

Thoughts and Practices on Cultivating College Students' English Writing Ability

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Writing is one of the difficulties in English teaching, and it is a measure of students' mastery of English words, words and sentences. However, students generally find English writing difficult. Therefore, cultivating students' English writing ability is an important topic in current English teaching. There are various ways of cultivating writing ability, which can be summed up as follows: leading students to learn by themselves, cultivating students' ability to apply knowledge comprehensively, improving teachers' classroom language artistry, and emphasizing students' hard work in basic skills.

Keywords: English, writing ability, college students

Introduction

English requires students to master the four basic skills of listening, speaking, reading, and writing. These four basic skills constitute the main content of English teaching and reflect the ability to control English language. The most comprehensive one is writing, which is the most comprehensive way for students to learn English difficulty. Students' writing ability is affected by vocabulary, grammar, sentence patterns, etc., but it does not mean that if these aspects are mastered well, the writing ability must be high. In the actual teaching, the author found that many students felt powerless in the writing session, which affected their enthusiasm for learning. Therefore, cultivating students' English writing ability, making students fall in love with writing and be willing to write is an important topic in current English teaching.

English writing is a measure of comprehensive knowledge of English and a yardstick for measuring students' mastery of English words, words and sentences. Just like any course, one must be careful, act, and persevere, and only after a positive thinking process can grasp the essentials of writing. The process of English writing is different from that of Chinese writing, but it is related in some ways. We cannot blindly equate English writing with Chinese writing, and we cannot copy and apply familiar Chinese writing methods; otherwise it will be difficult to reflect the quality of English writing.

Importance of English Writing

The importance of English writing cannot be overstated. The purpose of English learning is mainly for language communication. As an indispensable form of language communication, listening, speaking, and reading are of course important, and English writing ability is more practical. Today, when my country is more comprehensive and open, there is no high-quality English writing. It is difficult to adapt to the development of

the situation, so in the long run, in the process of English writing teaching, students should improve their awareness of the importance of this course. If their understanding is improved, they will inevitably have an interest in English writing, and dispel the idea that English writing is a boring course. Under the guidance of the teacher, they will find a suitable method for writing English compositions.

The Relationship Between English Writing and English Learning

English learning, listening, speaking, reading, and writing are interrelated. Without the foundation of listening, speaking, and reading, it is impossible to write good articles. Memorizing words and accumulating a certain amount of vocabulary is the foundation of English writing. There is no precedent for those who are poor in words to write beautiful articles; listening is the foundation of reading, and reading is the source of listening. Only rich vocabulary, a lot of reading texts, and good sentences are mastered. Only with structure can we conceive our own point of view and write English articles well.

Students' Understanding of English Writing

Like Chinese composition, students generally think that English writing is difficult. When it comes to English writing, they feel a headache and even have no idea how to start. Middle school students only think English writing is a small part of English learning, but they also feel that it is too difficult. The author surveyed different stages. 80% of the middle school students think that they are afraid of writing English compositions, and they lose more marks in the exams. The reason for this result is that they have not grasped the essentials of English writing, and some key points of English writing are not master, college English writing is a separate course, and the teaching content of English writing is more specific and detailed. In theory, as long as the connotation is systematically grasped, the problems of English writing will be easily solved. English writing is at a loss. Some students have mastered the theoretical knowledge of English writing very proficiently.

There is also the annual College English CET-4 and CET-6 test, the average score rate of the composition part has always been the lowest, even lower than the score rate of the listening part. Based on the full score of 15 points, the average score of the composition is generally below six points, and the scoring rate is less than 40%, which deepens the impression that people think that the composition is difficult.

In order to make schools attach importance to cultivating students' writing ability, the College English Test Center for CET-4 and CET-6 stipulates that if the composition score is lower than six points, one point will be deducted from the total score for each point less than six points. If the composition score is 0, even if the answer sheet exceeds 60 points, it will be counted as a failure. From this point of view, the importance of English composition fully reflects that English writing must overcome difficulties, and each school should find an effective method suitable for students to solve the problem in English composition teaching.

Ways to Develop English Writing Ability

The cultivation of English writing ability cannot be achieved overnight; it requires continuous learning and continuous exploration.

Self-Study by Students

The new textbook requires "to guide students to master self-study methods" so that they can "independently acquire new knowledge and flexibly apply what they have learned". Therefore, it is necessary to arrange self-study for students in classroom teaching, and the link of "reading and discussing" should leave

time and space for students to study by themselves. In recent years, the author has made such an attempt in classroom teaching: Arranging the time and content of students' self-study activities should be appropriate and moderate, and the method guidance should be suitable for the teaching content, knowledge structure, and self-study ability of students. The stage adopts a flexible method, constantly changing the form, and should not be simple mechanical or formal. Guidance before and after students' self-study is an important link and the key to the success or failure of self-study. For example, when talking about the difference and connection between English writing and Chinese writing, students are required to summarize according to the content listed in the classroom and combined with their own understanding. Copy the description in the book, and have your own viewpoints and methods, so as to deepen the students' impression. After the self-study, based on the self-study summary put forward before the self-study, a group summary is proposed, and finally I will make an evaluation. Cultivating students' conscious ability, mastering conscious methods, and developing the habit of self-study are also a full manifestation of ensuring students' dominant position in classroom teaching.

To Cultivate Students' Ability to Comprehensively Apply Knowledge

The core of English writing course teaching is to cultivate students' ability to realize the practical application of the English knowledge points they have learned through writing, and to use writing to evaluate or self-evaluate their English level. The difference in my requirements for freshmen and juniors mainly reflects the difference in the number of words in the composition. Freshman year is the transition stage between middle school and university. Students' writing methods are still in middle school stage, and they do not have sufficient understanding of the depth and breadth of English writing requirements. While describing the basic requirements of college English writing, they mainly correct deviations by reviewing students' work, according to the students' composition review, and point out in the classroom how to use English knowledge in the composition, which English knowledge needs to be strengthened, and which English knowledge needs to be used correctly in writing.

Teacher's Classroom Language

In classroom teaching, the role and activities of teachers are mainly carried out by language, and teachers' classroom language plays a vital role in cultivating students' abilities and developing students' intelligence. The teaching content of English writing is relatively fixed. When teachers teach, if they use the method of telling the story in a straightforward manner, the students will feel empty and boring, and there will be a lack of concentration in the classroom and the phenomenon of teaching effect. The teaching content is expressed in a clear and intuitive professional language. Adding artistic color to the same sentence will definitely improve the students' interest in learning, and they will definitely pay attention to the lecture and grasp it firmly.

Generally speaking, the vivid teaching language will affect the students' image thinking; the rational and general teaching language will affect the students' abstract thinking; the teacher's aggressive words and body language will affect the flexibility and agility of the students' thinking; the teacher's opinions will affect the independence and judgment of students' thinking, while teachers' language materials will affect the eloquence and depth of students' thinking. If a person speaks in a clear voice and intonation, coupled with rich language, concise words, vivid images, and humor, it will play a pivotal role in cultivating students' interest in learning and improving students' English writing ability.

Students' Working on Practice Basic Skills

To write an excellent English composition, you must first memorize phrases, words, and sentence patterns,

especially those derived words, new phrases, and words and phrases that are adapted to modern social and economic development. Writing with a pen will make it easy; otherwise, if you have to write a sentence, 18 of 20 words are misspelled or cannot be spelled out, and two words are used incorrectly, how can you express your thoughts clearly? Therefore, in the usual study, you should find a method for memorizing words that suits you, memorize as many words as possible, the pronunciation, meaning and usage of each word, read repeatedly, memorize repeatedly, practice repeatedly, use repeatedly, and finally keep in mind. Skilled use is the only way to lay the foundation for writing words.

The mastery of phrases and sentence patterns is also very important. Although words are the constituent elements of sentences, the accumulation of phrases is also very important. Memorize more phrases, memorize phrases, and fully understand the meaning and application of phrases. It saves time and effort and can show obvious effects, which can achieve twice the result with half the effort. Sentence pattern is one of the elements of article composition. Although the context of each sentence is different, it is impossible to apply each sentence pattern, but the grammatical structure is similar. Correct use of sentence pattern construction will reduce conceptual errors, reduce the rate of incorrect sentences, and eliminate grammatical errors.

Students at different stages have different depth and breadth of English writing requirements. Teachers ask students to recite selected articles according to the requirements of textbooks. English and Chinese are different. It has basic sentence patterns and fixed phrases. Students find it difficult to write in English, mainly due to the poor use of sentences. From the perspective of students' composition, simple sentences such as "subject, predicate and object" can basically be mastered, but there are many incoherent sentences, logical sentences, and incomprehensible sentences. To solve this problem, it is an effective method to memorize more good sentences, model essays, famous sayings, and epigrams. Therefore, as long as this method persists for a long time, I believe that students can be handy when writing.

Summary

In short, the cultivation of English writing ability is a long-term process. Teachers should combine students' age characteristics, short-term knowledge structure, English foundation, and other factors, teach students in accordance with their aptitude, adopt flexible and diverse teaching methods, and persistently cultivate and practice, and constantly summarize and accumulate. Only with teaching experience can we overcome the difficult and boring problems of English writing, and improve students' English writing ability and the teaching effect.

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