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## Original Research Article

# Analysis of College English Argumentative Writing Problems and Teaching Countermeasures

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**Abstract:** At present, in order to adapt to the innovation and change of education system in our country, many universities have begun to examine the present situation of university education, and in order to achieve comprehensive talent training goal unremitting efforts, and in college English, English writing teaching has gradually become the focus of the university English teachers. In college English writing teaching must be necessary innovation, and seek a scientific, correct innovation path is more necessary, universities must cause enough attention of English writing teaching, and develop a set of cut, practical teaching mode of English writing, constantly motivate students English writing positive, sex, the college English education education results to highlight, universities, the overall education level can also get progress and promotion, students' employment prospects nature can get better guarantee. English argumentative writing is one of the important benchmarks to reflect college students' English learning ability. Improving college students' English writing ability will not only help them achieve better results in CET 4 and CET 6 and other academic proficiency tests, but also be particularly important for college students who want to work in foreign affairs in the future. However, at present, the English writing level of college students is often not satisfactory, and the English writing teaching is also faced with multiple problems. This paper analyzes these problems and proposes corresponding solution strategies.

**Keywords:** English argumentative writing; Problem; Teaching countermeasures

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## 1. Introduction

English argumentative writing ability is an important embodiment of students' comprehensive English ability. All kinds of English proficiency tests are required to write an English composition closely related to the theme, complete structure, understood meaning, rich form of words and the number of words within the prescribed time. After students enter the workplace, their English writing level, especially the level of argumentative writing, is also an important guarantee for students to communicate and communicate effectively in foreign affairs. However, compared with the writing of English English, the improvement of students' English argumentative writing level has always been a difficult point for teachers and students(Wang Meiqing.2024). In writing practice, students always have typical problems, such as off topic, chaotic article structure, simple expression and frequent Chinglish English.

## 2. Common Problems in Argumentative Writing in College English

### 2.1. Students Should Not Write Closely Related to the Topic and Misinterpret the Meaning of the Topic

In recent years, the writing requirements of CET 4 and CET 6 have been improved, and the topics are more and more innovative and abstract. From the initial essay topic and outline, to asking students to refine the topic according to the picture, to now only give simple topics, students need to find the entry point, and choose the style and structure of the article to write. However, many students are difficulty in grasping the topic of writing,

and often deviate from the topic or even completely off topic. By the title Can science and technology solve the environmental problems?Why? For example, some students may discuss environmental pollution throughout, but in fact the topic asks to discuss whether technology can solve environmental problems and the causes. Part of the reason for this situation is that the students did not examine the topic carefully, and did not quickly capture the key words of the topic, resulting in the inability to accurately grasp the writing topic. In addition, students are often influenced by their inherent thinking. For example, for topics such as How to handle the relationship between parents and children, students may focus on the relationship between parents and children in the current society, while ignoring the key how to handle in the topics(Lanyuan. 2024) .

## **2.2. Unclear Thinking and Lack of Framework of the Article**

The writing types of college English proficiency tests at all levels are mainly argumentative essays, supplemented by practical essays. The focus of English argumentative essay is to examine students' dialectical thinking and expression ability, and the structure of the essay should clearly present the logical context of "asking questions- -analyzing problems-solving problems". When writing English argumentative essays, students should take "explain the background- -analyze the reasons- -put forward strategies" as the basic framework of the article. In addition, personal views should be clear, the argument part should highlight the key points and be organized, each paragraph needs to have the theme sentence and support content, and the overall echo in the end part. However, many students lack the habit of argumentative thinking, often tend to write at will, resulting in the lack of focus on the full text, the theme is not clear, the lack of discriminatory argument, even personal views are not fully elaborated. In addition, many students rely on common words to fill the space, but the lack of necessary connection between the context, resulting in the widespread problems of unclear logic and rigid transition.

## **2.3. Lack of Single Vocabulary Expression**

One of the main problems that teachers often encounter in the process of correcting is the single and similar expression of students, and the wording of some compositions is almost the same. Even after receiving a year or two years of college English courses, most students are still at the middle and high school level in expression. This is mainly reflected in the lack of vocabulary, the frequent and repeated use of the same word. They are not good at using compound sentences or more complex ways of expression, the whole article has only simple sentences, resulting in boring, attractive and readable content.

## **2.4. Grammar Problems Emerge in Endlessly**

Students generally have grammar problems in argumentative writing. Many students have a poor English foundation and cannot even accurately identify the subject-predicate-object structure. Common grammatical errors include multiple predicate verbs in simple sentences, missing conjunctions in complex sentences, and confused sentence patterns, which makes it difficult for students to construct complete and coherent sentences. When facing this kind of problem, students often fail to understand the teacher's points, analysis and explanation, so they can not find out the cause of the sentence error, resulting in repeated mistakes, so that the writing ability can not be quickly improved.

## **2.5. Chinglish Expression is Confusing**

One of the common problems of Chinese students in English writing is Chinglish expression. In the usual writing practice, Chinglish expression often causes problems in collocation, logic and grammar. Chinese

sentences often omit the subject, for example, “so we must protect the environment and achieve sustainable development.” When translated into English, the subject should be added, or changed to passive expression, namely “So the environment should be protected and sustainable development must be achieved.”, but students often write directly according to the Chinese idea, resulting in the error of subject error. In addition, logical subject confusion is also a common problem in writing. For example, sentences such as “Taking part in group activities in university can adapt to the development of the society.” are clearly expressed in accordance with Chinese thinking, ignoring the logical relationship of subject and predicate consistency. Due to the lack of English thinking, students cannot even understand the logical problem

### **2.6. The Disadvantages of College English Exam-Oriented Education are Prominent**

In the process of college English education and teaching in China, the traditional exam-oriented education has still been inherited, and this outdated and backward education standard is mainly reflected in college English education: CET-4 and CET-6. First of all, college students are not active enough to learn college English, and most of them are under the pressure of exams to learn English, and learning in English learning is mainly in the form of recitation and memory, so that students ‘English scores completely depends on students’ own memory and learning intensity. Secondly, the content of English writing questions in college English exams is less, which also makes students do not pay attention to the accumulation of writing materials, and neglect to practice in English writing, so students’ writing ability cannot make progress (Guan Chen. 2024).

## **3. Strategy Analysis of Common Problems in College English Argumentative Writing**

In view of the above problems in the argumentative writing of college English, the teachers can train the students’ argumentative writing accordingly.

### **3.1. In the Writing Practice, Teachers Should Strengthen the Cultivation of Students’ Writing Habits**

The cultivation of students’ writing habits and critical thinking ability is a long-term process, which should run through the whole teaching process of English argumentative writing. Teachers should not only train students to quickly grasp the key words from the topic and refine their personal views, but also cultivate students’ awareness of making the outline before writing. As we all know, the most important thing in English argumentative writing is the clear expression of views and rigorous argumentation.

The outline emphasizes the elaboration of personal views and the list of each sentences. The topic sentence should echo the personal point of view, the best place at the beginning of each paragraph, let the reader at a glance. By writing the outline, students can clear their minds and focus on the key points. This helps to stick to the topic, avoid clutter, and ensure that the focus is highlighted. In addition, many students always feel that they have not enough time in the writing exam, but the composition is general, the word exceeds the word limit. In order to help students adapt to the exam, teachers can control the writing time in the daily writing practice, guide students to consciously control the space and adjust the way of thinking. This helps students to improve their writing speed, clarify the writing content, and improve their writing efficiency.

### **3.2. Teachers Should Carry out Targeted Intensive Training**

English writing ability is one of the keys to reflect students’ English learning level, which comprehensively reflects students’ performance in vocabulary, sentence pattern use, paragraph organization, text structure and

language thinking. Just allowing students to conduct different types of teaching in English writing class cannot achieve the expected teaching effect. Therefore, teachers can use the process genre teaching method to divide the writing and training into different special modules, such as: vocabulary divergence, supplement and training, English sentence writing training, chapter framework training, interconnect and logical relationship training, etc. In English sentence writing training, teachers should choose a variety of simple sentences, parallel sentences and composite sentences for special training to help students get familiar with common English sentence patterns and reduce grammar errors. In the chapter training, teachers can guide students to write thematic sentences and supporting sentences, guide them to select materials, use connectives, and understand the coherence and consistency of paragraphs. In addition, teachers can also divide training modules according to different topics, such as education, science and technology, culture, development, etc. This classification is conducive to students, writing exercises are closely linked with examination requirements, so as to carry out more targeted training.

### **3.3. English Grammar Learning Should Permeate into the Whole Writing Teaching**

In English writing teaching, grammar and its teaching is a thorny problem. Too much emphasis on grammar may lead to indoctrination teaching, ignoring practical writing training, and even turning writing courses into grammar courses. However, without explaining grammar, students are prone to grammatical mistakes in writing and some mistakes may occur repeatedly. Therefore, grammar teaching should be moderate in English writing teaching, and grammar learning should serve for writing learning. College students in high school usually have learned the common English grammar knowledge, for individual students English foundation is weak, grammar errors appear frequently, the teacher's first task is to help students to identify common writing grammar errors, and analysis often, with sentence patterns, temporal syntactic rules, such as compound sentences, write specification, inversion structure, the application of word phrase, parallel structure and rhetoric, etc. Teachers can analyze and evaluate the common mistakes in students' works, and let students always learn grammar through the whole process of writing learning. Teachers should avoid the indoctrination of large sections of grammar knowledge and combine grammar with writing teaching to realize the mastery of knowledge.

### **3.4. Teachers Should Pay Attention to Students' Accumulation of English Vocabulary**

Students' English vocabulary is crucial to the fluency of their writing and their expression ability. Cet-4 requires students to master about 4,000 words, and CET-6 requires about 6,000 words. Other English proficiency tests such as IELTS and TOEFL require higher vocabulary requirements. Writing needs to output, students can only master the vocabulary to accurately and effectively use. However, most college students only accumulate vocabulary by memorizing the exam word list. This mechanical memory can only make them know the words, but it is difficult to use them flexibly and easy to forget. One of the criteria for evaluating English writing is the richness of their vocabulary. Teachers should adopt various methods to help students improve their vocabulary accumulation. First of all, teachers can ask students to understand and memorize words by making sentences. For example, for witness, teachers can let students learn the expression of "place / time + witness + change" through repeated exercises. Secondly, teachers should avoid general explanations, but list common words according to the writing content, and encourage students to use them in writing. For example, under the theme of environmental protection, teachers list energy-related words: fossil fuel, clean fuel, alternative energy, traditional energy. The teacher designs the corresponding writing content, lets the students systematically apply these, the vocabulary to practice, is also a method to let them better master the vocabulary. In addition, in the learning process of

using adjectives and verbs, teachers can encourage students to find and use synonyms to cultivate divergent thinking(Chen Yijun. 2024). Finally, teachers can guide students to find suitable vocabulary learning tools, such as some software or small programs, and use their functions to assist memory, realize fragmented learning, and accumulate vocabulary anytime and anywhere.

### **3.5. Teachers Should Improve the Existing Classroom Mode and Evaluation Mode to Improve the Teaching Efficiency**

Facts have proved that the traditional classroom teaching model is not suitable for college English writing teaching. The writing process is actually the process of “receiving- -internalization- -and output” of what students have learned. Simple grammar, vocabulary knowledge, or writing skills cannot allow students to really apply knowledge to practice. Teachers can use the flipped classroom model. Before class, the teacher will learn the content of the class to students, let the students preview in advance, and complete some simple pre-class test, guide and preparation can help students improve the efficiency of classroom learning, teachers can also understand the students of the module and now, insufficient, can better grasp the key and difficult in the classroom teaching, control the pace of teaching. In class, teachers should design more writing practice links, through the form of speaking and let students practice, practice specific content: such as the theme sentence writing, beginning / end writing, outline writing for a writing topic, so as to fully mobilize students’ learning initiative. After class, teachers should make full use of online teaching resources, such as correcting online platforms or supporting online courses, to encourage students to consolidate what they have learned and test their learning results by themselves. Theoretically, every student should receive feedback on their writing effect and learning level. However, due to the large number of students and the individual differences in their writing level are obvious, it is not advisable to adopt a single evaluation method. Teachers should use various evaluation methods to evaluate students’ writing. Multiple evaluation methods can optimize the evaluation effect. For example, in classroom training, the teacher can copy the articles and chapter, and then let the students make self-evaluation or mutual evaluation against the original text; or, after completing after-class exercises, modify the evaluation and modification suggestions given by the platform. Teachers can also use classroom learning software to show and comment on students’ practice effects in the writing process.

### **3.6. Teachers Should Cultivate Students’ Cross-cultural Thinking Consciousness**

Teachers should be aware that many problems in students’ writing are essentially derived from the fact that Chinese thinking is not adapted to English expression(Yan Mendie. 2024). In order to help students develop English thinking mode and enhance cross-cultural and thinking consciousness, teachers should encourage them to develop the habit of reading original English materials and watching original English movies. This can promote “reading” and “writing” to promote each other, and students can improve their writing expression level through a lot of reading. In addition, students learn more excellent English models, through reading more, more back, more imitation, figure out and flexibly grasp the habits of English expression, so that the content of the article is substantial, logical and coherent, clear views.

## **4. Conclusion**

The improvement of English argumentative writing is a continuous process, which requires both students and the guidance of teachers. When cultivating students’ English writing ability, teachers should pay attention

to the comprehensive cultivation of students' English cultural knowledge, English expression ability and English learning methods. At the same time, teachers should constantly study and innovate the teaching mode and methods of college English writing, so as to effectively guide students to improve their writing level. Only through this comprehensive training and continuous innovative teaching methods can teachers help students gain the ability to pass all kinds of English and tests, and improve their ability to cope with the actual work needs. This comprehensive teaching and learning model will lay a solid foundation for students to write in English, so that they can better express their views, show their logical thinking, and achieve success in practical work and study.

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