest

Descriptive statistics, frequency, mean (μ) standard deviation (σ)

Group 2: The lecturers who are teaching English Course from 3 junior high schools in Huludao City. 1) 1 Lecturer from Binhai Junior High School 2) 1 Lecturer from Huangjia Junior High School 3) 1 Lecturer from Lianwan Junior High School

Research instrument

The interview for the teachers

Designing instrument 2

1. Study literature and factors affecting English writing ability of junior high school students.

2. Design the draft of open-ended interview on factors affecting English writing ability of junior high school students.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting English writing ability for the students at Binhai Junior High School by 5 experts (List name from Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri,2011).

+1 = If you are sure the questions measure its objectives

0 = If you are not sure that the measurement questions related its objectives

-1 = If it is certain that the questions is measured and does not related the objectives

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures.

Data Collection

1. Ask for permission for data collection.
2. Collect data from the assigned lecturers using the developed interview.

Data Analysis. Content analysis

Table 1 Summary of the research methods in Phase 1

Research Process	Research Objectives	Research Methods	Target Group	Instruments	Data Analysis	Results
Analysis internal and external factors	To Examine the factors affecting English writing ability of junior high school students.	Study the factors affecting problem solving ability- internal and external factors.	Population -125 junior high school Students	Questionnaire	Descriptive statistics, frequency, mean, standard deviation	Factors affecting English writing ability of junior high school students .
			Key Information -3 lectures	Interview		

Results

Analysis results serving objective about examining the factors affecting English writing ability of junior high school students. The common data of the respondents from three schools in overall shows that most of respondents were male and female. The most common age distribution is relatively concentrated on, the 15-16 years as shown in the table 2 below.

Table 2 Common data of the respondent in overall (N-125)

Data		Binhai Junior High School		Huangjia Junior High School		Lianwan Junior High School	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Gender	Male	21	50.00	20	46.51	21	52.50
	Female	21	50.00	23	53.49	19	47.50
	Total	42	100.00	43	100.00	40	100.00
Age	15-16 yrs.	37	88.09	39	90.70	38	95.00
	17-18 yrs.	5	11.90	4	9.30	2	5.00
	Total	42	100.00	43	100.00	40	100.00

In addition, internal and external factors affecting English writing ability of junior high school students. of Binhai Junior High School, Huangjia Junior High School and Lianwan Junior High School are found to be at a high level as shown in the table 3 below.

Table 3 The result of questionnaire about internal and external factors affecting English writing ability of junior high school students. of Binhai Junior High School, Huangjia Junior High School and Lianwan Junior High School

Data	Factor	μ	σ
Binhai Junior High School	Internal Factor	3.94	.876
	External Factor	3.93	.078
Huangjia Junior High School	Internal Factor	4.00	.809
	External Factor	4.03	.803
Lianwan Junior High School	Internal Factor	3.96	.820
	External Factor	3.97	.822

For the data from interviews with three lecturers, the factors that affect English writing ability of junior high school students. of Binhai Junior High School, Huangjia Junior High School and Lianwan Junior High School are summarized as shown in table 4.

Table 4 The factors that affect the Chinese culture English reading ability of college students

Factors	Details
Internal factors	
1) Physics:	In the process of teaching English writing skills, the three English teachers encouraged students to actively participate in the teaching sessions in order to promote the improvement of students' language expression skills. According to the four steps of situational instructional model, firstly, construct a teaching environment with context; secondly, establish the central idea; then, utilize the problematic situation; and finally, improve the verbal expression ability. With pre-study before class, active participation in class, and review after class, we give full play to the advantages of situational instructional model, understand and digest the difficult points and key points in depth, and complete the writing tasks assigned by the teacher, including sentences, diaries and compositions, etc.
2) Psychology	In the process of teaching writing, the challenges faced by the three teachers were largely similar. To address this issue, we tried the situational instructional model. In writing lessons, the model of giving topics and model essays is usually used, however, students are not interested in this teaching method and even develop some resistance to writing course. For example, if students are allowed to conceptualize their own ideas, revise them and then write them out, this not only improves the writing level, but also cultivates students' independent learning ability. By adopting the situational instructional model, the teacher injects vivid and lively elements into the writing class, which makes the original boring content glow with new vitality. In the discussion and exchange, teachers and students discuss how to improve their writing. In class, students actively participate and ask questions, forming an interactive group to analyze the difficulties and confusions they encounter in the writing process. At the end of the class, students go through excellent model essays to explore the author's writing ideas, language use, and grammatical presentation.

Table 4 The factors that affect the Chinese culture English reading ability of college students (Continued)

Factors	Details
External factors	
1) Environment	The three teachers agreed that situational instructional model is feasible. Students at the junior high school stage show a strong interest in novelty, and the situational instructional model, with its highly interesting features, is applied to the boring writing class, bringing vitality to students. By creating different scenes, it stimulates students' thinking and imagination and promotes their active participation in writing activities. To help students better refine their writing contents, we design a situation in which students can practice writing, which can help them better master writing skills.
2) Textbooks	The English textbooks for junior high school take the introduction of the culture, history and customs of English-speaking countries as the main way to assist students to comprehend the deeper meanings embedded in the language in a deeper way. Understanding the differences between different cultures promotes cross-cultural communication, fosters an attitude of respect and tolerance, and demonstrates self-confidence in an international environment. In addition, the two teachers provided students with a variety of materials to improve their writing skills from the perspective of theme selection respectively. In the English Writing Course, the two teachers suggested encouraging students to show their unique personalities and imaginations, and to stimulate their creative thinking through a free creative approach, so that they would be brave enough to express their unique opinions. In addition, they emphasized the need for students to follow a certain logical order when using vocabulary for language expression. In the process of text analysis, one teacher made suggestions to develop students' critical thinking, aiming to help them develop the ability to think independently. In the process of understanding grammatical rules and constructing sentences, three teachers considered logical thinking to as the important role. Through in-depth analysis of the grammatical structure of the text, students were able to understand the composition of sentences in a more comprehensive way, enhancing their logical thinking.

Table 4 The factors that affect the Chinese culture English reading ability of college students (Continued)

Factors	Details
3) Teaching methods:	In the writing class, three teachers used the situational instructional model. One of the three teachers said that they preferred to use the contextual teaching method in the introductory session, because they thought that students were interested in contextual teaching. To motivate students, teachers can teach by showing interesting images or playing relevant videos and songs. In addition, one teacher said that due to time constraints, they were often unable to fully develop contextualized activities, but they would use contextual pedagogy to facilitate the activities in open composition classes. Two teachers suggested that they would actively engage in contextualized activities throughout their lessons.
4) Evaluation:	The three teachers who were interviewed agreed that the junior high school stage is the basic one for students to learn English, and it is crucial to develop students' English writing skills during this period. However, the teachers said that due to the pressure of the midterm examination, they often neglected the evaluation of multiple teaching methods and mostly focused on scores. The two senior teachers adopted the same teaching methods in teaching writing, which were more traditional. For simple writing topics, students were usually given model essays and were asked to refer to the ideas in the model essays. Then they recite their classmates' model essays. For slightly more difficult writing topics, contextual teaching is seldom used to analyze the topic, the framework, the language, the grammar, and so on. Young teachers take a slightly different approach to teaching writing, use some pictures or videos related to the content of writing to stimulate students' interest in the content of this section of the writing study before the beginning of the writing. Through a simple introduction, students show great enthusiasm for the next unfolding of the writing activities, and the teacher analyzes the writing ideas from multiple perspectives to help students open their minds.

Table 4 The factors that affect the Chinese culture English reading ability of college students (Continued)

Factors	Details
5) Areas for Improvement	Three teachers thought that it was very interesting to practice writing in real situations, but they hoped that more writing materials could be added, such as original English songs or movies. Teachers increased the efficiency of classroom learning and gave each group a chance to show their results in context creation. At the same time, for students who have difficulty in completing the writing task, the teachers can help them to complete the writing task through group discussion or individual tutoring.

Conclusions and Discussions

The research finding shows the internal and external factors affecting English writing ability of Junior High school students. from the group of students of Binhai Junior High School, Huangjia Junior High School, and Lianwan Junior High School are found to be at a high level. indicates that internal factors affecting English writing ability of junior high school students are found to be at a high level overall Considering each item individually, it was found that students are nervous sometimes when answering questions in English Writing Course have the highest followed by students think that English writing in junior high school is moderately difficult and the lowest mean is students thinks that teachers select appropriate English writing materials and arrange tasks at different levels. For external factors affecting English writing ability of junior high school students, the overall level is found to be moderate. Considering each item individually, it was found that teachers focus on using English writing skills to develop students' interest in learning has the highest followed by teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing skills. and the lowest mean is teachers combine English teaching objectives with writing skills to improve students' writing ability.

For the finding from interview lecturers, they identified the internal factors are physical factors and mental factors that can help improve Junior High School Students'

English writing ability. For the external factors, the most affecting factors are: 1) Environment 2) Textbooks 3) Teaching methods 4) Evaluation 5) Areas for Improvement.

Recommendations for Further Research

Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students and to study the results of implementing Situational Instructional Model to Improve English writing ability of Junior high school students.

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