

Study On The Influence Of Post-Reading Writing On The Emotional Factors Of Non-English Majors' English Writing

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Abstract: This study conducted an empirical study on post-reading writing(Continuation task) from the perspective of writing emotion, aiming to explore whether post-reading writing can effectively reduce the writing anxiety of non-English majors and improve their writing ability and confidence. The participants of this study were Non-English major sophomore students in a university locate in the northwest region. The study lasted 12 weeks, including the pre-test and post-test. The validated emotion questionnaire was the main instrument in the two tests. After the experiment, two emotional scores were analysed and compared to explore the changes of students' writing emotion. The experimental results show that most of the students' writing anxiety and lack of confidence have been relieved, their self-confidence have been improved, and they have a positive attitude towards the teaching of writing after reading in English writing classes. This study also shows that English writing should transfer the attention from the text to the writing subject and pay more attention to the student subject.

1. Introduction

At present, there is an awkward situation of high input and low output in the writing teaching of non-English majors in China[1]. When most non-English majors write a thesis, they first think of Chinese, and then complete the writing through translation, so most of the content they write is "Chinglish" [2]. Obviously, the current dominant writing training method in writing teaching suppresses the creativity of students, and also makes students gradually lose their interest and enthusiasm for writing, and it is difficult for students to fundamentally improve their writing level [3].

In English teaching, reading and writing should be closely combined [4]. Current foreign language teaching is used to separate reading and writing when training students, and ignores the importance of combining reading and writing [5]. Continuation after reading is a typical practice that combines reading and writing. Some studies have found that continuation after reading can effectively promote English learning. [6]. Some scholars abroad investigated the promoting effect of post-reading writing, but few studies explore post-reading writing from the perspective of emotion [7]. Also, few studies have emphasized that English writing should transfer the attention from the text to the writing subject, and pay more attention to the student subject [8].

This paper tries to turn from the analysis of the writing text to the analysis of the writing subject, which is the biggest difference with the previous research. It is hypothesized that the writing after reading can effectively reduce the students' anxiety and improve the students' writing motivation and self-confidence. Non-English major sophomore students from a college in northwest region were selected as the subjects. The study lasted 12 weeks, including the test link before and after the test. After the experiment, two emotional scores were compared and analyzed to explore the change of students' writing emotion. The results suggest to apply writing after reading more to English writing classes. It also provides empirical evidence for the promoting effects of post-reading writing [9].

2. Methods

2.1 Theoretical Basis

(1) Theories of the Continuation Task

Continuation task is a typical learning method that combines reading, writing, comprehension and language output, which is proposed by professor Wang Chuming. The aim is to improve the English writing ability of Chinese students. It is relatively easy for students to complement the writing task since the students can combine the input of the original article with their own writing. The style of the original text is usually narrative and the end of the article is cut out.

(2) Synergy effect

Dialogue is actually a very complex process, a dynamic process of mutual adaptation between two parties in a dialogue. Due to the difference between understanding and output, synergy occurs when learners are forced to understand input materials and repeat what they understand in order to help output. In the course of dialogue and interaction, there will be various representational mutual debugging and coordination between the two sides of the dialogue, which can be understood as synergy, that is, the two sides of the dialogue keep consistent or converge with each other, and converge with certain situations, syntax, vocabulary, etc.

2.2 Research Methods

This study adopted the method of experimental research to explore whether the post-reading writing task has an impact on the English writing of non-English majors.

The experimental study was divided into two parts: Pre-test and post-test. In the first week, a Pre-writing test was conducted to explore what the students' writing emotion was, so that researchers could compare the emotion change of the Pre-writing test with that of the post-writing test. Emotional questionnaire was the main instrument. For the next 2-5 weeks, students are asked to learn and master the basics of writing after reading with the help of a professional English writing teacher. Between six and eight weeks, the students were asked to do a continuation task to finish three articles, and the task was given no less than 500 words. For the last four weeks, students were asked to take an emotional questionnaire to study the effects of writing on change.

3. Experiment

3.1 Sources of Experimental Data

The research object of this research is non-English major sophomore students in a university located in the northwest region. The number of students is 40, aged between 19 and 23, who have received at least seven years of English education, but have never received continuation task training. Their language proficiency can be treated as the same as they all come from the same English class. Therefore, it is appropriate to choose these students as research objects.

3.2 Experimental Steps

The experiment is divided into four steps:

①The first step is to test in advance. Students are asked to answer questions in order to understand the emotional aspects of their writing.

②The second step is to develop a comprehensive programme plan. Including the introduction of continuation task theory, specific operations and examples.

③The third step is to post-test the students' writing emotion after 12 weeks. Take the form of validated questionnaires.

④The fourth step is to summarize and compare the scores of two questionnaires, mainly using SPSS18.0 and Excel for analysis.

4. Discuss

4.1 Experimental Results

(1) Students' subjective evaluation results

The impact of post-reading writing on students' language ability is obvious, and the impact on students' emotions can be shown in the following aspects. The detailed impact is shown in figure 1 below.

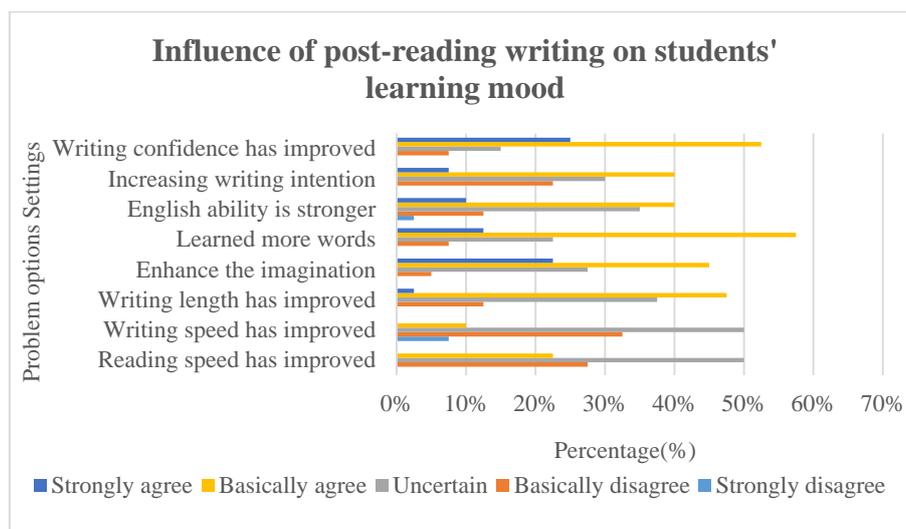


Figure 1. The influence of writing after reading on students' learning mood

As can be seen from figure 1, 72.5% of the respondents think that the post-reading writing has a positive impact on their reading speed, while only 27.5% of the students are opposed to improving their reading speed. While 60 percent of the students surveyed wrote faster, only 7.5 percent strongly objected to the increase. 67.5% of the students think that their imagination ability has been improved, and 22.5% strongly agree with this view, while only 5% disagree with this view. When it came to learning more words, 70 percent of the students were positive, compared with 7.5 percent who were negative. The proportion of the students who think that their English learning ability has been improved by this method is 50%. 35% of the students are not sure, while only 15% are against it. In the choice of whether writing confidence has been improved, 77.5% of the students think that writing confidence has been improved, while only 7.5% think that writing confidence has not been effectively improved.

(2) Comparative analysis of Pre-test and post-test questionnaires on emotional factors

How does this study affect the emotional factors of non-English major college students by using the method of questionnaire? At the end of the follow-up experiment, the students were given the emotional factors questionnaire II, which investigated the changes of students' writing emotions and took it as a post-test. It should be noted that the Pre-test and post-test questionnaires have the same number of questions and different ways of asking questions. The questionnaire mainly consists of three parts, and the composition of the questions is shown in Table 1.

Table 1. Contents of the questionnaire on emotional factors

Emotional factors	Question
Attitude	1-6
Anxiety	7-12
Self-confidence	13-18

From the result, attitude has a great impact on students' language learning, and the change of attitude means that writing after reading has a positive impact on students' writing emotions. Anxiety refers to the fear or anxiety of foreign language learners during language learning, which has a negative impact on students' foreign language learning. Only when the learner's anxiety is lower, the student's language learning will be better. Self-confidence refers to the learner's subjective evaluation and awareness of self-worth and self-ability in learning. This emotional factor is an important factor in foreign language learning. In the process of English writing, if students

receive positive self-evaluation, they will have high self-confidence and their writing performance will be improved. Otherwise, the result is the opposite. In order to understand the influence of post-reading writing on students' writing emotions, the paired sample T-test was used in this study to study the changes of students' writing emotions in the Pre-test and post-test. The results of students' writing emotion changes in the Pre-test and post-test are shown in Table 2.

Table 2. Changes of students' writing emotions in the pretest and the Post-test

Catalogue		Mean	Deviation	Std.Error Mean	t	df	Sig.(2-tailed)
Pair 1	Pre-test Q1- post-test Q1	-0.644	1.183	0.125	-5.167	89	0.000
Pair 2	Pre-test Q2- post-test Q2	0.578	1.208	0.127	4.536	89	0.000
Pair 3	Pre-test Q3- Post-test Q3	-0.389	1.26	0.133	-2.927	89	0.004
Pair 4	Pre-test Q4- Post-test Q4	-0.756	1.145	0.121	-6.262	89	0.000
Pair 5	Pre-test Q5- Post-test Q5	-0.378	1.097	0.116	-3.266	89	0.002
Pair 6	Pre-test Q6- Post-test Q6	-0.389	1.215	0.128	-3.036	89	0.003
Pair 7	Pre-test Q7- Post-test Q7	0.667	1.254	0.132	5.043	89	0.000
Pair 8	Pre-test Q8- Post-test Q8	0.367	1.075	0.113	3.235	89	0.002
Pair 9	Pre-test Q9- Post-test Q9	0.356	1.053	0.111	3.204	89	0.002
Pair 10	Pre-test Q10- Post-test Q10	0.456	1.163	0.123	3.717	89	0.000
Pair 11	Pre-test Q11- Post-test Q11	-0.589	1.253	0.132	-4.458	89	0.000
Pair 12	Pre-test Q12- Post-test Q12	-0.9	1.446	0.152	-5.905	89	0.000
Pair 13	Pre-test Q13- Post-test Q13	-0.711	1.424	0.15	-4.737	89	0.000
Pair 14	Pre-test Q14- Post-test Q14	-0.489	1.247	0.131	-3.718	89	0.000
Pair 15	Pre-test Q15- Post-test Q15	-0.622	1.346	0.142	-4.387	89	0.000
Pair 16	Pre-test Q16- Post-test Q16	-0.6	1.243	0.131	-4.578	89	0.000
Pair 17	Pre-test Q17- Post-test Q17	-0.522	1.256	0.132	-3.944	89	0.000
Pair 18	Pre-test Q18- Post-test Q18	-0.544	1.375	0.145	-3.756	89	0.000

As can be seen from Table 2, after reading and writing, the students' writing attitude changed, the mean data of the post test increased, and the standard deviation was very low. As can be seen from the data of students' writing anxiety, the average value before the test is generally above 3.5. However, the average value after the test is generally below 3.5 or even below 3, which indicates that students' anxiety is greatly reduced. In terms of confidence, it can be seen from Table 2 that after reading and writing, students' confidence has been enhanced to a certain extent, and the average value in the Pre-test is lower than 3.1. In the Post-test, these were all higher than 3.1. In particular, the mean value of questions 13 and 14 increased from 2.78 to 3.49, and from 2.89 to 3.38, which meant that students' consent to continue writing enhanced their confidence in completing the composition.

4.2 Analysis of the Influence of Post-reading Writing on Students' Emotional Factors in English Writing

Obviously, writing after reading has a great influence on the English writing of non-English majors.

First of all, from the perspective of motivation, there is a significant positive correlation between students' writing emotion and motivation, that is, most students' writing motivation is affected by the continuing task. On the other hand, the more tasks the students continue to do, the higher the motivation of the students to continue the task, which is beneficial to the students' writing. Therefore, it is suggested that writing teachers should carry out more continuous task exercises in the process of writing teaching.

Secondly, as far as writing anxiety is concerned, this study uses correlation coefficient to explore the relationship between students' writing anxiety and writing after reading. As can be seen from the data, the writing mood of most students is affected by the writing after reading. The results showed that students' writing anxiety was negatively correlated with the writing after reading. Or, it can be directly stated that writing after reading can indeed reduce the writing anxiety of non-English majors.

Finally, from the point of view of confidence, the correlation coefficient between confidence and writing after reading is positive. The experimental results also show that the more the non-English majors continue to write after reading, the stronger the self-confidence, the stronger the students' ability to use and complete tasks creatively, and the ability to use the original content to express the new content created by themselves. In this process, they can not only make use of the new vocabulary they learn in the original text, they can acquire knowledge well, but also their self-confidence can be greatly improved.

5. Conclusion

This study used a comprehensive experimental method to explore the effects of post-reading writing on writing emotions of non-English majors, such as helping them to reduce writing anxiety, enhance writing motivation and self-confidence. The main conclusions are as follows:

(1) Most students like this method of teaching writing after reading, and most students think that writing after reading is more efficient than other methods. From the students' emotional point of view, reading after writing can stimulate students' writing interest, reduce students' writing anxiety and enhance their writing confidence.

(2) After several weeks of continuation task practice, students' writing motivation and writing confidence have been improved to some extent. After reading and writing experiments, students are no longer afraid of English writing, and even gradually like English writing.

(3) The more frequently students continue writing after reading, the higher and stronger their motivation and self-confidence, and the less anxiety they have in the writing process.

To close, the post-reading writing teaching method is suitable for non-English majors, which can improve their English writing ability and second language acquisition ability.

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