A Study of College Students' Storage Capacity in English Writing

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ABSTRACT

College English curriculum is an important way to cultivate students' storage capacity in English writing, with the storage English writing capacity is not only for college students to deal with the CET 4 or CET 6 level examination, but also in the future to go on one of the essential qualities of jobs in response to social demand. To enhance students' storage capacity in English writing, the need to proceed from the grammar, vocabulary, reading, writing and the motivation of writing, strengthening students' basic input skills of knowledge, effectively design of college students' English writing curriculum. Taking quality-oriented education as the starting point, this paper probes into the corresponding storage capacity of college students' English writing.

KEYWORDS

College; college students; storage capacity in English writing

INTRODUCTION

The definition of “storage capacity in English writing”: storage implies the preparation or storage for an upcoming thing, which is a kind of output potential. As the name suggests, storage capacity in English writing refers to the comprehensive coping capacity of transforming stored knowledge into knowledge output that college students generate in the face of different writing subjects, writing purposes, writing styles and writing requirements. It is a kind of potential to achieve the goal of English writing by using the writer's long-term accumulation of knowledge (including vocabulary, grammar, syntax, reading, etc.) in a short time.

THE PRACTICAL SIGNIFICANCE OF STORAGE CAPACITY IN ENGLISH WRITING

In the college English teaching, many courses are set for the tests of CET 4 and CET 6, and the pursuit for instant success is common. Just as the saying goes, “maintain an army for a thousand days to use it for an hour”. The cultivation of storage capacity cannot be realized overnight. If a student wants to release knowledge perfectly in a short period time but does not spend long time and energy accumulating manifold knowledge, the only result is that the essay he writes will be full of wrong words and sentences and even irrelevant to the subject.

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In this case, the writing process is painful for the student, and meanwhile, the achievement he gets generally is not proportional to the time he has spent. The storage capacity in English writing is an important part of college students' comprehensive application ability of English. The improvement of the storage capacity in English writing can support college students to express their thoughts and feelings about life freely and effectively in English, and it can also help them record anecdotes they get in their daily life and study. To some extent, it is a powerful lever to measure students' comprehensive ability in English learning. The teacher can improve college students' ability of organizing and using English by training their storage capacity in writing. Therefore, the storage capacity in English writing is of great importance to college students' English learning.

FACTORS AFFECTING COLLEGE STUDENTS' STORAGE CAPACITY IN ENGLISH WRITING

The teacher does not use flexible teaching methods in the course of teaching

In College English, special English writing training courses are usually set up to improve the students' writing ability. But these English training courses usually aim to improve the English writing score at the tests of CET4 and CET6. There is no uniform standard in English writing. Therefore, the teacher often cannot make overall arrangements in the guidance, which makes the teaching of English writing become a weak link in the CET4 and CET 6 tests. The common social measurement criterion of college students' English proficiency is their grade in CET4 and CET6, so that the teacher generally focuses on increasing students' writing scores in CET4 and CET6 in the course of teaching. In the teaching of English, the teacher does not lay stress on the improvement of students' comprehensive English ability, but helps them make “a panacea for any kind of composition” (such as reciting the model essay, mechanically applying some fixed sentence patterns, etc.), aiming to improve students' English writing ability to help them get the basic score of writing. Although this kind of teaching methods of English writing which focuses on learning by rote can improve the students' scores to some extent, it is not very helpful for the improvement of students' overall English proficiency. Compositions of this kind cannot gain satisfactory scores in the test of CET4 and CET6, and they also cannot reflect the students' true level of English writing.

Students lack effective cognitive guidance in knowledge input by reading

Compared with English writing, English reading should be a way for students to input knowledge before writing, because through extensive reading, they can enrich their vocabulary, sentence patterns, various paragraph structures and even experience. A lot of students are not able to write a satisfactory English composition even though they have racked their and suffered many setbacks. This is not because these students lack the desire of expression or their mind is not sensitive enough. The real reason is that, most of them do not accumulate enough reading materials, so they often feel that they have nothing to say or cannot find a suitable entry point to express their thoughts in the process of writing. Secondly, Chinese college has a major drawback in the process of English learning, that is, they often read materials without thinking. In the reading process, most of them are only willing to stay in the meaning of the article itself, but do not want to go into the information of the article in the wording and phrasing as well as the article structure. The direct consequence of this method is that,
although they have read a lot of materials, they cannot write good essays relying on their knowledge stored. Therefore, in the teaching courses of college English reading and writing, reading and writing should be proportional and reading practice should be carried out under the guidance, so that students can get more effective input guidance.

Differences between Chinese and Western language and culture lead to obstacles in the language expression and thinking

The writing process of English is a process of language expression based on Western culture, and the differences between Chinese and Western modes of thinking lead to certain differences in language expressions. Lots of students only pay attention to the rules of language in English learning while ignoring the understanding of the background knowledge of English culture and some basic habits of English language. Some students are even influenced by the transfer of native language in the course of English writing and often use Chinese-style thinking mode directly in English writing. They express their sentence in English word by word according to the use rule of Chinese language, which makes their essays full of mistakes and also forms a certain reading obstacles for the readers.

Students' language learning almost completely disjoints with their life experiences

The role of a buyer maybe is extremely familiar to college students, because almost every college student has had such experience. The composition of CET4 in June 2017 made a reversal of the roles familiar to the broad masses of students—the role of buyer is converted to the seller. According to the requirements of that composition, students were required to play the role of a seller to sell some second-hand items they have used and even try to sell themselves. The role reversal made many college students unprepared for writing. Analyzing the reasons, it can be seen that the accumulation of language learning and life experience is almost disjointed with each when college students are studying at school. For college students, language learning is difficult to integrate into their real life while their life experience seems to be unable to correspond to their language learning. The environment in which English is applied seldom decides that the two cannot progress together. But it also gives our students a reminder: creation is derived from life, so is the English writing. In addition to the role reversal experience in daily life, college students also should consciously carry out language storage and training. Otherwise, it will be difficult to cope with the urgency of the moment.

STRATEGIES FOR ENHANCING COLLEGE STUDENTS' STORAGE CAPACITY IN ENGLISH WRITING

Quality-oriented education is the first step to enhance the storage capacity of college students in English writing. It should take the improvement of students' comprehensive level of English ability as the teaching objective and then promote the coordinated development of students' physiology and psychology in teaching activities. For English writing, the improvement of students' comprehensive personal accomplishment can promote the great progress of students' English writing ability. The comprehensive quality-oriented education is not the mechanically training of English knowledge or skills, but to inspire the students' English learning potential and cultivate their interest in writing, ultimately realizing the improvement of the storage capacity of college students in English writing.
Cultivating interests and habits related to English writing

In the course of teacher's teaching, interest is the first teacher of students. Only a student's interest is stimulated can he have a certain degree of enthusiasm for learning, and thereby he can take the initiative to accept and learn related contents and then achieve certain learning results in the course of learning. In the teaching process of English writing, it can be found that students' interest in writing is often influenced by the teacher's teaching charm. The teacher's profound knowledge, solid foundation and friendly teaching attitude can stimulate students to devote their energies to studying English writing. In class, teachers' proper extension, decent gesture language and teaching language with rich culture can form a spiritual infection and encouragement to students. This will be helpful to create a harmonious atmosphere in the classroom and form a resonant magnetic field between the teacher and students, so that students' thinking can keep tense and active, thereby reducing their mental burden of English writing in a certain extent. In the course of teaching, the teacher should strengthen the cultivation of students' English-style thinking habit, encourage them to express their own thinking through writing and cultivate writing as a habit of students in classroom.

Reserve English reading and writing materials

In order to improve students' writing ability, it is necessary to strengthen the accumulation of English reading. In addition to requiring students to recite and memorize essays in the text book, the teacher can also extend the amount of English reading of college students, in order to improve their English vision and cultivate their sense of English language. “A heavy reader, a graceful writer”, so goes English writing. First of all, only the one who has accumulated enough English materials and had good cultural quality in English reading can better understand the English writing. Students can improve their understanding of English while appreciating English articles or reading English newspapers and magazines, and this is conducive for them to better grasp the structure of writing. Secondly, the teacher must improve the effectiveness of students' reading, help students efficiently obtain some wonderful sections, classic paragraphs or beautiful sentences in an article, lead them to carefully study these accumulated paragraphs, guide them to analyze the rules of grammar or rhetoric and teach them to imitate or recreate some wonderful paragraphs or sentences. The series of conscious accumulation activities can not only cultivate students' practical ability but can also promote them to accumulate steadily, thereby helping them accumulate the corresponding language materials for the English writing. As the saying goes, practice makes perfect. On the basis of a great deal of reading and reciting, students' English writing ability can be improved effectively.

Training the studying and understanding ability of language and culture differences

Culture is the sum of all the material and spiritual civilizations of a society. Language is a component of culture, and also a carrier and a mirror of culture. With the migration and development of society and culture, language expands and transforms. In the process of development, the regional differences are very obvious. The greater the distance between two regions is, the greater the regional differences
International differences in language and culture also stem from this. The differences in the religious belief, values, history, culture, race, climate, geography and other aspects have certain impacts on the formation of different languages and cultures. From this point of view, college English courses shoulder the heavy task of transmitting language, but also have the responsibility to spread the culture of other countries. Timely introduction of Chinese and Western cultural differences in language and culture can help students acquire more knowledge through English curriculum learning, support them to reserve the background knowledge of language and cultural differences in different countries and promote them to understand the similarities, points of interest or unique characteristics of these differences, laying a practical foundation for the writing in the future.

Laying up role transformation related to life and studying

Flexible and diverse scenes should be created in the process of teaching to stimulate students' enthusiasm for English learning, attract their attention to English writing and promote them to go through the English writing training with the thinking of life and learning experience. That students lack enthusiasm for writing teaching is not only because the writing course itself is boring, but also because the writing itself is divorced from the students' real life. Students generally play a passive role in the process of writing teaching and most of them often accept writing tasks assigned by the teacher with endurance. Therefore, the teacher should create writing scenes related to the actual life and study for college students, so that they can have opportunities to experience different scenes and roles, achieving the transposition consideration and storage. Students should link the knowledge learned in class with the reality of life and express their feeling after role transposition through English writing. At the same time, they can also make use of their writing to communicate and interact with their classmates, achieving mutual exchange.

CONCLUSION

The storage capacity in English writing is a kind of ability that college students should master in their college life and this ability requires patience and effort. Just as the so-called “food and fodder should go ahead of troops and horses”, a student is bound to experience some hard knocks if he wants to write a good article. The teaching mode of College English course also needs continuous adjustment and improvement, so as to help college students cultivate more comprehensive storage capacity in English writing.

REFERENCES