

Study on College English Writing Teaching

Mei Tang

Shangluo University, Shangluo Shaanxi, 726000, China

Keywords: College English, Writing, Teaching.

Abstract. English writing is an important content to improve college students' English application ability, a standard to comprehensively assess college students' English ability and also a key link to fully reflect college students' English application ability. In the college English teaching practice, writing is usually a weak part of students' comprehensive English application ability. However, it is a long-term and systematic process to continuously improve college students' writing skills. This paper analyzes the current situation of college English writing teaching and also describes the major strategy for college English writing teaching.

Introduction

In the traditional English class in institutions of higher education in China, English teachers usually pay much attention to English knowledge points but are very likely to neglect college students' practical English language application ability. College English writing teaching, which aims to enhance college students' internalization and auto-transformation of English language and, thus, better promote the mastery and application of English knowledge, has always been playing an extremely important role in college English teaching process. In a considerable time in the past, some scholars thought college students needed to mechanically memorize fixed phrases and learned the corresponding module knowledge to learn English writing. As a result, the English writing teaching contents were usually divorced from the practical language context, became boring and failed to arouse students' writing interest. On that account, how to strengthen the guiding of writing teaching for college students in college English writing teaching has become one of the topics of high concern by college English teaching workers and researchers.

Analysis on the current situation of college English writing teaching

Limited by conditions, at present, there are only 3 hours for college English reading and writing and 1 hour for listening, so teachers are extremely restricted by class hours if they want to carry out writing teaching. Besides, the majority of universities don't specially provide English writing courses for college English writing. For this reason, English writing guidance can usually be arranged after all unit trainings so that teachers can only incidentally guide the English writing after finishing the teaching tasks such as reading, writing and listening specified in the teaching program. If time is limited, some teachers will selectively neglect giving guidance but directly arrange writing tasks for students, who can only train their writing independently after class. In this way, college students usually cannot get systematic English writing training, hindering the improvement in their writing skills. Although students' English writing skills have been greatly improved and there have also been a lot of high-quality English articles under the joint efforts of college English teachers in recent years, some students only know poor vocabulary, lack the basic grammar training and cannot use the basic sentence patterns etc. In addition, some English teachers focus on vocabulary, grammar and other

partial errors during homework correcting and don't give effective guidance in the main idea, article structure and other important points of English articles.

Main strategies for college English writing teaching

Comprehensively arouse the college student group's initiative in learning English writing

Teachers should constantly enhance their individual ideological understanding and pay high attention to the college English writing teaching. We can say that writing is not only one of the important contents for English output but also one of the important symbols to judge the college student group's English learning ability. In the writing teaching process, college English teachers should integrate knowledge and interestingness, fully utilize audios, videos, words and pictures etc. to attract the college student group's attention from all aspects, change the teacher-dominated mode into the student-centered mode, continuously enhance the college student group's learning initiative and improve students' ability in oral expression and written expression. For example, ordinary English evaluation results can be provided to college students correspondingly so that more and more college students will make efforts to learn English writing and they can better carry out the activities in English writing.

Comprehensively consolidate basic knowledge and intensify writing training

The learning of all language knowledge is a long-term progressive process and it is required to propel the learning of vocabulary, grammar, short and long sentences, structure and articles step by step. As college students don't have consistent English language foundations and especially a considerable part of them don't have good basic English skills, so it is required to help them to have good basic English language ability in order to enhance their English writing skills. First, utilize all sorts of conditions to ceaselessly improve college students' vocabulary application ability. So to speak, vocabulary is the most basic and important part of college English learning. Without enough vocabulary, all readings and writings are useless. Thus, when guiding college students to master the basic English vocabulary, English teachers should also constantly expand the synonyms and antonyms of English vocabulary so that students can understand the meanings of roots. Besides, based on this, teachers should use associative memory, homophone memory and other methods to practically help college students to proficiently master the knowledge concerning English vocabulary. Second, help college students to proficiently master the basic word groups. A word group is an important reflection of a sentence structure. The flexible application of English word groups can comprehensively show the college student group's basic writing skills, so the correct application of related word groups to express a writer's main idea can usually play a silent important role. Third, continuously strengthen college students' reasonable application of long and difficult sentences. Thus, in the structural system of college English writing, students should learn how to express with attribute clauses, inverted sentences and other related subordinate clauses to show an extremely outstanding effect.

Accumulate English language knowledge and enhance the application ability

First, read more and memorize more because this is the most simple and most effective way to improve college students' writing skills. During college English teaching, English teachers can choose the wonderful words, sentences or paragraphs from English texts, model articles and reading materials to be memorized by college students. In this way, when college students are writing English articles under guidance, they can refer to the sentences they've learned by heart or they've read carefully over and over again in writing. Second, frequently read some original English works, which must have merits in language application and ideological conception etc. because they are still popular after hundreds of years. Besides, frequently reading original English works is really an effective way to practically help college students to improve their English writing skills. Third, carry out English writing practice. Students are required to insistently write diaries or weekly reports in a

maximally expanded scope. They can choose their own topics in the beginning. They can write about the people around them and the happenings, their opinions about something, all sorts of feedbacks in learning, all sorts of perceptions all their life and some wonderful sentences in some articles they've read. Fourth, rewrite texts in the teaching materials. Rewriting texts can not only improve college students' deep understanding of the contents they've learned but also enhance the college student group's English writing level. In the specific rewriting process, not only the figure names, incident occurrence time and writing forms in the texts of teaching materials can be rewritten, but also dialogues can be rewritten into stories or vice versa. Besides, texts in teaching materials can also be expanded or abbreviated. The former aims to expand the connotations of texts by adding some scene details based on some keywords in the texts while the later simplifies the contents of texts around the central outline by using problems as main clues. Fifth, frequently do some translation practices. Comprehensively speaking, some college students are not good in wording and phrasing and make a lot of language errors in their writings, which thus fail to express their real meanings. Doing more translation practices can effectively help college students to prevent them from losing points in vocabulary and sentence expression etc. Sixth, train college students' own error correcting capability. In order to practically reduce college students' mistakes in similar problems in the mathematical teaching process, teachers usually tell them to prepare a notebook, where they can write the exercises that they make mistakes at ordinary times, and they can look them up in such a notebook frequently. In this way, similar mistakes can be avoided. Naturally, this method can also be used in English writing training. College students can write the English words, phrases or sentences they are likely to write wrongly in notebooks so that they can look them up and correct their mistakes at any time. Seventh, promote writing by speaking. Actively advocate English oral communication training; painstakingly encourage college students to not only communicate in English in English writing courses but also continue English oral training in their ordinary life. When any new word is caught in reality, they can actively look it up in the dictionary. The above trainings are from life. For the purpose of writing, sufficient fresh materials should be prepared. After students understand all sorts of living scenes, it will be not so difficult for them to write English articles.

Guide college students for extensive reading

English language learning chiefly covers such aspects as listening, speaking, reading, writing and translation. When learning a mother tongue, all of us listen and speak it first before reading and writing. However, in the English language learning without a favorable language environment, we usually listen and read first before speaking and writing. Listening and reading are inputs while speaking and writing are outputs. Outputs can be guaranteed only after corresponding inputs are achieved. Based on emphasizing classroom reading, what is more important is extracurricular English reading, because teachers only have very limited time in teaching writing in the limited class hours. Generally speaking, a certain important grammatical phenomenon or phrase usually appears once in an article and college students don't have good chances to learn and master it well. Readers' impression can be deepened practically only by comprehensively contacting the similar things in all sorts of different articles for many times. Therefore, in the college English writing teaching, teachers should emphatically let college students to read a lot of English articles after class. College students can have their vocabulary increased continuously and get more familiar with grammar in this process. Besides, grammar is not isolated but has been integrated into sentences and articles. Then, students will do English practices with high proficiency so their interest will be enhanced suddenly. Meanwhile, when college students' English reading is continuously improved, their writing skills will also be enhanced accordingly. Therefore, English teachers should actively start from training the college student group's writing skills and help students to learn writing skills from the shallower to the deeper and from the easy to the difficult based on their practical conditions. In the English reading process, teachers should provide students with more targeted model articles of all kinds and actively guide them to take an active attitude in analyzing and appreciating the above-mentioned articles. Moreover, students should also learn all kinds of skills in English writing, expand their learning

thought, obtain experience and materials of English writing, learn to think in English and continuously improve their practical English writing skills.

Carefully teach writing skills for English articles

Learning effective English writing skills is an important way for college students' to enhance their English writing ability. Specifically, English teachers should pay attention to the three key points below: first, clearly specify the writing steps. Guide college students to correctly choose the styles when analyzing questions, because different styles naturally lead to different writing methods. Clearly know the purpose of writing and the readers. Thus, pay special attention to the grammatical person, tense and sentence pattern etc. list the writing outline which mainly includes the key points of content. Use correct words and sentences to comprehensively express all key points in the drafting process. Use associated words, transitional words and pronouns etc. to plan a composition according to the logical thinking method. Next, check the article for mutual connection of preceding and latter contents and for any bugs in the details of an article. At last, finalize the article. Second, choose the easy and safe words, sentences and structures and don't write an excessively long article to avoid making language mistakes. Third, when selecting a theme, try to choose your familiar one for writing. In English writing, students should not write just for writing but comprehensively use their head to improve their writing ability when they are deeply interested in writing.

Conclusion

To sum up, college English writing teaching, which is one of the important contents of college English teaching, not only directly affects the college student groups' English learning achievements but also is of very important significance for improving their practical English application ability. Besides, it can continuously enhance their all working abilities in the future. I always think that it is a long and arduous journey to improve the English writing ability, which cannot be achieved in just one day. Thus, teachers and students should coordinate with teacher and make efforts together. English teachers should put writing training throughout the whole English teaching process, make scientific English teaching plans, use systematic and scientific teaching means to guide college students, timely and effectively correct their articles in different ways, further enhance the college student group's thinking ability and practical English application ability and help make new improvements in their English writing ability.

References

- [1] Zhuang Enping. *Cross-cultural Communication*, Foreign Language Teaching and Research Press, 2014 (8).
- [2] Li Ying and Li Weidong. *Analysis on College English Writing Teaching Strategies*, *journal of Taiyuan City Vocational College*, 2010 (2).
- [3] Han Donghong. *Current Situation and Reform of College English Writing Teaching for Non-English Majors*, *Journal of Jimei University*, 2010 (3).
- [4] Li Bin. *Construction of Formative Evaluation Pattern of College English Teaching Course*, *Business China (first half of the month)*, 2012 (7).
- [5] Lu Yonggang. *Training of College English Writing Ability and Analysis on Writing Teaching*, *Knowledge-oriented Economy*, 2012 (19).
- [6] Zhang Yuchao and Chu Chenghua. *Problems in College English Writing Teaching and Countermeasures*, *Crazy English (for teachers)*, 2013 (4).