

## CHAPTER FIVE

### SOLUTIONS, RECOMMENDATIONS, AND CONCLUSION

#### 5.1 EFFECTIVE SOLUTIONS AND RECOMMENDATIONS:

For solving problems and helping to improve the writing ability of Chinese college students, especially those who are non-English major students; the author would like to provide some solutions and recommendations, which are from three main perspectives. Moreover, the author points out that solutions from the perspective of teaching approach and learning strategy are focused on solving the blocks such as complexity and block; and solutions from the perspective of learning psychology are focused on solving the blocks such as premature editing and attitudes.

1. Solutions from the perspective of teaching approach:

1) Text-model approach

The text-model approach is developed on the basis of the text-based approach; it takes advantage of the strengths of the discourse approach and genre approach as mentioned in literature review by Tribble (1996). Following this approach, the teacher can indirectly provide good models for writing by encouraging good reading habits, and even by analyzing textual features directly. In this way, the teacher can provide insights for students that are beyond the learners' own experience; learners, on the other hand, are not totally dependent on the teacher for their knowledge of different writings. By having access to authentic text models, students can add to their own imaginative resources and come to awareness not only of how to write, but also of what to write. In other words, with the problems such as students always feel hard to write what they mean, or struggle to organize all information properly to get words on paper, a text-model approach will solve non-English major students' writing blocks much more efficiently than the previous old approaches do.

2) Incorporating the text-model approach with the process approach:

A text-model approach should be combined with a process approach because the process approach emphasizes creativity of writing and the defects of text-model approaches can be made up to some extent. Meanwhile, the process approach can be used to solve the problems such as the emptiness of content or cultivating students' confidence in writing. Based on the previous reviewing, these two approaches can make up for each other's defects when used together, and thereby solve the problems of both content and form.

2. Solutions from the perspective of learning strategy:

After reviewing the literature on learning strategy and the results. The author would like to make some critical commons and suggestions.

1) Metacognitive strategy:

Some experimental studies, such as made by O'Malley , and Ji Kangli as mentioned before, show that metacognitive strategy is better and more effective than other strategies such as cognitive strategy.

*Concentration of learning:* getting ready to do a writing assignment, and paying directed attention and selected attention.

*Arrangement and planning of writing learning:* finding out about writing learning; organizing; setting goals and objectives; identifying the purpose of writing; planning a writing task and seeking practice opportunities.

*Evaluation of learning:* self-monitoring and self-evaluating.

2) Production strategy:

Stylized language is viewed by native speakers as words without extra grammatical analysis, it occurs frequently during the language practice.

When English learners want to express themselves, through simple planning and control transformed from memory in the form of precast, they can just make a little adjustment according to the practical situation and will be able to produce grammatical sentences easily.

3) Social strategy:

According to review and recommendations from related literature, we see

that this strategy is another indispensable effective strategy.

Students may adapt group or pair work while they write compositions. Peer conferencing and response helps students develop both more finely-tuned negotiation skills and more socially appropriate ways of offering constructive criticism. Students can learn by asking questions and cooperating with friends, sharing writing ideas and advising with each other. That may solve writing blocks such as they struggle to start writing the first paragraph, or ideas are hard to organize in their minds.

### 3. Solutions from the perspective of learning psychology

For the writing problems as mentioned above, like students feel writing is unpleasant or take negative attitudes on writing compositions, we may think of solutions by understanding and using learning psychology.

#### 1) Having students realize the importance of English writing

Teachers should try to create real or imaginary communicative tasks for students to fulfill. Be opposed to direct language use, it will be more efficient for students to realize the importance of EFL writing, and thereby set up positive attitude towards it. As Ellis (2000) points out, motivation is dynamic in nature: it is not something that a learner has or does not have but rather something that varies with the change of learning context and task.

#### 2) Giving students appropriate response

Responding to students' written work has always been central to the teaching of writing. In order to give students appropriate feedback, the teacher must read their students' articles with a creative mind. This involves a collaborative creativity between the reader and the writer. For writing teachers to respond creatively, their perception of reading must be defined as a creative process rather than a simple analysis of text. This is because "reading, no less than writing, is a process of creative

imagination, not a mere product to be analyzed”. (White, 1994) Meanwhile, teachers should make response more encouraging, as Daiker (1989) said, “ An instructor should not mark every writing error, because students cannot psychologically cope with a deluge of deficiencies; and an instructor should use praise and positive reinforcement as a major teaching strategy” (pp. 104)

### 3) Expanding the communication ways with students

Beyond the traditional way, some researchers advise taking the form of a writing conference, which is a face-to-face conversation between the teacher and the students. By listening to the student and reading the work in progress, the teacher can come to know the student’s intentions, resources, growth, and needs. For the student, talking with a teacher about the work and responding to thoughtful questions is a way to expand and clarify thinking about purpose as well as a moment to receive technical assistance and advice.

## 5.2 CONCLUSION:

From the analysis in the previous chapters we may see that the ability to write well in a second or foreign language is not a naturally acquired skill, and writing in English is a big problem for many Chinese college or university students, especially Non-English major students. It plays an important role in showing students’ language competence; it’s a sort of ability, which cannot be cultivated in a short period. As Samuel Johnson says, “What is written without effort is in general read without pleasure” (Harvey, 2004). Writing perhaps is a challenging task, and learning to write needs time and persistent efforts.

EFL writing is a complex skill and its development involves much more than the accurate use of grammar and a good range of vocabulary. This study is aimed at figuring out the blocks that prevent students lifting their English level; these blocks are complexity, blocking, premature editing and students’ understanding of EFL writing. A comprehensive EFL writing program requires systematic treatment of a

large number of interrelated elements including teachers, students, teaching syllabus, teaching materials, teaching approaches and the design of curriculum and so on. Based on the understanding that as English teachers and with a thorough review of teaching approaches in the field of EFL writing, the author realizes that in order to teach English writing as a second or foreign language effectively, we have the responsibility to find out effective approaches from different aspects to help Chinese college students to enhance their writing ability.

Firstly, the teaching approach is the central to solving the problems facing EFL students. This research reviewed traditional teaching approaches, pointed out the features and shortcomings of them, and suggests some more effective teaching approaches to EFL writing, the necessity and feasibility have been elaborated in detail. Learning strategies are another aspect that we should pay attention to. We should teach students some good learning ways and strategies to receive the knowledge and information from teachers effectively. In other words, it won't make sense if students cannot understand what teachers teach, or the students only get a little progress with ineffective learning methods, though they have used lots of time and energy already. Meanwhile, it is argued that to solve the problems, students' understanding of EFL writing needs to be addressed at the first steps, as any approach will be useless without students' active participation. This study then discusses this problem from the perspective of students' learning psychology.

In short, students have to learn related writing strategies, and adjust to the feeling of English writing as well. For teachers, they should develop certain teaching approaches and improve the pedagogy in the process of teaching English writing; and teachers should improve students writing by encouraging them. In other words, teachers' evaluation of students' writing should be encouragement oriented.