

## Research on English Writing Teaching Based on Content Relying on Teaching Concept

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**Abstract:** Content-based teaching methods can combine English knowledge and writing to enrich students' social life information reserves and improve students' English writing skills. This new teaching mode provides students with new ideas for learning a second language and has received extensive attention from social scholars. In the English class, improving the teaching effect of English writing has always been a difficult problem. The process writing method, the result writing method and the method of writing through the carrier in the traditional teaching mode have certain drawbacks. Based on the content-based teaching concept, this paper studies its influence on the existing English writing teaching concept, and puts forward the specific application method of content based on teaching concept in English writing. It is pointed out that in the process of application, teachers should pay attention to the selection of writing themes, encourage classroom discussion, build good classroom processes, and enhance the autonomy of students' writing.

### 1. Research Background

#### 1.1 Literature review

Based on the content-based teaching method, the professional English writing teaching concept pays attention to the content form to carry out teaching, based on professional teaching materials, integrates reading and writing, and applies the subject content to teach. Deng Yunhua proposed to solve the problems of content cavities and monotony in traditional English writing teaching through classroom discussion, further improve students' English professional knowledge and application ability, and improve students' thinking ability and writing ability (Deng, 2014). From the aspects of English textbooks, social topics, teaching forms and writing skills training, Chen Wangqing analyzed the characteristics of the following secret English courses based on content-based teaching concepts. And proposed that the teaching method is conducive to improve students' English communication skills and secretarial English professional skills (Chen, 2017). In response to the requirements of the society for the training of English professionals, Qiu Peilei proposed ways to cultivate business English talents, accurately set the direction of cultivating English talents, and develop strategies for multi-dimensional business English language environment teaching mode (Qiu, 2017). One of the important directions of higher education in China is to cultivate talents with speculative ability. Wang Hui and others conduct research based on speculative ability. Combining content with teaching concepts, combining learning language knowledge with thematic learning forms, it is proposed that English writing and speculative ability can promote each other and assist development (Wang et al, 2017). According to Wang Xiaocui's education reformed in high school English courses, teachers and students are active in the classroom, and the teaching effect is improved. The development of English teaching in high school English should be taught with content as the core (Wang, 2017). Guided by content-based teaching theory, Zhuang Ting looked for problems in contemporary college English teaching through questionnaires, and studied methods and teaching models that could effectively improve students' English ability and quickly adapt to social needs (Zhuang, 2018). Wang Wei studied the content-based teaching method, analyzed the practicality of the teaching mode in medical English teaching, and studied the model applicable to medical English teaching (Wang, 2016). Yu Yang et al. analyzed and corrected the network writing system data, and proposed to train teachers to correctly use data technology, improve teachers'

comprehensive skills, and make full use of modern network technology technology (Yu et al, 2019).

## **1.2 Purpose of research**

Most students in China have been receiving English education since childhood, but some students still cannot use their knowledge of English at work. In response to this problem, the Education Bureau has also introduced corresponding policies for teaching reforms, which has made tremendous progress in Chinese English education. However, there are still certain problems. Some students can't write decent English passages at work, and some students can't join international big companies because they don't have English literacy skills when they graduate. Major universities have formulated teaching programs that can effectively improve students' literacy skills. Simple language reading, writing and memorizing are not enough to enhance the learner's cognition. The transfer of content knowledge can reasonably combine these basic knowledge and enhance students' personal cognitive ability. The teaching method centered on the language knowledge content can effectively mobilize the students' enthusiasm and interest in learning. The accurate purpose and initiative analysis of the subject data process is conducive to cultivating students' thinking ability in English writing.

## **2. Content based on the concept of teaching**

The content relies on the teaching philosophy to establish the knowledge of the language in a certain subject or event, to explain the textbook knowledge and to teach English knowledge. Content-based teaching methods are a form of language-oriented teaching that is different from traditional forms of teaching. The course no longer only teaches around the syllabus and English language form, but focuses on the students' actual needs and the latest international information, and organizes students' methods of learning English, curriculum and knowledge. The teaching method has three major characteristics, namely, selecting the material that conforms to the actual situation, taking the textbook knowledge as the core content and adapting to the learning needs of the students. The content relies on the teaching concept to pay attention to the continuity and overall practicality of the teaching content. When formulating the teaching objectives of each class, we must consider the form, content and the degree of knowledge of English language knowledge. Using the form of group discussion and communication, students are encouraged to form a model of cooperation and mutual assistance to analyze English knowledge. The information and materials selected by the teachers are up-to-date and accurate, and the forms of presentation materials are also diverse. This sensory and diverse teaching method can arouse students' interest in learning. Through writing, students can exercise their thinking patterns and record the English knowledge they have learned in the classroom.

The content depends on the teaching concept. There are three forms in the teaching, namely the theme form, the auxiliary form and the protection form. The theme form refers to the teacher's designated fixed theme or main line, and the classroom teaching is carried out around this center. This form is flexible and practical. Auxiliary form refers to the role of language or content by teachers of multiple colleges. Together, they prepare materials for teaching, which is conducive to students' knowledge of English in different content. The form of protection refers to the separate teaching of students of different levels of learning, helping students of different levels to better understand English knowledge. This requires specialized English teachers to explain textbook knowledge and develop students' literacy skills. The teaching modes formed by these three contents relying on the teaching concept are all focused on the integration of English teaching and specific content, and each has its own teaching mode style and focus. Comprehensive consideration of these three teaching modes and the actual teaching environment and teacher-student level of major universities in China at this stage, the theme form is the most widely used and practical form in practical application.

### **3. The Influence of Content Relying on Teaching Concept on English Writing Teaching Concept**

The content-based teaching method forms a fusion of English knowledge and language communication. English communication is practical and extensive. It is essentially one of the ways to understand the relationship between other cultures and the world. Some students who have studied English already have a certain amount of English vocabulary and phrases, but in the actual writing process, it is difficult to correctly use contextual phrases and cannot express their ideas vividly. The content-based teaching philosophy also began to spread in the world in the middle of the last century and achieved certain teaching results. This type of content-based teaching emphasizes the purpose of teaching through the content of subject knowledge and real situations. English writing and language communication are inseparable from the content of the main line, otherwise it will form a messy situation. The combination of content and English language teaching is also a major concern in the language communication community. English writing teaching should start from the perspective of student life, focus on the students' interest events and related topics of professional knowledge, and carry out the topic English writing practice, and then stimulate students' interest in writing. Students will take the initiative to think when writing, and have more motivation to complete writing. They are no longer simply making up essays and backing essays, and will add their own creative ideas when writing.

When teachers instruct students to write, they rely on the essence of the teaching philosophy to change the traditional indoctrinating teaching concept, and encourage students to actively participate in content-oriented writing teaching, and encourage students to generate inspiration and interest in English writing. In English writing, students can not only acquire English writing skills but also learn new knowledge, and learn how to use English writing skills in the process of solving the topic problems. In the process of subject writing and problem solving, students use English repeatedly to create a real language environment, which is conducive to students' knowledge of English and the flexibility to apply what they have learned in practical communication. Therefore, under the concept of content-based teaching, English writing teaching, teachers can create an English communication environment for students, through English discussion and problem-solving activities, improve students' English writing ability when researching the theme or main content.

### **4. The concrete application of content-based teaching in English writing**

#### **4.1 Focus on the selection of writing themes**

The content is added to the teaching of English writing based on the teaching concept, which provides new ideas for English writing teaching and improves the existing teaching mode. The content of the theme form depends on the teaching environment suitable for most colleges and universities in China. College English teachers have received systematic English language learning, have sufficient English professional knowledge and high cultural history, and are willing to try new teaching methods. Therefore, the subject form teaching method has great operability. Thematic teaching focuses on the student's focus and stimulates students' interest in writing. Students also have content to write when writing, and there are opinions that can be told. English writing is no longer a simple use of English knowledge, but a process of thinking communication. Students no longer feel bored when writing English. The theme of English writing teaching focuses on the choice of the theme. Teachers can select interesting story fragments or stories without endings as the subject of writing from the textbooks. They can also choose textbooks, social hotspots or events around students as the writing theme.

#### **4.2 Encourage class discussion**

The center of English writing teaching should be students, paying attention to students' discussion and discussion on topics, guiding students to obtain new discoveries and writing ideas through discussion, and motivating students to deeply understand the subject content and lay a solid foundation for English writing. Teachers must not only listen to students' discussion of the topic but

also participate in student communication. Teachers can form class groups to enable students to exchange ideas with each other in groups, and to form new insights through thought collisions. The level of membership in each group is different. The students with active thinking and knowledge also have students who are step-by-step and have high writing skills. Teachers can reasonably allocate discussion time to the difficulty level of the topic, and can exchange more time for difficult topics. Students from different levels gathered to communicate and finally presented the results of the group in a written report. The teacher summarizes and unifies the results of multiple groups of exchanges. This communication method ensures the participation of class members in the classroom and promotes the exchange of ideas between students.

#### **4.3 Build a good classroom process**

In the English writing class, teachers should give full play to the role of teacher guides and create a good English writing class process. Teachers should understand the writing level of students in this class, analyze the aspects that students need to improve, and design the teaching content in a targeted manner to maximize the teaching effect of English writing courses. English writing can't be limited to writing. It can be combined with English reading and listening. The theme can be extended and discussed to encourage students to form a certain English language sense. English teachers should be aware that they are the leaders of the classroom. They should always pay attention to the rhythm of the classroom and the direction of the communication content, prevent students from making meaningless discussions and overall deviations, and ultimately fail to achieve the set teaching goals. In the specific English writing process, teachers should pay attention to the semantic expression and sentence logic evaluation of students' writing, and correct the mistakes of English language use in writing.

#### **4.4 Improve students' writing autonomy**

English writing is a thing that needs to be accumulated and practiced. Students can reserve English writing skills in stages according to their own situation. In the early days, students can enrich their English writing skills through inquiries and repeated practice. They can also expand their writing ideas by discussing the topic content. Teachers can help students overcome the fear of early writing and develop their interest in writing. In the next stage of English writing, teachers should correct the grammatical use of students' mistakes, cultivate students' English writing thinking and ability, and make students realize that English writing pays more attention to the expression of content. The final content of English writing teaching based on teaching concept is not only suitable for English writing in the classroom. After students form English writing thinking, they can find their own topics and materials under the class and carry out English writing training. In summary, the content relies on teaching theory to integrate English language knowledge with English cultural knowledge, so that students can not only learn English writing skills but also learn the latest international social news.

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