# Strategies for Improving Chinese Writing Exercises of Senior Grade Students in the Primary School of the Yi Ethnic Group

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## Abstract

There has been a strong consensus among previous researchers that first language interferes with second language acquisition. A limited number of studies have been conducted to examine this interference in writing Chinese. Chinese writing exercises for primary school students of the Yi ethnic group in rural areas tend to encourage students to incorporate their native language habits into Chinese writing practices. This enables students to apply modern Chinese word order to the Yi language paradigm. Consequently, they are prone to grammatical errors, word order errors, and collocation errors in their compositions. This study focuses on elementary school students' writing abilities in order to alleviate their fears associated with Chinese writing. It also assists them in grasping the second language writing paradigm, and enjoying writing. In addition, by analyzing the composition errors of the students in the corpus, we propose some practical recommendations from three perspectives: educators, students, and institutions. These recommendations will enhance language and writing education within ethnic communities through theoretical and practical strategies.

**Keywords:** Chinese writing; ethnic communities; first language interference; language acquisition; writing errors

## 1. Introduction

Second Language Acquisition (SLA) refers to acquiring a language other than one's mother tongue [1]. The

study of Second Language Acquisition (SLA) as an independent discipline was most likely formed in the late 1960s and early 1970s [2]. The research on second language learning has steadily advanced over several decades [3]. Since the twenty-first century, the scope of the study of second language acquisition has been considerably broader than in the 1970s and 1980s, encompassing various elements such as linguistics, psychology, psycholinguistics, pragmatics, sociolinguistics [4]. Even though second language acquisition research has advanced significantly, most studies have focused on acquiring English as a second language. The bulk of research has been conducted in English-speaking nations, with higher education students serving as learners in many cases [5].

"None- and low-literate language learners and others from isolated and often ignored communities who are often excluded from social science research" [6]. In contrast to previous studies on SLA that focused on English as the target language leading to monolingualism, this study on SLA breaks down the generalization of findings obtained in English as a second language and focuses on the second language acquisition of students in minority populations. Based on a comparison of Chinese and Yi language and cultural differences, as well as using corpus analysis to analyze the Chinese writing of senior students from the Yi ethnic group in primary school, the authors concluded that upper-grade primary school students of the Yi ethnic group typically had a Chinese writing skill level below the medium level. There were a few suggestions that were offered by teachers, students, and schools in response to this issue. The focus of this paper is on the role of the teacher's corrective feedback and the learner's cultural background in the acquisition of a language. It also emphasizes the students' subjectivity and initiative, in order to overcome the deficiencies of the contrastive analysis hypothesis and the error analysis. This study broadens the field of second language acquisition, contributes to the understanding of second language acquisition in the Sino-Tibetan language family, and provides useful advice to those learning languages in impoverished and minority communities.

## 1.1 Difference between native language acquisition and Chinese language  acquisition among primary school students of the Yi ethnic group

Primary school students acquire Chinese in a different way from the Yi language. The native language is the initial linguistic response system for human thinking activities and is established in the absence of any other language system [7, 8]. Language and culture cannot exist without each other [9]. Yi children acquire the Yi language under the baptism of Yi culture. Therefore, children develop the Yi language as a kind of immersion language acquisition activity, which is more reflected as an unconscious cognitive activity, whereas students' learning of Chinese is established under the condition that their native language system is already established and their thinking ability is already formed.

Yi and Chinese have different language habits. It can be confusing to describe things since the sentence structure of Yi is "subject-object-predicate," with the verb usually placed at the end, in contrasts with the sentence structure of modern Chinese, which is "subject-predicate-object." As a result, pragmatic errors are more likely to occur in the process of converting the Yi language into Chinese.

Even though Yi and Chinese belong to the same Sino-Tibetan language family, there are differences in writing styles between the two [10]. The evolution of the Yi script is like that of Chinese characters, and both share the same figurative qualities. However, the strokes of Yi are more concise than those of Chinese characters, consisting primarily of pictograms, ovals, and semicircles [11]. Because of their abundance and simplicity in quantity and design, Yi characters are simple to master. Students may adapt their acquisition of Yi characters to their learning of Chinese characters since the Chinese script contains complex strokes with its radicals, making it more challenging to acquire [12].

## 2. The current status of Chinese writing exercises for the upper grades in Yi ethnic primary schools
### 2.1 The Chinese writing ability tends to be lower-middle level

Writing abilities are mainly reflected in collecting materials, organizing materials, refining, and processing, using language, and accumulating reading [13]. Based on existing research, the author designed a writing ability scale for upper-grade elementary school students of Yi nationality to measure students' writing skills and established six dimensions of writing ability in the writing assessment scale: examination, conception, material selection, composition, expression, and revision [14]. According to the author, students' mastery of composition abilities was low, mainly due to the following difficulties.

Firstly, there is an inability to interpret the questions. Students find it challenging to read and comprehend questions that are more sophisticated, even though the proper rate of questions in the examination ability part is higher than the other parts. When students completed the scale, they did better on the previous questions because they had just started to do it. However, as the difficulty and complexity of the questions increased, students' ability to solve the assessment decreased.

Secondly, the next problem was a lack of logical reasoning. The test paper contains a few sequencing questions presented in an unorganized and confusing manner. Several events must be arranged logically in order to answer

these questions. It was found that most students were unable to answer these questions correctly. They could, however, only list the first two to three events in the proper sequence.

Thirdly, the students' abilities to structure language are inadequate. In order to write a composition, the subject must use language and words in order to express their opinions about actual events in an explicit manner. The author discovered that even though students possess substantial oral expression skills, when it comes to writing, they often struggle to get started, engaging in behaviors such as scribbling or making up stories unrelated to the topic.

## 2.2 The most common areas of error in Chinese writing

It is an experiential activity that allows students to do exercises in composition with the words and characters they have learned while measuring their natural language learning abilities. At present, compared with the lower grades, the upper grades have more significant problems in the primary school stage. The problem of students' composition errors is more prevalent in the upper grades in elementary school due to the increased demands and difficulty of writing compared to the previous two grades, as well as the length of the required composition, which is a process of moving from words to sentences and then to articles.

The composition corpus is the best source of information to demonstrate a subject's capacity for strong expression as well as the different phenomena and issues it highlights [15]. The author selects the example compositions based on the assessment scale to conduct a survey on the students' writing examples in order to analyze the students' specific writing errors better. From the collation of the corpus and the statistics of the results, it can be seen that the distribution of students' errors is concentrated, and the errors are highlighted, mainly in the aspects of writing errors, wording errors, grammatical errors, punctuation errors, etc. The results of the proportion of each part are shown in Table 1 below.

Table 1：Percentage of the frequency of each type of writing error in the corpus
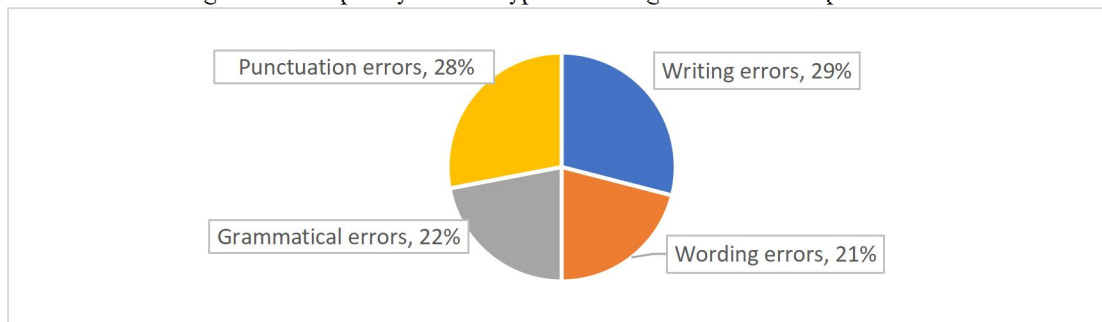


## 2.3 The manifestations of errors in Chinese Writing in the Senior Grades in the Primary Schools of the Yi ethnic group

Based on the theories related to the standardization of the Chinese language and writing terms in "Modern Chinese"[16], the author divides the corpus into four parts of idiomatic errors and then focuses the perspective on each of these minor points, allocating the four types of errors manifested in them into ten kinds, among which the students' writing errors are mainly displayed as wrong words and aliases; punctuation errors are primarily manifested as inappropriate use and missing punctuation marks; grammatical errors are mainly realized as improper collocation, defective components, and structural confusion; students' wording errors are especially manifested as improper use of words, unclear ideograms and mixed dialect words.

### 2.3.1 Writing errors

Chinese characters are ideographic, combining sound, shape, and meaning as a single entity. Each character can convey meaning, therefore adding one stroke or less will result in the production of a different meaning, diluting the original flavor and departing from the intended word meaning. Misspelled words that often appear in students' compositions

*撒娇---撒（姣），施肥---（湿）肥，犹如---（有）如，梳头发---（疏）头发。泼水---（波）水，一股味---一（骨）味，有的---（又）的，那棵树---那棵（村），站起来---（战）起来，经常---（径）常，翠绿---（卒）绿，青蛙---（蜻）蛙，礼物---（理）物，无价之宝---无（介）之宝，已经---（己）经，这下子---（着）下子*

In the research, the author discovered that most students' writing was not uniform and that the scrolls had various degrees of scrawling and blurring. Due to the numerous strokes and intricate components of several Chinese characters, many students found it difficult to recall them. As a result, they frequently simply wrote half of a word, substituted pinyin for some characters, or they randomly put words together. It is clear from the students' writing errors that many of them are not proficient in mastering words and phrases.

### 2.3.2 Wording Errors

Words are the smallest sounding and meaningful units of language that can be used independently. The use of words is related to the correctness of sentence writing and the completeness of the meaning to be expressed. The students' wording errors in this study are primarily seen in their wrong word choice, imprecise ideograms, and made-up terms.

树是无比鲜美。

*The trees are incomparably fresh and delicious.*

The student is attempting to express the lushness of trees and the beauty of nature. However, it is improper for her to use the words fresh and delicious in this context.

我对她说："啊莫啥，没关系的，你下次多注意就好了"。

*"A mo sha, it's okay, just pay more attention next time," I said to her*

When sorted through the corpus, the author found that students commonly include such interjections of mother tongue in their writing, which will be misinterpreted by other readers who do not know the word. In this example, the student made the mistake of incorporating the Yi language into her writing. The word "a mo sha" is a word used in the Yi language to express pity and sympathy for the other person. Readers unfamiliar with the term may misconstrue this.

"过了一五分钟我不笑了"，"妈妈让我拿来二根绳子"，"家里来了一二个人"

*"I stopped laughing after one five minutes."; "My mother asked me to bring second ropes."; "One two people came to the house."*

For example, sentences such as "one five minutes, second ropes, one two people" and other improper use of number words are the most frequent phenomenon among students in the inappropriate use of words, which can be seen in almost every student's composition. In addition to the above example, the phenomenon of students mixing measure words like "piece, item, bit, bar, drop, slice" and other quantifiers, as well as auxiliary words like "may, would, might" and "it, he, she" and other pronouns, shows that students are relatively shallow in their word knowledge and do not correctly understand what each represents, thinking that they all mean the same thing. Therefore, once the words are pronounced with one sound in oral, they are used indiscriminately in writing.

### 2.3.3 Grammatical errors

Grammar is the key to writing good essays [17]. Primary school students are often exposed to grammar knowledge in their daily writing, mainly the fundamental lexical and syntactic knowledge, which is relatively basic compared to secondary school, especially to grasp the essential components of sentences and learn how to match and utilize them. The common grammatical mistakes in students' writing: missing components, improper collocation, and confusing structure. Missing components, improper collocation, and confusing structure are the most frequent grammatical errors in students' writing.

"春天时，就已经结了果，一个个的都绿油油的，可爱极了；身上有许多毛，像是穿着棉衣，难道它们不怕热吗？"

*"In spring, have already borne fruits, each one of them is green and lovely; have many hairs on their bodies, as if are wearing cotton clothes, are they not afraid of heat?"*

The majority of students frequently write sentences like this one without a subject. In this example, although the possessive pronoun "they" appears in the second half of the sentence, the whole sentence is not clear enough and does not have a specific point, and it has a tail without a head. In addition, both clauses are the same object, and the students did not realize that they had written sentences without a subject. This suggests that students continue to struggle with figuring out what the subject is and who the action's performer is.

"把不会的去请教别人，把不懂得给克服"

*"What you don't know ask others for advice, what you don't know overcome."*

This type of verb-object position interchange is a regular phenomenon perpetrated by students and should be altered to "ask others what you don't know for advice " and "overcome what you don't know ".

"它的美丽时刻浮现在我眼前"

*"Its beauty surface to me at all times."*

The first is that the subject is not clear, what is beautiful is not clearly explained, and the second is that the collocation is inappropriate, "beauty" and "surface" cannot form a subject-predicate relationship. The students' writing errors of improper collocation are mainly the above three, which are problems that teachers should pay attention to and solve in the later stage of teaching.

### 2.3.4 Punctuation errors

Punctuation is used to indicate the pause, the tone, or the nature of the words. The author classifies punctuation errors into two categories: wrong punctuation and missing punctuation, and punctuation errors are also more

common in students' exercises.

> **"它还可以逗弟弟妹妹们高兴呢？"**
>
> *"It can also amuse the younger siblings?"*

It is clear from this example that the student could not tell the difference between a declarative sentence and a question and therefore used a question mark at the end when a period should be used at the end of such a declarative sentence.

> **"啊，一个字，爽。" 与"我爱家乡的桃子啊。"**
>
> *"Ah, just one word, cool." and "I love the peaches in my hometown."*

Students frequently employ exclamatory phrases in their writing to convey their emotions, but when utilizing punctuation, they just to use commas and periods instead, which has to be rectified.

> **"我给它取了个名字叫，星碎。"**
>
> "I gave it a name, Star Crush."

Students were also unaware that they needed to use quotation marks to show that they were working with terms that referred to something specific, such as "Star Crush," which the student gave the doll and has to be put in quotation marks.

> **"这只兔子可有一点不一样不一样的是这只兔子有一个花纹那个花纹在兔子的头上有一个小梅花。"**
> ⑤**"我家芒果地因为我爸爸花了些时间来给芒果施肥浇花等。"**
>
> *"This rabbit can be a little different the different is that this rabbit has a pattern that pattern has a little plum blossom on the rabbit's head." "My mango field because my dad spent some time fertilizing the mango and watering the flowers."*

The sentence structure becomes distorted when students just put a period at the end of lengthy sentences like the one above and terminate the sentence without a stop or break in the middle. The students have a significant shortcoming in wording and sentence formation, and their writing, together with the disorderly use of punctuation marks, makes the overall composition look poor and irregular.

In conclusion, the author discovered through sorting that students' errors were varied, including irregular writing, unclear topics, unknown contents, confusing structures, improper word order, and non-standard composition exercises are more challenging than those in other parts because they demand students to organize their knowledge into a logical essay with complete sentences. Paragraphs composition exercises are more challenging than those in other parts because they require students to organize their knowledge into an analytical essay with complete sentences and paragraphs. Students' linguistic proficiency is lacking, and most of them have not mastered the skills and methods of writing; their attitudes and attention to writing are not enough.

3. **Analysis of the Causes of Errors in Chinese writing in the senior grades in the primary school of the Yi ethnic group**

Composition exercises are more challenging than those in other parts because they demand students to organize their knowledge into a logical essay with complete sentences and paragraphs, so it tests students' comprehensive ability. Based on this study, the author believes that the current prominence of writing errors among senior Yi students in rural areas is mainly attributed to the following aspects.

3.1 **Insufficient instruction on teachers' methods of writing exercise**

The teacher serves as the students' guide as they gain new knowledge. "The function of the teacher is to activate students' innate potential for autonomous behavior and direct it toward the goal of language learning." [18] For primary school students, building an essay with a specific structure requires a variety of approaches and skills, which the teacher must teach and instruct. As a result, it is critical to identify whether the teacher's teaching strategies are effective and applicable to the student's writing. The current rigidity of teachers' writing instruction approaches and the dearth of good appropriate advice may be seen quite obviously in the following.

There is a paucity of creativity in teachers' writing instruction. Writing is thought to be dull, yet the author notices that there is limited interaction between teachers and students throughout the educational process. Additionally, teachers' pay little attention to being student-centered, lack heuristic teaching techniques, and their direct teaching style is not conducive to the students' compositions. It is common for template teaching strategies to lead students to the same topic and direction repeatedly, thereby limiting their creativity and novelty. The author discovered a strong homogenization of student assignments in the corpus collection and that students lacked independent thought.

The professional capabilities of teachers need to be enhanced. After the new round of urban and rural planning, the original high-quality teachers, and students for schools in rural areas have moved to urban areas. Now, teachers are mainly transferred from smaller villages, with relatively backward educational resources and levels, and few

students, most of whom live in nearby towns, with a weaker foundation for students, and teachers are constrained by their own professional ability in some writing skills and methods themselves. The teachers are constrained by their professional capacity in some writing skills and techniques.

The teacher's teaching program is not reasonable. According to "Chinese Curriculum Standards for Compulsory Education," in-class composition exercises in the upper grades of elementary school should be completed roughly 16 times per academic year. The author discovered that the average number of writing exercises given to senior students in some rural Yi communities is just approximately six every semester. Apart from the required writing, very few students develop the practice of writing weekly notebooks or diaries, and they typically do not have the habit of collecting excellent words and sentences. Therefore, students' free writing is almost absent. Nevertheless, teachers contend that as long as students can recognize words, form words, and recite texts, they can make progress in their writing abilities. Therefore, teachers should pay attention to students' writing and take proactive steps to tackle students' problems. Moreover, teachers' instructional strategies and their awareness of the importance of students' writing need to be developed.

### 3.2 Insufficient interest among students in composition exercises

"Without student motivation, there is no pulse; there is no life in the class."[19] Currently, most students are unmotivated and terrified of writing assignments. The author identified two factors that contribute to students' lack of interest in writing: first, they believe the task is too challenging, there is nothing to say, no words are available, they are unable to write, and they are engaging in self-denial; furthermore, that their dislike of composition writing is influenced by the teacher's evaluation. Students' enthusiasm for the exercise rapidly wanes due to certain teachers' inappropriate wording and evaluation methods, which give the impression that they are reluctant to compose and have unconfident psychological performances [20]. When organizing the student corpus, the author discovered that the students' composition papers were not organized and that they frequently blackened their writing with circles rather than using the proper correction symbols when they could not write or realized that they had miswritten something. Additionally, the author found that senior Yi students in rural areas frequently have scribbles and illegible handwriting, which suggests that students' current interest in Chinese composition is poor.

Negative transfer of native language exists when students learn the Chinese language. For Yi students, it is unconscious to bring their native language habits into their writing to make mistakes in language use [21] and they tend to substitute some of the function words and prepositions they usually talk about into modern Chinese in their compositions. Some scholars have analyzed that since students' linguistic rules of mother tongue and cultural factors are acquired since childhood and have become their way of thinking and behavior, which can conflict with Chinese when they are learning Chinese. The native language of Yi students sometimes affects their expression in Chinese. Learners manipulate both languages at the same time, and because of the imbalance between the levels of the two languages, learners use their native language to think and organize their language during the writing process in Chinese. When students come across words and phrases they do not know how to write. They first mentally translate them into Yi before writing them down in Chinese, which causes them to replace some native terms in their compositions unintentionally.

Outside of class, students do not even read enough. Students learn good words and phrases via efficient reading, which is highly beneficial to enhance their writing skills.[22] Reading is the foundation of students' writing. However, the current phenomenon of extracurricular reading for Yi students in rural areas is that the reading materials become decorative, the quality of the reading is limited, and the category of the reading is single. This phenomenon becomes the leading cause of the students' poor ability to compose words and sentences and insufficient reading comprehension. All these reasons will indirectly lead to the students' mistakes in writing.

### 3.3 The limited language learning environment for students

The language environment has a vital role in the process of language acquisition. [23] As a virtual environment, it has a subtle influence on the subject. "The most-immediate environmental effect on language pertains to the frequency of language use."[24] When students are placed in a fixed linguistic and cultural environment, they are unconsciously influenced by the language and culture and thus internalize, consciously or unconsciously, the experiences and knowledge they are exposed to in the inherent linguistic and cultural environment into their own thoughts and behaviors.

Considering lacking a reading environment, the author believes that it is mainly reflected in two points. One is that the school library is not open regularly. Although the library is set up, the door is often closed, and there is no unified teacher in the management. The library is set up in the form of a virtual, not correctly used; secondly, the school collection of books is small, does not meet the interests of students. There are not many categories of books, and students' feedback that the books inside are not interesting to read. Additionally, due to the limited area, students are only able to borrow books and read them later because there is nowhere for them to sit and relax. In addition to

the ineffective use of the school library, the author noticed that each classroom has a reading corner at the back, but the bookshelves are empty; and some are used to put music, art, language, and math textbooks directly; occasionally, there are one or two books distributed by the school, such as the Three Character Classic, Thousand Character Classic, and other national education materials; and there are hardly any composition books. Fairy tales and fables that students are interested in are much harder to find than reading materials connected to composition.

Students are vulnerable to interference in a particular language environment. Native language transfer is inevitable in second language acquisition. Learning a second language might be hindered by the negative transfer of a native tongue. A student's language ability is very often determined by the language environment in which they are placed. Yi language combined with Chinese is a typical form of communication for ethnic minority students, and this kind of communication will be consciously or subconsciously brought into their writing while they are studying, which is likely to result in language mixing and writing errors. In the field survey, I learned that the student's use of language communication is mainly in Mandarin at school, supplemented by Yi and local dialects; at home, they mainly use Yi, augmented by local dialects and vernaculars; and they mainly use Yi and idioms when interacting with friends. The youngsters spoke Mandarin well but with accents and non-standard intonation; also, they chose to speak the regional dialect over Mandarin. The essay that the students wrote also revealed how their mother tongues and dialects had an impact on their linguistic thinking.

## 4. Detection and correction of Chinese writing errors

It has been suggested that the following three aspects should be taken into consideration in order to convince primary school students to eliminate their fears, accept a second language writing paradigm, and enjoy writing.

### 4.1 Teachers: Innovate teaching methods and improve Chinese language teaching ability

The teacher serves as a guide for students' learning, and their perception of things is influenced by their teachers. Students and teachers alike suffer from the dull, template-based, and rigid writing teaching approach.

#### 4.1.1 Strengthen the guidance of students' writing skills and cultivate students' good writing habits

Primary school students' mastery and use of writing strategies is an integral part of the goals of primary school Chinese teaching. The application of writing skills is an essential reflection of students' own abilities and is an important way for primary school students to complete their writing. In composition classes, the author found that teachers only cursorily mentioned the basic knowledge of writing skills but did not involve instructing students to choose materials, group materials, and ideas, which often led to students cannot find words to write, so teachers should provide effective guidance on writing strategies. For instance, in terms of students' abilities to analyze a topic, examining a topic requires carefully reviewing the essay title, which serves as the basis and anchor for creating a successful essay. Many students make mistakes right away after looking over the topic, and teachers should encourage their students to carefully study the words in the assigned topic in order to clarify the central themes of the writing, ascertain the meaning of the topic, determine the genre of the essay, confirm the writing's scope, etc. Students can gradually establish good writing habits, and the phenomena of writing errors can be successfully reduced with proper writing strategy assistance.

#### 4.1.2 Using Yi folk literature as scripts to develop lifestyle resources for the Chinese writing exercise

These youngsters in remote places cannot find words or materials to express themselves since several current composition subjects are difficult for them to grasp. By picking topics that give students a sense of participation and inspire them to write, teachers may construct and design some writing theme exercises that are suited for the ethnic region. Due to the unique features of the region, the ethnic culture is vital in the rural Yi ethnic group, and because it is their native culture, students there will have a stronger feeling of self-identification and be less likely to detest or refuse to engage in it. Students might write about traditional Yi festivals, costume culture, cuisine, and other themes that attract them to improve their descriptive writing skills. Likewise, creating unique ethnic culture resources might help students get more perspective. Even if they can't see or feel the affluence of the outside world, students may write well about their experiences in a simple rural area with straightforward folk customs. When creating writing-themed exercises, teachers can consider real-life experiences to help them contemplate themselves and keep an eye on their surroundings in order to improve their capacity to comprehend and communicate with the world.

### 4.2 Students: correcting attitudes and enhancing interest in the writing

In addition to the teacher's own practice, the author believes that the students themselves should also actively exert their own initiative and find reasons for themselves.

#### 4.2.1 Develop subjective initiative and good writing habits

Students need to develop good writing habits. Good writing habits are crucial since they show a person's quality, style, and even humanism. Missing strokes are a major contributor to students' misspellings. Thus, it is crucial for them to practice excellent writing habits and pursue neat and standard writing. In order to understand the nuances of Chinese, students should pay close attention to the writing style and frame structure of several typical articles. Secondly, develop a good habit of self-revision. Take control of your writing by taking the initiative to edit your own

work.

### 4.2.2 Taking teachers' comments seriously and dealing positively with writing errors

According to Mr. Ye Shengtao, it is "futile" for teachers to mark up their students' writings; instead, they should be concentrating on how to help students revise their essays more effectively on their own. Students might be reminded to discover the errors and issues by the teacher's comments. Though, few students pay heed to the teacher's corrections, and many of them have a lax attitude. The students should read and modify their writings after receiving the teacher's comments, in addition to thinking about the language they used and the words they chose. Many writing errors committed by children are repeated, and many of them go uncorrected.

### 4.2.3 Cultivate good reading habits and accumulate good words and sentences

A language is a tool of expression and a carrier of ideas. Without the foundation of language accumulation, improving the level of composition will only seem in vain. Therefore, in language teaching, we should focus on language accumulation as the key point of guiding students to learn language and practice composition, and take effective forms and measures to help students read and accumulate beautiful words and sentences. In addition, increasing the daily practice of composition can lay the foundation for effectively improving students' essay.

### 4.3  Schools: Providing a platform for progress in language and literacy education

### 4.2.1    Optimize teacher training methods and provide professional knowledge training for teachers

The progress of education cannot be achieved without the construction of a high-quality and professional teaching force. In response to the problem of teacher training, many researchers have proposed corresponding countermeasures from different perspectives. Some researchers believe that we should establish an integrated system of pre-service training and in-service training in teacher education [25]. It will improve the lifelong learning system for teachers, make full use of the "Internet+" revolution that is in full swing, and adopt various forms of fulltime intensive learning, job shadowing, distance learning online, counterpart support, and inter-school exchanges to promote education It is essential that the current teacher training be practical and effective [26]. Although theoretical knowledge is crucial, many teachers' actual competencies are what deserve our attention. As a result, the author argues that the first step in teacher training should be to combine sufficient research with targeted instruction and to strengthen the teacher training process in accordance with the local circumstances and unique characteristics. Second, when the elite teachers are rotating to rural schools, it is essential to integrate educational resources, fully utilize the teacher rotation system, enhance collaboration with the local teaching force, and learn from the other's professional expertise, which will allow them to facilitate mutual learning.

### 4.2.2    Introducing the "Internet+" Chinese character etymology Literacy Learning Model to Promote Students' Chinese Learning

After analyzing the corpus of students' exercises, the authors found that students' errors in writing Chinese characters were more prominent in their learning of Chinese characters, which reflected their difficulties in learning Chinese characters. Regarding the method of learning Chinese characters, the etymological literacy method is more successful. For students to intuitively understand how the characters they are learning came to be and what they mean, the etymological literacy method involves tracing the history of Chinese characters and then using multimedia technology to create a cultural context to demonstrate the origin of Chinese characters and their evolution. [27] The use of multimedia for etymological literacy can maximize the efficiency of literacy teaching and stimulate students' interest in literacy. Professor Tu Tao first proposed the multimedia method of etymological literacy, which is a method of using a multimedia technology platform to reproduce the original context (original situation) in which the ancients created characters, starting from tracing the etymology of Chinese characters, revealing the inner mechanism of their form and structure, and establishing the organic connection between form, sound, and meaning, so as to complete the literacy of Chinese characters. He employed the etymological literacy approach to instructing students in the Chinese language, and experimental verification demonstrated the viability and significance of this way of teaching literacy. According to the findings of numerous academic researchers and feedback from teachers and students who have used the system, this system greatly aids students in learning Chinese characters, and the development of these platforms provides ample learning resources and models to learn Chinese etymology in southwest ethnic areas.

### 5.  Discussion

The study begins by comparing the grammatical construction and personality traits of Chinese and Yi. Although the grammatical structures of Chinese and Yi differ, both languages are members of the Sino-Tibetan language family and are characterized by concretization. They are respectively Subject-verb-object and Subject-object-verb, and Chinese characters have more intricate strokes than Yi characters. Chinese writing for learners is tough and challenging due to the distinctions between Chinese and Yi languages and the complexity of Chinese, which makes learners feel nervous and depressed.

Furthermore, the author tests the students' writing ability by designing a writing ability scale from six

dimensions: examination, conception, material selection, composition, expression, and revision. It is found that the student's writing ability is mainly manifested in three aspects: difficulty in understanding the problem, with the increase of the complexity of the problem, the student's ability to examine the problem decreases; The students' logical thinking is weak, and most of them cannot answer the question of logical order completely. The students' ability of language organization is weak, and their output in writing is more complicated than that in oral expression. According to the collected corpus, the author analyzes the errors in the corpus and finds that the errors are mainly writing errors, word errors, grammatical errors, and punctuation errors. Writing errors accounted for 29 percent, and punctuation errors for 28 percent.

In view of the problems in the process of students' assignments, this study analyzes the causes of the problems from three aspects: teachers, students, and the environment. Teachers are the only living resource in the second language acquisition (SLA) curriculum [28]. As a result, instructors' capacity to instruct and mentor students is crucial. The function of the teacher is to activate students' innate potential for autonomous behavior and direct it toward the goal of language learning [18]. The study indicated that senior primary school teachers in the Yi have strict teaching techniques and lack creativity, making it impossible to enhance students' capacity for independent thought and retain their capacity for independent learning. In addition, because of their location in a low-income area, teachers' professional development is also constrained by the lack of adequate teaching materials, and as a result, they don't give writing enough attention.

Motivation is also a major factor in successful language learning [19]. It is found that the lack of interest in Chinese writing leads to students' fear of writing and lack of self-confidence due to the increased difficulty of writing tasks and inappropriate feedback from teachers. The students' writing in Chinese has been somewhat hampered by the negative transfer of their mother tongue throughout the process of learning Chinese, and their early development mentality and moral code have conflicted with the Chinese language. Additionally, an absence of motivation will result in a drop in students' capacity for independent learning, a lack of extracurricular reading, and a reduction in the amount of linguistic input provided by reading, all of which will have an impact on students' writing.

Classroom context refers to all the things that are present in the classroom that can affect individuals' engagement. [29] This study focuses on the environmental factors and socio-cultural background in the process of language acquisition. The study found that the reading corners in the libraries and classrooms of primary schools in the Yi area were ineffective in providing a good reading environment, which indirectly affected students' writing ability. "Social–contextual components of SLA are, in addition to creating potential learning affordances and constraints, implicated in the provision (or denial) of access to opportunities to learn and use languages" [30]. In the field investigation, the author learned that students mainly use Mandarin at school, supplemented by Yi and the local dialect; they mainly use Yi at home, supplemented by the local dialect and vernacular; and use Yi and the dialect when interacting with friends. This shows that the students' social environment outside the classroom is mainly in Yi, and there is a lack of opportunities and ways to learn and use Chinese.

Considering this issue, the author proposes a related improvement method. Innovative teaching strategies were used by instructors to create practical Chinese writing materials based on Yi folk literature. Individual variations in language learning must be considered while studying second language acquisition. To increase students' sense of engagement and passion, the author advises developing tasks with Yi cultural traits and integrating students' exercises with their real social context. As for the students, they should cultivate their reading and writing habits, accumulate language materials, and develop Chinese language thinking. To provide corrective feedback to their peers, students must first identify mistakes in their peers' language. This monitoring procedure aids L2 learning in the provider [31]. It is the same to strengthen the interaction between peers and play a role in mutual promotion. It is advocated for schools to increase the teaching staff, provide professional training for instructors, and integrate language acquisition with multimedia technology in order to give an entire cultural environment for learners, which promotes literacy teaching and the student's motivation in learning. Furthermore, it makes up for the deficiency that contrastive analysis and error analysis tend to take language factors into account and neglect other factors outside language.

## 6. Conclusion

There is a great need for Chinese language proficiency among the entire Chinese population because it plays a vital role in social adjustment as well as social integration [32]. Students in ethnic minority areas tend to have weak foundations in Chinese characters because of the varied cultural heritages, languages, and customs of each ethnic group. The development of primary education in ethnic regions determines the future direction of the whole ethnic area. Therefore, it is imperative to strengthen the popularization of the Chinese language and characters and the ability to use them from the basic education stage. Establishing a solid writing foundation for students begins in primary school. The author takes the composition exercises of senior grade in primary school as the subject of the study, analyzing the current phenomenon of deviancy from modern Chinese language and writing norms in this

group, which mostly manifest as writing mistakes, phrasing errors, grammatical errors, and punctuation errors, and examining the representations of various sorts of errors. The authors analyze the causes of the existing problems and propose feasible countermeasures, starting from the students' exercises, from small to large, in the hope of providing theoretical and practical references for improving language and writing education in ethnic areas.

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