

A Study on the Effectiveness of Chunk Teaching Method in English Writing Teaching in China's Middle Schools

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Abstract: Anchored in the researchers' investigation and experience during the internship at a middle school in Nanjing, Jiangsu Province, this dissertation, carried out under the guidance of the theory of chunk teaching method, sorts out the current research results and findings on chunk teaching method, and then analyzes the differences between the chunk teaching method and other traditional writing teaching methods from the perspectives of contents and functions, which draws a conclusion that the utilization of chunk teaching method in China is of great significance to the improvement of middle school students' abilities in English writing. Before writing this paper, researchers conducted a series of preliminary preparations such as questionnaires, interviews and the same-topic writing tests. With that in mind, this dissertation reveals the chunk teaching method's capability of more or strengthening middle students' English writing ability, and thus demonstrates the effectiveness of chunk recitation in English writing teaching in China's middle schools, which provides reference and critical materials for scholars in this field.

Keywords: Chunk Teaching Method, Middle School, English Writing Teaching, Effectiveness

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Introduction

As we all know, English writing is one of the most fundamental linguistic skills of the English study, which could effectively review students' comprehensive linguistic ability, which is also an important and difficult point of English teaching. The New English Curriculum and the high school and college entranced examinations attach more importance to English writing. That teachers feel difficult to teach writing and students feel tough to write, so far, has been the largest and the most difficult problem in the its teaching. In recent years, several studies have demonstrated that, as a special half-fixed linguistic way of input, chunk is convenient for students to recite and employ as a whole, which not only promotes the accuracy, fluency and logicity of language usage

but also reduces the negative transfer of mother tongue, of great significance to teach English writing. Therefore, this research attempts to regard chunk as the entry point to explore whether chunk recitation can help improve the writing ability of middle school students.

Literature Review

With the comprehensive development of quality education, the new curriculum standard puts forward new requirements for the English writing in middle school. English writing has gradually become an important part of English teaching, and students' proficiency in English can be fully reflected in English writing. Therefore, improving students' writing level is a subject worthy of in-depth study by middle school English teachers.

Michael Lewis puts forward the classification of chunk and advocates that chunk should be regarded as the basic unit of language teaching in that its grammar structure does not need to be paid attention to, which effectively accelerates the process of understanding and producing linguistic information and greatly improves the correctness and fluency of language usage in his book *The Lexical Approach* (1993) [1], the foundation of chunk teaching method. Chinese scholars, like Guan Xiuli (2013) and Qiu Zhonghai (2013) [2], Qi Wenhui (2019), have conducted data analysis and quantitative study to confirm that chunk makes remarkable contributions to language teaching, especially writing teaching [3]. So, importance should be attached to the effectiveness of chunk recitation in English writing teaching in middle school.

Although significant achievements have been made in recent years in the exploration of chunk teaching method and its usage in English writing teaching, researchers still have a long way to go where more studies are required to be carried out in order to deeply explore the essence and application of chunk teaching method and solve the potential problems that may occur in the future.

Chunk Teaching Method

In 1993, Micheal Lewis finished his book *The Lexical Approach* in which he put forward the idea that language is not composed of traditional grammar and vocabulary, but made up of multi-word prefabricated chunks. The generation of sentences in a language does not rely on grammar to organize words, but depends on some pre-programmed chunks. It can be said that chunk is the key to making the output of a language convenient, fast and fluent. Several fields, such as the second language acquisition (SLA), the cognitive psychology and the vocabulary teaching, have attached emphasis on this topic, namely, the theory of chunk teaching method.

How to Teach Writing

How to Teach Writing (2004), a monograph written by Jeremy Harmer for English teachers who are interested in writing, mainly discusses different aspects of writing, for instance, writing as a process, describing writing

text, writing in the language classroom, nuts and bolts building the writing habit [4]. Beth Means and Lindy Lindner's *Teaching Writing in Middle School Tips, Tricks, and Techniques* (1998) deals with English writing teaching in middle school [5], which holds the view that the day-to-day writing is both an art and a craft, designed to help both teachers and students to explore the basic aspects of writing.

Relevant Studies and Researches on Chunk

Chunk's important role in language learning, written by Yang Liying (2015), has raised great concern among linguistic scholars [6]. Becker's *Idiosyncratic Chunks* (1975), Wilensky's *Phrasal Approach* (1984), Zernick and Dyer's *Large Lexicon* (1987), Nattinger and Decarrico's *Lexical Phrases* (1992), Michael Lewis' *The Lexical Approach and A Lexical Approach* have also laid a solid foundation for the development of chunk teaching method.

Rao Tianshuang (2010) confirms the far-reaching impacts upon language teaching exerted by chunk [7] by discussing the theory of chunk approach and the dual system of language, and pointing out that chunk approach is one of the most important methods in modern English teaching, which provides a new perspective for language teaching, especially English teaching.

Based on the theoretical essence of chunk approach, Qi Wenhui (2019) mainly analyses how to implement chunk approach to establish students' chunk awareness to enable them to master more chunk knowledge and thus improve the accuracy, fluency and authenticity of spoken and written English.

Chen Donglan (2015) combines the theory of language awareness with the traditional chunk teaching method in order to develop a new model of chunk teaching method driven by language awareness and carry out researches in teaching practice [8], and makes a series of analysis to draw a conclusion that the new combined teaching methods of English writing performs much better than the traditional one.

Yan Lizhu (2012) points out that many students have accumulated a certain amount of vocabulary, which does not mean that they are capable of mastering the way to use the words in a reasonable manner [9]. They are very proficient in the meaning and spelling of independent words, but poor in English writing, such as collocation errors, lack of coherence among sentences or paragraphs, or Chinglish expressions. Lexical chunk makes these problems no more problems in which case students' English writing ability has been significantly improved, with their interest in English stimulated.

Chen Xinzhou (2016) studies on a different aspect, namely, the negative transfer of mother tongue in middle school students' writing. Also, he analyses the existing problems in middle school students' English writing and thus emphasizes the important role of chunk teaching method in English writing teaching, as well as its advantages in cultivating students' ability of dialectical thinking in English [10].

Similarly, Jiang Wenfang (2014) pursues research in a different direction. She enumerates some poor performances in middle school English writing, makes a simple analysis of the causes, introduces the chunk theory and its important role in middle school English writing teaching and solves the problem in practical application [11].

Based on the chunk theory, Dong Jing (2018) takes 110 eighth graders as the research object, makes use of the methods of questionnaire and interview to conduct an empirical study with the time span of a whole semester [12]. The result illustrates that chunk approach apparently helps students change their writing attitude, improves their English writing level to a certain extent and enhances the accuracy, readability and flexibility of their expressions in English.

According to the view of Bai Jin (2015), a chunk is a multi-word combination that integrates pragmatic and semantic functions [13], besides which a mind map can make the abstract memory and thinking visualized and leave the content of memory deep, fast, efficient and organized. With the help of the mind map and chunk teaching method, English teachers can extend the chunks related to the key words to diverge students' thinking, cultivate their pioneering spirits and practical abilities, and enable them incorporate or assimilate new knowledge into the original knowledge system.

Zhu Yuyan (2011) focuses on students' lack of vocabulary and good reading ability [14]. What's more, Singer (2011) figures out that in the process of reading, the understanding of lexical meaning accounts for 39% of the entire reading ability. In addition, Wray (2011) believes that the primary function of chunks is to reduce the level of difficulty in coping with foreign language.

Nevertheless, the traditional teaching mode attaches more importance to the single grammar and vocabulary teaching, that is, the training of basic skills, which neglects the training of English writing skills and logic, and thus makes it common for English expressions to be not authentic in Chinese middle school students' English compositions.

After Wang Jinnian's (2015) constant effort of researching, he finally draws the conclusion that chunk teaching method is be of great advantage to the teaching and learning of English writing [15].

Chunk Teaching Method

Origin and Development of Chunk Teaching Method

Since the 20th century, influenced by structuralism, most linguists have overstated the role of grammar in learning a language, which made language learning rigid and unsmooth. What's worse, they failed to fully reveal the nature of language. Since the 1970s, an increasing number of researchers have found that the basis of language is not abstract rules, but concrete "chunks". In 1976, Bolinger pointed out that there is always a large

number of “prefabricated chunks” in language. In 1984, Wilensky et.al expressed their views on “chunks” in an academic work named *Phrasal Approach*. In 1987, Zernick and Dyer completed a book called *Large Lexicon* in which “chunk” is discussed. In 1992, Nattinger and Decarrico finished their linguistic work *Lexical Phrases*, which exerted a profound impact upon the birth and development of chunk teaching method. In 1993, Micheal Lewis finished his monograph *The Lexical Approach*, recognized as the theoretical basis of chunk teaching method, in which he pointed out that the generation of sentences relies on pre-programmed chunks under certain conditions. In 2004, He Anping put forward three functions of corpus linguistics in foreign language teaching: 1) to provide abundant teaching resources; 2) to open up an exploratory learning model of interpersonal interaction; 3) to cultivate the ability of empirical teaching and research. With the joint efforts of scholars around the world, the chunk teaching method goes further and further. After decades of research and verification, chunk teaching method as an independent language teaching method has been developed into a popular teaching concept.

Advantages of Chunk Teaching Method

Traditionally, language is viewed as lexicalized grammar, the rules of which generate vocabulary. However, with the development of linguistics, especially corpus linguistics, an increasing number of researchers realize that language output is not a process of being subject to syntactic rules, but that of extracting phrasal units from memory. Linguists, represented by Lewis, considering that language is not composed of lexicalized grammar but grammaticalized vocabulary, advocate the application of chunk in language teaching to improve learners’ language level.

Enhance Students’ Pragmatic Ability

As we all know, sentences are made of chunks. If a learner masters different chunks of the same meanings and functions, he or she will be able to choose the most suitable ones to apply, according to certain language environment, thus, will, to some extent, improve both the sense of language and pragmatic ability.

Strengthen the Fluency, Accuracy and Authenticity of Language Usage

The fluency, accuracy and authenticity of language usage are based on the utilization of different chunks rather than the obedience of sentence and grammatical regulations. If learners can select the most suitable chunks into practice according to different language environment, they don’t need to waste time on forming the correct phrases and sentences, which simplifies the process of organizing words. When it comes to writing, the most suitable chunks are not only the most authentic ones in that they are most fit to the language environment but also the most accurate ones because they are closest to the meaning people want to convey. In terms of speaking, when chunk teaching methods are utilized, several chunks applied to each language environment immediately will occur to the learners in which case they don’t need to think and speak fluently.

Relieve Pressure and Stimulate Interest

The learning of chunks can, to some extent, improve the phenomenon that due to the limited ability of language output, learners fail to know how to express themselves in English, thus, become discouraged and depressed, with their passion gradually fading away. Chunk is the combination of words with certain pragmatic functions, which can be saved and extracted as a whole or reduce the burdens of learners on memorizing every word, one by one. Chunk's convenience and appropriateness provide learners with encouragement and inspiration, alleviate their pressure of language output and stimulate their learning interest, which is instrumental in the formation of a virtuous cycle of English study.

Research Design

Research Questions

1) Whether Chunk Teaching Method (Chunk Recitation) can improve the writing abilities and scores of middle school students? If it works, what are its functions?

2) Whether students' attitudes towards writing have been changed when Chunk Teaching Method comes into play? If changed, what are the specific changes?

Research Targets

This research, targeted at a group of Grade eight students from XX Middle School in Nanjing, Jiangsu Province, People's Republic of China, runs for about twelve weeks, six weeks a period. There are 41 students in this class, 39 of whom take part in the research. In the course of this period, the teachers, as well as the class time and the teaching materials are the same. With the English textbook of eighth grade published by Yilin Press selected as the teaching content, the normal writing teaching method is carried out in the first half of the semester, and the chunk teaching method is conducted in the second half. The after-school exercises and the test of writing expressions are equally important, during which no additional guidance is provided. General comments are made on students' writing so that whether chunk teaching method takes effect in writing teaching in middle school can be tested.

Research Process

In the first six weeks, the traditional writing teaching method will be carried out, and the questionnaire (1) is to be issued in the sixth week (attitudes towards writing, questions about writing and so on). At the same time, the composition test will be launched while the test results and the questionnaire (1) results will be counted and analysed.

In the following six weeks, the experiment will be conducted formally. In the English writing teaching, the teacher will utilize the chunk teaching method to provide various types of input activities and chunks related to the concerning topics so that students can output the chunks they learned in the writing process and consolidate their understanding and application of chunks after writing. Chunk teaching method should be adopted throughout the process of English writing teaching. Similarly, the questionnaire (2) (attitudes towards writing, questions about writing and so on) will be issued in the sixth week when the same composition will be tested, and the test results and questionnaire (2) results will be counted and analysed.

The purpose is to figure out the changes of students' writing attitudes and the problems before and after the implementation of chunk teaching method. The number of collected valid questionnaires is 39. According to the test results, two students were randomly and respectively selected from the high level, medium level and low-level students of the class to take part in an interview which mainly contains the two questions: 1) Does chunk teaching method affect your writing? If so, what aspects affect your writing? 2) What's your opinion on the improvement of chunk teaching method?)

Data Analysis and Comparison

The Two Questionnaires

There are 18 questions in the questionnaire (1), question 1 and 2 are regarding general questions; questions 3 to 8 are about writing attitudes; questions 9 to 11 are concerning writing difficulties; questions 12 to 14 are in the matter of the methods of improving writing; questions 15 and 16 are respecting the basic questions of chunks; question 17 is with regard to writing methods; question 18 is about writing teaching methods.

There are 15 questions in the questionnaire (2), questions 1 and 2 relate to general questions, questions 3 to 8 touch upon writing attitudes, questions 9 to 11 involve writing difficulties, questions 12 to 14 deals with the methods of improving writing, question 15 refers to writing methods.

The results of the questionnaire (1) and questionnaire (2) are shown in table 1:

Table 1. Data Summary of Questionnaire (1) and Questionnaire (2)

General Questions	Question Number	Choices/Number of Students (Before the experiment)					Choices/Number of Students (After the experiment)				
		A	B	C	D	E	A	B	C	D	E
	1	19	20				19	20			
	2		39					39			
Writing Attitudes	3	4	4	21	10		10	14	10	5	
	4	4	8	23	4		8	12	13	6	
	5	7	16	12	4		11	19	8	1	
	6	2	25	12			22	12	5		

	7	12	6	14	7		18	6	10	5	
	8	2	3	26	8		2	5	10	22	
Writing Difficulties	9 (Multiple Choice)	25	20	17	17	25	17	26	23	15	18
	10	4	12	15	8		2	7	19	11	8
	11	21	5	5	8		12	8	7	12	
Methods of Improving Writing	12	4	19	6	10		10	9	12	8	
	13	11	17	7	4		12	20	5	2	
	14	13	13	8	5		15	10	4	10	
Basic Questions of Chunks	15	3	8	19	9						
	16	30	26	16	13						
Writing Methods	17	4	7	15	13		7	18	8	6	
Writing Teaching Methods	18 (Multiple Choice)	17	25	20	24		22	25	30	16	

Through the analysis and comparison of the data of questionnaire (1) and questionnaire (2), it is clear that: Before the experiment, 8 students claimed they were absorbed in English writing, while 31 students declared that they were not keen on it very much. After the experiment, the number of students fond of writing rose to 24 while the number of students not so caring for writing relatively descended to 15.

Before the experiment, there were only 12 students satisfied with their writing levels, while 27 students were not satisfied with their writing levels. However, after the experiment, the number of students content with their English writing changes to 20, while the number of students not satisfied with that turned into 19.

Before the experiment, 23 students were eager to improve their English writing levels. After the experiment, the number of students willing to make progress in this field altered from 23 to 30.

Before the experiment, a few students viewed the extra accumulation outside class as a way to advance, whose exact number was 2. However, after the experiment, the number of students who accumulate regularly and routinely significantly increased to 22.

Before the experiment, students writing a composition in English every two weeks had a majority. But after the experiment, those who write an English composition each week increased sharply to 18, while those who write once every two weeks were less than the former.

Before the experiment, only 8 students held an optimistic attitude towards English writing, but after the experiment, the number of students who believed writing was difficult decreased while the number of those who thought English writing was easy increased on a large scale (22). From the analysis of the questions 3 to 8 on attitudes towards writing, it is clear that after the implementation of chunk teaching method, an increasing number of students began to fall in love with and make headway in English writing, with unwavering confidence and strong will. To facilitate this, more and more students begin to increase their regular accumulation and their frequency of practicing English writing. That is to say, after the implementation of chunk teaching method, students' interest in English writing increased to a great extent.

Before the experiment, 25 students assumed that English writing was difficult due to its vocabulary, phrases and sentence patterns, while 17 students believed it was difficult in its grammar and content. After the experiment, the number of students laying emphasis on words, phrases and sentence patterns plummeted, while the number of students paying much attention to grammar and content slightly soared.

Before the experiment, quite a few students (16) often showed an inadequate use of words and sentences, but after the experiment, the students inadequately utilizing words and sentences obviously grew in number or quantity.

Before the experiment, there were 21 students thinking that insufficient vocabulary was the biggest problem in English writing, only 5 students reckoning grammar should be the key issue, and only 13 students viewing that the most difficult problem lied in the layout and topic development. However, after the experiment, the number of students who thought that their vocabulary was not enough has declined dramatically, and the number of students who believed that the layout, topic development and grammar problems were larger problems increased relatively. Hence, the analysis and comparison of the questions 9 to 11 on writing difficulties obviously demonstrates that after the implementation of chunk teaching method, most of the students' writing difficulties showed a considerable deviation. They no longer attributed the difficulty of English writing to insufficient vocabulary and inadequate use of words and sentences in their writing, nor did they hold the view that the biggest problem in English writing rested with vocabulary. Instead, they began to believe that the layout, topic development and grammar outweigh vocabulary in English writing.

Before the experiment, there were 29 students improving their writing levels through listening to the explanations and comments from their teachers and watching American TV series, only 10 students increasing their writing levels through reading authoritative English magazines, in which case the number of the latter is really small compared with that of the former. However, after the experiment, the number of students making progress through reading original English books increased sharply.

Before the experiment, 11 students were indifferent to English writing and felt it unnecessary, but most students were eager to improve their English writing levels. After the experiment, the number of people willing to strengthen their English writing rose up to 32.

Before the experiment, 13, 13, 8, 5 testers respectively thought that reciting words and phrases, practicing writing, discussing among classmates and strengthening extracurricular reading can effectively solve the problems in writing. After the experiment, the number of reciting words and phrases were changed into 15; that of practicing writing descended to 10; the changes in the number of strengthening extracurricular reading was consistent with the former two conditions; that of discussing among classmates was reduced to 4. That is to say, the analysis of the above questions 12 to 14 on improving writing methods shows that after the implementation of chunk teaching method, more and more students aspired to improve their writing levels, and started to carry out extra-curricular accumulation, such as practicing writing, strengthening reading outside the class, reciting

words and phrases, etc.

Based upon the analysis of questions 15 and 16 of questionnaire (1), it can be inferred that there were only 11 people knowing what chunks were. However, there were nearly 28 students who didn't know much about chunk, some of whom even never heard of it. The number of students regarding chunk as word was 30, besides which a great many students (26) held the view that chunk was simply composed of words and phrases. However, only 15 students believed that chunks were made of words, phrases and sentence patterns. It was vividly shown that before the implementation of chunk teaching method, they didn't form a deep understanding of chunks and lacked a systematic comprehension of chunks. Therefore, it is necessary to carry out and promote chunk teaching method among middle school students so that they can have a deeper and more multidimensional understanding of chunks, and thus strengthen their English writing ability and levels.

Before the experiment, the number of students reciting relevant words, phrases, sentence patterns and templates according to different topics and using them in English writing was only 7. Let alone apply them to writing, because the number of students who recited the relevant words, phrases and sentence patterns was very small and some of whom even did not know what a template was. However, after the experiment, the number of students reciting relevant words and phrases as well as sentence patterns and templates according to different topics increased sharply to 22 and the number of students reciting them and applying them to English writing rose in an equal proportion. That is to say, according to the comparison and analysis of question 17 in the questionnaire (1) and question 15 in the questionnaire (2), it can be seen that after the utilization of chunk teaching method that students formed the habit of actively reciting relevant words, phrases, sentence patterns and templates according to different topics. They gradually and actively started to input, collect and accumulate chunks of relevant topics and offered themselves the chunks to be used in English writing.

Before the experiment, the teaching method remained the traditional writing teaching method, namely, scene teaching, explaining the model text, and brainstorming. During the process of experiment, scene teaching, brainstorming and explanation of related words, phrases and sentence patterns were the main parts, in which case only after the students finish writing can they be given the explanation of model text. Through the comparison of the scores of writing the same topic, it is evident that the average score of the students after the experiment was superior to that before the experiment, and that from the individual perspective, everyone made some progress more or less. After the implementation of chunk teaching method, students really experienced a remarkable change, successfully output the input chunks into English writing, and made great and dramatic improvements.

To sum up, the results of the two questionnaires solved the two problems, the first of which was whether there was any change in students' writing attitudes before and after the implementation of chunk teaching method, the second of which was what were the specific changes if question 1 came true? It can be concluded from the data analysis that chunk teaching method exerts a positive role upon improving the English writing levels of the middle school students in China. Chunk teaching method can not only greatly stimulate students' interest in

English writing, but also make students spontaneously practice English writing and actively carry out extra-curricular accumulations.

The Interviews

The interviews focus on two topics: (1. Does chunk teaching method affect your writing? If so, in what aspects? 2. What's your opinion on the improvement of chunk teaching method?)

All of the six interviewees claimed that chunk teaching method (chunk recitation) was of great advantage to the English writing, and that highlighting chunks in writing teaching could help themselves actively accumulate relevant chunks of the same topic or theme, thus conduct chunk input, and lay a good foundation for chunk output. The specific performances were as follows: 1) During the period of writing, they first recalled the relevant chunks of the same topic accumulated by themselves, screened out and used them properly and accurately. 2) They paid more attention to the cohesive chunks to make their writing structures clearer and their contents more organized. 3) They made their writing expressions richer and more diverse, rather than the repeated utilization of the same sentence patterns, phrases or words. 4) They were no longer afraid of writing, but more and more interested in English writing.

At the same time, the students were not only not limited to passively receiving education, but also actively put forward constructive suggestions for chunk teaching method. They hoped that teachers can infiltrate chunk teaching method and increase the frequency of the utilization of chunk teaching method in the writing teaching, and that teachers may increase the relevant introduction and explanation of proverbs in writing teaching and expand their minds through brainstorming while utilizing situational teaching method. Furthermore, more activities can be set to attract their interest, enrich the content of writing teaching and promote the quality of chunk teaching method. Last but not least, a section of reading can be set to help them understand the use of some difficult and important chunks. To sum up, the six students interviewed confirmed the effectiveness of the teaching method of chunk recitation in English writing teaching in China's middle schools, which is a combination of chunk teaching method and traditional English writing teaching methods. They believed that chunk teaching method can improve the level of English writing, stimulate the enthusiasm, positiveness and initiative of English learners, increase their interest in and confidence of English writing.

Result of the Research

The topic of the same topic writing was campus life. The writing time was 20 minutes and the full score was 15 points. The whole process was supervised by the teacher who did not make any tip or comment on the composition. The students were not allowed to refer to books, look up dictionaries, talk to each other or conduct other illegal operations. Once any cheating behaviour was found, the students involved were not allowed to continue to participate in the experiment. One time, before the experiment; the other time, at the end of the experiment.

Through the comparison of composition (1) and composition (2), it was apparent that the average score of composition (2) was much higher than that of composition (1), up to about 1.2 points. The number of students between 12 and 15 turned from 19 to 27, which was a tremendous variation. What's more, nearly all of the students' score of composition (2) was, more or less, higher than that of composition (1). Nevertheless, there were exceptions. For instance, a student named XX got 14 in her first composition, but she only got 12 in her second composition. However, the student who made the biggest progress was XXX, whose first composition scored 9 while his or her second one was 14.

Furthermore, when it comes to the expressions in English writing, all the students made great progress in English expressions which changed from the simple repetition of words and phrases at the beginning to the diversified, accurate and authentic expressions of the same meaning at present, from the previous utilization of a single sentence to the diversified use of various sentence patterns at present, such as complex sentences, various connectives and conjunctions, some simple clauses and even quotations. Among all the students, the most typical one was a student called XX, whose first composition read that "we work hard every day to get a good score", while his second composition read that "as a popular saying goes, 'reading thousands of books is the same as traveling thousands of miles', it is important for us to work hard every day to pursue our final goals", which showed his great progress in English writing. As a matter of fact, it is not uncommon to see examples that were the same as or even better than him.

To sum up, through the analysis and comparison of composition (1) and composition (2), a conclusion may be drawn that before and after the implementation of chunk teaching method (chunk recitation), students' English writing levels has shifted significantly, with their language expressions improved at least one level. After the contact with the chunk teaching method, the students would no longer be bothered by the lack of words and sentences to use because they have established their own chunk library which enable them to make the most appropriate choice.

Conclusion

In summary, chunk teaching method can more or less improve students' English writing ability in middle schools in China. The findings of the experiment provide reliable references for the English writing teaching in middle schools, and the improvement of students' English writing levels and their comprehensive English competences.

Notes

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