

## On the Competence of the English Academic Writing in the Perspective of ESP

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### Abstract

With the rapid improvement of technology and research demand of college students, students are expected to have higher ability of English writing. At present college English teaching concentrates on the improvement of the basic knowledge, that is, the basic five skills: listening, speaking, reading, writing, and translation. The objectives of college English writing are to write for the CET band 4 and 6. We need to connect college English teaching with specialized English teaching and improve the students' English academic writing ability. The paper mainly discusses the effective measures to improve and cultivate the students' ability to write and to cultivate all-round development college graduates.

### Keywords

ESP; English Academic Writing.

### 1. Introduction

It is undeniable that academic writing plays a crucial role in tertiary education. University students, particularly postgraduates, are required to master the skill effectively since it is their way to graduation; however, it tends to be a challenge for most of the students. Therefore, the aim of this study is to investigate the major linguistic problems faced by students University of Science and Technology, Liaoning. when they attempt to write an academic essay or assignment and the causes behind those problems. Furthermore, this study had a particular concern on strategies to improve academic writing course design and teaching focus.

The English for Academic Purposes program is designed to help students develop the necessary skills required for academic success. The course is intensive in nature and requires a lot of work on the students' part. Students not only develop their overall language skills, but also focus on developing specific academic skills such as note taking, academic writing and reading, and individual presentations and group discussions.

### 2. Academic Teaching In Application-Oriented Universities

2.1 The emphasis of undergraduate education in application-oriented universities is to develop application-oriented talents with strong social adaptability and competitiveness. Among them, application-oriented college talents should have the characteristics of "strong skills + diversification", and should have not only good professional ability and accomplishment, but also general ability and accomplishment. General ability refers to the ability that plays an important role in personal and social development except professional ability. General skills include communication, reading, writing, rational thinking, learning strategies, time management, etc. Writing ability is a very important ability in both professional ability and general ability. It reflects learners' expression ability, thinking ability and comprehensive use

of language ability. It is one of the important criteria for employers to select application-oriented professionals.

2.2 The present college English teaching is still the basis of foreign language teaching, mainly is given priority to with language teaching; listening, speaking, reading and writing as the main teaching goal; The writing requirements are mainly to satisfy the writing objectives of CET-4 and CET-6 compositions. When students finish their college English study and return to their major study, the connection between college English and their major becomes prominent. In the process of professional learning, when they need to write and disseminate their professional achievements, what they need in English is academic writing ability. This writing mode is closely related to students' majors, involving academic paper writing, academic conference material writing, etc. This kind of writing is an important part of the emerging English teaching for academic purposes.

2.3 Combined with the teaching objectives of various disciplines, the teaching objectives of academic English writing put forward higher requirements for students' writing ability. In ESP, under the perspective of academic English writing teaching, not only satisfy the requirements of learners' specific business and career, but also is like other types of writing; writing language should reflect all personalized requirements, but not like basic English teaching, which has a relatively fixed writing mode, and content is more about life's common sense.

### 3. Academic Reading Base Writing Strategy

3.1 Extensive reading is the foundation of writing. One of the major reasons for the inefficiency of traditional classroom "English writing" is the lack of English reading. It is difficult for students to internalize knowledge and writing skills in a timely manner. English writing teaching materials for the cultivation of application-oriented English majors should include model texts that students are interested in or related to their career paths, with the overall discourse teaching as the orientation. Through reading, students can be imperceptibly familiar with the writing characteristics of this kind of article, expand writing with reading materials, master writing skills, and find the close relationship between language and thinking. Comments on business events and find multiple news reports about the same event in English versions of major Chinese newspapers such as China Daily as reading materials. Then use this theme to write multiple writing topics for students, so that students can write the same thing in a completely different perspective in the writing class. At the same time, it is also possible to collect foreign English reports on the same subject, so that students can compare English and Chinese thinking ways, to discover the influence of cultural differences on language expression, and to grasp precise expression methods, so as to avoid students writing Chinglish and make their articles more authentic.

3.2 Replacing traditional writing classrooms with flipping classrooms, under the traditional teaching mode of diversified mixed evaluation system, the weekly writing class is mostly for the students in the class to listen to the teacher to teach the knowledge, and the students do their homework after the class. This passive teaching mode does not help the students to internalize the knowledge well.

3.3 Writing teaching is the key and difficult point of English teaching in China. At present, only training students to complete college English basic writing is far from meeting the social writing ability requirements for English talents. Especially for our technical talents, they have worked very hard in their respective fields, and many people have made extraordinary achievements. However, some people are unable to publish their research results because of their limited English proficiency, and there is no way to participate in International Exchange of Technical Achievements. Therefore, on the basis of solid public English writing ability, we will greatly improve the English academic writing ability of science and engineering college students, and

in the future, let more outstanding scientific and technological achievements in China go abroad and be valued and promoted internationally.

#### 4. Conclusion

Novice and non-native postgraduate students always face a number of difficulties in the complexity in academic English writing. However, they are seldom taught the effective strategies to regulate their writing processes. The English for Academic Purposes (EAP) program prepares college students for vocational or tertiary-level study and other contexts where English is the language of instruction. It should also aim to develop student awareness, knowledge and skills in the use of English as the language of teaching and learning in a university environment.

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