

A Study on the Factors Influencing College Students' English Writing Ability

Wen Yuan¹, Luo Geng²

¹Guizhou Minzu University, Guiyang City, Guizhou Province, 550025, China

²Vilnius University, Vilnius, LT-06134, Lithuania

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Abstract: With the continuous progress of teaching reform, the overall English proficiency and examination results of today's college students have improved significantly, but their English writing ability and writing performance have not improved as much as they should. English writing is the key content of the college English course, one of the important ways to test the English learning level of college students, and an important reflection of students' comprehensive English application ability. The author has found in many years of teaching that there are serious shortcomings in the current university English writing teaching.

1. Introduction

As an important module in English language teaching, the curriculum reform and teaching methods are constantly expanding. As the level of information technology and information technology in China's higher education continues to rise, a series of information technology tools such as online lectures, online assignments and online corrections have come to the fore in the teaching of English writing in universities. In this paper, we briefly discuss how to provide immediate feedback on assessment, stop students from plagiarizing and provide timely feedback.

Weak English writing ability is the main problem in university English teaching, which is analyzed at two levels: teachers and students.

Teachers have a heavy teaching load and teach many subjects, taking several classes each semester; the amount of class time is small, with only 4-6 class hours per week. English courses are often set up as listening and reading, and most teachers put their energy into "listening" and "reading", with relatively little or no time for "writing". Students do not have time to revise students' writing. Furthermore, teachers' own limited English writing skills make it difficult for them to teach students to write effectively.

Students have a poor foundation in the English language, a low vocabulary, a lack of grammatical knowledge and confusion about tenses and morphology. Students are not interested in learning and the main aim of learning English is to pass exams, pass grades and obtain certificates. English writing lacks motivation, students do not know where to start when they see a topic, or they have nothing to say, and they struggle to write essays that are dry, with poor grammar and syntax and confusing logical relationships. Over time, students lose interest in writing and lose confidence.

The students' writing content is not deep enough and wide enough, lacking persuasiveness, not

vivid enough, not relevant enough; the logical relationship is not clear or strict, the structure of the essay needs to be improved and enhanced; the ability to examine, break, analyze and produce the topic needs to be improved and improved. In addition, at the level of thinking, the requirements of university writing are also higher. The examination of students' English learning ability is not only reflected in listening, speaking, reading, writing and translation, but also at the level of thinking. The thinking problems in the essays of the students in the author's school are as follows: the logical thinking is not strict and complete; the critical thinking skills need to be cultivated and improved; the use of logical correlatives is inappropriate or insufficient.

2. The Teaching Aspect of Teachers to Improve Students' Writing Skills

The first is the quality of teachers' own writing, adjusting their knowledge structure and improving their English ability. Pay attention to writing teaching from theory to practice, absorb and apply the latest research results at home and abroad in teaching.

Strengthen the knowledge of English and English-speaking countries culture and switch the mode of thinking. Is it impossible to truly learn a language without understanding cultural patterns and norms? For Chinese students, it is impossible to exclude the interference of Chinese culture and to achieve the purpose of written communication when writing in English without the conversion of cultural modes of thinking?

Consolidate knowledge of vocabulary and grammar in the teaching of writing. The vocabulary is memorized more intensively, and through sentence practice, students master the fixed collocation relationship between words, have a comprehensive and in-depth understanding of grammatical laws, figure out the transition between statements, and logical relationships, to write sentences that are in line with English expressions.

Emphasis is placed on teaching emotions, motivating students to learn, and helping them to build confidence and overcome their fear of writing. The teacher takes a macro view of students' compositions and creates a relaxed learning atmosphere.

3. Conclusion

To master the basic framework structure of university English writing. University English essays are mainly for Level 4 and 6 examinations, with a single topic and a short length. The basic structure of the essay is "general", usually in three paragraphs. The question is asked; the problem is analyzed and solved. The problem should be clearly stated in two or three sentences, as the word count is limited. Secondly, the middle paragraph is the core of the whole text and should be clearly stated, well-argued and rational, requiring consistency, coherence, and organization. Finally, a summary is given and a solution to the problem is proposed. The final concluding section should be subliminal and not stop at a description of the problem.

Extend reading. Reading is a prerequisite for writing, and without a certain amount of language input, there is no way to talk about language output. Reading and reciting English texts by heart, those language conventions, fixed collocations, the same word may appear several times and serve different purposes, so that students remember words and become familiar with grammar in a subtle way. In addition, extensive extra-curricular reading accumulates writing materials, develops students' writing horizons and thinking, and allows them to acquire appropriate writing methods. Students read standardized, vivid, and strict language to help correct their speech disorders and enrich their vocabulary, thus developing a good sense of language and providing students with a guarantee that they will be able to compose quickly and, in the time, allotted.

Develop the habit of thinking in English. In teaching, I find that most students express their ideas in Chinese and then translate them into English sentence by sentence, and the translated sentences

become typical Chinglish, with words that do not make sense, reversed order and confused logic. In everyday learning, developing the habit of thinking in English and expressing what you see and hear in English, even if it is a single word or phrase, will help develop the habit of thinking in English.

The construction of an after-class assessment system. At present, the interactive mode or after-class evaluation mode of English teaching in China's universities is still relatively lacking, and very often teachers do not get feedback from students. Therefore, the author believes that it is necessary to construct an after-class feedback system and improve the after-class feedback questionnaire so that both teachers and students can understand each other's shortcomings in each class. It is also advisable for teachers to distribute the questionnaires privately to each student, so that not only the students' privacy is protected, but also the students have a reference for correction. Teachers should be able to fundamentally change their traditional teaching thinking, dare to be innovative, and actually start with students' thinking and abilities to come up with corresponding teaching solutions to ensure the effectiveness of English writing teaching in colleges.

On the one hand, teachers will be able to continuously refine their business skills and improve the quality of teaching more effectively; on the other hand, students' writing learning will be more relevant and scientific. English teaching and English learning is a long-term accumulative process, and teachers must constantly update their teaching content and improve their teaching methods, while students must also continuously improve their English language and English thinking skills.

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- [3] Shi Chaoxia.(2015). *A Review of the Current Situation of Research on English Writing Teaching in Chinese Universities [J]. Talent*, pp.254-256.
- [4] Brief introduction of the author:
- [5] Name: Wen Yuan gender: Female
- [6] Nationality: Yi nationality. Date of birth: January 1980,
- [7] Native place: Zhipin, Guizhou Education: in-service postgraduate
- [8] Title: Lecturer
- [9] Research direction: Party building, ideological and political higher education
- [10] Setting: Guizhou University for nationalities