

# Use of Recitation Input to Improve Students Writing

Xu Chen\*

China West Normal University, Nanchong, 637002, China

\* Corresponding author: Xu Chen (Email: 2234173401@qq.com)

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**Abstract:** In learning English, English writing is an important way to cultivate students' innovative thinking and pragmatic ability, and it is also one of the ways to test the results of English teaching. Recitation is not only an important way of language input, but also the basis and premise of language learning. Writing is a comprehensive language output activity, which is based on recitation and can be regarded as an effective language learning strategy for students to develop basic writing skills. Therefore, in English teaching, text recitation input can be used as the basis to help students develop basic writing skills, increase students' interest in English learning, and improve their English level. This paper briefly summarizes the theoretical basis of recitation input and its role in English writing. Based on this, it discusses the effective strategies for its specific application in order to improve the effectiveness of English writing teaching.

**Keywords:** Recitation Input; English Writing; Junior High School Students.

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## 1. Introduction

The "English Curriculum Standards for Compulsory Education" [1] emphasizes the cultivation of students' five basic abilities of listening, speaking, reading, writing and reading, among which writing is usually regarded as the last link in teaching and the one that teachers and students are least willing to face. In addition, with the increasing international cultural exchanges, the emphasis on telling Chinese stories well and spreading Chinese voices well has attracted more and more attention from people's writing ability [2]. However, the reality is cruel, even in the English major, there are more students in the English writing level is far from satisfactory: mistakes, words do not make sense, lack of unity and coherence, insufficient discussion, persuasive. There are many reasons for the above phenomena in students' compositions: insufficient vocabulary, weak grammar knowledge, insufficient English practice and low sensitivity to guide English, lack of writing training and appropriate theoretical guidance, and the differences between Chinese and Western cultural thinking modes and Chinese and English expression modes [3]. The English writing ability of middle school students is also worrying, which makes English writing become their short board, and also become one of the key and difficult points for teachers to overcome in teaching and students in learning. In addition, in the actual teaching, the author has found some problems in English writing of Chinese and English students, such as serious Chinese thinking under the influence of Chinese negative transfer, insufficient vocabulary, and incoherent text logic, which are attributed to the lack of language input of students.

When learning language, students should pay attention to the process of language input, accept more new information, and establish the corresponding thinking mode. Recitation is an important language input process, which can accumulate rich materials for students' writing. Based on the recitation input model, this paper analyzes the related problems of language writing. At present, in many language classes, teachers like to conduct grammar teaching and simply impart some grammar knowledge to students. In the process of language learning, many students only master some basic theoretical knowledge, and do not apply these knowledge.

Moreover, in the teaching process, although many teachers can explain the theoretical knowledge clearly, the classroom atmosphere is rather dull, which has a great impact on cultivating students' language sense. Language is an applied subject, especially for students who grow up in the oral environment, because the language situation is completely different, coupled with their own thinking patterns, it is difficult to master the written language. Therefore, in order to improve students' writing ability, practical education should be strengthened. For example, to create a good language environment in class, so that students can accept more new knowledge imperceptibly in the process of communication, form new thinking schemas in their minds, and achieve the purpose of language input. In current language teaching, recitation is a common teaching method and a process of language accumulation, which can help students master more words, grammar and rhetoric methods. On the one hand, it can strengthen students' memory, on the other hand, it can help students develop good expression habits, and the most important thing is to enable students to have more thinking schemas that can be called in time when writing. To improve writing skills. Organization of the Text

### 1.1. Theoretical Basis

#### 1.1.1. Input Hypothesis

Input hypothesis is the core part of Krashen's language acquisition theory. Krashen [4] believes that acquisition can occur only when the learner is exposed to comprehensible language input, that is, a second language input slightly higher than his current language skill level, and he can focus on the understanding of meaning or information, rather than the understanding of form. This is his famous  $i+1$  formula, where  $i$  represents the learner's current level and  $i+1$  represents language material slightly above the learner's current level. According to Krashen, this input of  $i+1$  does not need to be provided intentionally, as long as the learner understands the input and has enough of it, it is provided automatically.

Krashen's ideal input should have four characteristics: comprehensibility, both interesting and relevant, non-grammatical program arrangement, and sufficient input volume. Comprehensibility: Understanding the input

language material is a necessary condition for language acquisition, and incomprehensible input is just a noise for the learner. Interesting and relevant: In order to make language input beneficial to language acquisition, its meaning must be processed. The more interesting and relevant the input language material, the more learners will acquire the language unconsciously. Ungrammatical programming: The key to language acquisition is a sufficient amount of comprehensible input. If the aim is to "acquire" rather than "learn," the grammar program is not only unnecessary, but also undesirable. Sufficient input: It takes more than a few exercises or short essays to acquire a new language structure. It requires extensive and interesting reading and a lot of conversation on a continuous basis.

## 1.2. The Second Language Learning Model

According to the second language learning model of Canadian linguist [5], foreign language knowledge is divided into explicit language knowledge and implicit language knowledge. Explicit language knowledge refers to the language knowledge that learners can clearly realize and express, such as vocabulary knowledge, grammar rules, pronunciation rules, etc. Implicit language knowledge refers to the "intuitive information" that learners rely on when they understand and output language. It is internalized language knowledge. When the learner makes a judgment such as "a sentence sounds correct", "I feel this sentence is correct", and can not say the specific reason, then he mobilizes the subconscious tacit knowledge, which is often said "language sense". Bialystok's model of second language learning states that the more implicit language knowledge one has, the more proficient one is in using the target language [6]. The accumulation of invisible knowledge requires a lot of practice, including the process of transforming explicit language knowledge into invisible language knowledge, among which "memorized input" is a good way to transform it into invisible language knowledge. With the continuous increase of memorization input, students' sensitivity to the linguistic phenomena of the target language will be enhanced, tacit language knowledge will be expanded, language sense will be enhanced, and written expression will be improved [7].

## 1.3. The Information Processing Theory

The experimental study of memory by psycholinguists shows that memory system consists of information encoding and information extraction. Encoding is to save the information to be remembered in a suitable form for future use, and the encoding method directly affects the memory effect. Craik & Lockhart(1972) proposed the processing hierarchy theory that memory retention depends on the difference in cognitive processing modes, that is, the deeper the processing level, the better the memory retention.

From the perspective of process, learning and mastering vocabulary is a process of deepening human cognition. As one of the two different schools of cognitive psychology, information processing theory defines cognition as a process of information input, information storage, information processing and information output. In such a process, information is known from shallow to deep. In addition, information processing psychologists such as Gagne and Meyer, in their research on human learning and memory behavior, use modern information technology to process information, so as to simulate the process of human knowledge of information, and associate the process of

human learning with the process of knowledge of information, and regard the process of human learning as the process of information input, processing and processing.

In general, memory is the process of input, processing, storage and output of information. People master systematic knowledge mainly by conscious memory and active thinking activities and will efforts to lead learners to take the initiative. All learning requires attention, and the energy of attention is most concentrated when reciting.

## 2. The Role of Recitation Input in English Writing

### 2.1. Stimulating Students' Interest in Writing

In language learning, students' motivation, interests and hobbies play an important role, which can affect students' learning initiative and subjective consciousness. If students' enthusiasm for learning is not high and anxiety is high, it will affect the effect of language input and ultimately lead to the reduction of learning effect. Therefore, the premise of improving students' writing ability is that students can identify with language input ideologically. At the same time, according to the analysis of the characteristics of Chinese students' learning environment and habits, recitation is the main learning method, and the use of students' more familiar ways to carry out language input activities can effectively mobilize students' enthusiasm and adaptability [8].

For middle school students, although they have a certain accumulation of English foundation, for such a foreign language as English, middle school students still have a certain lack of language richness and application, so that they do not know how to layout when facing English writing, where to find a better entry point, and they can not express the ideas they want to express with accurate words and sentences. Either the words don't convey the meaning, or the sentences are confused, which leads to the students' low interest in writing, and seriously affects the students' English writing level.

Reciting this input method, first, has a certain degree of operability, students do not have much difficulty in learning, and this way is suitable for every student. Second, this "stupid" method can really receive unexpected results under the long-term persistence of students, not only can cultivate students' emotions for English learning, but also greatly reduce the anxiety, confusion and confusion of students in the face of English writing. Thirdly, recitation can not only awaken students' language organs and consciousness, overcome their anxiety and fear expressed in English, let them get rid of their aversion to English writing and even English learning, but also greatly improve the accumulation of students' English foundation and language proficiency. Fourth, through recitation and gradual accumulation, students can recite English articles fluently with continuous efforts, which will not only make students feel frustrated about English writing, but also make students gain a sense of achievement, thereby reducing the emotional anxiety of English writing and improving their interest and self-confidence in English writing.

English teachers should pay attention to is that we must combine the teaching content, choose some students love to recite the content, or put some key things into students easy to remember, easy to memorize sentences or songs, rhymes, enrich students' learning forms, cultivate students' interest, so as to mobilize students' initiative, consciousness, and enhance

students' confidence in learning English. English is a language, there is no shortcut to language learning, only hard work, so long as students can often adhere to the memorization of this input method to accumulate vocabulary, rich ideas, it will certainly eliminate students learning English anxiety, aversion, let students speak English boldly, pick up a pen to write English fluently.

## 2.2. Deepening Students' Understanding of Vocabulary and Grammar

Vocabulary and grammar are the basis of English learning, and smooth language sense is based on the proficiency of vocabulary and grammar. The learning of vocabulary and grammar in English is rather boring, and memorization based on understanding can transform the boring knowledge into a specific language conception and effectively stimulate students' interest in reciting. In class, teachers prepare suitable reciting materials for students. During the reciting process, students repeatedly come into contact with corresponding grammar points and vocabulary. At the same time, certain language scenarios are created for students during the presentation of materials, so as to deepen their learning of grammar and vocabulary, which is conducive to improving their language understanding ability.

We should strengthen the memorization and input of vocabulary blocks in daily teaching, and build a bridge between English input and output through vocabulary blocks. The memorizing input of lexical chunks can have the following three stages: the memorizing input stage of lexical chunks, the receiving and producing stage of lexical chunks, the practicing stage of mastering and consolidating lexical chunks, and the time-limited writing stage of lexical chunk output. In each stage of teaching, corresponding teaching strategies are used to guide students to actively enrich and master vocabulary blocks according to various tasks such as identifying, reciting and testing. At the same time, the advantage of "process writing" is used to let students discuss with each other, learn vocabulary blocks, and evaluate each other, so as to further test whether students have mastered and used vocabulary blocks skillfully and accurately, and improve students' writing ability.

This paper summarizes the influence of memorized input on students' vocabulary and grammar, and finds that using memorized input of vocabulary blocks can effectively improve students' writing ability [9]. To a certain extent, students' proficiency in the use of vocabulary blocks can reduce lexical errors and grammatical errors in composition, thus improving the language quality of composition.

Secondly, it is found that the number of lexical blocks is much more than before, and students use various lexical blocks appropriately and accurately in their compositions, among which the institutionalized expression increases the most, followed by sentence making. A large amount of input of various vocabulary blocks makes the language and content of students' composition more real, smooth and logical.

Third, the memorized input of vocabulary blocks not only helps the writing output, but also improves students' multiple-choice, fill-in-the-blank and fill-in-the-blank abilities. The students' scores of multiple choice, cloze and cloze were significantly higher than before after memorizing vocabulary blocks. Reciting vocabulary blocks plays an important role in improving students' grammar skills and understanding the structure and meaning of discourse in daily teaching. In other words, it is suitable for teachers to implement the

memorization of vocabulary blocks in English teaching to improve students' English ability.

In terms of teaching practice, teachers should not only train vocabulary blocks to the level of words or sentences, but also put vocabulary blocks into the text, such as making up stories with some vocabulary blocks. At the same time, it is necessary to strengthen the learning of vocabulary blocks and strategy training to cultivate students' autonomous learning ability. "It is better to teach fish than to teach fish." There are many different kinds of vocabulary blocks in English that are not something a teacher can teach. At the same time, classroom teaching time is limited, and students' intelligence level is uneven. In teaching, teachers should focus on teaching methods and guide students to identify vocabulary blocks independently. Students are then asked to practice repeatedly, summarizing the usage and rules of lexical blocks and applying them to their writing.

## 2.3. Reducing the Negative Influence of Mother Tongue and Enhancing Language Sense

The negative transfer of mother tongue in Chinese students' writing is restricted by two aspects: Chinese syntax and Chinese culture. Carson et al. [10] proposed to explain the reasons why Chinese students' English writing is euphemistic, ambiguous and not straightforward from the perspective of the similarities and differences between Chinese self-values and western self-values. In addition, Cao & Xiao [11] showed that in the process of writing, both high-level learners and low-level learners more or less borrowed their native language thinking.

Chinese students are greatly affected by the negative transfer of their mother tongue in the process of writing [12]. The main reason is that Chinese students will borrow the thinking of their mother tongue to help English writing. On the other hand, the level of English writing has a lot to do with the level of mother tongue. Generally speaking, students with high native language level will have a better English writing level, while students with average native language level will also be limited by their native language level. For example, Guo C. J. [13] proposed that mother tongue plays the following roles in the process of foreign language output: first, it affects the logical thinking of composition; Second, it will affect the use of language and the judgment of right and wrong; Third, it affects the choice of relevant words, phrases or sentences.

The sense of language is a kind of sensitivity of the user to the language itself. The user with a good sense of language can use the language smoothly without thinking. 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. Students often have correct grammar but incorrect expression habits when writing output, the main reason for this phenomenon is insufficient English input. Through recitation-type English input practice, we can deepen our English knowledge and English usage habits in the process of reciting, and master the skills of using English, so as to improve our language sensitivity and generate the corresponding language sense.

The English learning process of Chinese students is a process of constant adjustment, reorganization and construction of English as the target language. In this process,

the influence of mother tongue is bound to exist. If teachers can effectively combine language comparative analysis, error analysis, language input and output, and even comparative culture and language acquisition mechanism, they can help students make use of existing knowledge and gradually reduce the negative transfer of mother tongue. Make the transition to English thinking. As Shanahan [14] said: Using mother tongue to write in foreign languages is an objective existence for both students with low foreign language level and students with high foreign language level, because it is a long-term process to completely get rid of mother tongue thinking. Before reaching this goal, how to guide them to correctly use mother tongue knowledge is a problem worth discussing.

Based on previous studies and teaching experiments, this paper analyzes the current situation of negative transfer of mother tongue in students' English writing and finds out through the use of memorized input, a traditional learning method:

(1) Reciting helps to deepen the understanding of the language material. Recitation is a re-creation activity that converts written language into spoken language. Through recitation, students can pay attention to details, deeply understand and consolidate the grammar knowledge they have learned, and memorize common vocabulary, sentence patterns and fixed expressions, thus strengthening the accumulation of language knowledge. To a certain extent, the explicit language knowledge can be transformed into implicit language knowledge. Internalized in the consciousness of students, students continue to increase their sensitivity to the linguistic phenomena of the target language, tacit language knowledge will continue to expand, and lay a solid foundation for language output.

(2) Recitation is a learning strategy advocated or used by many outstanding Chinese and foreign scholars, and it is an effective method of language learning. In the process of recitation, language input through the comprehensive use of eyes, ears, mouth and other senses can make up for the shortcomings of non-English language environment input to a certain extent; Sentence recitation helps English learners internalize the "model" of some sentences, so as to realize language internalization, transform into implicit language, and increase students' proficiency in using target language. Recitation also helps students to transform working memory into permanent memory, explicit knowledge into tacit knowledge, and finally from "learned" to "acquired".

(3) Students use recitation to increase language input and internalize the written language in some short essays into their own language system, so as to monitor the language output during extraction, so as to correctly express their thoughts and reduce the influence of negative transfer of mother tongue. Therefore, this study intends to increase students' language input by reciting English passages, thus alleviating the phenomenon of negative transfer of mother tongue in writing output, and naturally increasing their interest in English learning.

#### **2.4. Improving Students' Comprehensive Language Ability and Logical Thinking Ability**

The process of reciting cannot be separated from the four basic language activities of "listening, speaking, reading and writing". Before reciting, we need to listen to the recording of the article repeatedly and read the article repeatedly, which

can correct the pronunciation and intonation of students. After thorough reading, the article should be retold in order to achieve a further understanding of the article; Finally, it is necessary to write the essay by silence, which helps students to master the pronunciation, form and meaning of the language, including the accurate use of punctuation marks, and finally improve the comprehensive language application ability of learners. In daily teaching, we often encounter such a phenomenon: students do problems, know the words, can read the article, but can not speak English and oral communication. This is called "dumb English". One of the reasons for this phenomenon is the lack of opportunities for students to practice their oral English. Second, there is not enough English language environment, most students speak English only in class, rarely speak English outside the class, and the opportunity to communicate in English is very limited. In addition, the accumulated oral expressions of students are limited, and when they want to talk with others in English, they are short of words and sentences, thus reducing the desire of students to speak English. However, reciting can improve this phenomenon to a great extent.

In the process of reciting, students can not only accumulate a large number of vocabulary, phrases and sentence patterns, but also correct pronunciation and intonation in the process of repeated listening and reading, and enhance students' confidence in speaking English. The vocabulary pattern has been enriched, and the pronunciation and intonation have been corrected. As long as we practice more and more, our oral expression ability will inevitably improve. Research shows that listening and speaking skills in English go hand in hand. By reciting, students' ability to speak English is improved, so their listening ability will also be improved. However, in the actual teaching, many students can not understand the English material, mainly because of the lack of vocabulary and can not read. However, reciting can effectively improve these two problems, through reciting, not only can increase students' vocabulary, but also help students master the pronunciation and meaning of vocabulary. At the same time, the recitation process also requires students to listen to the recording and imitate after reading, which more directly and effectively exercises the students' listening ability. After a series of intensive training in "listening, reading, speaking and writing", students' comprehensive language ability will also be improved.

If students want to complete a recitation of language materials, they must go through repeated reading. The process of repeated reading can help students have a deeper understanding of the structure and logical relationship of the language materials, and better understand the thoughts and emotions to be conveyed by the language materials. Students' language logic and thinking logic are also imperceptibly improved. In addition, understanding is the basis of complete recitation, students to complete recitation, first of all, to understand the article sentence by sentence, clarify the logical relationship between sentences, and then sort out the article frame, clear the context and connection between paragraphs, and finally recite the full text according to the article frame and logical relationship. This process not only exercises students' logical thinking ability, but also develops students' intelligence. When the students' logical thinking ability is improved, the students' ability of planning and layout will also be improved, and the articles written are closely related to logic, and the words are more logical.

People's memory is not entirely born, acquired training and

exercise also play a very important role, memorization is one of the important ways to improve and enhance people's memory [15]. The biological law of "use it or lose it" also applies to the human brain, and constant memorization of input can continue to stimulate the development of memory storage areas of the brain, prompting them to stay active and gradually get stronger. At the same time, students in the process of recitation, but also exercise the process of thinking ability, they can form their own recitation methods and skills, and then through the experience exchange between teachers and students, students will form more and more efficient recitation methods and abilities, learning efficiency will be greatly improved, and then stimulate students more interest in learning, enhance students' confidence.

### **3. The Application of Recitation Input in English Writing**

#### **3.1. Choosing the Right Reciting Materials**

The recited materials should be interesting, informative and reflective, with standard language, extensive subject matter, diverse genres and taking into account different styles [16]. Most students can realize the benefits of reciting English passages, but they do not think deeply about how to use the memorized materials effectively and in a correct way. Whether the teacher can guide the students to write well in the process of reciting plays a crucial role in whether the students can effectively use the recited materials. According to Krashen's input hypothesis, the ideal input should be "both interesting and relevant". The more interesting and relevant the input material, the more effective the learner will be. Therefore, teachers should choose content or topics that are highly relevant to students or that students are familiar with and appreciate as input materials to promote the establishment of correlation between learning topics and memorized materials. In addition, the selection of reciting materials should also follow the principle of knowledge, and some real-time reporting materials can be appropriately added according to the needs of teaching practice, which can effectively improve students' analytical ability, and then improve the quality of students' English output.

In the selection process, teachers can adopt the gradient material selection method according to the students' own level, and provide the difficulty and length of reciting materials for different degrees of students, so as to stimulate the students' interest in learning [17]. For example, the teacher chooses the recitation materials according to the student's degree. The teacher can choose short and exquisite passages for the students of the middle class, mainly focusing on the model essays of textbooks or related materials. For the above average students, English classic passages or celebrity speeches should be added to the recitation, and students should pay attention to the practice of pronunciation and intonation, which can choose famous American English speeches, such as the famous Martin Luther King speech "I have a dream", so as to improve students' English idiomatic expression ability. After reciting, students can draw up corresponding writing training or carry out English debate competitions on corresponding topics according to the reciting content, so as to deepen students' impression, form their own views, and carry out correct English output activities.

#### **3.2. Mastering Effective Reciting Methods**

Krashen considers comprehensibility input to be the first condition of ideal input; Moreover, people acquire knowledge of language structure in a natural order. Zhu Xi once said: "Where reading, you need to read the words loud, multiple readings, natural mouth, never forget." Recitation is a kind of learning method with heart, eye, mouth and ear. Whether it can cultivate students' interest, habit and enthusiasm in recitation needs teachers' strict organization and implementation. Therefore, teachers in the implementation of memorization input method, should let students understand its importance, in the classroom to take some active measures to help students effectively remember, do not have to be too rigidly attached to the details, to understand in detail, rough recitation. Through effective recitation, the aim is to improve the effectiveness of teaching and to cultivate the coherence of middle school students' English thinking logic.

When teachers guide students to recite language input training, they should avoid students to take the way of rote memorization, and provide students with good memorization methods, so as to improve students' recitation efficiency and language output ability. To recite, one must first understand the material to be memorized thoroughly. If you don't understand and master the material, then you can't even talk about reciting. In addition, experiments have shown that when subjects memorize sentences, they initially retain the information of the original words of the sentences, but they soon forget the information and save only the meaning information of the sentences. Thus, what is stored in memory is not the form of the language, but the meaning of the language. Therefore, only if you have a full understanding of the material, can you recite it well.

In addition, students can also improve their reciting ability through "rough reciting". "Rough recitation" refers to the restoration of English as a language is used for the original purpose of communication, that is, to express the need for communication. Therefore, before reciting, you can think about the main content of the recitation, and then on the basis of understanding and repeated reading, close the book, and express it as quickly as possible through thinking. During this period, you can repeat it in your own language, such as synonym group replacement, and even make small language mistakes (such as missing some articles).

Teachers can ask students to solve the grammar and vocabulary problems in the recited materials by themselves after class, and use 10 to 15 minutes in class to help students sort out the materials, and explain the background knowledge and theoretical ideas, so as to enhance students' understanding of the materials, promote students to develop the habit of reciting on the basis of understanding, and improve their knowledge reserve and writing planning and layout ability. For example, in the process of reciting, you can extract the keywords in each sentence. When reciting, you can use these keywords as a hint to help you string together the whole sentence, which is conducive to improving the efficiency of reciting and the depth of memory. Such as "Hurry up, or you'll miss the film that is very interesting." in this sentence, hurry up for fixed phrases, or twist relationship, that guide the sentence to modify the film, divided into sentence structure in the process of reciting, Find out the key words or key parts, so as to improve the sentence understanding ability, on the basis of understanding to memorize.

### 3.3. Assisting with Corresponding Supervision and Inspection

Supervision and inspection can be divided into two parts: students' conscious behavior supervision and teachers' supervision. The former requires students to develop the habit of conscious learning and supervision in the process of language learning and recitation, and to focus on their own recitation content and output content, so as to cultivate their ability of self-correction. The latter is mainly the teacher's supervision of students' recitation behavior, to avoid students' recitation loss behavior caused by laziness and other reasons. For example, the teacher guides the students to carry out self-supervision, comprehensively grasp the short passages or fragments in recitation, find out the key sentences among them, on this basis, clarify the order of argument and argument, find the sentences supporting the argument, and analyze the whole paragraph layer by layer in this way, and finally achieve the purpose of integration. In the process of self-supervision, students can check whether their memorization is complete and whether the sequence of sentences is logical according to the stratification of paragraphs. At the same time, in the process of inspection, teachers can first ask students to carry out hierarchical analysis of paragraphs or articles, and then inspect their recitation.

In addition, teachers should strengthen the supervision and inspection of students' reciting content. Reciting requires students to pay a certain amount of time and energy. Therefore, teachers should supervise and check students' recitation at appropriate times. At the same time, teachers should note that encouragement and positive evaluation are effective measures to improve students' writing confidence. Teachers should understand students' psychological characteristics and learning needs as much as possible, and look for students' advantages in writing. For typical writing mistakes, teachers can correct them together in class, allowing students to experience success in writing.

### 3.4. Practicing

According to Wen Qiu fang's output-driven hypothesis, taking "language output" as the ultimate goal of "language input" has the greatest driving force for the development of foreign language learners' ability. Therefore, according to the memorized content, teachers can take retelling the general idea, expanding the content, imitating the composition, filling in the blanks, changing roles, and translating between English and Chinese as the ultimate goal of reciting input materials, so that students can experience the fun of reciting, which not only improves the correlation between the memorized materials and students, but also enhances students' confidence and sense of achievement in learning, thus promoting language acquisition.

## 4. Conclusion

All in all, reciting plays an important role in promoting English writing learning, and it 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 select appropriate materials, use a variety of effective methods to mobilize students' writing interest and enthusiasm, enhance students' writing confidence, and promote students'

significant progress in English writing. At the same time, recitation is not the only way to improve students' writing ability in writing teaching. Simply relying on memorizing input to improve writing performance will inhibit the active thinking and creativity of English learners in the long run. Therefore, whether reciting input can be used as an important means to improve students' English writing, and then by cultivating students' cross-cultural thinking to further stimulate students' enthusiasm and initiative in writing and improve students' writing ability needs further research.

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