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Type: **Research-oriented Oral Face-to-face presentation**

Teaching Writing to Young Learners: Bright Side and Dark Side

Saturday 17 May 2025 13:05 (25 minutes)

TITLE

Teaching Writing to Young Learners: Bright Side and Dark Side

RELEVANT SIG

Teaching Younger Learners (TYL)

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

writing , young learners, Romaji, English spelling

First-time presenter?

ABSTRACT

Writing English is hard for young learners, and many students struggle with spelling. In addition, they learn Romaji to represent sounds with the alphabet or write Japanese names with Romaji, for example, さくら becomes “sakura”. On the other hand, using Romaji can interfere with writing correct English words, and some students can not distinguish between correct English spelling and Romaji when writing essays. Investigating this dilemma, the presenter conducted a 6-month action research (AR) study with 7 students (aged 12-14) to observe and analyze: 1) how students improve their essay writing, 2) how Romaji can help students write essays, and 3) how Romaji can interfere with essay writing. Results showed that some students improved their writing skills through making errors and revising step by step, but other students did not due to Romaji-driven writing styles. This presentation discusses how Japanese young learners develop writing skills and why some of them failed to write sentences correctly. In spite of the study’s limitations this study potentially

contributes toward understanding some of the difficulties young learners in Japan face in developing English writing skills.

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Session Classification: B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD

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