

Research on the Teaching Mode of Academic English Writing for Students in Vocational and Technical College

Shuchen Pei

Nanchong Vocational and Technical College, Nanchong, Sichuan, China

2537299527@qq.com

Keywords: Vocational and Technical College, Academic Writing, Writing Ability

Abstract: Academic English writing has the dual goals of language acquisition and academic thinking training. In order to meet the demand for English professionals in the international communication environment, many colleges and universities have set academic English writing courses. The improvement of English writing ability is the content of language application ability, but the English writing ability of higher vocational students is generally weak, and academic English writing is even worse, mainly manifested in the lack of language expression, lack of logical thinking, and incoherence of articles. This study explores the teaching model in English with the aim of improving students' proficiency in academic English writing.

Academic English writing plays an important role in the process of college English learning. Academic English writing includes the accurate use of vocabulary, the rational use of grammar, and the orderly and logical expression of texts and ideas. But for now, most English learners have weak writing skills, especially in academic English writing, unable to complete the grammatical transfer from Chinese to English, confused in the use of grammatical rules. There exists incoherence between viewpoints and discourse, and content expression is not rich enough.

1. Academic English Competency Development

The development process of academic English writing ability emphasizes the cognitive process of language learners, cultural environment and other interactive factors. The dynamics of evaluating the development of academic English writing ability focus on the interaction of direct classroom teaching and indirect educational situations. In the classroom teaching situation of academic English writing, the aim is to realize the integration of three parts: subject matter and rhetorical knowledge, process and strategy knowledge, and academic discourse community knowledge. First, think about topic selection, intervention, and interventional analysis and explanation. Teachers can guide students to form a research group, cooperate to find relevant literature, discuss and confirm the perspective of the topic together, and then search for the required information and think about the problems to be solved according to the various literature materials initially searched for. Teacher intervention, interventional elaboration literature retrieval, information classification,

professional skills in reading literature both are important. Members with the same academic research background gather to review literature, build an academic community inside and outside the classroom, and create positive favorable conditions for the structure of the article. Second, the structural framework of the article and the teacher's interventional explanation. After confirming the topic's perspective, students draw a mind map by reading the literature and sort out the information resources and internal logic of the literature. Teachers' intervention in explaining rhetorical strategies and genre knowledge will help to improve the logic and sense of hierarchy of the organizational structure of the article. For example, according to different types of discourse topics, rhetorical purposes, and reading audiences, teachers should pay attention to their inherent innovations and contradictions, so as to help language learning writers improve the credibility of their texts, and promote the cognitive resonance between text content and reading audiences. and emotional resonance. Third, normative citation and use skills of literature in academic writing. In the process of academic English writing training, teachers intervene and expound on the normative issues of literature citation raised by learners, so as to promote language learners to achieve good expression and normative effects in citing literature in academic English writing and writing literature reviews. Fourth, the interpretation of academic writing norms and the mutual evaluation of the first draft of the article. Teachers in the class use the method of questioning and focus on the five major sections of content, structure, expression, grammar and specification to help students fully understand the standards of professional writing. When students complete their first drafts, group members read the written text against the criteria while asking targeted questions or suggesting revisions. Fifth, first draft revision and interview. Language learners improve and revise according to the revision suggestions put forward by the group members. The first draft adopts the form of one-to-one interviews for the learners' language expression and writing logic; the second draft focuses on the standardized use of vocabulary, inappropriate expressions and room for improvement, and conducts face-to-face interviews with language learners. The focus of the conversation is to help teachers understand the individual differences of students, the purpose and experience of writing, and help students to convey their writing ideas logically and clearly. Sixth, the final draft is formed and compiled into the electronic writing portfolio. After completing the final version of the thesis, language learners will compile two or three topics from the semester into an electronic file.

2. Research on the Teaching Mode

Teacher help students to strengthen basic training, read aloud and recite, consolidate the foundation, fully understand and master English vocabulary, syntax, grammar and tense. Based on a large amount of listening and reading input, in order to input information. Students should be required to dictate new words and classify them in different thematic units to help students memorize words more firmly and cultivate the habit of memorizing words under different themes.

Master the sentence patterns. There are five basic sentence patterns in English structure, and the grasping of sentence pattern structure is more difficult than that of word and phrase. In this part of the exercise, the primary requirement for students is to be able to express the meaning clearly in correct English sentences. Guide students to summarize the usages and differences of ten basic tenses in a large number of example sentences. Of course, in the practice of tense use, academic English writing focuses on the training of three common tenses: simple past, simple present and present perfect.

Based on classroom teaching, teacher help students to promote writing by reading, and promote

writing training in article reading teaching. After each chapter is studied, oral discussions are set up for students to practice oral expression; then students should be required to imitate the text to rewrite, abbreviate, imitate and other training according to the genre and theme of the chapter, so as to enrich and improve students' writing experience and skills in a planned way.

3. Conclusion

Based on the above discussion, students' academic English writing ability may be improved to a certain extent, which basically confirms the effectiveness of this new writing teaching mode. The introduction of this model has reference value for the teaching of English for special purposes. In the context of internationalization, English teachers can improve students' academic literacy skills.

References

- [1] Chen Hanyue, Qi Wenhui. *Maintenance and update of academic English case database based on big data. English Square: Academic Research*, 2019(3): 100-101.
- [2] Huang Wenyi. *Ecological Analysis and Countermeasures of the Dilemma of College English Education in my country. Foreign Language Research*, 2016(3): 53-57.
- [3] Hedge, T. 2000. *Teaching and Learning in the Language Classroom. Oxford University Press.*
- [4] Harmer, J.2000. *How to Teach English. Beijing: Foreign Language Teaching and Research Press.*
- [5] Qi Wenhui, Ding Yujie. *Analysis on the development of academic English case database for forestry studies. English Square*, 2018(9): 112-113.
- [6] Littlewood, W. 1981. *Communicative Language Teaching. Cambridge University Press*