

The Influence of Language Aptitude and Written Feedback on College Students' English Writing

Juan Liu*

*School of Foreign Languages, Jining Normal University, Wulanchabu, Inner Mongolia
Autonomous Region 012000, China*

**corresponding author*

Keywords: Language aptitude, Written feedback, English writing.

Abstract: English, as an important foreign language, has always been highly valued by China's education industry. The focus of language learning is on the skilled application of "listening, speaking, reading and writing". The effective teaching of English writing is a difficult problem that teachers must overcome. Under the trend of educational innovation of the new curriculum reform, the contemporary college English teaching activities put forward higher requirements for the teachers. In the process of English teaching, teachers should pay attention to the language aptitude and written feedback, adjust the teaching methods reasonably, ensure the universality and pertinence of the teaching means, and effectively improve the students' English writing ability. The paper analyzes the influence of language aptitude and written feedback on English writing from a cognitive and socio-cultural perspective.

1. Introduction

As we all know, writing is an important part of English teaching. The effect of English writing is directly related to the participation of teachers and students. Teachers can provide written feedback based on students' language aptitude to promote the development of students' writing ability. Written feedback is an important means of bilingual writing teaching. Teachers need to pay attention to it and give timely feedback to improve students' English writing level. To improve the effectiveness of students' English writing learning, teachers need to strengthen their in-depth understanding of students, clarify the difficulties that students encounter in writing, and apply their own rich teaching experience and knowledge reserve to effectively answer students' questions. Teachers should play their own guiding role and cultivate students' comprehensive ability of English learning.

2. Influence of language aptitude on English writing

2.1 Overview of language aptitude

As we all know, writing is an important part of English teaching. Students' English writing ability has a direct relationship to language aptitude. In short, language aptitude refers to the tendency of learning ability and the potential of the educated to acquire new knowledge. This concept has a long history, and teaching students according to their aptitude reflects the differences of learning ability.

Linguistic ability refers to the potential of learning languages other than the native language, which is related to the English writing ability of college students, and is related to their learning achievements. Therefore, teachers need to pay attention to the cultivation of language aptitude. Many years ago, scholars have studied the language aptitude and conducted a language aptitude test. The earliest learning test appeared at the beginning of the last century, in the test, can reflect the learning gap of different learners, the main reason for the gap is the educational conditions and language aptitude. At present, this test has been popular, widely used in talent selection and other aspects. In general, the learning test is similar to the intelligence test, but the learning test focuses on the content related to school tasks, and the intelligence test focuses on the content of intelligence factors. This time, the learning test is related to the common achievement test, which focuses on review and the learning test focuses on prediction. The stage tests seen by college students are the achievement test, including the final exam, CET- 4 test and other diversified level tests. Through this kind of test, students' language aptitude and language literacy can be understood. Teachers can understand the real situation of students through tests, analyze it combined with the learning situation, apply targeted teaching methods, and gradually improve their writing ability.

2.2 Language aptitude and teaching strategies

In the teaching process, teachers can classify students combined with the results of language aptitude test, formulate corresponding teaching strategies, and improve the English writing level of college students. MLAT is a commonly used linguistic ability test topic, but also an influential topic. It can be used in this way to test, and fully grasp the foundation of students' writing. In the test of language coding, but combining the actual situation of college students, its voice has formed a habit, can improve space is limited, so can omit language coding part, can focus on students' grammar sensitivity, language induction ability to test, gradually improve its writing ability. After the learning test, teachers can compare the results of different tests, and through this way can analyze whether students' learning meets the expected standards. Combined with the actual situation, if the student's test performance is higher than his academic test score, then it means that the student's academic performance reaches the expected standard, improves his writing level, and gives a stable play, that is to say, the teaching plan applied at the present stage is feasible and does not need to be adjusted. However, if it is found that the academic test performance is low, that is, the students' learning achievement does not meet the expected standards, and it does not give full play to their real ability, it also shows that the teaching plan applied at the present stage is not reasonable, and should be adjusted under such circumstances. It should be noted that the above conclusions are related to the level of the students' language aptitude. If the students are good enough, they can be taught according to the above conclusions. However, if students' English writing level is weak and in the lower middle level, teachers need to make reasonable adjustment. First of all, when the teaching program needs to be adjusted, this situation generally occurs when the students' academic ability test results are good. If the students' academic performance decreases and does not meet the expected standards, the teachers need to adjust their teaching strategies in time. The root cause of this situation may be that students have not been exposed to systematic knowledge teaching in the past, or it may be caused by the imbalance of sub-item teaching. For this kind of situation, teachers can make reasonable use of the first semester after admission, reasonable arrangement of teaching content, understand the students' English knowledge is weak, targeted explanation, can be optimized on the basis of grading teaching, can through the way to guide students, can be senders teaching, which have a problem to focus on where, finally achieve the purpose of improving students' writing level. Secondly, under the condition that the teaching plan needs to be changed, when students' test results appear "poor", the teaching plan can be changed and can be taught in accordance with their aptitude. For students with weak basic ability, teachers can explain the basic content and carry out stratified teaching, so as to ensure that teacher resources can

effectively play their own role. Finally, in the teaching scheme may be between keep and change, there are mainly two main situations, one is the student test results for medium level, the second is poor academic performance but for such medium, teachers can still use previous teaching scheme, different, different environment, teachers under different conditions need to specific analysis, if you want to improve the level of students' writing, the best to optimize the teaching scheme[1].

3. Impact of written feedback on English writing

3.1 Overview of written feedback

In short, written feedback refers to teacher feedback on errors in a students' written text. Combined with the written feedback of teachers, the educated can find their mistakes, find the cause of the mistakes, and then find the appropriate method to correct errors. As early as 1996, scholars conducted a series of debates on the effectiveness of written feedback, from which many related books appeared. It has been argued that written feedback can not reduce the language measures of the educated, and does not benefit the improvement of their language literacy, so this teaching method can be abandoned. However, some people believe that written feedback is very effective and can meet the learning needs of the educated and meet their subjective requirements. At present, the theory of language acquisition is growing, and researchers in this field are very enthusiastic about error analysis. The written feedback has received attention from all walks of life and has become a hot topic in the field of language acquisition. More and more researchers are responding to the effectiveness of written feedback. Some scholars have verified the positive effect of written feedback, and they have applied the method of "pre-test-intervention-post-test". After the study, the educated subjects who received the written feedback were found to perform well during the posttest phase. Moreover, the study reflected the long-term nature of the written feedback, with the educated who received it performing well on several subsequent tests and outperformed the others. Chinese researchers have also analyzed and studied the written feedback, and found that it has a great impact on the writing level of college students. At the time of the experiment, the educated were grouped, which could be divided into direct and indirect feedback groups, as well as control groups. In the experiment, the relevant personnel wrote a number of papers, the teacher needs to modify them, and ensure the modification effect. After the end of the experiment, it can be found that the effect of written feedback is directly related to the writing effect, to ensure the effectiveness of written feedback, can improve the writing level of the educated, and can guide the educated to accurately apply the second language. Compared with indirect feedback, the effect of direct feedback is more intuitive. In addition, it can be found that the specific feedback effect is better than the general feedback effect, which can effectively improve the quality and efficiency of students' writing [2].

3.2 Theoretical framework of written feedback

As far as written feedback research is concerned, it is generally analyzed and guided by cognitive theory and socio-cultural theory. From a cognitive perspective, written feedback puts more emphasis on feedback on the feelings of recipients. Focusing on the processing and processing of the second language, the second language knowledge can be divided into two categories: one is explicit knowledge; the other is implicit knowledge. Only with the coordinated development of the two can the language aptitude of the educated be improved and their language literacy be improved. In this regard, Anderson proposed the ACT model, which has many advantages and can classify knowledge, including not only declarative knowledge, but also procedural knowledge. In short, declarative knowledge is objective, generally including the objective environment and background, as well as some situational knowledge. Procedural knowledge is very different. This kind of knowledge is

individual and involves individual cognition, including cognitive skills and other aspects. Through a certain amount of practice, you can memorize it by heart. The ACT model believes that two-language learning has a transformation process, which can gradually transform declarative knowledge into procedural knowledge. In this process, more attention is paid to the transformation of content representation and the process of processing the second language. In addition, scholar McLaughlin, based on psychological knowledge, applied scientific concepts to explain the second language learning process, and put forward the information processing model. He believes that learners' information processing ability is limited and learning tasks have certain complexity. Therefore, it is difficult to process information. Only when learners improve themselves, amplify certain aspects of skills and realize automation can the quality and efficiency of information processing be further improved and expand the limit of information processing. For two-language acquisition, continuous practice is information processing, which can gradually transform the previous cognitive control processing into automatic language processing, which can internalize knowledge and improve their language skills. At present, there are two main types of input information: positive examples and negative examples. In short, acceptable and normative examples belong to positive examples, while unnormative language forms and deconstruction belong to negative examples [3]. The information processing process can be divided into the following contents: The first stage is to pay attention to attract students' attention to the information, guide them to allocate their attention reasonably, and ensure the rationality of learning. The second stage is understanding, pay attention to knowledge after further understanding of knowledge, the second language level is closely related to the degree of students' understanding. The third stage is to absorb and internalize the knowledge based on understanding. There is relevant English knowledge in the students' minds, including the knowledge of the native language. When applying knowledge to write, students can extract knowledge, reasonably match the knowledge of the second language and the knowledge of the own language, and realize the absorption of knowledge. The fourth stage is integration, at which knowledge can be integrated, further absorbing written feedback and gradually transformed into tacit knowledge. The fifth stage is the output, in which the students can output the language to realize the feedback of the learning effect. From the perspective of social culture, the second language is regarded as an intermediary tool, learners can adjust social activities through the application tools, and the application of language can ensure the social development effect and promote the development of people's cognitive function. This idea is different from the two-language acquisition idea. Social-cultural theory regards learning as a process of knowledge internalization, focusing on if knowledge is applied to social activities. This concept attaches importance to mother language and believes that mother language is a mediation tool and is endowed with traditional culture, which can play a key role in the process of learning the second language and ensure the effect of the second language teaching activities. In addition, this theory attaches more importance to interaction, and can regard the second language learning process as the interaction of learners of different levels. When they communicate, teachers can give written feedback, which can play the effectiveness of written feedback and act as a scaffold for learners to ensure the learning effect of learners. For higher-level learners, corrective feedback can be implemented to help lower-level learners in this way. In this mode, low-level learners can self-improve themselves and gradually surpass their recent development areas, and then improve their language ability and writing skills. At the same time, high-level people can consolidate knowledge and can internalize knowledge. Through this communicative activity, we can ensure that the subject literacy of learners can be improved[4].

3.3 Written feedback on teaching strategies

As we all know, written feedback is not an effective teaching strategy, but also an important link of writing teaching, which belongs to the bridge of communication between teachers and students.

Effective written feedback can improve students' English literacy, ensure the quality of their language output, and improve their phonetic learning effect. Therefore, teachers need to pay attention to this, and can give written feedback to improve the quality and efficiency of feedback. The following will put forward reasonable suggestions: First, students can apply appropriate feedback strategies and choose the corresponding feedback type. For students with low English literacy, direct feedback can be provided, and indirectly for students with high English literacy. The main reason is that students with good English level generally have strong initiative. After receiving indirect feedback from teachers, they can think independently and modify it by themselves. However, students with poor foundation are difficult to guarantee the effectiveness of the modification. Therefore, the students' language aptitude needs to give feedback. Second, the content and the form can be integrated. Combined with the actual English teaching, teachers often pay more attention to the application accuracy of writing language, easy to ignore the view of writing, and do not pay attention to whether the writing content is rich. For students, nothing is easy to write in the process of second language writing. Therefore, teachers need to control the article, can focus on the structure and framework of students' writing, but also can focus on the writing content and writing ideas, which helps to improve the organization of students' writing. Third, combine positive comments and wrong modifications. Some teachers may pay attention to composition correction, and generally put forward suggestions for students' articles. This way may ignore the highlights of students' writing. In this case, students can not get positive feedback, reduce their confidence and desire to write. Therefore, teachers can give students the enthusiasm of the comments when correcting the memory mistakes, which can improve the students' writing desires[5].

4. Conclusion

In a word, language aptitude and written feedback are important parts of teaching. They are hot issues in the field of English education. In the teaching process, teachers can combine students' language aptitude to provide written feedback, which helps to improve students' enthusiasm. When giving written feedback, teachers can give feedback combined with their teaching objectives, focus on the application of language, and improve students' writing ability.

Acknowledgements

This work was supported by Research Program of Science and Technology at Universities of Inner Mongolia Autonomous Region (NJSY21249).

This work was supported by Teaching Reform and Research Program of Teacher Education Curricular of Jining Normal University (JSJY2021041).

References

- [1] Wu Wenmei, Liu Jianzhu. *Interpretation Translation Ability and Translation Ability Composition and Its Development Research Road Map* [J]. *Translation Research and Teaching*, 2021 (01): 21-27.
- [2] Zhang Wanting. *Study on the Effect of Teacher Written Correction Feedback on College Students' English Writing* [D]. *Northwestern Normal University*, 2020. DOI:10.27410/d.cnki.gxbfu.2020.000796.
- [3] Li Hong, Ma Li, Zhang Xiaohong. *Relationship between starting age and linguistics ability to dicolingual grammar learning effectiveness* [J]. *Modern Foreign Language*, 2019,42 (04): 527-539.
- [4] Xiao Danni. *An Empirical Study on the Impact of Two Different Teacher Written Feedback on College Students' English Writing* [D]. *Hunan University*, 2019. DOI:10.27135/d.cnki.ghudu.2019.001105.
- [5] Yang Jie. *The relationship between linguistics and other individual factors in two language acquisition: Review and Thinking* [J]. *Journal of Lishui College*, 2018,40 (03): 86-91.