Discussion on the Teaching of “Reading Promotes Writing” in College English Classes in Application-oriented Universities

Teng-Ling ZHANG

Academy of Literature, Nanchang Institute of Science & Technology, Nanchang, Jiangxi, China

504491626@qq.com

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Abstract. According to the requirements of the Ministry of Education, the College English course aims to improve students' comprehensive application ability of listening, speaking, reading, writing and translation. However, in practical teaching, the cultivation of students' English writing ability has not been given due attention. The author analyzes the present teaching situation of independent colleges, and according to teaching experience, he puts forward the teaching strategy of "Reading promotes Writing" in reading and writing class, aiming at strengthening the attention of English teachers in application-oriented colleges to the cultivation of students' English writing ability and exploring the teaching methods to improve students' writing skills.

Introduction

According to the "College English Course Teaching Requirement" issued by the Ministry of Education (referred to as "Course Requirements"), the main teaching goal of the "College English" course is to develop students' comprehensive English application ability. Therefore, most of the undergraduate colleges and universities have set up two courses, “College English Reading and Writing” and “College English Listening and Speaking”, aiming at comprehensively improving the comprehensive application ability of listening, speaking, reading, writing and translation. However, in practical teaching, the teaching objectives and teaching operations are inconsistent. "Reading" has always been highly valued; the status of "Listening and Speaking" has been rising in recent years; influenced by the new type questions of CET4, "Translation" has been highly emphasized by teachers in various universities. Under this circumstance, only the cultivation of English writing ability has not been given due attention. The college English literacy course often becomes a single reading ability training class.

In fact, most college students lack writing enthusiasm, and the students’ overall level of English writing is generally not high. It has become a common phenomenon that most college students cram temporarily before the exam (for example, reciting template sentences). Due to the lack of scientific writing training and guidance, students are often at a loss when facing time-limited writing tasks of CET4 and CET6. This phenomenon is particularly evident in independent colleges. It can be seen from the present situation of college English reading and writing course in application-oriented colleges that students' receptive skills and productive skills have not been trained at the same time, and "optical non-practice" has become the norm. Therefore, how to arouse the enthusiasm of students' English writing, paying attention to the teaching and training of writing skills while teaching extracurricular activities,, and constantly improving students' English writing ability, have become urgent problems to be solved. Faced with this situation, the author actively carried out research on writing teaching strategies as a college English teacher in application-oriented colleges. The author believes that it is very necessary and important to carry out "reading promotes writing" in college English literacy classes. The following "reading and writing" teaching strategies are available for reference.
Combined with the Model Text, Summarizing the Synonymous Expression and Emphasizing Lexical Richness

The textbook used by the author's application-oriented college English reading and writing course is the second edition of the New Vision College English published by the Foreign Language Teaching and Research Press. This set of teaching material belongs to the “Eleventh five-year Plan” national planning teaching materials for general higher education. The two articles in each unit are meticulous works of local writers, so most teachers spend a lot of energy to explain the text in detail. And they also focus on the important language vocabulary points of the article, such as the collocation, usage, synonyms and derivatives of the word while explaining the new words, but few teachers summarize author's overall characteristics in terms of vocabulary use. In most cases, when the teachers finish teaching, the students forget it. The students often only use low-level words such as “have”, “give”, “make” and “let” when writing. In particular, in terms of the usage of the full-text central word, the students don’t know use synonyms to replace and only a single expression is used repeatedly. The lack of vocabulary is very obvious. For example, when a student of the author wrote "Internet Slang", he mentioned that "Internet Slang" is popular among teenagers four times, and the word "popular" was used four times without exception, which not only made readers feel bored, but also didn’t conform to English writing habits.

Actually, if you read the best works of native writers, you will find that they will never use the same word or the same expression repeatedly in the same article. Generally, they will replace the synonyms. For example, in the article “Learning a Foreign Language” (New horizon college English volume 1 Unit1 A), When the author expresses that he lost his enthusiasm for learning English in senior high school, he does not use the word “passion” repeatedly, but uses “lose my eagerness”, "lose my joy", "lose my desire" and other words to replace it; in “Deep Concern” (New Vision College English Volume 1 Unit 2 A), the father of the protagonist Sandy repeatedly accused Sandy of playing tuneless music, which was unpleasant to hear. And the author uses "horrible stuff", "awful music", "tuneful, offensive lyrics", "terrible music" and other words to express dissatisfaction; in “Birth of Bright Ideas” (New Vision College English Volume 1 Unit 8 A), the author uses the words "flash into the mind", "burst into the mind", "surge in his head", "the sudden arrival of a new idea", "the sudden explosion of a new concept" to express good ideas in the mind "a flash of light". Such examples can be seen in almost every model article. If teachers can constantly inculcate students with the concept of lexical richness in English, lead students to actively make a summary and encourage students to use a variety of synonymous expressions in their own compositions, over time, the words learned by students through reading model essays can finally be used by themselves.

Combined with the Model Text, Summarizing the important Sentence Patterns and Emphasizing the Diversity of Sentence Patterns

When teaching the key or difficult sentence patterns of the text, the teacher will analyze the usage and characteristics of the sentence pattern, and lead the students to practice repeatedly, but the students' mastery is often not ideal. The author finds that most of the English sentences written by the students are consistent with the definition of "quatrain" generally accepted by the writing society, that is, the number of sentences is about 5 or 7 words, and the sentences of more than 10 words cannot be written, let alone long sentences. Aiming at this situation, while explaining the text, teachers shouldn’t analyze individual important sentence patterns alone. It is better to lead the students to summarize the author's writing characteristics and ask students to imitate. Almost every text in the New Horizon textbook has its own unique features, and each writer has his own unique writing preferences and writing techniques. Some writers like using participle phrases to lengthen sentences, such as in “The Right Son at the Right Time” (New Horizon College English Volume 1, Unit 3, part B), the following sentence patterns can be seen everywhere: "The marine ones, squeezing a message of love and encouragement". The participle phrase in the underlined part not only elongates the sentence, but also makes the whole sentence easy to read. For
example, in “Weeping for My Smoking Daughter” (New Horizon College English Volume 2 Unit 5 A), the author is especially good at parentheses and appositives. For example: "The tobacco industry, coupled with Hollywood movies in which both male and female heroes smoked like chimneys, completely won over people like my father, who were hopelessly hooked by cigarettes." And "My father died from the proof man's friend, pneumonia, one hard winter when his lung illness had left him low." The underlined part of the first sentence is the parenthesis and the second sentence's underlined part is appositive, which makes the whole sentence appear colorful. Another example: by reading Hemingway's famous article, “The Tail of Fame” (New Vision College English Volume 4 Unit 1 A), the author found that he likes to use attributive clauses to enrich sentence patterns, such as the first sentence of this article “An artist who seeks Fame is like a dog chasing his own tail who, when he captures it, does not know what else to do but to continue chasing it.” Two attributive clauses guided by "who" are used, and more than 10 attributive clauses are used in the full text. College teachers need to point out these for the students. In the process of leading students to appreciate the model essay, that is, in "reading" process, teachers need to sum up the writing characteristics of each author, paying special attention to analyzing the key sentence patterns such as participle phrase as adverbial, parenthesis, appositive, attributive clause, nominative absolute, etc. Find out the sample sentences for the students and guide the students to imitate them, so as to encourage the students to write beautiful long English sentences and realize "reading promotes writing".

Using Online Teaching Platform to Carry Out Time-limited Task Writing in Online Classroom

Although the author's school offers college English reading and writing courses, due to the constraints of class hours, school conditions and students' proficiency level, reading and writing courses often become "reading classes". There is no special classroom writing task. Students often do not get writing training and professional guidance, and the writing level is stagnant. Under this circumstance, with the rise of network correction software, the author believes that online classroom task writing can be used to improve students' writing ability.

In the process of self-exploration, the author finds that dividing the group to discuss unit topics plus online time-limited writing is a good writing teaching mode. The limitation of unit topics can prevent teachers from not knowing how to carry out task teaching due to lack of experience. Time-limited classroom writing can train students’ ability to complete the corresponding writing tasks within the specified time. In addition, after completing the text, the students have already been familiar with the unit theme and will not feel that they have nothing to write. Therefore, the combination of unit topics and writing tasks can achieve “reading promotes writing”; and making full use of the online classroom can effectively make up for the limited class hour and makes students learn English outside of class, so as to improve their ability to use modern technology and self-learning.

By summarizing the experience of college English teaching for many years, the author puts forward the teaching strategy of "reading promotes writing " in reading and writing classroom, which conforms to the current tide of college English research encouraging the exploration of task teaching. This paper highlights the importance of strengthening writing teaching guidance in reading and writing classroom, and explores a teaching material strategy which can simultaneously cultivate students’ receptive and productive skills and is suitable for college English teaching in application-oriented universities. It is expected to have a certain impact on college English teaching in application-oriented universities.

References